

INSPECTION REPORT

WATERVILLE PRIMARY SCHOOL

Waterville Road, North Shields. NE29 6SL

LEA area: North Tyneside LEA

Unique reference number: 108571

Headteacher: Mrs. J. Forster

Reporting inspector: Mrs. J. Stephenson
27384

Dates of inspection: 10th to 13th March 2003

Inspection number: 246803

Full 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:	Waterville Road, North Shields.
Postcode:	NE29 6SL
Telephone number:	(0191) 2006351
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. D. Kerr
Date of previous inspection:	24 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27384	Mrs. J. Stephenson	Registered inspector	Religious education	What sort of school is it? The school's results and achievements. What should the school do to improve further?
12503	Mr. M. Cundick	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22522	Mrs. M. Warburton	Team inspector	Geography History Foundation Stage	How well is the school led and managed?
31622	Mrs. L. Richardson	Team inspector	Mathematics Music Physical education	How well are pupils taught?
22667	Mrs. A. Firth	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
22655	Mr. T. Grieveson	Team inspector	Science Information technology Design and technology	Pupils' attitudes, values and personal development.
20826	Mrs. L. Gregory	Team inspector	Art Equal opportunities Special educational needs English as an additional language	Other specified features.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Waterville Primary School is an average sized school with 207 pupils aged four to eleven. The balance of girls and boys is fairly even across the school, although in some year groups, for example in Year 3, there is a significant gender imbalance. Thirty-three children attend the nursery on a part-time basis. These children are taught alongside reception pupils in an attractive Foundation Stage Unit. Six pupils are taught in a designated language unit, according to their individual needs although for much of the time they are successfully integrated into mainstream school. The school regularly admits pupils with a range of emotional and social problems from across the Local Education Authority (LEA).

The school serves an area of North Shields where there is significant social and economic challenge. The percentage of pupils eligible for free school meals has increased significantly over the last three years and it is currently nearly three times more than the national average and the percentage of pupils with special educational needs (SEN), including those with statements, is more than double the national average. The number of pupils who leave or join the school at other than the usual times is much higher than average. For example, since September 2002 sixteen pupils have been admitted into school and seven have left. Attainment on entry is well below the national average.

The current head teacher has been in post for two and a half terms. Prior to this there had been a considerable period of instability.

HOW GOOD THE SCHOOL IS

This is an improving school. The head teacher has rapidly secured improvements to the learning environment, pupils' attitudes and behaviour, and the partnership with parents. The school is caring and ensures that all pupils, including those from the language unit and with SEN, are able to take a full part in the life of the school. By the time they leave school, standards achieved by pupils are well below what is expected for their age. The school recognises this and has put in place a range of strategies to improve attitudes to learning, behaviour and to raise standards. Teaching is satisfactory overall and despite the low standards, pupils make satisfactory but improving progress. The head teacher's leadership is good and the school provides satisfactory value for money. The governing body now has a clear understanding of the school's strengths and weaknesses and supports the school very well.

What the school does well

- The strong commitment of the head teacher and governing body to raising standards and to the care of pupils generally.
- The energetic, purposeful and determined leadership of the head teacher.
- Pupils' positive attitudes and good behaviour.
- The good provision for nursery age pupils and pupils in the language unit.
- The successful integration of all pupils into the working life of the school.
- The good links with parents.

What could be improved

- Standards achieved by pupils by the time they leave the school.
- The commitment of all, particularly senior managers, to the whole-school improvement strategy and its consistent implementation.
- Making use of information gathered about pupils' achievements to help them know what they have to do to improve and to ensure that teachers' planning supports them in doing that.
- Gaps in the subject knowledge of some teachers.
- The match of teaching to the range of prior attainment in classes and, in particular, the level of expectation of what pupils can achieve.
- The criteria to identify pupils with SEN.
- Improving attendance by further developing positive strategies.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection the school has undergone a significant period of instability and standards fell initially. However, there has now been satisfactory improvement on most of the issues raised in the last inspection. Standards are beginning to rise, as a result of a range of strategies that have been introduced this year to improve pupils' learning. Standards in design and technology (DT) have improved and are now in line with national expectation. However, standards in music and religious education are now below expectations. Curriculum provision and planning have been a focus for development since April 2002. It is now more secure and teachers have better guidance. Procedures for assessing pupils' progress have improved but have not yet impacted upon standards. The head teacher has made a good start at monitoring aspects of school life. She takes a lead on this but, so far, not all subject leaders have played a full role. The information and communication technology (ICT) suite now ensures that children have full access to ICT and they receive their full entitlement. The school is well placed to continue to improve under the good leadership and direction provided by the head teacher working with the governors.

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	
	2000	2001	2002	2002	
English	E	E*	E*	E	well above average A above average B average C below average D well below average E
mathematics	E	E*	E*	E	
science	D	E	E*	E	

When children start school their attainment is well below the national average. They make good progress in the nursery because of the high quality provision. However, by the time children enter the reception class, they are still working below expectations for their age.

Standards achieved by Year 6 pupils in the 2002 tests were very low. In fact, in all three subjects, standards were in the bottom 5% of all schools. Even when comparing results with similar schools, standards were well below average. The high number of pupils with statements of special educational needs, particularly from the language unit, adversely affected these results.

At Key Stage 1 in 2002, pupils achieved English standards that were well below national average but when compared with similar schools, reading was in line with the average although writing was below. Standards in mathematics were better. Pupils achieved standards that were in line with national averages and when compared to similar schools they were very high. This is because many pupils achieved the higher levels. Pupils currently in school are working below national expectations, except in mathematics at Key Stage 1 where they are in line. However, there have been improvements since September 2002 and standards are starting to rise. Handwriting is now better and this is having a positive impact on the presentation of work in all subjects. Many pupils, at both key stages, have well developed number skills and therefore have good instant recall of facts. Nearly half of Year 6 pupils who have been in the school continuously since they were five are now working in line with expectations in English and mathematics.

Overall progress across the school is satisfactory and pupils who have SEN make good progress. However, overall progress is too uneven between classes and across subjects. This is mainly because

some teachers lack detailed subject knowledge and have low expectations of what their pupils can achieve, and so they are insufficiently challenged.

At Key Stage 1 ICT standards are in line with expectations but at Key Stage 2 they are below. In DT, art and design and physical education (PE) standards are in line with expectation. Standards in dance are above expectation. In history and geography standards are improving but are still below expectations. However, in music and religious education (RE) there is not the same improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school. They settle quickly to class work, are motivated and keen to learn.
Behaviour, in and out of classrooms	Good. Pupils act responsively and in a mature manner. The small minority of pupils who have challenging behaviour are well managed so as not to disrupt the work of others.
Personal development and relationships	Good and sometimes very good. Relationships are positive. Pupils are respectful, polite and courteous. Pupils work effectively in lessons, co-operating well with one another.
Attendance	Unsatisfactory. Despite extensive efforts by the school, the attendance rate is still below the national average.

Pupils' behaviour, their attitudes to work and their relationships within school are real strengths and these are having a positive impact upon the standards now being achieved. This is a result of the significant investment of time and effort by the school and, in particular, the head teacher.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

Overall, the quality of teaching is satisfactory and ranges from unsatisfactory to very good. Five lessons were not satisfactory and these were within each key stage, including the Foundation Stage. At Key Stage 1 teaching is good overall in English and mathematics but in science it is too often unsatisfactory. The quality of teaching throughout the school is too variable and this results in uneven progress between classes and across subjects. This is mainly because some teachers lack specific subject knowledge and have low expectations, which sometimes results in insufficient challenge. However, half of the lessons observed were good or better and this is an improvement since the last inspection. Pupils' positive attitudes to learning, teachers' good management of behaviour and trusting relationships are key strengths. Teachers use praise and positive comments well and this helps to encourage and motivate pupils. However, teachers are not always clear on pupils' individual levels of attainment and oral and written feedback is sometimes not specific. This means that too many pupils are unsure of what they have to do to improve their work. Teaching in the language unit is consistently good. Individual needs are well catered for and pupils' progress is carefully monitored. Support staff across the school make a good contribution to the overall progress pupils makes. They work effectively with teachers and have a clear understanding of how best to support pupils across the full range of subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The Foundation Stage curriculum is very good. In Key Stages 1 and 2 the curriculum now meets statutory requirements. Careful consideration has been given to the teaching time available. Provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Good. The support and help that pupils with SEN receive is good. This is an inclusive school and all pupils, including those from the language unit are very well integrated. Although class teachers make early identification of pupils' needs, the criteria used are insufficiently rigorous.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for social and moral development is good. Assemblies are used well to reinforce good standards. Spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory. The school provides extremely well for the pupils' welfare and procedures for monitoring academic performance are in place. However, outcomes of this monitoring do not fully inform curriculum, teaching or learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good overall. The head teacher provides energetic, purposeful and determined leadership. She very quickly and accurately identified initial priorities and put in place appropriate plans and strategies to address these. She has reorganised the senior management team but they do not yet play a full role in long term strategic planning or reviewing and evaluating the work of the school.
How well the governors fulfil their responsibilities	Good support is given to the head teacher. Some governors are new to the school and they have received appropriate training. Governors now have a clear understanding of the school's strengths and weaknesses. They are keen and ready to take a more active role in defining accurately the direction the school needs to take.
The school's evaluation of its performance	Satisfactory. The head teacher has carried out a thorough review of policies and practices and has put into place a systematic programme for monitoring and developing all aspects of school life. Some policies are beginning to have a positive impact on standards. A minority of subject leaders have a clear understanding of these role but the quality of the work that they all do ranges significantly, from good to unsatisfactory.
The strategic use of resources	Very good. School funds are used appropriately to support educational developments. Staffing levels are good and ensure that pupils get good care and support. The head teacher and governing body are very good at securing external funding to benefit pupils.

The leadership of the head teacher and, increasingly, the governing body are strengths of the school. They provide clear direction and are fully committed to improving the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Progress made by some children. • Their children like school. • Behaviour of children. • The teaching is good. • Children are expected to work hard and do their best. • The school is well led and managed. • Interesting range of extra-curricular clubs. 	<ul style="list-style-type: none"> • The amount of homework. • The information provided. • The way the school works with parents.

