

INSPECTION REPORT

GRINDON INFANT SCHOOL

Gleneagles Road, Grindon, Sunderland.SR4 9QN

LEA area: Sunderland

Unique reference number: 108766

Headteacher: Mrs M Dent

Reporting inspector: Mr M Tones
1575

Dates of inspection: 23rd to 26th June 2003

Inspection number: 246821

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 School
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Gleneagles Road Grindon Sunderland.
Postcode:	SR4 9QN
Telephone number:	0191 5536865
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Forbes
Date of previous inspection:	24 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1575	Mr M Tones	Registered inspector	Design and technology	Summary of the report
			Physical education	The school's results and pupils' achievements
			Educational inclusion	How well is the school led and managed?
			Special educational needs	What should the school do to improve further?
11468	Mrs J Menes	Lay inspector		Pupils' attitudes, values and personal development
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
1550	Mr M Pinch	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
			Information technology	
			Foundation Stage	
32179	Mrs M Armstrong	Team inspector	Mathematics	How well are pupils taught?
			Geography	
			History	
			Religious Education	
			English as an additional language	
32094	Mrs J Bennett	Team inspector	English	
			Art	
			Music	

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grindon Infant School is a similar size to most other infant schools. It has a nursery and provides an education for girls and boys between the ages three and seven. The school draws most of its pupils from Grindon and Pennywell, which is an area of social deprivation and as a result receives additional support from an Education Action Zone. Its intake is from mainly white British families and there are no pupils with English as an additional language. Attainment on entry to the school is below that of most schools. The number of pupils who are entitled to free school meals and who have special educational needs is higher than in most other primary schools. The numbers who have a statement of special educational need is in line with the average nationally.

HOW GOOD THE SCHOOL IS

This is a good school where all pupils achieve well and reach standards that are in line with those expected nationally. The very good leadership and management of the headteacher and key staff provide consistently good teaching and well-planned opportunities for pupils to learn. The teaching of the basic skills of numeracy and information and communication technology (ICT) is of a high standard. Literacy is taught well although some improvements could be made to the development of pupils' writing skills. The school community places great emphasis on the care, personal and social education of pupils. All staff know the pupils well and create positive relationships where pupils behave very well and develop very good attitudes to learning. These qualities, which ensure that pupils make good progress, represent good value for money.

What the school does well

- Pupils achieve well.
- The leadership and management of the headteacher and key staff.
- The good quality of teaching and learning.
- Pupils' attitudes, personal development and relationships.

What could be improved

- The attendance of pupils.
- The quality of pupils' writing.
- Opportunities for Reception pupils to learn out of doors.
- The involvement of pupils in their own learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a very good pace since the last inspection in 1997. Standards have improved in line with the national trend. Standards in physical education (PE), which were below, are now in line with those expected. The planning of lessons and the monitoring of teaching have improved considerably and are now very good. This has resulted in an improvement in the quality of teaching and learning, which is now good. Schemes of work are now in place for all subjects. The leadership and management provided by the headteacher and key staff has also significantly improved. The school is well placed to maintain its success.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	C	C	D	A
writing	C	C	D	A
mathematics	C	C	C	A

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

Children start school with standards below average. They make good progress and, by the end of Year 2, standards are in line with the national average in English, mathematics and science. Compared to pupils in similar schools, their achievements are well above average. In recent years, there has been a steady improvement in reading, which has exceeded the national average. Mathematics standards have also improved in line with the national trend but pupils' achievements in writing have not improved at the same rate and could improve further. Standards in all the other subjects are in line with those expected nationally. The school sets ambitious targets for itself in all areas of work and achieves well against them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes towards their work. Many voluntarily attend additional learning activities.
Behaviour, in and out of classrooms	Behaviour is good. All staff manage pupils very effectively and help them to learn how to manage any negative feelings.
Personal development and relationships	Very good relationships encourage a caring atmosphere where children feel safe and develop confidence in themselves and in others.
Attendance	Below average. Children enjoy coming to school but holidays in term time and sickness still keep attendance at an unsatisfactory level.

The school is a very friendly community. Pupils behave well because of the considerable efforts made by all staff throughout the school day. Pupils make great progress in their personal development and relationships within the school community are very good. Despite these very positive aspects of the school, attendance is below the levels expected and parents need to take greater responsibility for its improvement.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	
Quality of teaching	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.

