

# INSPECTION REPORT

## **HAZLEWOOD COMMUNITY PRIMARY SCHOOL**

Canterbury Way, Wideopen, Newcastle-upon-Tyne

LEA area: North Tyneside

Unique reference number: 108610

Head teacher: Mrs M Adams

Reporting inspector: Mrs M Lewis  
*22787*

Dates of inspection: 31<sup>st</sup> March – 3<sup>rd</sup> April 2003

Inspection number: 246808

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 – 11 years
Gender of pupils:	Mixed
School address:	Canterbury Way Wideopen Newcastle upon Tyne
Postcode:	NE13 6JJ
Telephone number:	0191 2007911
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Ian Smith
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22787	Mrs M Lewis	Registered inspector	Information and communication technology	What sort of school is it?
			Art and design	How high are standards?
			Music	How well are pupils taught?
			English as an additional language	How well is the school led and managed?
				What should the school do to improve further?
14083	Mr A Anderson	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
23546	Mrs H Eadington	Team inspector	Mathematics	
			Geography	
			Physical education	
			Special educational needs	
30346	Mrs P Lowrie	Team inspector	Science	How good are curricular and other opportunities offered to pupils?
			Design and technology	
			Foundation curriculum for nursery and reception pupils	
12631	Mrs M McLean	Team inspector	English	
			History	
			Religious education	
			Citizenship	



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

### **INFORMATION ABOUT THE SCHOOL**

Hazlewood Community Primary School is larger than most primary schools. It takes pupils between the ages of three and 11 and is situated in Wideopen approximately five miles from the centre of the city of Newcastle upon Tyne. The school is close to the boundaries between North Tyneside, Newcastle and Northumberland, and takes pupils from all three surrounding areas. The school has changed since the last inspection. It now takes in pupils from a wider area and there is increased and significant movement of pupils in and out of the school, mostly due to the movement by families of army personnel housed in the area. As a result the total numbers of pupils shows a variation from year to year. During the inspection there were 284 pupils on the roll including 42 children in the nursery. Class organisation depends on pupil numbers. In the juniors there are five mixed-aged classes, two for pupils in Years 3 and 4 and three for pupils in Years 5 and 6. There is one mixed-aged class of pupils in Years 1 and 2. Pupils in the juniors are taught in classes set by age and ability for English and mathematics and also for science in Years 5 and 6. Almost all pupils are of white British origin. Three pupils are of mixed or Asian origin. An average proportion of pupils (15.2 per cent) is eligible for free school meals. No pupil speaks English as an additional language. The proportion of pupils on the school's register of special educational needs at 11 per cent is below the average as is the proportion (0.3 per cent) of pupils with a statement of special educational need. Their needs are identified, in the main, for difficulties in learning. The school holds a Healthy Schools Award. Children start part-time in the nursery with a wide range of attainment but overall their attainment is typical for three year-olds in all areas of learning.

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

This is a good school that provides well for its pupils. Pupils achieve well as a result of the good teaching and reach good standards in mathematics, information and communication technology (ICT) and reading. The provision for children in the Foundation Stage is very good. The head teacher leads and manages the school well with good support from the governing body. All pupils are included in activities and are valued by the school. Financial management is sound and the school uses its resources well for the benefit of the pupils. It provides good value for money.

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

- Standards of pupils' work at the age of 11 are above average in mathematics, information and communication technology, reading and physical education. Standards in reading, religious education and physical education are above expectations at the age of seven.
- Pupils achieve well because of the good teaching.
- The school provides very well for pupils' personal development and consequently pupils have very good attitudes and behave very well. They are very enthusiastic and show a keen sense of responsibility.
- Children in the Foundation Stage make a very good start to their education.
- The head teacher provides good leadership and management of the school.

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

- The way that teachers use information from lessons to plan subsequent work and tasks for higher and lower attaining pupils.
- The presentation of pupils' written work and the quality of teachers' marking.



- The meeting of statutory requirements for the registration of pupils. The review of risk assessments and regular health and safety inspections.

*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 in March 1998 the school has sustained many aspects of its work in areas judged as good and has made satisfactory improvement overall. The provision and the teaching for the children in the Foundation Stage have improved and are now very good. Significant improvement has been made in the provision, teaching and learning in ICT, which were unsatisfactory at the last inspection. Standards in ICT have risen for 11 year-olds and are now above average and are average for seven year-olds. The spiritual, moral, social and cultural provision for pupils has improved and is now very good. The school has tackled the key issues from the last inspection successfully in most areas. Standards pupils reach at 11 in English, science, history, music and design and technology are not as high as they were at the time of the last inspection although all are satisfactory.

## 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			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	C	C
mathematics	C	A	B	B
science	B	A	D	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the national tests over the last three years 11 year-old pupils have done well in mathematics and have maintained the national average in English. Standards in mathematics have improved at a rate higher than the national trend and a similar picture is evident in science until 2002 when they dipped to be below average. Fewer pupils, in comparison with schools nationally and with similar schools, reached the higher levels in science. This was due to the below average performance by a significant proportion of pupils new to the school and those with a statement of special educational need. Standards in English have not risen as much over the last three years. The less favourable, but nonetheless satisfactory results in English reflect the many pupils that join and leave the school part way through the school. This includes some higher attaining pupils who move at the age of nine to nearby schools in the three-tier system of education. In addition pupils reached lower standards in writing. Improving the standards of pupils' writing is now being addressed by the school and is beginning to have an effect. The school exceeded its targets in 2002 in both English and mathematics and has set higher challenging targets for the current year.

Test results for seven-year olds show that in 2002 pupils did very well and achieved well above the national average levels in reading, and above the national average levels in writing and mathematics. In science, teacher assessment shows that pupils performed above average. Results have been

maintained consistently at well above average levels in mathematics in the three years previous to 2002.

Inspection findings show that children in the Foundation Stage do very well. By the time they begin in Year 1 almost all reach the goals expected of them in all areas of learning and a significant proportion exceed the goals expected of them in personal and social, language and mathematical development. Pupils in the Year 2 classes attain above the national average in reading and at the average in writing, mathematics and science. This is not as high as last year's test results due to a significant group of pupils having learning and behavioural difficulties in the current group. They reach above the expectations for their age in physical education and religious education. In other subjects standards for seven year-olds are satisfactory.

An above average level is being maintained in mathematics for pupils in Year 6. All pupils including those with special educational needs achieve well. The recent focus on mental arithmetic is bearing fruit and pupils handle numbers confidently and work out calculations in their heads quickly. Overall standards in English are satisfactory although the standards of pupils' reading are above average and there are good features in the quality of pupils' writing such as spelling and handwriting. Inspection findings show that in science pupils in the current Years 6 are working in line with the average standard expected for their ages. Standards pupils reach in ICT and physical education are good by the age of 11. In all other subjects of the curriculum standards at 11 are satisfactory.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils show very positive attitudes to their work and to their involvement in lessons and in the life of the school.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour is very good in lessons, around the school and at playtimes. There is no evidence of anti-social behaviour, racism or bullying.
Personal development and relationships	Very good. Relationships between pupils and between adults and pupils are very good. The school is very successful in promoting pupils' personal development.
Attendance	Very good. Attendance was well above average last year. Indications are that it will fall considerably in the current year due to illness.

These areas are strengths of the school that contribute very well to its success.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Very good	Good	Good

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

The quality of teaching and learning are good overall. Teaching is particularly effective in the Foundation Stage and it is good, with some very good teaching in Years 1 to 6. Consequently pupils achieve well and make good progress in their learning. Children in the Foundation Stage have a very

good start to their education and achieve very well. The strength of the teaching is the good emphasis given by staff to children's personal, social and emotional development, language and mathematical development. The nursery nurses in the Foundation Stage give good help and support to children. This enables them to settle well into school. In Years 1 to 6 the teaching of English and mathematics is almost always satisfactory and is mostly good or very good. Teachers have good knowledge in teaching the skills of English and mathematics. They make good use of the National Strategies in literacy and numeracy. A strength of the teaching in English is the way that reading is taught and in mathematics the way that teachers develop pupils' understanding of mental arithmetic. Teachers have good subject knowledge of the National Curriculum and most have high expectations of what pupils can do. Teachers plan lessons carefully across all the mixed-aged classes to ensure that all pupils have similar opportunities. However, teachers do not always check what pupils know and can do and plan work carefully enough to match the different abilities of pupils in the class. This means that lower attaining pupils in Years 2 and 6 are not always challenged sufficiently well and higher attaining pupils do not have hard enough tasks in some subjects. This is one of the reasons why standards are not higher. Although the marking of pupils' work is encouraging for pupils it does not always indicate what they need to do to improve. Pupils with special educational needs receive good targeted support in literacy and mathematics. This helps them make good progress. However, tasks are not always matched carefully enough to their abilities in other subjects of the curriculum which means that sometimes they struggle. Teachers set high expectations of pupils' behaviour and generally manage pupils well.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. The curriculum fulfils statutory requirements and offers pupils a good range and quality of opportunities. There are few opportunities for extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory. Pupils with special educational needs make satisfactory progress. They receive good, targeted support in English and mathematics from classroom assistants but work is not always carefully matched to their needs in other subjects of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils' social and cultural development is very good and the school makes good provision for spiritual and moral development. Educational visits, visitors into school and residential opportunities contribute very well to pupils' social and cultural development. French lessons for pupils in Years 5 and 6 widens their horizons and is a good contribution to their cultural development.
How well the school cares for its pupils	The school cares for its pupils well. It is committed to pupils' well-being and supports their personal development well. However, the school does not follow statutory procedures for registration.

Relationships between the school and parents are good. The school enjoys the active support of most of parents.

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

<b>Aspect</b>	<b>Comment</b>
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Leadership and management by the head teacher and other key staff	Good. The head teacher provides good leadership and a clear sense of purpose and direction for the school. She shares her vision for the school and fully involves staff and governors. She is given good support overall by senior staff.
How well the governors fulfil their responsibilities	Satisfactorily. They have a clear understanding of the school's work and development. They are fully involved in the school's future developments. However, risk assessments have not been recently undertaken and the school does not comply fully with requirements for registration.
The school's evaluation of its performance	Good. The head teacher and senior staff evaluate how pupils are doing. The school analyses test results and prioritises areas for development and improvement. It has secure systems for monitoring teachers' performance and staff development.
The strategic use of resources	Satisfactory. Financial management is sound. The school ensures that spending decisions benefit pupils and provide the best value.

The school has an adequate number of teachers and a limited number of support staff who are used effectively. Accommodation is satisfactory and used well. Learning resources are good.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like school and make good progress.</li> <li>• The teaching is good and the school expects the children to work hard.</li> <li>• Behaviour in the school is good.</li> <li>• The school helps the children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The information on children's progress and closer working with parents.</li> <li>• The amount of homework.</li> <li>• The leadership and management of the school.</li> <li>• The range of outside activities the school provides.</li> </ul>

Inspectors agree with all the positive comments made by parents and disagree with the first three negative comments. The head teacher and governors lead and manage the school well. The school provides very good information for parents and relationships between the school and parents are good. Homework is good and prepares children well for the next stage of their education. Inspectors agree that the school provides few opportunities for extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1 Over the last three years test results for 11 year-olds show that pupils have done well in mathematics and have maintained the national average in English. Standards in mathematics improved to be above the national average for all schools in 2002 and were well above the average in 2001. Results in science rose to be well above average in 2001 but dipped below the national average in 2002. Few pupils in comparison with schools both nationally and with similar schools reached the expected level (level 4) and the higher level (level 5) in science. This was due to several factors; some pupils had special educational needs including some with a statement of educational need and a significant proportion of pupils had recently transferred to the school during Year 6 and were performing at levels below the national expectation in science. In English standards have not been maintained at the school's previously high levels as seen at the time of the last inspection. The less favourable but satisfactory results in English are as a result of the movement in and out of the school by the children of army personnel and some other families. In addition a small number of pupils usually with high attainment, leave the school at the age of nine to join the three-tier system of schooling in the area. In the group of pupils who sat the tests in 2002 about a third were either late entrants to the school in the juniors or were achieving below the national average because of learning difficulties in literacy or had a statement of special educational need.