The head teacher has worked hard to develop good relationships with parents. This is a strength of the school and is reflected in the positive views expressed by parents. The inspection team agrees with most of these views, but feels that teachers could expect more of some pupils. The amount of homework is judged to be satisfactory. The school has worked hard to develop very good partnerships with parents and the quality of information is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 2002 national tests at the end of Key Stage 2 were well below national average in English, mathematics and science. In all three subjects standards were in the bottom 5% of all schools. Even when comparing results with similar schools, standards were well below average. Standards have been consistently low over the last three years and there has been a decline since the last inspection. However, high pupil mobility and a higher proportion of pupils who have SEN adversely affect the results. When taking these factors into account and re-calculating the 2002 results, standards in mathematics and science are better. They are average when compared to national average and to similar schools. English standards, however, continue to be very low. Pupils' performance in reading is better than it is in writing. Boys have not performed as well as girls in English over the last three years.
2. Standards at Key Stage 1 are better than they are at Key Stage 2. In 2002, pupils achieved English standards that were well below national average but when compared with similar schools, reading was in line with the average although writing was below. However, mathematics results were better. Pupils achieved standards that were in line with national average and when compared to similar schools they were very high. This is because more pupils attained the higher levels. Girls performed better than boys in both English and mathematics. Science standards, as judged by teacher assessment, were well below average.
3. Pupils start school in the nursery class at the age of three. Their attainment on entry is well below the expected levels for children of that age. A significant number have poor communication, language and literacy and mathematical skills. Pupils make good progress throughout the nursery class because of the high quality provision. However, by the time they enter reception they are still working below expectations for their age. In reception class pupils make satisfactory progress. Higher attaining pupils do not always make the progress they should, because tasks sometimes lack sufficient challenge and expectations of what they can achieve are occasionally too low. By the time they leave reception many pupils have not achieved the early learning goals for children aged five.
4. Pupils currently in school are working below national expectations in English and science. In mathematics at Key Stage 1 pupils are working in line and at Key Stage 2 they are working below expectation. Pupils' speaking and listening skills are poor and this affects the quality of the work they do in all subjects. However, there have been improvements, since the appointment of the new head teacher. For example, handwriting is now much better and this is having a positive effect on the presentation of all work. Throughout the school there is now a strong emphasis on teaching the basic skills in mathematics. Many pupils, at both key stages, have good instant recall of number facts. Science standards are now higher than those achieved in 2002 because the subject is led well and clear guidance is offered to teachers. Nearly half of the pupils who have been in school continuously since they were five are now working in line with expectations in all three-core subjects.

5. Although pupils are now making overall satisfactory progress overall in English, too many pupils do not achieve the expected levels in writing. This is because many pupils spell incorrectly as a result of their poor speaking skills. In addition, punctuation and sentence construction are weak. Progress in mathematics and science is also satisfactory and although standards are improving, the pupils' ability to carry out investigations remains weak. Pupils with SEN make good progress. High levels of good support and appropriate resources ensure that these pupils are fully integrated into the life of the school.
6. Standards in ICT are in line with expected levels at the end of Key Stage 1 and are below expectations at the end of Key Stage 2. However pupils are making sound progress because of the introduction of the computer suite and the adoption of national schemes of work. This has ensured that pupils have planned regular timetabled opportunities to develop and practise appropriate ICT skills. In DT, art and design and PE standards are in line with national expectation. Standards in dance are above expectation. In all other subjects standards are improving but are still below expectations. This is because some teachers lack detailed subject knowledge and have low expectations of what their pupils can achieve. The progress that pupils make is too uneven between classes and across subjects. Overall, standards in most subjects are now improving because of recent improvements to pupils' behaviour, attitudes to learning and to curriculum provision. These good strategies are beginning to have an impact upon the standards achieved at the end of Year 2 and Year 6. However, this improvement is not yet apparent in music and RE. The school has set very challenging targets for improvement in English, mathematics and science and standards are set to improve.

Pupils' attitudes, values and personal development

7. Pupils' attitudes towards school are good. The majority arrive promptly each morning, they respond appropriately during registration and settle quickly to work. They are motivated and keen to learn. Pupils are attentive to their teachers and the majority willingly respond to teacher questions and responses, offering ideas and opinions. However, the poor oral language skills of some pupils often restricts their contribution to class discussions.
8. Standards of behaviour are also good. The large majority of pupils behave well, they act responsively and in a mature manner. Pupils move around school in a sensible way and the majority do so quietly and with consideration for others. For the large majority of pupils, behaviour in classrooms, corridors and in the playground is overwhelmingly positive. The small minority who have challenging behaviour are well managed so as not to disrupt the work of others. The school works effectively to ensure that all pupils are integrated into school life. Pupils work well together and there are no signs of bullying.
9. Relationships between pupils and between staff and pupils are good. On occasions they are very good. Pupils relate well to each other, to their teachers and other adults. They are respectful, polite and courteous to visitors. The majority of pupils talk confidently about their work. When provided with the opportunity, pupils work effectively together demonstrating co-operation to achieve the tasks provided by their teachers. In the playground, pupils respect rules and boundaries using designated space appropriately. This ensures that the outdoor areas can be enjoyed by all. The vast majority of pupils consistently show respect for their teachers, each other and the environment.

10. The head teacher and staff have worked hard to ensure that the overwhelming majority of pupils demonstrate a good and appropriate range of social skills. In classrooms, pupils take responsibility for their own learning and conduct. They can work independently when provided with the opportunity although in some lessons this is not offered and in these circumstances this restricts opportunities for pupils to demonstrate initiative. However, when opportunities are provided, pupils respond well to the formal responsibilities they are given. For example, the school employs a 'buddy' system within which designated older pupils are available to support others who have problems to share, providing an effective and helpful resource. The 'buddies' are clear about their role and enjoy the confidence of other pupils by demonstrating both maturity and sensitivity to their needs.
11. Despite extensive efforts by the school, the attendance rate is still below the national average. The effective and consistent support received from the Education Welfare Service is currently undergoing reorganisation and this requires a swift solution if the positive momentum gained in recent months is to be maintained. The school operates a breakfast club and this plays a key role in promoting punctual attendance for forty pupils.
12. Pupils' behaviour, attitudes to work and relationships are strengths within the school. They are having a positive impact on the standards now being achieved. This is a result of the significant investment of time and effort by the school and, in particular, the head teacher.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching is satisfactory overall. There still remains a similar small percentage of unsatisfactory teaching as at the last inspection. However, the current picture represents an improvement because now nearly half of the lessons observed are good or better. This is a result of the good relationships teachers have with pupils, which encourages them to have generally positive attitudes to learning. It is also linked to the significant amount of recent support from the LEA, which enabled teachers to draw up detailed, focussed plans.
14. Examples of good teaching were seen in all subjects and in most year groups with higher proportions of very good teaching in mathematics and in PE at Key Stage 2. However, the quality of teaching is too variable. This is due mainly to the lack of subject knowledge and low expectations of some teachers, which means that pupils are not sufficiently challenged. Too often, there are insufficient opportunities for pupils to work at activities that match their needs and abilities. Examples of this variability were seen in English where teaching is generally good in Key Stage 1 because teachers use specific vocabulary effectively to increase pupils' knowledge, and they use the final part of lessons well to deepen pupils' understanding. However, at Key Stage 2 higher ability pupils are not always given work that stretches them sufficiently and there are too few opportunities for pupils to develop their skills for thinking, speaking, reading and writing. The teaching of mathematics is good overall in Key Stage 1 as a result of appropriately differentiated activities, which means that pupils of different ability levels make good progress. In Key Stage 2 teaching in mathematics is satisfactory overall, although some examples of very good teaching were seen, particularly in Year 4 and Year 5 sets. Teaching for pupils in the speech and language resource base and other pupils with statements of SEN is good. The knowledge of specialist staff and the inclusive approach of teachers and support assistants mean that pupils regularly access activities in their age appropriate classes.

15. Throughout the school, teachers have very good relationships with pupils. They use the school's system of praise and positive comments to manage pupils well. Teachers have a purposeful approach and make it clear they want pupils to be successful in developing their skills and understanding. A very good example of this was seen in a Year 6 lower ability mathematics set where the teacher's patience, encouragement and calm, positive approach resulted in this challenging group of pupils being on task and trying hard to learn. Teachers have consistently high expectations of pupils' behaviour that they reinforce through effective use of the school's systems.
16. Pupils clearly know how to earn rewards and most teachers respond quickly to any unacceptable behaviour which means there is minimum disruption to learning. One of the many illustrations of this was in a Year 2 DT lesson where the teacher demonstrated very good control with regard to a small number of pupils who had difficulty following routines.
17. Teachers' planning is satisfactory overall. Learning objectives are clear with generally interesting planned activities, which means that teaching and learning are often well focused. Pupils generally know what to do during independent and group activities, which enables them to make sound use of the time available. However, there are insufficient planned opportunities for pupils to think and develop reasoned explanations. This is particularly the case in English, mathematics and science when some teachers' explanations and demonstrations take up too much time or too many activities are planned for the time available. Planning for English and mathematics is based on the national frameworks for teaching and has been drawn up following very recent additional guidance from LEA consultants. This means that teachers are not yet sufficiently familiar with the planning to discriminate effectively.
18. Teachers have generally sound subject knowledge in literacy and numeracy as a result of the support from the LEA. Most use specific subject vocabulary and terminology accurately. Sometimes the lack of teachers' subject knowledge means that activities do not relate to learning objectives. In some cases, mostly at Key Stage 1 in science, teaching is unsatisfactory because pupils do not make progress in key areas of learning.
19. In the best lessons teachers' expectations of what different groups of pupils can learn are good. Activities are provided that challenge all pupils to enable them to acquire new skills, extending their knowledge and further developing their understanding. This is regularly the case in mathematics from Year 4 to Year 6 where pupils are taught in ability sets. However, in too many other lessons, particularly in science at Key Stage 1 and English at Key Stage 2, some pupils do not make as much progress as they could because work and questions are too easy and do not challenge them sufficiently.
20. Teachers' use of a range of different methods to help pupils learn is satisfactory. Some are particularly skilful at working with the lower ability pupils and those with SEN. They give clear simple explanations and questions are often rephrased to enable pupils to take part in activities and improve their learning. All pupils are given some opportunities to talk about their work together which is good for developing thinking and reasoning skills. However, not enough time is allowed for pupils to learn in this way.

21. There is good use of time throughout the school. Lessons start promptly and they are well structured and prepared. Occasionally lessons are not well paced, which means that insufficient time is allowed to practice skills and consolidate knowledge and understanding. This is particularly the case in the main part of the lesson. Occasionally, teachers run out of time at the end of a lesson and opportunities to extend learning are missed.
22. Support staff make a good contribution to the progress pupils make overall. Teachers involve those who work with children in the Foundation Stage and with pupils who have speech and language difficulties in planning meetings, which means they have a clear understanding of how best to support these pupils across the full range of subjects. In most lessons support staff help pupils take an active part in whole class sessions and work with groups so that pupils make good progress.
23. Teachers use a good range of appropriate resources, which enable pupils to learn actively. The use of resources takes account of pupils' different learning styles and equipment such as individual whiteboards, phonemic grids and number fans allow pupils to try out their ideas and demonstrate their learning for the teacher. Opportunities to promote pupils' learning in classrooms, through the use of computers, was not seen during the inspection.
24. Day-to-day assessment of pupils' learning is unsatisfactory overall. This remains an issue from the last inspection. Teachers regularly praise pupils' efforts and make positive comments about their contributions, but this feedback is often insufficiently specific so that pupils do not understand what they are doing well. Too often teachers do not pick up on pupils' errors or misconceptions so that opportunities to further develop learning are lost. The last part of the lesson is often rushed, which means that assessment is superficial and pupils do not know if they have been fully successful or what they should do to improve their work.
25. Pupils are given homework regularly to improve and reinforce basic skills. It usually follows on from previous lessons and is used as the basis for future learning. This means that feedback for pupils who complete the activity is an integral part of the lesson and reduces the disadvantage for those who do not or cannot work at home.