2 Taking this into account the school has done well to sustain its results at the present levels in comparison with schools both nationally and with schools having a similar proportion of free school meals.

3 The school exceeded its challenging targets for pupils in Year 6 in English and mathematics in 2002 and has set higher challenging targets for the current year. Good use is made of the results and analysis of standardised tests at seven and 11 and optional tests for pupils in Years 3, 4 and 5. The school tracks pupils' progress carefully from the Foundation Stage onwards, makes predictions and intervenes with additional support in English and mathematics to raise the standards of those pupils who are just "bubbling below" the required levels as well as prioritising areas for development such as writing.

4 Children begin in the nursery with a wide range of attainment but overall their attainment is typical for three year-olds. They do well and make very good progress throughout the classes in the Foundation Stage and most reach the goals expected of them by the time they begin in Year 1 with a significant proportion exceeding the goals in personal and social, language and mathematical development. This is an improvement since the previous inspection and is as a result of the very good teaching and improved provision that has been made.

5 Results in 2002 for seven year-olds show that pupils achieved highly in reading, and above the average levels in writing and mathematics. Teacher assessment of science shows that pupils performed at above average levels. Results have been consistently maintained at well above average levels in mathematics in the three years previous to 2002. This success is largely as a result of the school's commitment to raising standards particularly in English and mathematics where the benefits of an emphasis on spelling, writing and number operations is having a positive effect on pupils' achievements.

6 Inspection findings show that pupils in Year 6 are working at average levels for their ages in English and science and above the average in mathematics. Pupils in Year 2 attain at the average in all three subjects. This is not as high as in the test results for Year 2 pupils last year and is due to a larger proportion of pupils having learning and behavioural difficulties in the current group. In English pupils in Year 2 and Year 6 attain standards closely in line with what is expected for their ages in speaking and listening and in writing. Standards in reading are higher and are above the national average. Due to the recent emphasis the school has given to the teaching and learning of writing and additional classes in English, standards are showing an improvement and beginning to have an effect. For instance, pupils have opportunities to write in a wide range of styles and skills such as spelling and handwriting are improving. This is particularly the case for the higher and average attaining pupils. However, lower attaining pupils in Years 2 and 6 do not always have sufficient challenge and do not make enough progress in their writing. The presentation of pupils' written work is variable and is a weakness across the school. The frequent use of worksheets in subjects such as history and religious education limits the amount of writing that pupils are expected to do.

7 Pupils achieve well in mathematics. The National Numeracy Strategy has had a good impact on raising and maintaining good standards of mathematics in recent years. In Year 6 pupils reach above average levels and do particularly well in oral and mental mathematics handling numbers confidently and working out calculations successfully in their heads. In Year 2 pupils attain at the level expected of them. Pupils develop a good understanding of mathematical vocabulary as a result of the good teaching.

8 Pupils are working at satisfactory levels for their ages in science in both the infants and juniors. This is an improvement on the standards achieved in test results last year for 11 year-old but is not as high for seven-year olds as shown in teacher assessment in 2002. This is because of the larger proportion of lower attaining pupils in the current Year 2 who are not likely to attain at the nationally expected level.

9 Standards in ICT have improved considerably at both Years 2 and 6 since the last inspection and are as expected nationally for seven year-olds and are above the nationally expected level for 11 year-olds. Nearly all pupils in Year 6 are working within or exceeding the expected level. This improvement is due to the focus and emphasis on improving the provision for ICT and on the quality of teaching and learning. Standards in physical education are above the levels expected for pupils at both seven and 11. In religious education pupils do better at seven than 11 and standards are above those expected in the Locally Agreed Syllabus. In all other subjects of the curriculum standards are satisfactory. In history, music and design and technology standards have not been maintained as high as they were in the last inspection. In history and design and technology this is partly due to the emphasis the school has given to other curriculum areas. In music the school no longer benefits from teaching by a music specialist.

10 Pupils who are identified as having special educational needs make satisfactory progress through the school although they do not achieve the levels expected for their ages at seven and 11. When they receive support from classroom assistants during literacy and numeracy sessions, their progress in those lessons is good. However, in some other lessons they do not always make as much progress as they could because the work they are set is not directed towards the targets in their individual education programmes or matched carefully enough to their ability. Pupils with a statement of special educational need benefit from the good quality support they receive from a classroom assistant. Other professionals, including educational psychologists, speech and language therapists and staff of the local educational authority's Pupil Support Service provide further advice and help for pupils with specific difficulties. The school is currently in discussion with other local schools in relation to provision for pupils who are gifted and talented academically or in other respects.

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

11 The attitudes, behaviour, values, personal development and relationships that pupils show are very good and are a significant strength of the school as at the time of the previous inspection.

12 The vast majority of pupils have very positive attitudes to the school. They arrive promptly each morning and are keen to start the day's activities. They quickly settle down in assemblies and in class. Children of all ages consistently demonstrate very positive attitudes to their work. They are very enthusiastic, motivated and eager to learn. Pupils are attentive to their teachers, willingly ask and answer questions, and freely offer their own ideas and opinions. Almost all parents agree that their children like school.

13 Standards of behaviour throughout the school are very good. The teaching and non-teaching staff, parents, and most of pupils themselves, have high expectations of the standards of behaviour that are acceptable in the school. Children move around the school in a quiet and orderly manner and their behaviour in the classrooms, at breaks and at lunchtime is consistently very good. There were no signs of any bullying or isolation of individual pupils. Consequently the children work and play in an environment that is completely free from oppressive behaviour. There have been no recent exclusions.

14 The relationships in the school are very good. Pupils relate very well to their teachers, to other adults and also to one another. They are polite, well mannered and very welcoming to visitors. Children of all ages work very well together in the classrooms and play happily together in the playgrounds. They collaborate well, share resources, take turns and listen to each other. They are well aware of the impact of their own actions on others. The vast majority of children consistently show respect for their teachers, each other and the environment.

15 Pupils with special educational needs enjoy their lessons and want to do well. Their contributions to discussions are valued and their efforts are appreciated. However, when work is not suitably adapted for their particular abilities, some of these pupils lose interest and time is wasted.

16 The pupils' personal development is very good. They are learning a wide range of social skills that is helping them to develop into well-rounded individuals. In the classrooms most pupils willingly take responsibility for their own work, and in lessons many children were observed working independently. Outside lessons older pupils willingly take on the wide range of extra responsibilities that are offered to them, for example, helping with the supervision of younger children at lunchtimes. New pupils are made welcome and looked after by prefects and older pupils. The school council affords the pupils opportunities to contribute ideas towards the running of the school. This they do in a mature and responsible manner, and they themselves feel that their contributions are valued. Pupils go out of school on a good range of educational visits and an appropriate range of visitors come into school to help and improve their learning. The school supports local, national and international charities and the pupils are learning to be aware of others less fortunate than themselves. Most parents agree that the school is helping their children to become mature and responsible.

17 Inspection findings show that the attendance rate at the school has dropped, mainly due to illness, in the current academic year. This is disappointing to the school as attendance was well above the national average in the previous academic year. There is a low level of unauthorised absence.

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

18 The quality of teaching and learning are good overall as they were at the time of the last inspection. In almost all of the lessons seen teaching and learning were satisfactory or better. They were good or better in around three-quarters of lessons and very good or excellent in just over one-third.

19 The quality of teaching and provision for pupils in the Foundation Stage are very good. This is an improvement since the last inspection when teaching in the Foundation Stage was judged satisfactory. There have been changes of teachers in the nursery and reception classes and the new co-ordinator has developed and implemented the recent curriculum changes well in line with national recommendations. Support staff and volunteer helpers are used very well in the Foundation Stage and they are kept closely informed of the teachers' planning and the purpose of the children's activities. This means that children learn very well and make very good progress and almost all achieve or exceed the early learning goals expected of them by the time they begin in Year 1.

20 Examples of good and very good teaching were seen in most subjects of the curriculum. On occasions, especially in mathematics for pupils in Year 4 and in French for pupils in Year 5, the teaching was excellent and in these lessons the pupils made rapid progress. Several key strengths characterise the effectiveness of the teaching overall. All the teachers and support staff have very good relationships with the pupils. They know the pupils well and give them many good opportunities to share their opinions, contribute their own ideas in lessons and to work together in collaboration with a partner or a larger group. This results in the pupils being involved and aware of their own learning. Teachers value the pupils' contributions and pupils have respect for teachers and try their best for them showing very good attitudes to their work.

21 The teachers show good subject knowledge of the subjects of the National Curriculum and religious education. Their plans for lessons clearly define what they want the pupils to learn and what they expect the outcomes of the pupils' learning to be. The objectives of lessons are made clear to the pupils at the beginning of lessons and what they have learned is usually checked clearly with the class at the end of the lesson.

22 Teachers plan together and prepare materials thoroughly as a team across the mixed-age classes and this gives a good degree of consistency to the work that is covered by all pupils in a year group. Teachers introduce lessons well, give good demonstrations, reminders and tips to pupils for completion of tasks and use skills of questioning well to check that pupils have understood. An example of this was seen in a good science lesson for a mixed-aged class of lower attaining pupils in Years 5 and 6 who were dissolving solids in water to make a solution and to understand the need for a fair test.

23 Teachers generally manage pupils skilfully, often through praise and the use of kindly humour. They make their expectations of behaviour clear to pupils and make sure that pupils know if their behaviour does not meet them. On occasions when the pace of lessons is slow or when the task for pupils is too easy or too hard, some pupils show a natural restlessness and sometimes behave inappropriately.

24 Teachers place high value on homework and it is given regularly in accordance with the school homework policy. Homework is marked promptly, when handed in on time, and is often referred to by teachers in subsequent lessons.

25 Despite these significant strengths there are however some weaknesses in the teaching.



26 Teachers usually note assessment opportunities into their lessons but these are often vague and unspecific. They do not evaluate and systematically use the information they have on individual pupils and groups of pupils well enough to plan the next lesson and to provide tasks for the different levels of pupils' ability within a class or ability grouping. In nearly all lessons, pupils are given the same task to do and if an extension task is prepared for higher attaining pupils there is not always sufficient time to begin or complete the task since pupils are expected to complete the same task that others do first. In some classes such as the lower attaining groups of pupils in Years 2 and 6 there is a lack of expectation and challenge by teachers.

27 Although handwriting and spelling are taught well, some teachers accept work which is poorly presented and do not encourage pupils to take a pride in their work. Pupils' books, particularly those of the lower attaining pupils in Year 6 have too many crossings out and contain doodles. Many pupils continue to write in pencil rather than pen and this does not prepare them sufficiently well for the demands of the next phase of their education in the secondary school. In some subjects, such as history and religious education, there is an overuse of worksheets which does not encourage pupils' thinking or good presentation of work. The marking of pupils' work is variable across the school. Teachers make positive and encouraging comments in pupils' books but do not detail what they can do to improve their work. The school has recently produced a revised draft assessment policy and is currently addressing this aspect of marking.

28 Pupils with special educational needs receive satisfactory help overall. Teachers are skilled at repeating and re-phrasing explanations and questions to ensure that all pupils understand, and consequently pupils with special educational needs are usually well involved in discussions. The targets in their individual education programmes have been well improved since the previous inspection and are now consistently specific, measurable, achievable, relevant and time limited. However, in most subjects of the curriculum, teachers do not ensure that the work set in all lessons is directly linked to these targets. In literacy and numeracy lessons, pupils with special educational needs are given good quality support from classroom assistants and other adults, and the tasks set are carefully linked to their individual targets. Consequently in these sessions pupils both succeed at the tasks set and also move towards their own learning goals.