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

26. The school's curriculum is satisfactory overall. A particular strength is the wide range of extra-curricular activities to enrich and enhance opportunities for pupils. Provision for nursery age pupils is good. All pupils have equal access to the curriculum and provision for those pupils with SEN is good. Boys and girls are treated with equal value and respect, whatever their background, circumstances and abilities. All pupils are successfully integrated into the working life of the school. There is a wide range of subject policies in place including sex education and awareness of drug misuse. Overall, curriculum provision and planning have improved since the last inspection and the issues identified have been resolved.

27. National guidelines for all subjects have recently been introduced and some have been adapted to the needs of pupils. Increasingly, teachers are beginning to be clear about what pupils should be learning and achieving at each stage, as they move through the school. The head teacher has rightly identified the need to increase opportunities for English, mathematics and science. Pupils' personal and social development in order to improve behaviour and relationships has also been a priority. These good strategies are now beginning to have a positive impact on standards across the school.
28. Support from the wider community and partner institutions is good. Healthy snacks are prepared by parents for sale at break-time. Educational visits contribute to pupils' learning and are planned carefully to support pupils' work in school. 'Curriculum Enrichment Weeks' have been introduced recently and are designed to enable pupils across clusters and phases to work together on an agreed theme. Older pupils recently had great fun learning about France with their friends from local primary schools.
29. The national strategies for literacy and numeracy are now in place and these are effective in ensuring that most basic skills are taught satisfactorily. However, there are too few opportunities for pupils to develop and extend their writing skills outside the literacy hour. Policies and guidelines for all subjects have recently been reviewed, but there has been insufficient time to review or adapt these to fully meet the needs of the school. Guidance for music is outdated and too much emphasis is placed on teaching Christianity in RE. Opportunities for pupils to develop speaking, listening and reasoning skills across the curriculum are insufficiently structured.
30. The provision for extra-curricular opportunities is good. The school offers a wide range of sporting, music and other clubs. Some clubs are run by school staff and others are funded by external agencies. The school successfully uses funding from other sources to enhance provision within the school. An early morning breakfast club is provided and this is well supported by pupils who benefit from a good start to the day. The school has good links with the local community and other schools. There is effective liaison with the local secondary school and this helps pupils to feel confident about moving to their next step of education. The head teacher's determination to enhance the image of the school in the community is having a positive impact on the good views that parents now have of the school. A wide range of adults support the school in hearing children read regularly. This is helping to promote positive reading habits as well as helping to raise attainment. There is a strong sense of dedication from teaching and non-teaching staff, combined with parents and helpers, to ensure that these activities are offered on a regular basis and that they support and complement the curriculum.
31. Provision for pupils' social and moral development is good and for cultural and spiritual development it is satisfactory. This is similar to that of the last inspection.

32. Personal development has been a high priority for the school and a good range of approaches and initiatives have been introduced in order to raise pupils' self-esteem and improve their attitudes, behaviour and values. The provision for pupils' social and moral development is underpinned by the staff's positive approach. They lead by example and teach the difference between right and wrong. They teach pupils the benefits of values such as courtesy and respect. The school has a clear and understood formal behaviour policy. A weekly 'Golden Achievers Assembly' is held during which 'Whizz Kids Certificates' are distributed. Pupils value these and they try hard in order to gain attendance to the 'End of Term Club'. Teachers show they care for pupils and take time to reason quietly with those who do not conform to the rules. Pupils understand and value the 'buddy' system. Pupils are reminded to think of others less fortunate than themselves through the work of particular charities. Each class is involved in a 'Blue Bag' collection of clothes for children in third world countries and all pupils eagerly take part in activities for 'Red Nose Day'.
33. Teachers encourage pupils to work together responsibly and sensibly, especially in lessons such as physical education (PE) where group work depends upon effective teamwork. Residential visits in Key Stage 2 give pupils opportunities to co-operate and work together away from home. The school's developing personal, social, health and citizenship programme is beginning to make a good contribution to the development of pupils' social skills.
34. Regular assemblies are held for all pupils and stories are used well to illustrate that everyone is different, but all are entitled to respect. An assembly entitled 'The Rainbow People' reinforced this principle and fully engaged the pupils. These occasions are also used well to reinforce reconciliation and forgiveness. Music is used in lessons and assemblies to develop pupils' spiritual awareness. In a Year 1 lesson Indian chant music was played at the beginning to create an atmosphere of calm. Pupils had opportunities to reflect in a peaceful room and this prompted a response from a child that she felt "good inside". However, teachers do not always maximise the potential for developing pupils' spiritual development through planned moments of quiet reflection.
35. Pupils are provided with a range of opportunities to learn about their own culture through exploring and investigating their immediate environment. They do this through planned curriculum opportunities, educational visits and from visitors to the school. A successful 'French Club' enabled pupils to learn about European culture. Through this, they were able to experience their own Mardi Gras festival and were able to learn simple French phrases as well as cooking French food. Some understanding of world faiths is taught through RE giving pupils the opportunity to explore the values and beliefs of other people. However, there are insufficient opportunities for pupils to study different cultures or to enable them to develop an understanding of the cultural diversity in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Pastoral care for pupils is a strength of the school. All staff know pupils well and they therefore respond sensitively to their individual needs. Pupils with SEN, including those attached to the language unit, receive appropriate support from specialist staff mostly within classrooms. Integration and full access to the curriculum are a priority for the school. They successfully achieve this and all pupils play an active role in all aspects of school life.

37. Early morning meetings are used to alert staff to any immediate changes to pupil circumstances and appropriate strategies are agreed. Information received is treated with appropriate discretion. This includes the handling of any child protection issues.
38. Health and safety issues are subject to regular review with staff briefed to identify and report any risk issues. Five members of staff are fully trained first aiders, including lunchtime supervisors who are equipped with first aid packs. The school is also conscious of the need to improve pupils' diet. This is being partly addressed by the recent introduction of a breakfast club, which also focuses on improving attendance, and also a healthy tuck shop with a target of renewing a Healthy Schools Award.
39. Attendance, currently at 91.8%, remains below the national average. The school has recently introduced a computerised system of recording and analysing attendance data. This is being used to focus on persistent absentees, particularly those that are condoned by parents. The school works in close co-operation with education welfare officers. However, recent changes in the Education Welfare Service, with the loss of an officer dedicated to the school, have inhibited progress in improving attendance, but the school is actively encouraging pupils through individual and weekly class awards, reinforced by the caring support they receive from staff. Pupils enjoy coming to school, but staff are conscious of the need to introduce pro-active strategies to improve attendance to acceptable levels.
40. Consistency of handling of the discipline and rewards system by all staff provides a secure and re-assuring environment for pupils, helping them to raise both their confidence and self-esteem. This is reinforced by staff sharing any individual success with parents, in the pupils' presence when they are collected at the end of the day. The introduction of a house system also provides opportunities to receive rewards for effort, attendance and achievement, with the most successful pupils identified as 'whiz kid' of the week. Pupils respond enthusiastically to all opportunities to raise their self-esteem, and are confident to confide in staff with any concerns, including bullying, knowing that they will be promptly and effectively addressed. The introduction of a 'buddy' system of older pupils accepting responsibility for mentoring younger children provides another very effective support system, as well as raising the self-confidence of each child. There is very good liaison between the school and main receiving secondary school in sharing pupil profiles. Booster classes are used well to prepare pupils for a confident transfer.
41. The care provided by the school is reflected in the positive attitudes and good behaviour displayed by pupils.
42. In July 2002 an analysis of Year 6 test results were carried out to inform curriculum change. As a result of this, more emphasis was given to teaching handwriting and oral, mental number skills. This has been successful in improving standards. An analysis was also made of all pupils' current levels of ability. Numerical targets for improvement at year group and individual pupil level were set in English, mathematics and science. In mathematics this information was used as the basis for setting Years 4, 5 and 6 pupils into ability classes. This also is being successful in raising mathematical standards. However, there is insufficient rigour to this process and sometimes, because of teachers' low expectations, targets are set too low. The planned development to use non-statutory and other tests will help teachers to have a more accurate picture of the performance of all pupils and to plan work that is differentiated to meet their needs.

43. The remaining subjects of the curriculum are being supported by the development of portfolios of work and some are standardised by matching work to National Curriculum levels. However, these have not been in place long enough for their consistent use by all teachers. Any information gathered has not yet been sufficient to raise standards.
44. Only a small number of teachers effectively mark pupils' work. They say how well pupils have done and link their comments to the learning objectives. They also include a comment that supports pupils to improve a specific aspect of their work, helping them to move closer to reaching their individual target. Pupils respond well to marking of this quality. However, the quality of marking is inconsistent across the school and too many pupils are not given sufficient guidance on ways to improve their work.
45. The procedures for identifying pupils with SEN are insufficiently rigorous. Class teachers identify pupils and if necessary place them on the register so that appropriate action can be taken. However, because some teachers have low expectations a minority of low-attaining pupils are inappropriately identified as requiring support and are placed on the register.
46. Pupils with statements from the language unit or with behavioural difficulties are successfully integrated into school life. Good individual education plans (EPs) are drawn up and these are regularly reviewed. As pupils achieve their targets, progress is recorded and appropriate action is taken to help them achieve the next step of learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The head teacher and community teacher have set a priority to encourage parents to more active involvement in the life of the school community and their children's education. This is progressing well and helping to raise parents' confidence in the school and expectations, as well as providing a firm foundation on which to target improved standards. Parents have responded positively and are appreciative of the opportunities they receive to consult with staff, to share concerns and receive guidance on how they can support their children's education.
48. In addition to detailed annual reports and two formal consultation evenings, when a crèche is provided to encourage improved attendance, an open-door policy offers opportunities for parents to raise individual issues as they arise. Staff are also proactive in contacting parents to share both concerns and individual successes. The latter raises both pupils' and parents' self-esteem. It is also proposed to introduce an interim written report in the spring term covering progress in literacy and numeracy, as well as their behaviour record. Parents will be invited to review these with staff to identify how they can support their children's further improvement. To assist in this role various training courses have been offered to parents, including Parents and Children Together (PACT), and computers, targeted at updating their skills, understanding of the curriculum and their children's learning. Parents are also invited to attend meetings in preparation for SATs at the end of Key Stages 1 and 2.