29 The basic skills of literacy and numeracy are taught well. This is a strength of the teaching. Children's language and mathematical skills are developed very well in the Foundation Stage and children are well prepared for the National Curriculum. Reading is taught very well throughout Years 1 to 6 and the priority the school is giving to developing pupils' skills over a range of writing is beginning to bear fruit. Pupils learn systematically to write in a joined legible hand and to use spelling and punctuation correctly. Teachers give good opportunities for the development of pupils' speaking and listening skills across all subjects of the curriculum such as design and technology, art and design and ICT.

30 Numeracy skills are developed well by teachers and pupils make good progress in their understanding of number. Teachers have had good ongoing training in the teaching of numeracy. They use games well in the teaching of oral and mental mathematics and consequently make learning fun for the pupils who develop very good attitudes to the learning of mathematics.

31 The teaching and learning of ICT has improved dramatically since the last inspection and is now good. Pupils make sound progress in their learning in Years 1 and 2 and good progress in Years 3 to 6. Teachers are enthusiastic, knowledgeable and confident with the subject. Lessons are well planned, move at a brisk pace and have a good mix of activities. The teachers are to be commended for the way they have developed their own subject knowledge and expertise in ICT. The teaching and learning of physical education throughout the school and of religious education for pupils in Years 1

and 2 are good which means that pupils make good progress in these areas of their learning. In all other subjects of the curriculum teaching and learning are satisfactory.

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

32 The curricular and other opportunities offered are good overall. All pupils have access to a wide range of learning experiences and are encouraged to learn through first-hand practical experiences within a broad, well-balanced and relevant curriculum.

33 The very effective curriculum which has been developed in the nursery and reception classes since the last inspection leads to very good academic and personal progress for all children in the areas of learning for this age range. There is an emphasis on providing a variety of well-structured opportunities for children to develop their language, mathematical and personal, social and emotional skills.

34 Successful work with the National Literacy and Numeracy Strategies helps pupils in Years 1 to 6 to achieve well in English and mathematics. The provision for ICT has improved considerably since the previous inspection and pupils have increasing opportunities to use their ICT skills to improve their work in other subjects. Pupils in Year 5 and Year 6 also benefit from French lessons. The school promotes equality of access to the curriculum satisfactorily, although work is not matched carefully enough to the needs of pupils of different abilities. All staff make sound efforts to include pupils of all backgrounds into every activity.

35 The school makes sound provision for pupils with special educational needs. Review meetings are well organised and parents are kept fully informed of their children's progress.

36 All statutory requirements are met, as are the demands of the Locally Agreed Syllabus for religious education. Pupils' personal development is addressed through a programme that includes personal, social and health education including sex and relationships education and drug awareness. Good use is made of a wide range of visits out of school and of visitors into school to support pupils' learning in a range of subjects. A residential experience for the older pupils benefits their social and personal development. However, there are limited opportunities for extra-curricular activities for pupils, although at the time of the inspection a computer club and recorder club were offered and a planned programme of further seasonal activities was in place for next term.

37 Links with the community are good. The school is currently working towards the Basic Skills Award and Investors in People. The involvement with the Community Enterprise Action Project (CEAPS) 'Bringing the World of Work into School' has given pupils the opportunity to show initiative and is helping with their personal development and understanding of citizenship. The school is actively involved with other local primary schools and there are good links with the receiving secondary school that ensures a smooth transition to the next stage of the children's education

38 The provision for pupils' social and cultural development has improved since the last inspection, as has the overall provision for spiritual, moral, social and cultural development. This is now very good, and a strength of the school. However, no curricular policies make any reference to how each subject might promote pupils' spiritual, moral, social and cultural development and teachers do not indicate opportunities in their planning.

39 Provision for pupils' spiritual development is good. In collective worship there are opportunities for pupils to reflect on the particular theme of that assembly. In some lessons, particularly religious education and history, teachers provide opportunities for pupils to share their

feelings and to imagine living as a character in the past. When pupils in Years 1 and 2 presented an assembly about their visit to a synagogue, they talked about how they should show respect when in a place of worship. Older pupils have written thoughtful accounts as though they were living during the last week of Jesus' life. In lessons in personal and social education teachers make sure there are opportunities for pupils to share their feelings with classmates. Pupils suggest ways they might help people they know who are worried or unhappy. Pupils are encouraged to think about the feelings of others as happened in a music lesson for pupils in Years 1 and 2 when they reflected on how they would like their parents to feel when they heard their singing. Another good example was when pupils in Years 5 and 6 developed a good understanding of the meaning of "reverence" when practising a Tudor dance during a music lesson.

40 Provision for moral development is good. Class, lunchtime and playtime rules are displayed in all classrooms. Pupils know the difference between right and wrong and the impact their actions can have on others. In Years 5 and 6, pupils thought about their own rules for living and wrote these as their own Ten Commandments. In English lessons pupils are encouraged to recognise the morals in some stories. In a history lesson for pupils in Years 5 and 6 they had the opportunity to explore and come to an understanding of the difficulties and dilemmas that war brings for children such as evacuees and their host families.

41 Provision for social development is very good. It is promoted well through a residential visit for pupils in Years 5 and 6 where pupils learn the importance of teamwork as well as developing independence. These pupils also organise a Blue Peter 'bring-and-buy' sale annually and a Fun Day when they raise funds to support charities. Those pupils who have responsibilities as prefects, library monitors or for answering the telephone at lunchtimes behave very maturely. There is a school council of pupils who have been elected by classmates. These pupils have made sensible suggestions for improvements to the school, and they take their roles seriously. Pupils who join the school part way through the year are assimilated well into classes and helped by others to settle. These opportunities for social development promote pupils' understanding of citizenship and economic awareness well.

42 Provision for cultural development is very good. Pupils learn about the history and geography not only of their locality but also of different cultures around the world. In religious education pupils learn about the major faiths represented in Britain. Following the good example of their teachers, pupils respect the values and beliefs of people from cultures different to their own. In English, pupils had a visit from a Brazilian mime artist, and pupils listen to Northumbria folk music in assemblies. These opportunities impact well on pupils' understanding of the richness and diversity of cultures and faiths throughout the world.

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

43 The school provides effective care for its pupils. The head teacher places a high priority on pastoral care and provides very good leadership in this aspect. All members of staff are caring, dedicated and totally committed to the welfare of the children in their charge. They are very approachable and supportive. The non-teaching staff, although few in number, are effectively deployed and give good support for both teachers and pupils particularly those pupils in the Foundation Stage and those who have special educational needs. This has a positive impact on the progress that these children make and the standards that they achieve.

44 Procedures for child protection and ensuring pupils' welfare are securely in place and fully understood by all staff. Pastoral care and the arrangements for first aid and dealing with minor injuries are good. The class teachers and teaching assistants know their pupils extremely well and have a very good understanding of their individual personal needs.

45 With the exception of risk assessments, all the required health and safety inspections and checks are systematically carried out and formally recorded. There is a requirement to carry out, and record, a full risk assessment of the school premises and grounds. Conscientious teachers, teaching assistants and nursery nurses, who are alert and vigilant, supervise pupils very well at breaks. Experienced midday supervisors undertake lunchtime supervision conscientiously, and the standard of care is high.

46 The school has good arrangements for promoting and monitoring discipline and good behaviour. All members of staff conscientiously implement these procedures. This has a positive impact on the very high standards of behaviour consistently maintained throughout the school. The comprehensive policy for behaviour and anti-bullying is supplemented by playground and class rules. All support staff have received appropriate training in, for example, behaviour management. Procedures for recording and monitoring absence are unsatisfactory. There is some confusion over the statutory requirements for maintaining class registers. Since the beginning of this school year teachers have not carried out afternoon registrations and present marks have not been inserted in the manual registration sheets. However, the school secretary does insert the correct registration data into the computerised records. Nevertheless this is a health and safety issue, particularly in the afternoons when the school can not be certain as to the number of pupils present in the school.

47 The school's procedures for assessing pupils' attainment and progress are good. The procedures have improved since the previous inspection particularly in relation to speaking and listening, mathematics and science. When children are admitted to the Foundation Stage staff complete individual entry profiles, and assessments are then carried out each half term in each of the areas of learning. A profile is completed for each child at the beginning of the reception year. Information from these assessments is well used in medium and short term planning for the youngest children in the school. In Years 1 to 6 English, mathematics and science statutory and non-statutory and standardised tests are carried out in a regular cycle. The results from these are analysed to identify any weaknesses in pupils' learning and also to track the progress made by individual pupils from one year to the next. Teachers use these assessments to inform target setting, for different groups of pupils and for individuals, and also to guide how pupils are grouped by ability in English, mathematics and science in the junior classes.

48 Assessment procedures for pupils who have special educational needs are good and the information gained is well used to identify detailed learning targets in their individual learning programmes. Pupils' progress towards their targets is reviewed regularly by all those involved, including parents and the pupils themselves.

49 Evaluation of what pupils know and understand is carried out at the end of units of work in Years 1 to 6 in subjects other than English, and mathematics but there are no other formal procedures at present. This lack of rigorous assessment means that standards have dropped in some subjects since the last inspection. The school is aware of this and plans to extend its assessment policy to cover all National Curriculum subjects in the near future in order to raise standards.

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

50 Relationships between the school and parents have been maintained as good since the last inspection. The school enjoys the active support of most parents. Most parents are involved in their children's work in school and at home, for example, they fully support homework and home reading. There are a number of parents who regularly help in the classrooms and accompany the children on out of school trips. Over 60 parents attended an assembly for pupils in the infants and proudly

supported their children's work. Despite the fact that the school has difficulty in formally recruiting members, there is an informal group of "Friends of Hazlewood" that raises considerable funds for the school. A tiny number of parents actually organise and run the Friends' activities but they are very well supported by the other parents. Parents have played a major part in the development of a bleak and uninspiring part of the school into a secure, attractive, environmental-friendly garden where pupils can take part in outdoor studies.

51 Although most parents expressed a high level of satisfaction with most aspects of the school there were a significant number of dissenting comments returned with the pre-inspection parents' questionnaire. Some parents disagreed that their children received the right amount of homework. Inspection evidence did not support these parents' views, and the use of homework throughout the school was judged to be good. A number of parents disagreed that the school works closely with them. This was not seen to be the case and the head teacher and her staff welcome parents and give ample opportunities for parents to consult with them. A high number of parents disagreed that the school provides an interesting range of activities outside lessons. The inspection team agreed with these parents as there are currently limited opportunities for children to participate in extra-curricular activities.

52 Communication between the school and home is very good. The school sends out regular, informative newsletters and appropriate individual letters about specific events and activities. The detailed and comprehensive curriculum information newsletters sent out at the start of each term are excellent. The school publishes an attractive, comprehensive and informative prospectus. The governors hold an annual meeting with parents and publish a useful annual report. Both these valuable documents contain all the statutory required information. A significant number of parents disagreed that they are kept well informed about how their child is getting on. Again, inspection evidence did not support these parents' views. Parents are given an informative annual progress report that clearly indicates what the pupils can do, the progress they are making and sets targets for improvement. They are offered the opportunity to attend appropriate consultation meetings to discuss their children's work and progress with their teachers and there are plenty of opportunities for parents staff informally at the start and end of each school day.

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

53 The overall quality of leadership and management by the head teacher and key staff are good. This is similar to the findings at the previous inspection. Although most parents who completed the inspection questionnaire agreed that the school is well led and managed, a significant number did not agree. Inspectors did not find this to be the case. The head teacher continues to provide, and has maintained a clear direction for the work and development of the school since the last inspection. However, the intake of pupils to the school and the movement amongst its pupils has changed the stability of the school's population and presents an increasing challenge for the maintaining of standards in test results. The school deals with this well and inspection findings show that by the age of eleven pupils are working above the appropriate level for their ages in mathematics and at the appropriate levels in English and science.