49. There has also been encouragement of increased involvement of the Parents, Friends Association in the life of the school, particularly in fundraising, support of events, development of the Healthy Tuck Shop, organising of crèche and parent and toddler groups, and preparation of materials to support teaching. Parents also support outside educational visits and an increasing number have volunteered their assistance to the school in various roles in response to the encouragement received from the head teacher. They are particularly appreciative of her role in opening up opportunities for their involvement and raising their confidence to participate. Parent governors also provide an important link between the school and the wider parent community.
50. Parents of children with SEN are fully involved from the beginning, establishing individual education plans and their subsequent implementation and review. There is additionally excellent involvement of parents of pupils supported through the language unit, through regular consultation meetings with staff and support agencies. All are particularly appreciative of the inclusive policy adopted by the school in ensuring that their children have access to the full curriculum and in preparation for mainstream education.
51. The inspection team agrees with most of the views of parents, but feels that teachers could expect more of some pupils. The amount of homework set is considered to be appropriate in reinforcing class work. Parents are actively encouraged to discuss pupils' academic and personal progress, and to seek guidance on how they can assist their children's education.
52. During the short period since her appointment, the head teacher has achieved significant progress in promoting the support and confidence of parents. This is now a developing strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the school are good. Since taking up her appointment in April 2002, the head teacher has provided purposeful, energetic and determined leadership. She is effectively moving the school forward. She quickly and accurately identified initial priorities and put in place appropriate plans and strategies to address these. She rightly identified the need to improve pupils' behaviour and attitudes to learning and introduced a more consistent approach to behaviour management throughout the school that has had a positive impact on learning. She also recognises the need to raise the standards attained by pupils, and the expectations that some teachers have about what pupils can achieve, and the strategies she has introduced have already begun to secure some improvement. She has re-defined the role of the deputy head teacher and is supporting her patiently to develop and grow into the role. The head teacher has also been instrumental in re-organising the senior management team but has not as yet had sufficient time to develop the role of the team in strategic planning.

54. Following her appointment the head teacher carried out a thorough review of the school's policies and practices and has put in place a programme to systematically monitor and develop all aspects of school life. As a result a new policy for teaching and learning has been introduced which is beginning to have a positive impact on the quality of teaching and standards achieved. New curriculum policies have been introduced that ensure that all statutory requirements are met and that the school is providing an appropriate curriculum for all pupils. As yet, there has not been sufficient time to review or adapt these policies to fully meet the needs of the school. Subject leaders have clear job descriptions and some have begun to fulfil their responsibilities in monitoring the work of their subjects and in planning for further development and improvement. However, the quality of their work varies significantly from unsatisfactory to good. Not all co-ordinators have identified where improvement is needed or where to plan and implement development, and some will need training and support to do so. Additionally the senior management team has not as yet been involved in reviewing and evaluating the work of the school, and this is a further area for development where training will be needed to improve their skills in supporting the head teacher in the leadership and management of the school. The part that they play in moving the school forward is not sufficiently clear and they do not as yet have a good understanding of their management roles and responsibilities so that a more corporate approach to leading the school can be ensured.
55. Following the head teacher's review, the school established clear aims and priorities that are beginning to be reflected in the school's work. This can be seen in the good behaviour and attitudes of the pupils and in the way that standards are starting to improve. The monitoring, evaluation and development of teaching is beginning to have a positive impact on classroom provision as the head teacher sets high standards and has high expectations. However, the role of other senior teachers in improving the quality of teaching has not as yet been fully thought out or developed. Performance management has improved to include more precise targets for teachers that more accurately reflect the school's priorities and enable all to play their part in raising standards. Staff new to the school are given appropriate support and guidance and quickly settle in. A shared commitment to improvement is developing as the head teacher, staff and governors begin to work effectively together, and the school has the capacity to improve.
56. The role of the governing body in supporting the school and planning for development is improving. Several Governors are new and have received appropriate training to enable them to carry out their duties effectively. They meet all statutory requirements and meet more frequently than the expected termly meeting because they recognise that there is, and has been, much work to be done in moving the school forward. They are developing a good knowledge of the school's strengths and weaknesses through regular, thorough reports from the head teacher and through their more regular visits and contact with the school. This is enabling them to play a more active role in deciding upon the school's development priorities. Until recently, they have been led by the head teacher in this respect but they now have a clearer understanding of the school's needs and are ready to play a more active role in defining more accurately the direction that the school needs to take.

57. As yet there is no longer-term strategic plan for development that extends beyond the current year and this is an area that needs to be addressed. The head teacher has a clear view of her priorities and the direction in which the school should go. Although governors are very supportive they have not as yet been involved in working with the head teacher in developing a shared, corporate vision that will set the direction for the school over the next few years. Additionally the staff of the school have not been sufficiently involved in deciding on longer term priorities and in understanding the part that they need to play in bringing about further improvement.
58. The school makes very good use of the resources available and ensures that educational priorities are supported well by funding, for example the decision to employ more staff is effective in that it is beginning to have an impact on raising standards. However, it is too early to judge the longer-term impact of this decision. The governing body monitors the budget well through an efficient finance committee and ensures that the principles of best value are applied. Governors keep a watchful eye on spending and make appropriate decisions where necessary. The head teacher and governors are very good at securing external funding to benefit pupils, for example the breakfast club is funded from external sources and ensures that many pupils get a good start to the day by having a nutritious breakfast.
59. Staffing levels within the school are good and ensure that pupils get good levels of care and support. The small group work that is enabled by the presence of support assistants is effective in enabling pupils to receive much closer attention than they would get in a whole-class situation. In some year groups class sizes are relatively small and this also has the advantage of more individual support available for pupils. The accommodation is satisfactory to meet the demands of the curriculum. Resources for learning are good and meet the needs of all groups of pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to help the school improve further, the head teacher, staff and governing body now need to ensure that:

- A clear and effective long-term corporate strategic plan is prepared for ensuring that the overall standards of pupils are raised by the time they leave the school.
(Paragraphs 53, 54, 55, 56, 57)
- The rate of learning is improved for all pupils by making sure that a consistent assessment policy is co-ordinated throughout the school and is rigorously monitored so that:
 - it is effectively understood and used by all teachers to raise pupils' attainment;
 - teachers provide clear and accurate feedback to pupils on what they have to do to reach higher levels of achievement.(Paragraphs 24, 42, 43, 44, 83, 84, 89, 106, 111, 126, 138)
- The overall quality of teaching is improved by:
 - making sure that all teachers have appropriate subject knowledge;
 - raising teachers' expectations of what pupils can achieve;
 - making sure that teachers' planning clearly identifies what different groups of pupils will be learning;
 - defining the criteria to identify pupils with SEN.(Paragraphs 14, 17, 18, 19, 20, 42, 45, 51, 67, 83, 88, 89, 93, 102)
- Attendance is improved by further developing the existing strategies.
(Paragraphs 11, 39)

In addition to the issues for improvement, the governors should address the following weaknesses in their action plan by:

- improving pupils' speaking, listening and writing skills;
(Paragraphs 5, 29, 79, 80, 83, 102, 115, 136)
- improving pupils' spiritual and cultural development;
(Paragraphs 34, 35)
- ensuring breadth and balance in the curriculum for music and religious education.
(Paragraphs 6, 29, 123, 126, 134, 135, 138)

Other Specified Features

61. Provision within the school for pupils with specific difficulties relating to speech and language is good. There is an attractive teaching area within the school, which is dedicated to specialist teaching and speech and language therapy. The provision was delegated to the school in April 2002.
62. The provision is well led and managed by the head teacher and the unit teacher who have a clear view of how the unit should operate inclusively within the school. The children with speech and language difficulties are registered in ordinary classes and receive part of their teaching in the unit and the rest alongside their mainstream peers. When pupils from the language unit are taught in the language unit there are often other children with SEN who have been identified by the school. This arrangement is inclusive and of benefit to all the pupils involved. The pupils admitted to the language unit have statements of SEN and travel from across the LEA. The provision is well staffed and at the time of inspection 5 full-time and 1 part-time place out of 12 possible places were taken up. The levels and quality of statutory provision, the accommodation and resources for pupils with SEN are good.
63. The quality of teaching within the language unit is good. The children benefit from close and effective liaison between language unit staff and class teachers. The teacher in charge of the unit and the school special educational needs co-ordinator (SENCO) work closely together ensuring systems for SEN are consistent across the school. Each pupil has a comprehensive IEP that is linked to their statement, and their progress is carefully monitored. Additional support is usually managed effectively and there is a clear rationale for inclusion for individual pupils, which matches the child's learning profile with the location of their lesson within the unit or their classroom base. Support programmes are planned to maximise flexibility and pupil access. Very occasionally pupils are unable to fully participate in lessons outside the language unit when an activity has not been fully differentiated or the class teacher is not fully aware of their particular learning needs.
64. All pupils supported by the language unit are making good progress and are set challenging personal learning targets. They have access to a broad and balanced curriculum, much of which is experienced alongside their peers. Pupils' knowledge, skills and understanding in literacy and numeracy are developed consistently, with a careful balance of specialist teaching where this is thought to be appropriate. Some children attain standards in some areas of the curriculum that are age appropriate. Other children are working at standards lower than national expectations and these are in line with their SEN. Relationships between language unit pupils and staff are positive and the children are confident and feel included in the life of the school as a whole. This inclusion is a strength of the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

83

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

33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	31	37	5	0	0
Percentage	1	11	37	45	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	17	207
Number of full-time pupils known to be eligible for free school meals	0	127

FTE means full-time equivalent.

Special educational needs

	Nursery	R – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	4	84

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	14
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.5

Unauthorised absence

	%
School data	0.7

National comparative data	5.4
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National comparative data	0.5
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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
	2002	14	4	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	10
	Girls	3	3	4
	Total	9	9	14
Percentage of pupils at NC level 2 or above	School	50 (62)	50 (48)	78 (69)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	12	10
	Girls	3	3	3
	Total	10	15	13
Percentage of pupils at NC level 2 or above	School	56 (72)	83 (72)	72 (72)
	National	85 (85)	89 (89)	89 (89)

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
	2002	26	14	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	15	20
	Girls	4	5	8
	Total	13	20	28
Percentage of pupils at NC level 4 or above	School	33 (33)	50 (41)	70 (70)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	15	18
	Girls	5	5	8
	Total	16	20	26
Percentage of pupils at NC level 4 or above	School	40 (33)	50 (48)	65 (63)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	180	7	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: R – Y6

Total number of qualified teachers (FTE)	11 (+1 SEN)
Number of pupils per qualified teacher	17:1
Average class size	23

Education support staff: R – Y6

Total number of education support staff	9
Total aggregate hours worked per week	127.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1 (+2 SEN)
Number of pupils per qualified teacher	17
Total number of education support staff	2
Total aggregate hours worked per week	70.75
Number of pupils per FTE adult	8:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	690,964.00
Total expenditure	655,460.00
Expenditure per pupil	2,789.00
Balance brought forward from previous year	6,923.00
Balance carried forward to next year	42,427.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69.4	28.2	1.2	0	1.2
My child is making good progress in school.	58.8	31.8	4.7	2.4	2.4
Behaviour in the school is good.	60	35.3	0	0	4.7
My child gets the right amount of work to do at home.	41.2	36.5	8.2	2.4	11.8
The teaching is good.	68.2	29.4	0	0	2.4
I am kept well informed about how my child is getting on.	51.8	32.9	11.8	3.5	0
I would feel comfortable about approaching the school with questions or a problem.	76.5	20	2.4	1.2	0
The school expects my child to work hard and achieve his or her best.	72.9	25.9	1.2	0	0
The school works closely with parents.	58.8	30.6	5.9	2.4	2.4
The school is well led and managed.	69.4	24.7	2.4	1.2	2.4
The school is helping my child become mature and responsible.	62.4	31.8	1.2	1.2	3.5
The school provides an interesting range of activities outside lessons.	75.3	20	1.2	0	3.5

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

AREAS FOR LEARNING IN THE FOUNDATION STAGE

65. Children start in the nursery at the age of three, and they spend up to three years in the Foundation Stage. The school's records indicate that attainment on entry to the nursery is well below the expected levels for children of that age. Throughout their time in the nursery class children make good progress but by the time they enter the reception year they are still not achieving the expected levels, particularly in the areas of communication, language and literacy and mathematics. In the reception year they make satisfactory progress, but few achieve the early learning goals for children aged five by the time they start in Year 1.
66. Overall provision in the Foundation Stage is good. The co-ordinator is new in post and has made some very good improvements to the environment, organisation and routines and planning. The Foundation Stage team, which includes two teachers and two nursery nurses, works well together, supporting and developing groups and individual children. A very calm, happy atmosphere exists and children respond well to this, growing in confidence and self-esteem.
67. Teaching is good overall in all areas of learning. It is mostly very good for nursery pupils. Activities are well planned so that children have sufficient time to make gains in their learning but do not become bored or lose concentration. Adults usually give clear instructions and intervene well in children's activities to ask questions or give advice. Relationships are very good, and children respond well to all adults, behaving very well and trying hard to please. Good use is made of resources, which are well cared for and of good quality. A very good feature of the teaching is the way in which many of the activities link to the topic or theme, to make learning more meaningful for the children. The teaching for the reception children is not always of the same good quality and is occasionally unsatisfactory because there is insufficient challenge for the higher attainers and expectations of what they will achieve are too low. This is sometimes seen in the free choice activities, where children's work is not checked, for example following on from a whole class session, some pupils were encouraged to write speech bubbles in their play, but no-one checked to see if they actually did so.
68. The leadership and management of the Foundation Stage are good. The co-ordinator has worked very hard to secure improvement and has put in place a detailed action plan. Assessment and provision for physical development in the outdoor environment have rightly been identified as areas for further improvement. The well organised, caring provision for children in the Foundation Stage means that they get a good start to their education and are happy to come to school.

Personal, social and emotional development

69. By the end of the reception year children play together well, usually co-operating and taking turns. They tidy up well, responding to the well-established routines and enjoying the element of competition that is introduced to see which group is first to tidy their area. Most remember to say “please” and “thank you” in their play and work, for example when being given toys and cards in a letter recognition game. They know the routine of hand-washing when they have been to the toilet, and some know why this is important. In their independent play younger children do not work together easily, but in a session in the hall using a parachute nursery children co-operated very well together to keep the parachute high enough for individuals to run underneath, showing confidence in the task and their self-esteem was enhanced by their success. Similarly in an outdoor session children demonstrated confidence when talking to and playing with adults. The curriculum for personal and social development is well organised with a high profile given to this area in the autumn term so that children quickly learn the nursery routines, and opportunities throughout the year provided through on-going activities and specific tasks, enabling them to make good progress overall.

Communication, Language and Literacy Development

70. By the end of the nursery higher attaining pupils write their names and know some of the letters of the alphabet. In reception higher attaining children begin to write sentences, making good attempts at spelling and putting the words in the right order. During the inspection, when working with an adult they could write a sentence about an animal and spell simple words but they did not use capital letters or full stops, nor did they always leave spaces between their words. All children make good progress but only the higher attainers reach the early learning goals by the end of the reception year. In their play, children write for different purposes, some making marks or patterns to represent letters. They write party invitations and labels for models they have made. Nursery children listen to stories with some concentration and understanding but find it difficult to express an opinion or to describe what is happening. Few converse with each other during their play and many are reluctant to answer questions posed by adults. However, because of the good teaching, children make good progress so that by the time they start in the reception year many are more confident in their speaking and listening. They communicate with each other in their play using short sentences and phrases about what they are doing. Some are still reluctant to answer questions but adults support and encourage them well. Children are familiar with books and by the reception year most know that print conveys meaning. However, lower attaining children in the foundation stage are not able to talk about the pictures. Higher attaining children in the reception year recognise the letters of the alphabet and can identify the initial and some final sounds in words they hear. Most reception children enthusiastically join in with the repeated phrases in a story read to them, lower attaining children with the support and help of an adult. Most identify the characters in a story, and the highest attaining children identify different types of text, for example that written in capital letters, speech bubbles and punctuation.

Mathematical Development

71. By the end of the nursery, higher attaining children recognise the numbers 1 – 10, write 1 – 5, and know the names of simple two-dimensional shapes such as a circle or a triangle. They can sort animals into sets of different types and are beginning to develop an understanding of addition by adding on one more. Those of lower prior attainment have little understanding of number. Children fill and empty containers in their sand and water play, developing an early understanding of measures.
72. In reception year, some children draw sets of up to ten objects and understand addition as combining two groups of objects, but the lower attainers are not yet grasping the concept. Some children recognise counting on as a method for addition. They are beginning to use mathematical language such as ‘taller’ and ‘shorter’. In a good project based on the story of ‘The Elves and the Shoemaker’, children learned about pairs and the highest attainers could count up to twenty, up to ten in two’s, compare the sizes of shoes they designed and sort them into sets by type, using criteria such as ‘sparkly shoes’ and ‘shoes with buckles’.

Knowledge and Understanding of the World

73. In the nursery, most children talk about their families and homes, drawing pictures of family members. Through good prompting and encouragement by teachers they are beginning to think about themselves and their likes and dislikes, such as their favourite food. In a good topic about animals they have learned about pets, farm and wild animals and higher attaining children know the names of the young of some animals. They use floor play mats to develop an understanding of features of the environment such as roads and fields.
74. Throughout the Foundation Stage children design and make models using construction kits but poor language skills prevent many from talking about what they have made. They use computers satisfactorily to create pictures and patterns and to play simple games that help them to develop mathematical skills. By the time they are in the reception year they have developed a more detailed understanding of animals and many can match young animals to their parents. Through growing beans and bulbs children have developed an early understanding of growth and the conditions that are needed for this. Children have some knowledge about Chinese New Year, gained from a recent focus on this festival, and they have tasted Chinese food. The activities provided for this area of learning enable children to develop an early understanding of some of the basic aspects of history, geography, science and RE.

Creative Development

75. Children listen to music and express themselves through dance, for example when dancing with streamers at Chinese New Year. Nursery children moved well as animals after they had listened to ‘The carnival of the animals’ and reception children could remember that this music was composed by Saint-Sans. The nursery children were not able to say what they liked or disliked about the music. Some nursery children are reluctant to join in with songs but by the reception year most will join in with the singing and the actions. They play simple percussion instruments such as tambourines and bells.

76. Most children in the nursery choose appropriate colours in their paintings, and are aware of shape and texture in their work. By the time they are in reception, many use a paintbrush with increasing control, and include appropriate detail in their paintings, such as ears and cheeks in pictures of themselves. They choose different materials in collage work and techniques, such as rubbings to create different effects. Children use the outdoor area well to create large-scale patterns and pictures using coloured chalk. They participate in role-play, such as pretending to be a vet as part of the animal topic, but their creative play is often hampered by their poor language skills.

Physical Development

77. Children's fine motor skills develop well as a result of good teaching and a clear focus on this area so that by the time they go into Year 1 the standards they achieve in this aspect of physical development are in line with expectation for age. Most cut accurately with scissors and stick using glue and tape. They manipulate materials such as dough and use a range of tools carefully to create good models of animals. They make models using small equipment, handling small pieces with good control as they fit them together. They also demonstrate good control when using the mouse on the computer.
78. Nursery children move with increasing control, as seen in a session using a parachute in the school hall. Children were able to stretch and move with co-ordination as they worked together to keep the parachute in the air, while individual children explored different ways of moving underneath it. In the outdoor play area children can run, climb and jump, showing an awareness of pace and of each other. It was not possible to observe the reception children participating in physical activity during the inspection, but evidence gained from observing the nursery children indicates that many are on target to reach the early learning goals by the time they start in Year 1.

ENGLISH

79. At Key Stage 1, in 2002, pupils achieved standards that were well below national average. However, when compared with similar schools, reading was in line with the average, although writing was below. At Key Stage 2, standards achieved were very low. Even when comparing results with similar schools, standards were well below average. The high number of pupils with statements of SEN, particularly from the language unit, adversely affected these results. At the time of the last inspection standards were judged to be in line with national expectations and pupils' progress satisfactory. However, since then, standards on entry to the nursery have seen a decline and the percentage of pupils, particularly at Key Stage 2, who move into or out of the school during the year has increased having a negative impact on standards achieved. Currently, attainment at the end of both key stages is below national expectations. Pupils' speaking and listening skills are underdeveloped and this affects the progress that children make both in English and some other subjects. Whilst writing skills are now systematically taught, there is insufficient opportunity for pupils to practise and consolidate these skills across the curriculum. However, the standard of pupils' handwriting and the teaching of phonics have improved since September 2002. Teachers now have a clear understanding of the principles of the national literacy strategy. The school has had a significant amount of support recently from the LEA to improve planning and teachers' subject knowledge. There is now a firm foundation upon which to build and standards are set to improve.
80. Pupils' attainment in speaking and listening is below national expectations at both key stages and they make slow progress during their time in school. Their willingness to engage in conversation and discussion is generally hampered by a poor range of vocabulary, lack of confidence and under-developed language skills. Sometimes there is too much teacher-directed talk and too little opportunity for pupils to respond verbally. However, most pupils listen attentively to their teachers and to others.
81. Attainment in reading is below national expectations for 7 and 11 year old pupils. Only the most able pupils in each year group read within expected levels. Most pupils at Key Stage 1 use picture clues appropriately. A significant number find using contextual clues difficult because of their poor comprehension and language skills. Only the most able build a comprehensive sight vocabulary and use their understanding of letter sounds to attempt new words. At Key Stage 2 few pupils demonstrate a good understanding of technical skill or read with well-developed fluency and expression. This is because there is insufficient structure to support reading development and the links between reading and writing are not sufficiently highlighted by teachers in lessons. The better readers at Key Stage 2 can read confidently and are able to self-correct. However, although they attempt to use phonic skills when tackling unfamiliar words they cannot use language cues to indicate change of tone or voice. Many pupils are unable to compare different styles of authors but can indicate a preferred choice, for example J. K. Rowling. A large proportion of pupils do not receive regular parental support for reading. The school therefore actively encourages members of the community to listen to pupils reading and teachers also hear reading during break-times. This additional time is helping to promote pupils' positive attitudes to reading. The range of books available is reasonable, although the school recognises that further good quality reading material is required. Pupils have opportunities to access the library for timetabled sessions but they are not taught library skills systematically. Guided reading is being taught but many sessions are short and the focus is generally on 'hearing' pupils read and not 'teaching' pupils to read. This is slowing progress.