54 Since the last inspection the school has dealt well with most aspects of the key issues. It now teaches the full programme of study for ICT and has raised the standards of provision and teaching and learning to be good. The standards pupils attain in ICT at 11 are now above expectations. Other key issues have been successfully tackled and improvements made such as improving the quality of targets for pupils with special educational needs in their individual education programmes. Assessment procedures and tracking of pupils' progress are now more effective. The planning and assessment of the curriculum have improved, teacher assessment is now accurate, and

curriculum co-ordinators oversee their subjects successfully. However, there is still a need to match activities and tasks to pupils' abilities more carefully in lessons and for teachers to plan appropriate work, particularly within the classes where pupils are set into groups for ability, in English and science. The progress of the subsequent action plans following the previous inspection have been monitored and evaluated well by the head teacher and senior staff.

55 The school reflects its general published aims and values well in its daily work as is displayed in pupils' very good behaviour and attitudes to school and to their learning. The head teacher is well supported overall by the group of senior managers in the school comprising the deputy head teacher, co-ordinator for ICT, and the co-ordinators for literacy, numeracy and assessment. Senior managers meet together with the head teacher as a team on a regular basis each week to discuss school developments. They make corporate decisions for instance, on the organisation for supporting extra-teaching in literacy and numeracy for those pupils in need of additional help to reach the national average levels in tests. They are responsible for analysing school results and prioritise areas for development and the action to be taken. These decisions then feed into the school development plan. Senior staff keep the lines of communication open with teachers on a daily basis, set agendas for staff meetings and liaise with parents on an individual basis as needed.

56 The monitoring and evaluation of teaching have played a major part in the development of literacy and numeracy in the school although this has not been the case in science and most other curriculum subjects. However, the school is developing monitoring of teaching further through the good systems it has established for performance management and in the past for the induction and mentoring of newly qualified teachers. Performance management is taken seriously and teachers' personal development is related to school developments. Teaching is monitored systematically by the head teacher and senior teachers. All teachers and support staff take part in the performance review cycle, have individual targets, which are set, monitored and reviewed within a rolling programme.

57 The governors of the school support its development well. They show a strong commitment to the school and keep abreast of educational developments, nationally, locally and in the school through the governor training available to them. They have a good idea of how the school works. They are kept well informed by the head teacher and the local education authority representative in governor meetings and have a good understanding of the school's results and achievements and where it needs to improve; for instance, the possible provision for extending the care of pupils at the beginning and end of the school day. Governors fulfil most of their statutory duties and are fully involved in school development planning. Together with the staff, they have worked to ensure the improvements in the provision for ICT and have been instrumental in the development of a school policy for pupils' access to the Internet. They dealt very competently last year with the situation they found themselves in due to budget restrictions. They did not shy away from making hard decisions such as a voluntary redundancy situation and having to terminate the services of three temporary support assistants. They have recently applied the procedures rigorously for the appointment of a new head teacher on the impending retirement of the current head teacher. There are however, some shortcomings in aspects of their work. Risk assessments have not been undertaken recently and governors do not actively seek parents' views and are consequently unaware of any concerns or unfavourable perceptions that parents may have about the school. In addition they have not fulfilled their statutory duty to ensure that registers are called both in the morning and the afternoon.

58 Financial management is sound. The school has very good procedures in place for internal financial regulations, which are closely kept to by all members of the administrative staff and the head teacher. Educational priorities are supported through sound financial planning, which is linked to the school's development plan. The head teacher and senior management team review the school's finances continually. The recommendations of the most recent local education authority audit report have been implemented. The Finance Committee of the governing body meets regularly and keeps a

close eye on the school budget, which is managed very carefully and effectively for the benefit of pupils. Over recent years the budget has decreased due to lower and varying numbers of pupils. In the coming year the school is expecting a cut in the funds provided for school initiatives. This means that the school will have used up the surplus it had and is now moving into a deficit budget this current year. Governors and staff are monitoring the budget carefully and continue to make the necessary decisions to rectify this situation. The school uses specific funds and grants satisfactorily for their intended purposes and these have had a positive impact on the education of pupils. For instance, for the additional teaching of pupils to reach the average level in tests in mathematics and English and to cover for co-ordinators to monitor teaching in literacy and numeracy. The school seeks successfully to supplement its budget with the application for additional funding, for example for the mobility rates in the school.

59 The principles of best value are applied satisfactorily. The school compares costs and quality to ensure maximum efficiency. It engages in competitive tendering, and subject co-ordinators are required to justify resource needs for their areas of responsibility. Administration staff are professional, welcoming and efficient.

60 Taking into account the quality of education provided, the attitudes, values and personal development of pupils, and the context in which the school works, it provides good value for money.

61 The school is set in attractive grounds comprising hard surface playgrounds and a large grass sports field. There is a separate safe and secure play area for children under the age of five. The classrooms are of an adequate size and place no restrictions on the teaching of the full curriculum. There is a spare classroom that is used effectively for set teaching groups, and withdrawal of pupils with special educational needs. The large multi-purpose hall is well suited for physical education lessons and assemblies. The school has a good size library and a well-equipped computer suite. The accommodation is well maintained and is enhanced by attractive display of the pupils' work. However there is a persistent unpleasant odour that emanates from the pupils' toilets. Both pupils and parents commented unfavourably about this. The school is aware of the problem and plans to rectify the situation are included in the current school development plan.

62 Resources in the school are good overall and support pupils' learning well. There are no weaknesses in resources in any subject throughout the school. English, history and religious education have a very good range of resources, and these subjects are supported well by loans from the school's library service and the religious education resource centre. Resources for ICT have improved greatly since the last inspection and are helping to raise standards in the subject. Computers are also used well to support pupils' learning in some other subjects in particular, history, geography and religious education. The school library has a very good range of fiction and non-fiction books which are organised well.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63 In order to raise the standards of education and to improve the quality of teaching and pupils' learning, the governors, head teacher and staff should:

- (1) improve the standards attained by higher attaining and lower attaining pupils by;
  - ensuring that teachers check and evaluate how well pupils learn in lessons and use the this information to plan subsequent lessons and tasks that take account of the pupils' previous attainment
  - providing them with challenging opportunities
  - reduce the reliance on worksheets that restrict pupils' ways of thinking  
(See paragraph numbers: 6, 15, 26, 27, 54, 83, 88, 96, 98, 121, 144)
- (2) improve the quality of the presentation of pupils' written work and ensure that teachers' marking of work indicates how they may improve \*  
(See paragraph numbers: 26, 27, 87, 89, 97, 102, 121)
- (3) ensure that the statutory requirements for the registration of all pupils are met and that regular risk assessments are made in the school to ensure the health and safety of pupils  
(See paragraph numbers: 45, 46, 57)

\* The school has already identified marking as an area for development.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	46

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	18	19	12	1	0	0
Percentage	4	35	37	24	2	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	263
Number of full-time pupils known to be eligible for free school meals	0	40

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	29

#### 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	23
Pupils who left the school other than at the usual time of leaving	30

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	14	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	22
	Girls	13	13	13
	Total	34	34	35
Percentage of pupils at NC level 2 or above	School	94% (91%)	94% (88%)	97% (97%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	22
	Girls	13	13	13
	Total	33	35	35
Percentage of pupils at NC level 2 or above	School	92% (94%)	97% (94%)	97% (88%)
	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	21	17	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	19
	Girls	12	13	14
	Total	30	31	33
Percentage of pupils at NC level 4 or above	School	79% (78%)	82% (86%)	87% (97%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	12	12	13
	Total	29	30	32
Percentage of pupils	School	76% (86%)	79% (83%)	84% (83%)

at NC level 4 or above	National	73% (72%)	74% (74%)	82% (82%)
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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	225	0	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	1	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	1	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	1	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*

### *Financial information*

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

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	26
Average class size	26

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

Total number of education support staff	3
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Financial year	2002
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	£
Total income	634,963
Total expenditure	634,236

Total aggregate hours worked per week	62
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**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26.2
Total number of education support staff	2
Total aggregate hours worked per week	33
Number of pupils per FTE adult	13.1

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

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

*FTE means full-time equivalent.*

Expenditure per pupil	2,079
Balance brought forward from previous year	12,401
Balance carried forward to next year	13,128

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

### **Questionnaire return rate**

Number of questionnaires sent out	284
Number of questionnaires returned	177

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	3	1	1
My child is making good progress in school.	46	43	6	1	4
Behaviour in the school is good.	30	57	7	0	6
My child gets the right amount of work to do at home.	29	45	11	7	9
The teaching is good.	49	42	4	0	5
I am kept well informed about how my child is getting on.	28	39	25	7	1
I would feel comfortable about approaching the school with questions or a problem.	52	32	9	5	2
The school expects my child to work hard and achieve his or her best.	54	41	3	0	2
The school works closely with parents.	27	42	23	7	1
The school is well led and managed.	27	42	14	7	9
The school is helping my child become mature and responsible.	41	48	4	1	6
The school provides an interesting range of activities outside lessons.	14	26	24	21	15

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

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

64 Children are admitted into the nursery on a part-time basis when they are three years old. The attainment of children on entry to the nursery is in line with that found nationally for three year-olds but varies from child to child. A very successful induction programme involving both home visits by staff, and parents and children in visits to the nursery ensures a smooth and happy induction to the routines and systems of school. The transition for children into the two reception classes is eased by the good systems in place and the way that staff in the nursery and reception classes work well together as a unit. The very good planning ensures that learning is continuous throughout this stage of learning. Children make good progress through the Foundation Stage in all areas of learning, and by the time they begin in Year 1, most attain in line with the level of attainment expected for children of their age and a significant proportion exceed the goals expected of them in personal and social, language and mathematical development. Children with special educational needs are identified, are well supported, and make the same progress as others.

65 The quality of teaching for children in the Foundation Stage is very good overall. The teachers and support staff have a very thorough understanding of young children's needs and of the curriculum for the Foundation stage. Children learn through well-focused situations led by teachers, as well as opportunities given in planned and purposeful play. The classroom support staff contribute very effectively and are instrumental in supporting the achievements made by the children. Children's progress is carefully monitored and they move on to harder work as they are ready. When children start in the Foundation Stage, they are assessed, and an ongoing record of their progress against the early learning goals is kept for each pupil.

66 Liaison with parents is very good. Staff and parents have positive attitudes which benefit the partnership between the home and school. Parents receive a regular newsletter informing them about the work that is planned for each area of learning. Children in the reception classes receive weekly homework activities to share at home with their parents. In addition, parents receive detailed written reports of their child's progress at the end of the year.

67 Accommodation for the children in the Foundation Stage is good. The attractive outdoor area includes a hard surfaced area for riding bicycles and scooters; grassed and seating areas, sand play, a picnic table, and a climbing area. The classrooms are attractive, well organised, and make the best use of space in order to allow for a variety of different types of teaching and activity. Due regard is given to health and safety. Resources are good and support the curriculum well.

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

68 The provision and teaching for children's personal, social and emotional development are very good and staff place great emphasis on this aspect of the children's learning, providing many opportunities for them to develop their personal and social skills. Constant reinforcement ensures they make very good progress and by the time they reach the end of the Foundation Stage, nearly all have achieved the goals expected of them and a significant number exceed the goals. The classrooms provide a stimulating environment with a range of learning experiences that are accessible to all children and actively encourage independence. Children quickly learn to tidy up after themselves and are helped to do so by the clear labelling of equipment. The nursery children played in 'the jungle' acting out the parts and collaborating with the nursery nurse over the choice of roles. They get ready for their expedition and talk about what they will need to take. In one reception class a group of five

children played in 'Noah's Ark'. They dressed up in animal costumes and followed the simple instructions to build the Ark with wooden blocks. They demonstrated an awareness of each other's feelings as they talked together. Most children undress and dress themselves for physical education lessons and are encouraged to take care of their own needs. The daily routines in all the Foundation Stage classes help children to develop a sense of order. They listen, take turns, and share. There is planned provision to promote the spiritual, moral, social and cultural development of the children. Each week, the whole Foundation Stage work together for one morning and one afternoon. This provides very good opportunities for the staff team to work together, and for the children to access a wider range of learning experiences including playing outside. Children develop concentration skills well and generally they persevere until tasks are completed. Children work alongside one another well, and often co-operate with each other in their play. They show appropriate self-respect and some have good self-confidence, demonstrating independence in selecting activities and equipment. Overall, their behaviour is very good. There are very good relationships between staff and children.