82. At both key stages, attainment in writing is below national expectations. In Year 2 only the most able pupils write in simple sentences using suitable punctuation. Common simple words are spelt incorrectly for example 'haft to' for 'have to' and 'Engerland' for England. Incorrect spelling is often linked to poor pronunciation. However, good quality teaching based on the literacy strategy now ensures that most pupils have opportunities to write in a range of genres and consequently pupils are now making better progress. Overall the quality of handwriting is good throughout the school with children having regular opportunity to practise using a cursive style. This is having a positive impact on the presentation of work in all subjects. In Year 3 the standard of written work is limited in range and quantity. Punctuation and sentence construction is weak. The majority of pupils cannot produce pieces of writing using a range of interesting vocabulary and writing is characterised by short extracts containing simple sentences. This class contains a very high proportion of low-attaining pupils who demonstrate very limited language competencies. Progress is therefore slower than in other classes. The school's good recent focus on developing writing skills ensures that pupils practise writing for a range of audiences and purposes. However, even the most able pupils do not yet show an understanding of writing in paragraphs and many do not use the level of vocabulary expected for their age. Pupils across the school have insufficient opportunity to practise and consolidate skills taught in English across the curriculum, and this, therefore, slows progress.
83. Teaching across the school is satisfactory overall. At Key Stage 1 it is always good or satisfactory and at Key Stage 2 it varies from unsatisfactory to good. The literacy strategy has now been adopted and resources purchased to support effective implementation. This is beginning to improve standards. The LEA literacy consultant supports the school well and intervention strategies are effective. Additional literacy is provided to a good standard by teaching assistants. This is impacting positively on achievements as pupils gain in confidence. Pupils' attitudes are good at Key Stage 1 and satisfactory at Key Stage 2. Most stay on task and concentrate. Relationships across the school are positive, behaviour is managed well and the climate for learning is positive. Pupils' progress is now improving because of the effective strategies implemented since September 2002. Lessons are less successful when there is too much teacher-directed talk, when there are limited opportunities for pupils to respond verbally, and when there is a lack of challenge. Marking is not always used effectively to tell pupils what they need to do to improve.
84. The leadership and management of English are satisfactory. A range of initiatives has been introduced since September 2002 in order to raise standards. This includes several targeted groups of pupils who receive additional support from teachers and assistants and through specific learning programmes. These intervention strategies have been carefully thought out and implemented. Although opportunities to develop speaking, listening and writing skills across the curriculum are too limited, there have been some opportunities to monitor standards through planning and work samples, but it is too early to judge the impact. The school has begun to analyse test results, and although this has enabled them to improve, the analysis has not had sufficient impact on other aspects of English. Assessment does provide teachers with much information about pupils' progress and numerical targets have been set. However, this information is not yet used to provide work at an appropriate level for groups of pupils and individuals. The co-ordinator has ensured that teachers have received appropriate national training but she has not yet developed a focused view of weaknesses and what can be done to remedy them.

MATHEMATICS

85. Standards in mathematics in Year 2 are in line with national expectation and in Year 6 they are below expectation. This is a similar picture to that described during the last inspection, which means that pupils continue to make satisfactory progress overall given their generally low levels of attainment on entry to school.
86. In the 2002 national tests for Key Stage 1 attainment was in line with the national average and was very good in comparison with similar schools. This is because more pupils attained the higher levels. This represents a significant improvement over recent years. Evidence gathered during the inspection showed that pupils are on track to attain similar levels this year. In 2002 attainment at Key Stage 2 was well below the national average and, in fact, was in the bottom 5% of schools. When compared to similar schools it was still well below average. The high numbers of pupils with statements of SEN, particularly from the language unit, adversely affected these results. During the inspection pupils' work demonstrated an improving picture indicating that more are on track to attain the national average than was the case last year.
87. Throughout the school there is a strong emphasis on teaching basic skills in number, the number system and calculations. Many pupils are now demonstrating improved oral and mental skills. Pupils in Key Stage 1 have a sound understanding of numbers up to 100, they count and order numbers from the smallest to the largest with confidence. The majority of Year 2 pupils calculate accurately using addition and subtraction, they can count in 2s and are developing their knowledge of multiplication. The more able pupils can partition numbers such as 321 equals 300 plus 20 plus 1, they use multiplication to calculate 3 items at 25p each and they can total amounts and give change to £2 accurately. The majority of pupils have sound knowledge of two-dimensional and three-dimensional shapes, they can measure accurately in centimetres and recognise and show o'clock and half past. In Key Stage 2 pupils are building on their knowledge to perform more complex calculations. By the age of eleven, most pupils work confidently in all four rules of number and use their knowledge of reversing sums to solve problems such as $43 \div 4$. They understand the relationship between fractions and decimals and can convert one to the other well. They show good knowledge and understanding of shape and can calculate the perimeter and area of a rectangle using the formulae. They handle and analyse information using tallying methods, tables, charts and graphs. However, there is little evidence that pupils can approach mathematical investigations independently with confidence and work shows that pupils have difficulty explaining their reasoning. All pupils have covered a wide range of mathematical concepts but often only the few most able pupils demonstrate secure understanding. Basic numeracy skills are used well by pupils across the curriculum, for example Year 2 pupils measured accurately distances travelled by toy cars in science, and Year 6 pupils used a range of numeracy skills in measuring and costing materials to make a pencil case in DT.

88. In both key stages work is regularly planned to meet the different needs of pupils. However, the more able pupils at Key Stage 1 and Year 3 are often insufficiently challenged through more open-ended activities and questions that would develop their mathematical thinking and reasoning skills at higher levels. From Year 4 to Year 6 pupils are taught in ability groups for mathematics lessons. This is very effective because it increases the amount of time when pupils are engaged in activities pitched at the right level to move their learning on. It also allows for the lowest ability pupils and those with the most challenging behaviour to be taught in small groups giving them the amount of support they need. In the best lessons the teacher recognises the different ability levels within the set and provides more finely graded work that ensures that the thinking of all pupils is extended. Good examples of this were seen in lessons for the average and higher ability Year 4 and Year 5 pupils.
89. Teaching across the school is satisfactory overall. At Key Stage 1 it is always good or satisfactory and at Key Stage 2 it varies from unsatisfactory to excellent. In the vast majority of lessons, teachers provide a very good learning atmosphere for pupils through the setting of clear high expectations of pupils' productivity and behaviour. They do this through their patient approach and skilful use of praise and positive comments that encourage and motivate pupils resulting in them having keen attitudes to work and trying hard. Planning is based on the national numeracy strategy plans and these are modified appropriately to meet the needs of pupils at different ability levels. However, teachers are not yet sufficiently familiar with unit plans in order to adapt them so that pupils have enough time to consolidate their understanding before moving on. This has resulted in the rapid coverage of work that is not well understood by significant numbers of pupils. There are also too few planned opportunities for pupils to reflect on their learning and to extend their mathematical thinking and reasoning, which means that many have difficulty knowing how to use their basic skills appropriately. Most teachers use a good range of methods to help pupils make progress, these include clear explanations and demonstrations supported by the use of helpful resources. They also give all pupils some opportunities to take an active part in their learning through the use of equipment such as white boards and number fans. However, teachers sometimes miss opportunities to pick up on pupils' errors and misconceptions to develop the learning for all. All teachers make brief positive comments in their marking to encourage pupils. However, there is inconsistent use of day-to-day assessment through detailed marking that diagnoses difficulties, highlights what pupils have done well and what they need to do to reach their target. The best marking was seen most often in Years 2 and 5. Pupils in Year 5 responded to comments in their books and made a clear effort to follow the teacher's guidance to improve their work. In many classes worksheets are used too often which makes it difficult for teachers and pupils to check progress and build on knowledge and understanding systematically, and limits opportunities for pupils to develop the skills involved in organising their own work. In the lessons that included references to homework, the impact was good because it built on the learning in the lesson and was viewed with enthusiasm by pupils.
90. The management of mathematics throughout the school is satisfactory. The subject leader and key teachers have received appropriate training that means most teachers have a clear understanding of the principles of the national numeracy strategy. The school has had a significant amount of support recently from the LEA to improve planning and teachers' subject knowledge. This needs to be built on so that teachers are able to modify and adapt planning to provide more opportunities for pupils to consolidate their understanding and develop their ability to think, reason and explain mathematically. The school has begun to analyse test outcomes, however there is not yet sufficient clarity about the impact of the school's work on pupils' progress.

91. There is clear improvement since the last inspection. This is as a result of the significant amount of recent training and support from the LEA that means that teaching is more focused and purposeful. Overall, teachers have high expectations of pupils' effort and behaviour that has resulted in pupils having good attitudes to the subject. The introduction of a setted approach to teaching in Years 4 to 6 means that most pupils in Key Stage 2 are working at levels that match their ability, consequently standards are rising.

SCIENCE

92. Standards in science have improved since the last inspection and are now higher than those achieved in 2002 at both key stages. At Key Stage 1, standards are in line with national expectations. Standards being achieved by 11 year olds are still below national expectation but pupils are making sound progress. Significant additional time has been allocated to science and together with the adoption of the QCA schemes of work in September 2002, this has impacted positively on pupil attainment. Pupils with SEN also make sound progress in science because they are well supported by additional staffing.
93. The quality of teaching is satisfactory overall with good features. However, there is some unsatisfactory teaching at Key Stage 1. The good aspects of teaching have a positive impact on pupils' learning. This teaching is focussed on clear objectives that are shared with pupils and directly relate to previous learning. This helps pupils to understand the core purpose of lessons, providing a clear platform from which progress can be made. Good use of key scientific questions is used to engage pupils' interest so that they are able to draw on previous learning, demonstrate their knowledge and make predictions about what will happen next. Good teaching is underpinned by appropriate subject knowledge and the effective use of resources. In these lessons, pupils enjoy science, work hard and make sound progress in their learning. Where teaching is unsatisfactory, teachers lack sufficient scientific knowledge that confuses pupils and limits progress in learning. In these instances, the introductory part of lessons is too long and pupils lose both interest and motivation. Tasks do not always build upon prior learning for different ability groups and in particular the most able are disadvantaged because there are few opportunities to extend their thinking.
94. At Key Stage 1 the additional time committed to science ensures that the full range of National Curriculum content is now being delivered. In Year 1, pupils understand that a circuit has to be complete for a bulb to light when connected to a battery. They are aware of the need to eat balanced meals and take regular exercise in order to have healthy bodies. Pupils relate this knowledge to the classification of food preferences, locate information on block graphs and are able to draw conclusions about likes and dislikes. Pupils work in the outdoor environment, they use the school's wildlife garden to discover creatures and their habitats. They are beginning to understand habitat preferences in relation to specific creatures. At Key Stage 2 pupils also cover the full range of National Curriculum science. They know the differences between solids and gases, they recognise that when water evaporates solids are left behind and they carry out independent experiments to test out their predictions. Pupils study physical processes and know for example that sounds are produced when objects vibrate and that pitch changes by altering the size or tension of objects. They demonstrate an understanding of teeth and the respective roles of molars, canines and incisors. Pupils are aware that carnivores and herbivores have teeth suited for the different kinds of food eaten. Their knowledge of scientific processes is becoming well embedded. They have extended opportunities to carry out 'fair tests', 'make predictions' and 'draw conclusions' from the evidence collected. However, the lack of differentiation in the majority of lessons restricts the progress of some pupils and in particular the most able.
95. The attitude of pupils towards science is good. They are interested and enthusiastic and enjoy practical experiments. They listen to teachers attentively and respond enthusiastically to questions. When carrying out investigations, pupils demonstrate sustained on-task behaviour and maintain commitment throughout the lesson.