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

69 The teaching is very good in this area of learning. Most children start in the nursery with satisfactory speaking and listening skills for their ages. Staff place a strong emphasis on encouraging the children to listen carefully and to take turns when answering questions. Teachers are generally skilful in their use of questioning and consequently this helps the children's confidence to speak. All staff ensure that instructions are clear and precise. Children make satisfactory and sometimes very good progress so that most reach the standards expected in the early learning goals by the time they begin in Year 1 and a significant number exceed the goals.

70 Staff provide many opportunities for children to develop their speaking and listening skills. They help children to express their ideas by thoughtful, but persistent questioning, which enables children to extend their vocabulary and communicate more effectively. Imaginative play areas are very carefully and thoughtfully planned and are used well by children. Adults provide good help as they interact with the children, often becoming part of the children's play and successfully extending their ideas through the input of appropriate vocabulary and by becoming part of their 'story'.

71 The children make a good start with reading and enjoy looking at books. They benefit from a well-chosen range of attractive books and comfortable reading areas in which to enjoy them. In the nursery they listened intently when the teacher shared a big book about elephants. The nursery children were eager to talk about the pictures and gave their opinions sharing what they knew. In the reception classes children build upon their previous knowledge successfully and are beginning to develop a sight vocabulary and knowledge of initial letter sounds. In one reception class, the children enjoyed the story of Noah's Ark and were eager to retell the story in the correct sequence. They made their own story book of Noah and demonstrated their understanding of the terms 'title' and 'author' and of sequencing and sticking their pictures into their books correctly.

72 In a reading session, the nursery nurse provided opportunities for children in one reception class to describe what was happening and identify the key features of their stories. The children handled the books carefully and told the story from the pictures and the text. Some children talked about the book cover and predicted what the story might be about. Teachers use good ways to teach letter recognition and support staff help the children to consolidate their learning by playing letter and word recognition games. Most children in the reception classes can identify and read their own names.

73 Writing skills are developed well in all classes in the Foundation Stage and the children are encouraged to develop their writing skills in both formal and informal situations such as, in their

independent play as well as writing their names and other familiar words with the teacher. There are writing areas where children can practise their writing skills, copying letter shapes or doing 'pretend writing'. Children practise the correct formation of letters in small groups with their teacher and many can form letters correctly and write their forename. The staff value all of the children's efforts and they become confident in their learning as a result of the positive reinforcement that is given.

### **Mathematical development**

74 The children make very good progress in mathematics because of the very good teaching and most are likely to meet or exceed the early learning goals by the time they begin in Year 1. The teachers and support staff use a range of strategies to extend the children's concept of numbers. When they start in the nursery they are introduced to a wide range of experiences and practical activities that promote an enjoyment of working with numbers and other mathematical concepts. Children in the nursery play number games, count and sort objects and use computer programs to help them learn. They enjoy looking at shapes on Elmer the 'patchwork' elephant, and talk confidently about the colours. Most children can confidently count to five, and some children count accurately to 10. Reception children build on this good learning. In one session they enjoyed looking at a big book with pictures of sheep in fields. With help from the teacher, they doubled the number of sheep in each field, looked for pairs of animals, and played a dice game to find doubles. They confidently used numbers up to 10.

75 Teachers have good ways to reinforce the children's learning. Work is well matched to the children's abilities and good use is made of well-directed play activities to reinforce mathematical concepts. This focuses their attention well and keeps them involved so that learning takes place. They recognise simple shapes such as a circle, a triangle, a rectangle and a square. A group of children worked with play-dough rolling it and shaping it into different number shapes. Children are learning to use mathematical language to describe position and size, quantity and time. They explore colour and pattern, carefully looking at the picture of the rainbow to decide on the next colour and where it should go. Most children enjoy practising their mathematical understanding by singing number rhymes and using appropriate programs on the computer.

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

76 Most children make good progress in this area of their development, and many of them are on course to achieve this early learning goal by the time they begin in Year 1. The good teaching enables children to make good progress, building upon their previous knowledge and experience of the world when they first join the nursery. The very good planning incorporates a wide range of exploration and investigative activities. Teachers make good use of the outdoor area to develop children's knowledge and understanding of the world around them. There are weather charts in each classroom, and staff talk with the children about the weather each day. They engage in a range of activities and particularly enjoy experimental play in the sand and water. They experience changes by filling and emptying containers and noticing when things are wet or dry. Children in the nursery demonstrated their knowledge of elephants as they talked confidently about what colour elephants are and what they like to eat. One child used the terms 'trunk' and 'tusks'. The children know that real elephants and Elmer in the story are not the same, and the teacher extended this knowledge as she talked about fiction and non-fiction. All children enjoy cooking sessions as is evident from the photographic records of these activities. The children's skills in ICT are developing and they have access to computers. In all classes the children enjoy using a variety of programs to assist their learning, and most are very able at using the mouse to 'click and drag' their selection. In the nursery and the reception classes the children operate the tape recorder independently to listen to stories and music tapes.



## **Physical development**

77 Many opportunities are provided for children to develop their manipulative skills. In the reception classes most children use scissors, paintbrushes and writing tools effectively. Although attainment in this area of learning varies for some children, progress is generally good because of the good teaching. Most children are likely to meet the early learning goals by the time they begin in Year 1. Children in the Foundation Stage classes assemble construction toys and complete simple jigsaws. Playing with sand and water provide further opportunities to develop their physical skills.

78 The nursery has good outdoor facilities and a good range of outdoor equipment such as bicycles, scooters, trolleys, large balls and bats. Daily access to this outdoor provision enables children to use skills such as running, pushing, pulling, and catching as well as developing balance. They develop their skills of physical control, mobility, co-ordination, and awareness of space and most children's attainment meets the expectation for children of this age. Children in the reception classes also have access to this outdoor play area for two sessions each week. In addition to outdoor play, the reception children use the hall for more formal physical development lessons, where they confidently travel around the space and show control as they stop and balance. In one reception class, the children worked well together in pairs, to link two or three movements into a sequence. The teachers are good role models as they join in or demonstrate movements. They use children effectively to demonstrate good practice, and their use of praise builds up the children's self-confidence successfully.

## **Creative development**

79 Children make good progress in creative and aesthetic skills because of the overall good teaching. Work on display indicates that children are given good opportunities to create their own pictures. A wide range of activities including art, craft, music, movement and imaginative play are planned well by the teachers and support staff. A wide range of resources is available so that children can experiment in cutting, sticking and joining.

80 Children produce colourful, explorative paintings, they make finger puppets from felt, enjoy singing nursery rhymes and songs, and using simple instruments. Children in the nursery play percussion instruments from Africa, and incorporate them into their play. They enjoy performing action songs and listening to music. In the reception classes, the children explore use of colour and pattern in their free paintings and collages. In a music lesson in one of the reception classes, the children worked hard to develop their singing voices and improve their sounds. They have a 'showing off' spot where they stand to perform. Children repeat sounds and understand the term 'echo'. They enjoy singing the answer when the teacher sings a question, and show that they can follow a melody and produce the correct pitch. Good provision is made for creative development. As a result, children make good progress and are likely to achieve the early learning goals in this area by the time they leave the reception classes.

81 The curriculum is broad, balanced, and very well planned and taught. The six areas of learning link well to the curriculum in Year 1. The co-ordinator manages the Foundation Stage very well, demonstrating good leadership and management skills, which are effective in ensuring very good learning opportunities for all pupils. These are improvements since the last inspection.

## **ENGLISH**

82 Standards in English are average for pupils' ages at seven and 11 by the end of Years 2 and 6, with higher standards in reading. Average and higher attaining pupils produce some good quality work and achieve well. Pupils identified with special educational needs and those pupils in Years 3, 4 and 5, who are identified for specific support to reach the average standard expected for their ages, also achieve well.

83 Standards are not as high overall as reported in the last inspection for several reasons. The high percentage of lower attaining pupils in Years 2 and 6 are not challenged well enough to enable some of them to reach the national average for their ages. This has an impact on the overall standards in English. Not all the pupils in Year 6 have been at the school for all of their education. A few pupils leave the school, particularly at the end of Year 4, to move to the three-tier system of schooling in the area. Pupils whose parents are in the armed forces move in, and out, of the school for short periods. These factors affect the results in English for 11 year-olds and explain why standards have remained at the national average over recent years.

84 Improvements have been made against the issues identified in the last inspection. Checking, and recording, pupils' achievement, particularly in speaking and listening is now in place. The co-ordinator works with teachers to ensure consistency and accuracy in assessments of pupils' work during the year. Improving writing across the school has been a priority and is beginning to have an effect. There are now targets for story writing for the school and in each class. Pupils know how well they achieve these by recording their names on the target sheets displayed in all classrooms. ICT is now used well to support learning, particularly in those classes where classroom assistants work with pupils with special educational needs. Word processing skills are used well to display pupils' work.

85 By the end of Years 2 and 6, standards in speaking and listening are satisfactory, although pupils' listening skills are better. Most pupils listen well to their teachers and to each other. In group and class discussions pupils respect what each has to say and share their personal feelings and opinions. Not all pupils are eager to answer questions in the whole class part of the literacy hour, and unless good teaching makes sure that all pupils are involved, some pupils choose to take little part. Many pupils talk quietly and in short phrases, although they talk more freely to each other about their work. Teachers give good opportunities for pupils to speak in front of an audience. Pupils have regular opportunities to present an assembly to the whole school and invited parents. On such an occasion for pupils in Years 1 and 2 every pupil had the opportunity to speak and to gain confidence in speaking to an audience.

86 By the end of Years 2 and 6 standards in reading are above average overall. Most pupils' standards in reading match what is expected for their ages and many pupils achieve better. This is because pupils have a very positive attitude towards reading and develop an enjoyment of books. Many parents support pupils' reading at home and this has a good impact on the overall standards in reading. Pupils in Year 2 talk enthusiastically about parts of books they like. They often correct their own errors and have developed good ways to help them read unfamiliar words. Higher attaining pupils name the title of favourite books, and recall the author's name. Pupils know that information books are different from 'stories'. By Year 6, pupils are confident and independent readers although lower attaining pupils quickly lose confidence when the text is difficult. All pupils know the purposes of contents and indexes and that a glossary 'tells you about words you don't know'. Pupils know when to scan or skim texts for information and to help understanding. They use these methods well in some other subjects, such as history. Teachers plan opportunities, outside the literacy hour, for pupils to read for pleasure, and they spend time reading aloud to their class from a chosen book.

87 Standards in writing are satisfactory throughout the school, with some good features. Pupils write for a wide range of purposes including stories, drama scripts, instructions, poetry and letters. Writing skills are practised well in history in Years 3 to 6, where for example pupils write newspaper reports about events in Tudor times and accounts of battles in Ancient Greece. Throughout the school standards in spelling are good. This is because teachers ensure that spelling activities are matched well to pupils' varying abilities. Good teaching makes sure that pupils are taught a wide vocabulary and this is reflected in their writing. Handwriting is good, and is taught well. However, pupils in Years 3 to 6 do not consistently write using pens when they have mastered a fluent, joined script, and this often results in work being carelessly presented particularly in Year 6, where most pupils continue to write using pencil. The standard of written work by lower attaining pupils in Years 2 and 6 is poor. This impacts adversely on standards overall. In Year 2, lower attaining pupils form letters carelessly and writing is not positioned well on lines. Pupils often use capital letters within sentences and work is untidy with a lot of crossings out. Average and higher attaining pupils are starting to make letter joins and writing is sequenced in sentences, which are usually punctuated correctly. Pupils redraft their writing and some pupils in Year 2 set out poetry correctly with capital letters at the start of each new line. In Year 6, average and higher attaining pupils are challenged well and a few pupils are working at the higher level. They plan their writing well and it is often organised in paragraphs. Pupils often use mature vocabulary. For example, "In conclusion, we must consider..." Lower attaining pupils still do not consistently use capital letters at the beginning of sentences and spelling is poor for example, "pepol" for people. Grammar is not always correct, with some pupils writing phrases such as 'and seen her talking'.

88 English is taught well, in most classes. However, the teaching of the lower attaining pupils in the Years 2 and 6 groupings is, at the most, satisfactory. In very good and good lessons, teachers are clear about what they want pupils to learn. Their good subject knowledge is shown by the use of correct grammatical terms. Questions are chosen well to challenge pupils in the whole-class part of lessons. Most teachers are enthusiastic and lessons move at a brisk pace. As a result, pupils show interest in their lessons, and often work collaboratively and support each other's learning well. Where teaching is satisfactory, the pace of lessons is sometimes slow. Activities are not always matched closely enough to pupils' varying abilities. This means that lower attaining Years 2 and 6 pupils are not challenged well enough and this affects their progress.

89 Throughout the school the marking of pupils' work is very variable and some work is not marked at all. Marking seldom indicates how pupils' might improve or the progress they are making towards achieving their targets. Teachers do not check well enough how pupils have learned in lessons in order to plan future lessons with tasks that build on what the pupils already know. Homework is used well to support pupils' learning.

90 English is led well by the co-ordinator and the National Literacy Strategy has been implemented effectively throughout the school. Management of the subject is good. The co-ordinator regularly checks teachers' planning and examples of pupils' work. Points for improvement are shared with teachers. The co-ordinator has recently identified some of the areas for improvement such as planning to match the needs of the varying abilities of pupils within their groupings.

91 Resources in English are very good. The library is attractive, very well organised, and is used regularly by all the pupils. Library monitors undertake their responsibilities seriously, and the help of a few parents is greatly appreciated by the school.

## **MATHEMATICS**

92 Standards in the work seen during the inspection are average for seven year-olds and above average for 11 year-olds. This represents a fall in standards at the end of Year 2 since the previous inspection and the maintenance of standards at the end of Year 6. In the tests in 2002 standards were above average in both Years 2 and 6 when compared with similar schools. The apparent fall in Year 2 can be accounted for by an increase in pupils with learning and behavioural difficulties, or with disrupted patterns of education.

93 The school seeks to ensure that Year 6 pupils who are attaining close to the national average receive additional help before the tests to enable them to achieve their full potential. Pupils with numeracy targets in their individual education programmes also receive extra support, which focuses specifically on their targets. This helps them make good progress.

94 Teaching and learning are good throughout the school and pupils achieve well in relation to their abilities. The school implements the National Numeracy Strategy effectively. As a result of ongoing training teachers' knowledge and understanding of mathematics are good. Pupils handle numbers confidently and have a growing ability to recall and use a wide range of addition, subtraction, multiplication and division facts. Tasks are adapted for the range of abilities in different groupings, but do not always reflect specific targets for individual pupils or groups within classes. A strong feature of pupils' achievement in mathematics is the very good use made of mathematical language. Key words are displayed for every lesson and are clearly explained. Teachers repeat these frequently and consequently pupils routinely use them when discussing their work. Throughout the school teachers persistently challenge pupils to explain the methods they use in their calculations and as a result they become increasingly aware of the range of approaches which can be used to tackle problems.

95 By the end of Year 2 most pupils show good understanding of the value of digits up to 99. Higher attaining pupils understand place value in hundreds, tens and units and order three digit numbers correctly. Pupils' past work indicates that they know the names and properties of most common two-dimensional shapes and a small number of three-dimensional shapes. They use quick mental recall of number bonds to at least 20, and most know that subtraction is the inverse of addition. Higher-attaining pupils calculate doubles and find missing numbers in sequences, and in sums such as  $14 + ? = 29$ . During sorting activities pupils use between two and five criteria, according to their ability, record their findings with a tally chart, and construct and explain bar charts when presenting their work.

96 Teachers in Years 3 to 6 work systematically to build on pupils' earlier learning and promote good progress. Consequently, by the age of 11 approximately a third are working above the national average for their age. All pupils achieve well in numeracy. Through careful analysis of assessment information the school identified progression in calculation as an area for development. The subsequent staff training has resulted in a more focused approach to this area and has improved pupils' attainment and progress. Oral and mental starter sessions set lessons off at a brisk pace and most teachers use a good range of teaching methods and resources to keep up the momentum. Time targets are used very effectively to keep pupils on their toes throughout most lessons. Pupils learn to identify and use appropriate operations to solve problems. In an outstanding lesson with pupils in Years 3 and 4 pupils were given very clear guidance and demonstration of a basic routine for problem solving. They subsequently tried this and became increasingly confident in its application. As they move up the school most pupils develop secure skills and understanding in collecting and organising statistical information, and in representing it in pictograms, pie charts and bar graphs. ICT is used well for this aspect of their work. Pupils in Years 5 and 6 have a growing understanding of the rules of divisibility. They apply these to increasingly large numbers so that, for example, higher attaining pupils in Year 6 can apply the relevant rule for numbers between two and ten to numbers such as 561432.

97 The school benefits from the co-ordinator's expertise and enthusiasm. Assessment procedures are systematic and thorough. Information is used effectively to guide how pupils are grouped for mathematics lessons, to inform target setting for different groups of pupils and individuals, and to identify areas for future development. However, assessment information is not always used systematically by all staff to inform their planning of lessons and consequently the work set for pupils within a large ability group is not consistently linked to their individual targets. This means that the progress of some higher and lower attaining pupils is adversely affected. Homework is used effectively in Years 3 to 6 to reinforce and extend pupils' learning in lessons. Pupils' work is always marked but frequently teachers do not give regular written guidance on how pupils can improve it. The presentation of work varies considerably from class to class, with most being of a good or acceptable standard, but with a small proportion of untidy and careless work. Pupils in Year 6 continue to use pencils for their written work and this does not prepare them well for their forthcoming move to high school when they will be expected to routinely use pens. Mathematics is used satisfactorily across some subjects of the curriculum and in particular in the development of skills in ICT. This makes a good contribution to pupils' understanding for instance of charts and graphs. The co-ordinator has monitored teaching and learning in classrooms and has identified priorities such as extending the use of ICT, for further development.

## SCIENCE

98 The results of the 2002 National Curriculum tests for pupils aged 11 were below the national average, and were also below in comparison with similar schools. On the basis of teacher assessment, pupils' results at the age of seven were above the national average, and well above when compared with similar schools. Over the last four years test results for 11 year-olds have stayed above the national average until 2002 when science fell below. Results were depressed since amongst those who sat the tests, there was a high proportion of pupils with special educational needs and statements of special needs and pupils who had joined the school late in Year 6 who were performing below the national expectation in science. At that time, no steps were being taken by the school to raise the attainment of these pupils in science or to boost the attainment of higher attaining pupils to help them reach the higher level (level 5). The attainment for this cohort of pupils who were in the school four years ago at the age of seven was well below the average for their ages. Consequently, the number of pupils reaching the higher levels in 2002 was below that of other schools nationally and of similar schools. Inspection findings show that pupils in the current Years 6 and 2 are working in line with the average standard expected for their ages.

99 The quality of teaching overall is satisfactory. Teachers prepare their lessons thoroughly, have sound subject knowledge, and emphasise the learning through structured, practical activities. Pupils behave well in lessons and work collaboratively on their investigations. They show interest and are enthusiastic about their work. Older pupils in Years 5 and 6 showed their understanding of a fair test as they carried out an experiment dissolving solids in water during a lesson on materials and their properties. Year 6 pupils talk confidently about their work. In discussions they showed sound knowledge and understanding as they described recent experiments they have conducted when they studied force and gravity. They understood the terms 'thrust' and 'gravity' and talked about how to use a force meter. Higher attaining pupils give very clear explanations and use scientific vocabulary confidently. They demonstrated a good knowledge of living things, discussing life cycles, food chains, and how to keep healthy. Pupils in Year 6 are able to describe photosynthesis, and know that plants take in carbon dioxide and give out oxygen and that it is the reverse for humans.

100 Teachers ensure that pupils are given the opportunity to learn how to handle a variety of scientific equipment and resources to develop their knowledge and understanding. They emphasise the basic skills of investigation and support pupils as they record their results. Pupils have the opportunity

to work collaboratively and find out information for themselves. This helps them to make progress in their investigative skills. This was evident in the work of Year 1 pupils as they tested materials to find out if they were waterproof. Sometimes, however, the pace of lessons is slow, as when pupils were investigating reversible and irreversible changes; as a result they did not always make the progress of which they were capable. On occasions, teachers' explanations are not as clear as they could be. This happened for example, in a lesson for pupils in Year 2 when they looked at the effects of heating and cooling chocolate. When the melted chocolate was mixed with cereal before it was left to cool, some children became confused, as it did not return to its original state. They did not understand that the change was reversible. Through the school there is some use of pupils' skills in using ICT to improve their work, for instance, in the classification and sorting of fruits and vegetables in Year 2. Pupils use their literacy skills in their report writing, however, in some classes, pupils' unsatisfactory writing and presentation skills detract from the quality of their work.

101 Pupils' attitudes are good and they work well together, listen to the teachers and show interest and enthusiasm in their activities. Younger pupils show much curiosity and enjoyment when involved in practical work and are very keen to answer questions. All pupils handle scientific equipment carefully and show respect for each other.

102 The curriculum is broad and relevant, and enables pupils to develop their knowledge, understanding and skills through a range of well planned investigative activities. However, teachers' weekly planning does not clearly show details of work to extend higher attaining pupils, or work to help lower attaining pupils within the class group. Curricular guidance from the nationally recommended scheme of work is effectively included and provides teachers with clear information about the key learning objectives and skills to be taught. The assessment and record keeping procedures are satisfactory, but could be improved so that they track the progress pupils make more effectively. Inconsistencies in the quality of written marking and the standards of presentation expected by teachers in different classes hinder the progress of some pupils. Teachers' marking does not consistently provide pupils with information to help them understand how well they have succeeded or how to move to the next learning target.

103 The co-ordinator provides satisfactory leadership and knows the strengths and weaknesses in the subject. This has enabled her to draw up an effective development plan, to further improve provision. However, as reported in the previous inspection, there is still no monitoring of teaching and learning or agreed samples of levelled work to aid teacher assessment. The progress of pupils with special educational needs is satisfactory. Resource provision is good and allows for a range of practical activities to be carried out. Good use is made of visits to places such as the Centre for Life, and of events in school such as Zoolab and the Kinetic Theatre for Science, to extend learning.

## **ART AND DESIGN**

104 Pupils make steady progress throughout the school and by the ages of seven and 11 they achieve the expected standards for their ages. This is similar to the findings at the last inspection for pupils at the age of 11 but is lower for pupils aged seven. This is because since the last inspection the school has put a greater emphasis on subjects such as English, mathematics and ICT.

105 Pupils enjoy art and design and teachers value the contribution that this subject makes across the subjects of the curriculum. Art and design contributes well to pupils' cultural development. It helps them to understand their own local and church environment as well as learn about well-known Western artists and art and artists of the past, such as that of Ancient Greece and the famous portrait painters of Tudor Times.