96. The enthusiasm and committed management of science by the co-ordinator is good. She has introduced the QCA schemes of work for science, ensuring that each year group now has a clear focus for curriculum delivery and that this is now matched to an extensive resource base. The co-ordinator monitors teachers' planning and provides feedback. Monitoring of teaching and learning was undertaken in the autumn term 2002, information and guidance was subsequently provided for teachers and the co-ordinator remains available to support colleagues. The introduction of the QCA non-statutory tests in Years 3, 4 and 5 will compliment the statutory tests in Years 2 and 6. Collectively, these will provide the co-ordinator with opportunity to regularly evaluate pupils' performance and make informed decisions about future provision.

ART AND DESIGN

97. The attainment of pupils in art and design at Key Stage 1 and Key Stage 2 is in line with national expectations. This is a similar picture to the last inspection. At Key Stage 1 pupils are developing their own observational drawing skills through exploring the work of William Morris. At Key Stage 2 children develop their aesthetic awareness by designing a chair for a monster they have been writing about. They share ideas and can talk about their work, comparing approaches in order to make improvements to their work. The school makes use of a digital camera to enhance displays and there is some use of ICT. The children enjoy art and are enthusiastic and motivated in their responses to the teaching and work positively with each other.
98. Pupils make satisfactory progress at Key Stage 1 and Key Stage 2. They are provided with a wide range of media including paint, plaster, assorted paper and card, wire, glue, printing inks, crayons and chalks, with which to work and develop their skills. They show increasing confidence and control in handling the variety of media and at Key Stage 2 they are able to plan their work, select materials and develop their responses over a sustained period of time.
99. The quality of teaching is satisfactory overall and sometimes good. Teachers plan carefully and follow a long-term overview provided by the co-ordinator. The good teaching has clear objectives based on the children's prior learning and motivates the children to use their imagination and creativity. Teachers subject knowledge is secure and is well supported by the adoption of QCA units of work, which provide curricular breadth and balance. The displays throughout the school are attractive and enhance the learning environment. A lively display of masks and hats in the corridor has been produced by pupils in Year 6 illustrating the use of wire, tape and paper, but there is little supporting information provided to extend the understanding of the viewer.
100. The art and design policy has been recently reviewed and updated. Co-ordination of art topics, resources and responsibilities for display is well co-ordinated across the school. Systems for monitoring and evaluating the effective delivery of art by class teachers and the standards of work achieved by pupils, have been developed but have not yet been implemented.

DESIGN AND TECHNOLOGY

101. Pupils' attainment in DT at the end of Key Stage 1 and Key Stage 2 is in line with national expectations. This is an improvement since the last inspection. The school has adopted the QCA scheme of work for DT, and this has provided a secure basis for planned progression. There is also an improved time commitment to DT within the curriculum which has supported the full implementation of the scheme of work.
102. The quality of teaching is satisfactory overall, and some aspects are good. There is a suitable emphasis on design, the use of appropriate materials and opportunities to construct objects and evaluate finished items. Teachers have a sound knowledge of the subject. Lessons are well planned and build upon prior learning and this helps to engage pupils' interest and motivation. In the majority of lessons and particularly at Key stage 2, there is insufficient differentiation. In a minority of lessons this was combined with over-direction by teachers, restricting opportunities for pupils to follow up their own ideas. When this occurred, progress in learning was unsatisfactory.

103. At Key Stage 1, pupils are provided with relevant opportunities to use a wide range of materials including paper, card and fabrics. In Year 1 for example, pupils design, make and evaluate 'jointed' puppets using paper fasteners to produce movable joints. In Year 2 pupils develop weaving skills using ribbon, lace and paper to produce woven patterns as the basis for making 'Joseph's Technicolour Dreamcoat.' Links were made to ICT to generate further designs as the basis for producing templates for Joseph's coat.
104. At Key Stage 2 pupils continue to explore opportunities to design, make and evaluate. In Year 5 they engage in using 'cam' mechanisms to produce toys with moving parts. Pupils are able to describe the function and operation of a 'cam' using their design plans to support their explanations. In Year 3, pupils utilise their knowledge of 'pneumatics' to produce a monster that can move. These pupils draw upon previous experiences and work collaboratively together in pairs to produce designs.
105. Pupils enjoy DT activities. They are very attentive and listen to teachers with genuine interest. They are very responsive to questions and offer ideas. Many pupils willingly help their friends when required and levels of co-operation are good.
106. The co-ordinator offers sound leadership. She has made a positive contribution to DT in a relatively short period. The introduction of the QCA scheme of work now provides clear expectations in terms of curriculum coverage for each year group. The formal monitoring of its implementation is planned for the summer term. The display of pupils' work in the hall has highlighted progression of DT skills across the school and this is further strengthened with photographic evidence contained in the co-ordinators file. However, the assessment strategy identified in school policy documentation is not yet influencing the improvement of standards in DT.

GEOGRAPHY

107. By the end of Year 2 and Year 6 standards are below the nationally expected levels. When pupils start in Year 1 their knowledge and understanding of the world is below the expected levels and few have achieved the early learning goals in this area of learning. Throughout the school all pupils, including those who have SEN, make steady progress and their achievement is satisfactory. At the time of the last inspection standards were judged to be in line with national expectations, but progress since then has been satisfactory because of changes to the characteristics of the school. When children start in the nursery their attainment is well below the expected levels, and there are now more pupils who leave or join the school part way through their primary education. These factors adversely affect the standards achieved.
108. It was only possible to observe one geography lesson during the inspection, so judgements have been made by looking at work samples and planning, and talking to the co-ordinator. Pupils in Year 1 can name some jobs that people do such as a teacher or doctor. They draw a simple map to show their route from home to school, and describe the main features of the local environment. By the end of Year 2 they identify features of different places, for example mountains on the fictional island of Struay. They draw simple maps of the local area and know different types of transport needed to travel to different places. They have some basic knowledge of other countries, for example that there are beaches in Portugal. In a Year 2 lesson pupils recognised the differences between a French and an English breakfast. Overall they have very basic knowledge and understanding that lacks any depth or detail.
109. In Year 3 pupils have some knowledge of climatic zones and the weather around the world. They study the local area and identify what they like or dislike about it. In Year 4

they progress to thinking about how it could be improved. Throughout Key Stage 2 good use is made of the local area for geographical study and in Year 6 a good study of rivers focuses on the River Tyne. Pupils describe the features of a river such as the source, mouth and a meander. They are aware of the safety issues related to rivers such as drowning and pollution and have a basic understanding of erosion and its effect on landforms. They describe the features of mountains and identify mountain ranges on a map of the United Kingdom.

110. Although only one geography lesson was observed, indications are that teaching is satisfactory. Planning is sound and good use is made of resources and artefacts to enhance learning. Good use is made of the local area such as the wildlife garden within the school grounds and the nearby fish quay and shopping development. There are good links with other subjects of the curriculum, for example a study of buildings in the area was being used as part of a project in DT, and work on 'Barnaby Bear's visit to South America' was used effectively to provide an opportunity for writing in the literacy hour.
111. Leadership and management of the subject are developing well and the new co-ordinator has a sound understanding of the strengths and areas for development. A suitable scheme of work is in place that is based on national guidance and the co-ordinator has carried out an audit of the subject and produced an action plan. Plans are in place to carry out more rigorous monitoring and to further develop a subject portfolio to support teachers in their planning and assessment.

HISTORY

112. Standards in history are below the national expectation at the end of Year 2 and Year 6. When they start in Year 1 pupils' knowledge and understanding of the world is lower than the expected level and many have not yet achieved the early learning goals in this area. Throughout the school all pupils, including those who have SEN, make steady progress and their achievement is satisfactory. At the time of the last inspection standards were judged to be in line with national expectations and pupils' progress satisfactory. However, since then standards on entry to the nursery have seen a decline and the percentage of pupils who move into or out of the school during the year has increased, having a negative impact on standards achieved. Consequently improvement since the last inspection can be judged to be satisfactory.
113. Pupils in Key Stage 1 have studied toys from the past and have some knowledge of historical events such as the Great Fire of London and characters such as Florence Nightingale and Louis Braille. They demonstrate some understanding of the differences between past and present times, such as 'we don't have straw beds today'. Higher attaining pupils have a satisfactory understanding of the past but overall work lacks depth and detail and pupils do not have the research skills needed to find things out for themselves or the language skills to discuss and record their ideas.

114. Throughout Key Stage 2, pupils continue to steadily develop their knowledge, skills and understanding but their attainment is still adversely affected by poor literacy skills. They learn about people and times from the past such as the Anglo-Saxons and the Tudors. In Year 5 they have studied the Ancient Greeks and are able to make some comparisons between then and now. By the end of Year 6 higher attaining pupils are achieving the expected levels in their understanding of chronology and the reasons why certain things happened, for example why some people in the past moved around, and compare their findings to life today. In a good study of life in Britain since 1948, pupils are developing a satisfactory understanding of changes throughout this period, but they find it difficult to clarify the characteristics of the period or to compare the differences between then and now. Overall their historical knowledge lacks depth and detail.
115. Teaching in history is satisfactory overall, with some good lessons seen during the inspection. Lessons are well planned and prepared and build well on prior learning. Questioning is used well to establish pupils' understanding and to move them forward in their learning. Teachers have good subject knowledge and enthusiasm. Occasionally however, teachers talk too much and do not give pupils sufficient opportunities to find things out for themselves. In most lessons pupils respond well to the good teaching and try hard to do their best. In a Year 3 lesson on the Anglo-Saxons for example, they responded enthusiastically to the tasks of writing the runic alphabet and illuminated letters, because the teacher had explained things well and provided interesting tasks and resources to consolidate the learning.
116. The leadership and management of the subject are satisfactory. The co-ordinator has sound ideas for ways to move the teaching and learning forward, but because she has only recently taken over the subject there has been insufficient time to implement much of the planned development. When the monitoring programme is complete she will have a much clearer picture of the standards being achieved and the indications are that the implementation of the action plan will have a positive impact on the development of history throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Pupils' attainment in ICT has improved since the last inspection and standards are now in line with national expectations at Key Stage 1, although they are still below national expectations at Key Stage 2. Pupils are making sound progress at both key stages. The introduction of the computer suite and the adoption of the QCA scheme of work has ensured that pupils have planned, regular, timetabled opportunities to develop and practise appropriate ICT skills. However, the lack of regular computer use in previous years has resulted in older pupils missing out on their development. This is now being addressed successfully and pupil attainment in upper Key Stage 2 is improving.
118. Teaching across the school is satisfactory overall and some aspects are good. Teachers' subject knowledge and technical skills are sound. They demonstrate the use of both hardware and software to pupils competently. Effective use is made of learning objectives to focus the lesson and to build upon prior learning. Instructions given by teachers are clear and organisation within the ICT suite is planned to ensure pupils can observe demonstrations and have access to equipment. Plenary sessions consistently re-focus attention on key learning points and teachers utilise the knowledge and skills gained by pupils within the lesson to demonstrate progress made. Teaching assistants are well deployed and provide good support, particularly to the less able who consequently make sound progress.

119. The computer suite has significantly enhanced access for all pupils to ICT. Each class has one planned session per week, although additional time can be booked by individual teachers. There is evidence at both key stages of appropriate development in the use of word processing skills with pupils' ability to access programmes independently. Pupils use the mouse confidently and demonstrate increasing sophistication in keyboard skills. They use a variety of fonts and can apply text to pictures produced, using graphics programmes. The application of these graphics programmes with Year 2 pupils results in greater control to produce more accurate line drawings and pupils use colour to produce faces that are decorated with a variety of shapes and features. At Key Stage 2 pupils build upon these skills to produce extended pieces of text, individualised with varied colour, fonts and pictures. The use of desktop packages in Year 4 enabled pupils to produce detailed information about themselves with inserted digital pictures. They also utilise data-handling packages to produce graphs and pie-charts. Furthermore they produce 'keys' to help solve problems and to demonstrate appropriate skills in controlling a screen turtle. Older pupils at Key Stage 2 use the Internet to obtain information for a project about the river Tyne, its bridges and industry. No evidence was observed during the inspection week of ICT being used in classrooms. Further opportunity for older pupils to access the ICT facilities are provided in the computer club held weekly and managed by the co-ordinator.
120. Pupils' attitudes towards ICT are positive. They listen attentively to their teachers and willingly participate in activities. Their on-task behaviours are good showing interest and enthusiasm. Pupils are keen to discuss and answer questions when asked. They work individually and with others showing maturity, respect and care for the hardware.
121. The ICT co-ordinator provides sound leadership and is very committed to moving the subject forward. In the autumn term 2002 she monitored teaching and learning with a focus on standards in word-processing. This led to detailed and constructive feedback to teachers including issues for improvement. The co-ordinator monitors planning and work samples providing individual support as appropriate. All teachers have now completed NOF training that has improved their confidence in delivering the ICT curriculum to pupils. The implementation of the QCA scheme of work for ICT has provided an over-arching framework within which teachers now plan and provides appropriate progression in the acquisition of skills and knowledge.

MUSIC

122. During the inspection it was only possible to observe a small number of full music lessons but from those and observations of specialist teaching, additional music activities, and discussions with pupils it is possible to judge that pupils' overall attainment in music is below national expectation. However, the specialist teaching and the additional activities provided for pupils in both key stages means that attainment by some pupils in some aspects of music such as singing and playing specific instruments is satisfactory and sometimes good.
123. The low levels of attainment are due mainly to inadequate evaluation of the effectiveness of the scheme of work and the late introduction of national guidance materials to ensure that non-specialist teachers have up-to-date subject knowledge to meet all the requirements. This has resulted in the lack of a systematic development of pupils' skills and knowledge across the full breadth of the National Curriculum programme of study for music.

124. Pupils in a Year 1 class demonstrate good listening skills and, as a consequence, they are able to copy sounds accurately and tap in time to the beat of a drum. However, they use inappropriate vocabulary in relation to tempo that indicates a lack of knowledge. By the end of Key Stage 1 pupils show a developing understanding of pitch and are able to identify high and low notes with increasing accuracy. By the age of eleven years pupils can sing in unison with appropriate expression, they can play the keyboard with control and rhythmic accuracy. In additional music activities pupils in the choir have very well developed listening skills that enables them to follow the teachers' guidance very well to improve their singing. They control their breathing well to lengthen notes and show good understanding of dynamics to add expression. All choir members are girls, boys show much less enthusiasm and ability in singing in class lessons and whole key stage sessions. In the weekly drum session for up to twenty pupils, the ten present demonstrate very well developed skills in the way they maintain a very good sense of rhythm and co-ordination when playing in conjunction with others. These above average levels of attainment are demonstrated by a small minority of pupils in narrow areas of the programme of study for music. The majority of pupils have seen and heard an appropriate range of instruments but are unable to name many without prompting. They have a tenuous grasp of terminology such as composer and were unable to name more than one composer of classical music.
124. Teaching in music is satisfactory overall and is sometimes good when provided by specialists. Pupils have generally positive attitudes in music lessons because teachers provide a good variety of interesting activities that motivate and encourage pupils to take part. A good example of this was seen in a Year 6 lesson when pupils could use the colour coding to play chords on the keyboard. Teachers provide good conditions for learning, they have high expectations of pupils' behaviour and involvement and use praise effectively to build pupils' confidence.
126. The subject leader has specialist knowledge that is used effectively to help pupils attain above average standards and make good progress in specific aspects. However, there has been insufficient monitoring and evaluation to ensure that pupils' skills and knowledge are developed systematically across the full programme of study. There is currently no means for assessing the standard of pupils' work in music that results in the lack of secure judgements about the progress they make and whether standards are high enough. The current action plan does not address these key aspects for development in music.

PHYSICAL EDUCATION

127. During the inspection it was only possible to observe a small number of lessons but from those observations and discussions with pupils it is possible to judge that pupils' attainment at both key stages is in line with national expectations and in dance it is above.
128. In the one lesson observed in Key Stage 1, Year 1 pupils followed instructions well and showed understanding and good interpretation of steps and dance sequences. They had very good levels of confidence and ability when they created and demonstrated a dance sequence that reflected their personality. In Key Stage 2, pupils in Years 3, 4 and 5 demonstrated average ability in skills for aiming with increased accuracy, controlling a ball with a tennis racquet, and developing a controlled movement sequence in gymnastics. In a Year 6 dance lesson pupils showed above average ability to refine and improve their work, they were very focused and purposeful. They had good recall and understanding and their responses were of good quality.

129. At Key Stage 2 the quality of teaching was good overall with several very good features. Teachers were well prepared for lessons, their planning was focused by clear learning objectives which were shared with pupils. The majority of teachers had good subject knowledge that was used well to develop pupils' PE skills and to make clear links to other subjects such as to science in the warm-up part of the Year 5 lesson. Teaching in PE has improved since the last inspection because teachers provide good levels of challenge and help pupils to acquire skills well. A key feature of the good quality teaching in PE is the climate for learning created by most teachers, they have a positive approach which encourages and motivates pupils which results in keen attitudes. Pupils have very good levels of confidence so they were able to learn from each other and consider how to improve their own work. Teachers are very skilled in managing pupils' behaviour so that pupils could work with high levels of enjoyment but any over-exuberance was checked so there was no risk to safety.
130. The provision for PE is good. Pupils talked knowledgeably and enthusiastically about developing their skills in a wide range of activities, including gymnastics; games such as hockey, rounders, rugby, soccer and table tennis; and swimming. Pupils in Key Stage 2 have opportunities to take part in regular extra-curricular activities such as the football, gym and keep-fit clubs that focuses pupils on aspects related to maintaining a healthy lifestyle. The school makes good use of opportunities to enhance the provision for PE through links to other organisations such as the local sports college, which means there is additional expertise through coaching. This is also part of the whole school plan for raising pupils' self-esteem.
131. Management of PE is sound. The well-experienced subject leader has an understanding of the strengths and areas for development. This could be better informed through more regular planned monitoring where standards in the school are compared with those set out in the National Curriculum PE level descriptions. An appropriate scheme and guidance materials are in place to help non-specialists teach skills systematically. PE is being used as an effective means for promoting whole-school aims such as fostering team spirit and co-operation. Resources are sufficient and are of good quality.
132. There has been improvement in PE since the last inspection, teaching at Key Stage 2 is now good overall and the use of the scheme of work in conjunction with QCA guidance means that there is a systematic approach to the teaching of skills. The school highly values PE and therefore creates opportunities for enjoyment and involvement to further raise levels of self-esteem.

RELIGIOUS EDUCATION

133. Standards in RE at the end of both key stages are below expectation outlined in the locally Agreed Syllabus. This is because, prior to September 2002, pupils had limited opportunities to develop their knowledge and understanding of different religions. There are now clear indications that improvements are being made. The curriculum has been reviewed and appropriate teaching time has been allocated. Teaching is satisfactory overall with examples of some good teaching. Pupils' attitudes to RE are good. Many pupils enjoy researching from books and asking questions to extend their thinking. There is now a secure foundation upon which to further develop the subject so that standards further improve across the school.

134. Christianity is the main religion studied at Key Stage 1. Pupils have opportunities to retell and illustrate stories from the New Testament, including the Prodigal Son and the Feeding of the Five Thousand. They demonstrate understanding of some important Christian festivals. For example, Year 2 pupils know that Ash Wednesday is the beginning of Lent. Higher attaining pupils are able to understand the story of Jesus in the wilderness and the concept of temptation and forgiveness. Good opportunities are provided for pupils to explain their different feelings, such as being sorry or jealous. Activities such as these are positive in terms of further developing pupils' speaking and listening skills.
135. Christianity continues to be the main religion studied at Key Stage 2, although there are more opportunities to develop pupils' understanding of other religions, such as Buddhism or Sikhism. Pupils have written their own prayers to God and have identified things that are special to them. They have discussed the meaning of Christmas and the importance of Easter. Sound links are made with literacy although further opportunities could be provided for further developing pupils' language and writing skills. Year 6 pupils have looked in detail at sacred texts and have written a poem. Some pupils have created their own eight steps to happiness and higher attaining pupils have followed up this work with the Buddhists' eight fold path. However, most of the work completed is copied and therefore there are few opportunities for pupils to explore their own ideas and feelings.
136. Teaching overall is satisfactory. There are some examples of good teaching seen in each key stage. Very clear, detailed planning supports the pace of lessons. This was particularly evident in a good Year 5 lesson. The teacher had confident subject knowledge about the Muslim faith. She used a variety of teaching approaches, including question and answer, use of video and discussion to effectively engage the pupils and sustain their interest. Good resources are used to help pupils develop their knowledge. In a Year 3 satisfactory lesson pupils were offered a range of bibles to look at to help them understand how the bible is a sacred and holy book. A video extract was used to consolidate this learning but the session went on for too long and there were insufficient opportunities for pupils to talk. Year 1 pupils successfully looked at a range of artefacts to further develop their understanding of Christianity.
137. Pupils are generally enthusiastic about their learning and are keen to be involved. However, there are occasions when some teachers allow discussions to go on for too long and this results in a minority of pupils, usually boys, misbehaving. This disrupts the quality of learning for the rest of the class.
138. The leadership of RE is at a very early stage of development. An audit of the subject has been carried out and an action plan has been written. New resources have been purchased to enhance the teaching. Although the curriculum has been reviewed and there is now a suitable scheme of work in place, too much time is given to teaching Christianity. There are therefore limited opportunities to further develop cultural diversity across the school. Guidance to support teachers in their assessment of pupils' work is yet to be developed.