106 Only one art and design lesson was seen during the inspection so evidence is taken from displays of pupils' work, planning documents and a comprehensive monitoring portfolio of completed work by the co-ordinator. The quality of teaching overall is satisfactory although in the lesson seen in Year 1, the teaching was good. Good features included thorough planning for pupils of different abilities, good organisation of pupils and resources which were accessible and enabled pupils to work independently. The atmosphere was purposeful and all pupils were engrossed in their practical work as a result of the very good relationships and respect that the pupils and teacher held for each other. Work on display showed a good range of artwork, including, drawings, paintings, printing, collages and weavings using paper and textiles and work with the use of ICT programs. Little three-dimensional work was displayed except in the three classes for pupils in Years 5 and 6 where pupils had made, decorated and varnished clay pots. Photographic evidence of pupils' work showed good quality models made by pupils from plaster, papier-mâché and woven baskets.

107 Pupils up to seven learn to mix colours of paint and develop a good understanding of tone, tint and shade of colour. Printing and paint are used successfully from the Foundation Stage onwards. Printing is developed using a variety of techniques such as card blocks with patterns stuck to the card. Pupils in Year 1 learn to draw by making self-portraits and drawings of their teachers. They copy from pictures of famous people in history and produce recognisable painted portraits of people such as Queen Elizabeth I. As they move through the school pupils make more difficult observational drawings of still life, such as natural objects collected from the seashore and nature, in pencil and with the use of charcoal. Pupils in a lesson in Year 1 developed a good understanding of the principles of weaving with the use of a prepared card loom. They were able to make a weft and weave in a selection of different materials choosing from a wide range of colours, fabrics and paper. Pupils chose carefully and looked for fabrics and paper, which they said, "matched" or "looked good". They used the appropriate words such as 'loom', 'warp' and 'weft' when describing and evaluating their work. This practical lesson made a good contribution to pupils' vocabulary development.

108 Pupils use sketchbooks in the older classes in Years 5 and 6 for planning their designs in art and design, for instance, when making and decorating a container from card. Earlier in their work they had observed and drawn natural containers such as seedpods. This helped them to develop their own individual ideas for a container. Teachers follow the nationally recommended scheme of work for art and design and follow the chosen units closely. This develops pupils' ideas and skills sequentially but in some work, exercises become very teacher controlled and directed which limits pupils' individual creativity. Pupils in Years 5 and 6 have worked competently with partners to produce collage pictures using a variety of materials to illustrate a series of fairy tales such as 'Little Red Riding Hood' and 'The Ugly Duckling'. They have explored their ideas together and collected pictures and information to help them to develop their work.

109 The co-ordinator has good subject knowledge of the curriculum and a good understanding from monitoring of the teachers' planning of the strengths and areas for development. An action plan is in place. The co-ordinator provides satisfactory leadership and management of the subject although co-ordination has lapsed recently over several months due to illness and consequent absence. Assessment of pupils' work is in place at the end of each unit of work. Resources are good; however, there has been no recent staff training.

## **DESIGN AND TECHNOLOGY**

110 Standards of attainment for pupils aged seven and 11 are in line with national expectations. This is similar to the findings at the last inspection for pupils aged seven but they are lower for 11 year-olds when standards were above average. This drop in standards is due to the emphasis the school now puts on English, mathematics and ICT.

111 Only one lesson was seen during the inspection so it is not possible to make a judgement on the quality of teaching overall. The use of the nationally recommended guidelines supports the teachers in their planning. Good making skills are evident in the displays in the younger pupils' classrooms. Pupils in Years 1 and 2 design easels and puppets, drawing detailed plans of their designs and listing materials needed to carry out their plan. The finished products are displayed with their evaluations of their work and suggestions of how they could improve their model. Older pupils were focusing on art and design during the term of the inspection. However, teachers' planning and detailed photographic evidence recording the work for all pupils shows that all areas of the subject are taught successfully. There are good links with design and technology and other subjects as shown when pupils used a computer graphics program to show their design before making simple bags, or when designing and making houses to link to work in geography. This approach by teachers results in making design and technology meaningful for pupils. Older pupils' work shows development of skills, and demonstrates combining and joining skills, and using simple mechanisms. In the one good lesson observed, Year 4 pupils satisfactorily completed torches, which they had designed and made over a series of previous lessons. They benefited from clear guidance from the teacher and produced sound finished products, which were then evaluated. All pupils, including those with special educational needs make good progress overall. Good use was made of the digital camera as pupils recorded their finished work. Pupils' finished work in Year 6 on 'shelters' showed clearly how they had used tools and a variety of construction materials to make their shelters. They had sawn, cut, and measured, fixed and strengthened corners, and produced work at levels expected for pupils of their age.

112 The co-ordinator leads and manages the subject satisfactorily although limited monitoring of teaching takes place. The policy and teaching programme are reviewed regularly, and resources are audited annually. There is a clear plan for development, which details areas of priority. The co-ordinator provides good support to colleagues in all aspects of planning, resources and safety issues, and checks teachers' planning to ensure that all units of work are taught. A school portfolio details work covered and has examples of pupils' work, however, there are no formal assessment procedures to record pupils' progress in skills, knowledge and understanding. The subject has good resources which are clearly organised to support teaching, and are used well.

## **GEOGRAPHY**

113 No lessons in geography were seen during the inspection week and therefore it has not been possible to make detailed judgements about the quality of teaching.

114 By the ages of seven and 11 pupils attain at the nationally expected standards for their ages. They achieve satisfactory rates of progress as they move through the school. Work is closely matched to the nationally recommended guidelines and consequently pupils of all abilities, including pupils with special educational needs, broaden their knowledge and understanding steadily and improve their geographical skills. Standards of attainment and progress have been maintained since the previous inspection.

115 By the age of seven pupils' work on the travels of "Barnaby Bear" has given them knowledge of the countries and capital cities of the United Kingdom. They understand that people travel to many parts of the world, and that different clothes are needed for different climates. Pupils study their local area and complete a comparative study of the island of Struay. This enables them to recognise differences in landscapes, transport facilities and local occupations, and to record these in written and illustrative forms. This work helps to promote an appropriate range of skills, such as simple mapping techniques.



116 By the age of 11 pupils have identified similarities and differences between, for example, the homes, food, education, transport and occupations of their own area and those of the Indian village of Chembakoli. They know the position of the mountain ranges in Britain and abroad. They understand how mountains are formed and how weather conditions, over time, cause erosion, and they relate altitude to temperature as, for instance when one pupil wrote ‘the higher you go the cooler it gets’. Pupils study the water cycle and can explain accurately how rainfall occurs and how it affects the environment. Their understanding is widened through a residential visit to the Lake District and trips to local places such as Big Waters, Woodhorn Colliery and the Rising Sun Park. They are given good opportunities to develop research skills through seeking information from sources such as books, maps, and atlases and with ICT including sources from the Internet.

117 Topics are carefully planned although tasks are not always adapted to match the range of pupils’ abilities. Mapping skills are taught and these help pupils to record their work accurately. Assessment procedures are based on the end of unit assessment in the national guidelines, but the school recognises the need to develop these further in order to clarify what pupils know, understand and can do and to serve as evidence for reporting to parents. The co-ordinator monitors teachers’ planning effectively at the end of units of work but there are insufficient opportunities for her to be involved in the earlier stages of planning. Pupils’ literacy and numeracy are effectively promoted through written work and the recording of information in, for example, charts and bar graphs. Throughout the school the presentation of work varies from good to unsatisfactory between classes, and teachers do not always mark work consistently or give pupils clear guidance on how to improve it. The provision of resources is good and, for pupils in Years 1 and 2 have improved since the previous inspection. Resources are used well to support pupils’ learning. Through opportunities for discussion and co-operative working, and by studying the natural world and a range of localities, geography makes a good contribution to pupils’ spiritual, moral, social and cultural development.

## **HISTORY**

118 Standards in history match what is expected for seven and 11 year-olds by the end of Years 2 and 6. Pupils of all abilities make satisfactory progress including pupils with special educational needs, who are supported satisfactorily by their teachers in lessons.

119 By the age of seven, pupils recognise some of the ways the past is represented. They identify some differences in the process of ‘wash-days’ in the past and how washing is done in their own homes. Pupils know that irons are heated by electricity nowadays, and that the water had to be heated in kettles to wash clothes a long time ago. They use correct historical terms, such as ‘nowadays’ and ‘a long time ago’.

120 By the age of 11, pupils have a sound understanding of chronology. Pupils in Years 3 and 4 use their writing skills well to write accounts of the battle between the Athenians and the Persians in their topic about Ancient Greece. Pupils in Year 6 have written detailed newspaper reports of King Henry VIII’s break with Rome. They are starting to understand that historical information can vary depending on the writer. For example pupils recognised that the information given by evacuees in the Second World War was different to that of the ‘host’ family.

121 Teaching and learning are satisfactory overall. Resources, including artefacts and visits, are used very well to support pupils’ learning. Lessons are organised well to provide a range of interesting activities. In Years 3 and 4, pupils held an Ancient Greek day, where they planned a Greek Olympics, dressed up and ate Greek food. An improvement since the last inspection is the use of ICT to support pupils’ learning. Pupils in Years 5 and 6 use their skills in ICT to make a presentation about the Second World War. These opportunities impact well on pupils’ interest and enthusiasm for the

subject. One pupil commented, 'I look forward to Monday's because it's history'. Parents at the parents' meeting also commented on how their children enjoyed history. However, despite these strengths teachers' lesson planning is often brief. Teachers do not plan well enough to meet the varying abilities in their classes. This results in some higher attaining pupils not being challenged well enough. In some classes, where pupils use worksheets frequently these are often carelessly completed. Teachers' marking seldom indicates how pupils might improve. Teachers do not check well enough how pupils have learned in lessons to help plan future lessons that build progressively on pupils' previous learning. This is why learning tends to be only satisfactory for most pupils.

122 Standards in history are lower than reported at the last inspection. This is because the school has put a greater emphasis on other subjects, such as English, mathematics and ICT.

123 History is led and managed satisfactorily. The co-ordinator is a history specialist and this knowledge has been used well to plan the curriculum effectively. Teachers' planning is checked at the end of history topics, but there are insufficient checks made on the planning for lessons. The co-ordinator has begun to keep a comprehensive portfolio of evidence of pupils' work. This is useful in showing the good curriculum coverage, but does not give sufficient evidence of the standards pupils reach.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

124 Standards in ICT have been raised since the previous inspection when they were unsatisfactory for pupils at the ages of seven and 11. Pupils at seven now attain in line with the expectation for their age and pupils attain above the levels expected for 11 year-olds.

125 The improvements since the last inspection in the provision, and teaching and learning in ICT is due to the steps the school has taken in its annual action plans and the continuous review and evaluation of progress in ICT. Leadership is good. The improvements have been managed well by the school. The co-ordinator has been well supported by the staff, governors and the head teacher. Resources are good. The school is well provided with computers in classrooms and in the computer suite, which was set up with computers and large monitors for class demonstrations shortly following the last inspection. This has contributed well to the developments that have taken place. The school pays for the services of a technician who ensures all computers are maintained well. All teachers have had extensive training that has effectively broadened and improved their knowledge and understanding in this subject. As a consequence staff are fully confident in the teaching of ICT. Teachers and pupils throughout the school use digital cameras and scanners on a regular basis for recording work, field studies and the preparation of displays. For instance, in a design and technology lesson for pupils in Year 3, individual pupils photographed their finished products before taking them home and portfolios of pupils' finished work in subjects such as art and design, physical education and geography provide a good record of completed work.

126 Pupils quickly become comfortable with computers and technology from the nursery onwards when they soon become adept at controlling programmable toys and learn to give instructions to allow 'Elmer the Elephant' to move forwards and backwards. In Year 1 they develop a good understanding of giving more complex instructions to a floor robot and in Year 2 design more complicated routes for it to follow. Teachers are developing the use of ICT for pupils in other subjects of the curriculum such as English, mathematics, history and art and design where they draw and colour pictures showing appropriate control of the mouse. They can click and drag shapes using tools to colour in their work. In a good lesson for pupils in Year 2, pupils confidently interrogated a database on fruits and vegetables and by the end of the lesson understood that a database can only answer questions if the appropriate data has previously been entered. For instance, they could find out which fruits and vegetables were green but not how many children like cabbage. Pupils worked in pairs

independently of their teacher and helped each other if they came across difficulties. They were well motivated by their task and nearly all showed confidence and skill in loading the program successfully and operating the mouse and search facilities to move around within it. This helped them find the answers to carefully prepared questions. They used spell checkers successfully.

127 Teachers in Years 3 and 4 work systematically to build on pupils' earlier learning. Pupils have opportunities to word process, input text, save and retrieve it. For instance, they write text, vary the font in style, size and colour and insert pictures into a newspaper article for the local community and in a geography-based project on the development of supermarkets and their effect on the environment. Pupils in Year 4 construct their own charts and graphs in mathematics, they explain how they have collected the data, fed it in and how to read the information back from the chart they have made. In a good lesson in a large class of mixed-aged pupils in Years 3 and 4, pupils developed their skills to create a repeated pattern of a stained glass window they had drawn on screen successfully. They used the techniques of clicking and dragging and learned to flip their patterns by rotating them horizontally and vertically. The teacher used her own subject knowledge of the program well in a demonstration and ensured with skilful questioning, useful tips, encouragement and praise that pupils understood their task. This resulted in most pupils being well-motivated and confident to work in pairs. Average and higher attaining pupils succeeded well but the lack of work to match the ability level for lower attaining pupils and those with special educational needs meant that they were content to let others do the work and they made less progress than they could have.

128 The attainment of pupils in Year 6 is above the expectations for pupils of their age. The school is aware that approximately seventy five per cent of pupils have access to computers at home. This helps their confidence and contributes to the good development in ICT for a significant proportion of pupils. However, although a small number of older, lower attaining pupils attend the computer club, there is no planned additional provision for pupils who do not have this advantage from home. Almost all pupils in Year 6 and a large proportion of those in Year 5 are able to perform all the necessary operations expected of them by 11 confidently and independently. They locate and open files; copy and paste work from one application to another; check spelling; save and print work in different styles; save work on a disc, copy with the use of a scanner and import text, graphics and sounds into a presentation. They can access web-sites and use them to research topics they are studying. One shortcoming is the lack of pupils' typing skills and their adeptness on a keyboard which slows them down when entering text. The culmination of a unit of work in ICT over several weeks was seen in two well-planned lessons for pupils in Years 5 and 6. Pupils successfully demonstrated, working in a pair, their ability to incorporate sound and graphics from different sources, and text in presentations with a history focus on the Second World War. All pupils were fully involved and good opportunities were given for work to be presented to an audience and evaluated. This work made a valid contribution to pupils' knowledge and understanding in history and to their skills in speaking and listening. Pupils use electronic mail between classes in the school but not yet with other schools. As a result of the school's concerns about pupils' access to the Internet a comprehensive school policy has been produced and approved by the governors.

129 A feature of the good teaching is the obvious enthusiasm, knowledge and confidence that teachers demonstrate and, in turn, engender in pupils. Lessons are very well planned, time is used well and the brisk pace and mixture of demonstrations and time for pupils for 'hands on' opportunities is effective in maintaining high levels of interest. Consequently pupils enjoy their work and respond well. The school follows the nationally recommended guidelines for the teaching of ICT and these have been carefully mapped out over a two-year programme to ensure that pupils in the mixed-aged classes have the range of experiences and development of skills. Work is evaluated and pupils' skills assessed at the end of each unit studied.

## **MUSIC**

130 Pupils attain the standards expected for their ages at seven and 11 and enjoy their music making activities. This is similar to the last inspection for pupils at Year 2 although not as high for pupils in Year 6 when standards were judged to be well above the expectation. Since then the school has seen a change of co-ordinator and due to financial restrictions the school now no longer employs a specialist music teacher. Extra-curricular activities have been reduced since the last inspection and this is an area the new co-ordinator appointed in September is planning to extend. Music is an integral part of school assemblies and is used well for reflection time at the beginning and end.

131 In music lessons pupils have the opportunity to listen to and comment on a wide range of music played on a broad range of instruments from the nursery onwards. Listening to music is planned systematically into the two commercial music schemes of work used by teachers to support the nationally recommended scheme. A good selection of taped extracts is used to support this aspect of music. Music from different times and cultures such as African drumming music, Northumbria pipe music, music from the Tudor era as well as a wide range of music by Western composers such as, Bach and Mozart is included in the curriculum.

132 The quality of pupils' singing is satisfactory overall. It is good in assemblies when pupils sing to a piano accompaniment but opportunities for pupils to sing at other times are limited. Pupils know the words to a wide variety of hymns and songs. Some pupils in Years 5 and 6 sing well in four parts and follow a standardised score carefully in lessons with success but others find this more difficult.

133 Pupils enjoy their lessons and generally behave very well. This promotes sound learning. This was evident in a lesson for lower attaining pupils in a mixed class of Years 1 and 2. Pupils listened to and discussed successfully with the teacher the sounds made by different instruments of the string family such as, guitars, double basses and violins. They were able to distinguish between the high sounds of some and the low sounds of others. They learned the names of the instruments, how they are played and what they looked like. They listened carefully to violin and 'cello music'. At the end of the lesson one child commented that 'You can use a bow or pluck when you play the 'cello'.

134 Teachers give pupils good opportunities to give their opinions on the music they listen to and the progress they are making in their work. For instance, during a good lesson involving singing, dancing and playing of authentic Tudor music in preparation for a performance, pupils in one class of mixed-aged Years 5 and 6 pupils felt that the performance was progressing well but needed more work. They made their own decisions for improvement and practised and refined their performance working hard to play and sing well and make smooth transitions between sections.

135 The teaching of music is satisfactory overall. There are few teachers with musical expertise amongst the staff and some are not confident to sing with the pupils and provide a good voice model although all teach music and are gaining confidence with the help of the tapes and schemes of work they use. They plan lessons well across year groups and help and support each other in exchanging ideas. A proficient pianist volunteer makes a good contribution to pupils' performances and the quality of singing in assemblies.

136 The co-ordinator is new to her post and has made a sound start in leading the subject. She has made a thorough audit of resources and produced an action plan for further developments. Most targets are completed and their success is under evaluation. Resources are satisfactory. There has been no recent staff training in music to further develop teachers' confidence and expertise.

## **PHYSICAL EDUCATION**

137 During the inspection week it was only possible to observe gymnastics lessons. Discussion with the co-ordinator and other staff and pupils, and scrutiny of records and photographic evidence indicate that all strands of the physical education curriculum are taught. By the ages of seven and 11 pupils attain standards above those expected nationally for their ages. This matches the findings of the previous inspection.

138 Teaching is good overall. This ensures that all pupils achieve well and make good progress in relation to their ability and stage of physical development. Pupils with physical problems are able to take part in activities at a level at which they feel confident. Teachers ensure that all lessons include a warm up at the start of activities and a cooling down period at the end. Consequently, by the time they are seven, pupils comment that their hearts are 'beating faster now'. Similarly, older pupils know how important it is to warm up muscles to stop them getting damaged during strenuous activities, and can explain why regular exercise is good for their health.

139 All teachers stress the need for pupils to develop control and to move safely. In the most effective lessons teachers emphasise their expectations for high quality movements. This was well demonstrated in a very good lesson in Year 2 when the teacher gave clear instructions, which ensured that all pupils knew what was expected of them as they worked in pairs to develop a sequence of balances. There was an effective mixture of direct teaching and opportunities for pupils to practice and improve their performances. Teachers make good use of pupils' demonstrations and this enhances the performance of others in the class.

140 Between the ages of seven and 11 pupils build well on their previous learning. They analyse and comment on their own skills and techniques and those of others, and use their knowledge effectively to refine their performances. In a lesson for pupils in Years 3 and 4 the pupils worked very well together as they considered shape, tension and control, and experimented with different ways of linking their movements to produce an extended fluent sequence. They showed a commendable awareness of the safety issues involved when performing forward rolls, handstands and wheelbarrows. By the age of 11 most pupils have good ball skills, including throwing and catching, dribbling and foot and chest passes. Many benefit from coaching sessions with members of Sunderland football club. All pupils have swimming lessons and most achieve at least 25 metres by the time they leave the school. Lessons in dance enable pupils to express feelings and ideas through body movement and facial expression. During the past year they have demonstrated their achievements with folk dancing during the 2002 Jubilee celebrations, and Indian dances during religious education work on Hinduism. Pupils in Years 5 and 6 benefit from a residential visit to the Lake District, which includes a wide variety of outdoor activities, including canoeing, hill walking and archery.

141 Leadership and management of the subject are good. The school benefits from the co-ordinator's expertise and enthusiasm. She monitors teachers' planning and has built up a good portfolio of evidence of pupils' achievement and progress. The school is aware of the need to develop structured assessment procedures. Resources have improved since the previous inspection and are used very effectively to support pupils learning. Although the school has offered sufficient opportunities for extra-curricular sports activities in the past, these have been curtailed for the current year and are restricted to football coaching and a rounders club. The school takes part in a local rounders league with other schools. An annual residential visit for pupils in Years 5 and 6 provides a broad range of sporting activities. Through the many opportunities for discussion, and challenging activities which enable all pupils to succeed at their own levels, physical education makes a good contribution to pupils' spiritual, moral, social and cultural development.

## **RELIGIOUS EDUCATION**

142 Standards in religious education are above what is expected in the syllabus agreed by the Local Education Authority, for seven year-olds. Standards broadly match what is expected for pupils aged 11 by the end of Year 6.

143 Standards at the end of Year 2 have improved since the last inspection. In Years 1 and 2, pupils' knowledge and understanding of Judaism is very good. This was evident in the very good assembly they presented in front of the whole school and invited parents. Parents commented at the meeting with inspectors on the good opportunities the school offered in religious education, and the assembly supported their views. Not only do pupils know about some important Jewish artefacts and symbols, they also understand the importance of respecting beliefs that might be different from their own. Pupils in Years 3 and 4, write sensitively describing the events of the last week in Jesus' life. One pupil, writing as a Roman soldier, wrote 'He says he's the Son of God, like we are meant to believe that?' Pupils in Years 5 and 6, name important objects in a church and make their own Ten Commandments for living. They understand the significance of the rituals during the Jewish Shabbat meal. However, pupils' understanding of the beliefs of Judaism and Christianity are confused. For example, pupils could not explain why Jews do not believe Jesus is the Son of God, and they talk about Christianity and Catholicism as separate religions.

144 Teaching and learning are satisfactory overall. Where teaching is sometimes better, pupils are challenged well by questions from teachers whose subject knowledge is good. Resources including artefacts are used well to support learning and to teach pupils the correct religious terms. All teachers plan opportunities for reflection in religious education lessons, which makes good provision for pupils' spiritual development. However, teachers' planning does not indicate what pupils of differing abilities are expected to learn. In some classes worksheets are used too frequently and sometimes pictures are cut out and stuck in books, for example to sequence the story of Esther. Where a pupil had also coloured in the pictures, the work was marked 'Well done'. This indicates a low expectation of what pupils can do.

145 The subject is led and managed satisfactorily. The co-ordinator sought advice about planning the subject when she took over as co-ordinator. As a result, the requirements of the Locally Agreed Syllabus are met, although this planning has not yet been completed into the school's two-year cycle. There is insufficient checking on the quality of teaching and learning to make sure that pupils of differing abilities are building on what they previously learned, or to make sure that higher attaining pupils are challenged well enough. The statements for pupils aged seven and 11 in the Locally Agreed Syllabus are not used to check how well pupils have learned.

146 Resources are very good. Visits to places of worship enrich the curriculum, and the school makes effective use of the local religious education resource centre. Displays in all classrooms support the teaching of religious education.