Teaching is good throughout the school and often very good in Year 2. Very good teaching is characterised by high expectations for all pupils. In these lessons teachers remind pupils of previous learning and make sure they know exactly what is expected of them. Pupils are used to giving explanations because teachers ask questions that make them think hard. At the end of lessons, learning is well drawn together and used effectively to find out what pupils have learned and plan future work. In the few lessons that are less than good, there are not enough opportunities for pupils to choose their own activities and develop independence in their learning. The system for setting individual pupils' targets for improvement is very effective where used and shared with pupils. However, it is not yet used effectively in all classes. Very good planning ensures the knowledge and skills of literacy and numeracy are taught systematically. Teaching assistants make a valuable contribution to learning and good use is made of visiting specialists and support teachers to enhance children's learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good. There are effective strategies for teaching literacy and numeracy. Teachers make very good links between subjects to make the work interesting and enjoyable.
Provision for pupils with special educational needs	An inclusive school that provides very well for pupils. Individual learning plans provide clear guidance so that teachers and assistants make sure that work is suitably challenging.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school has a strong commitment to all areas of pupils' personal development. This develops in pupils a sense of personal responsibility and values that form a very good basis for learning.
How well the school cares for its pupils	Very good. The school provides a very secure, caring and supportive environment. All the staff know the pupils very well and their well-being and safety come first. Very good procedures are used to assess pupils' progress and performance.

The school offers a rich range of opportunities for pupils to learn. This is seen in the chances they have to experience activities outside lessons and the very good support given for pupils with special educational needs. Staff use assessment effectively to help them plan the curriculum. Great emphasis is placed on the care and personal development of pupils. This creates a very positive climate where pupils behave well and develop very good attitudes to learning. The school works well with parents who think highly of it.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear vision for school improvement and is very focussed on raising standards. The role of the senior management team and subject leaders has been well developed.
How well the governors fulfil their responsibilities	Sound overall. Governors are committed to the school and support the headteacher and staff. They do not have reliable procedures to monitor performance.
The school's evaluation of its performance	There are very good systems for monitoring and evaluating the work of the school. It has a realistic view of its strengths and weaknesses, but sets very challenging targets for improvement.
The strategic use of resources	Good use is made of finance to support educational priorities, particularly in raising achievement and improving the learning environment.

The headteacher and senior management provide very good leadership. The school is very clear of its educational direction and of how to achieve the goals that have been set. The senior management team (SMT) work very well together, providing a coherent approach to development planning. The monitoring and evaluation of the work of the school is very well managed and has significantly improved since the last inspection. Staff thoroughly analyse performance data. Teaching is well monitored and as a result staff know their strengths and weaknesses. The school is well staffed and good resources effectively support pupils' learning. The school applies the principles of best value through comparing its performance to similar schools and provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The open way they can approach the school. • The good progress of children. • Expectations to work hard and achieve. • Good quality teaching and learning. 	<ul style="list-style-type: none"> • A small number of parents felt there was not an interesting range of activities outside lessons.

The inspection team agrees with parents' positive views of the school, particularly about the quality of teaching and the progress made by all pupils. The range of activities outside lessons is good, contrary to a small number of parents' views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When pupils enter the school their achievements are below those expected for pupils of their age. By the end of the Foundation Stage their achievements are just in line with those expected. However, in some areas such as independent writing their achievement falls below average. Due mostly to the good quality of teaching, pupils make good progress throughout the school and by the time they are seven their attainment is in line with the national average. Pupils make good progress both in lessons and in the national tests where they achieve very well when judged against similar schools.
2. Standards in English are improving in line with the national trend. Reading standards are above the national average and pupils make good progress. Most read with confidence using a range of skills to read unfamiliar words. They can talk about the author and give opinions about the books they are reading. Higher attaining pupils read fluently and can talk about their favourite authors, characters and plot. In speaking and listening standards are in line with the national average. Pupils can speak to different audiences and ask and answer questions. For example, in a Year 2 science lesson pupils listened carefully to a video about ladybirds. They then discussed their ideas with other pupils to find further questions to ask. In writing, standards are also in line with the national average. Although pupils make good progress, standards in writing are not as high as in reading and their progress could be improved. Year 2 pupils write well-structured sentences using appropriate punctuation. The size of pupils' handwriting is well controlled but some letters are not correctly formed. Correct letter formation should be consistently taught across the school and the skills learned in handwriting lessons encouraged in their independent work. Higher attaining pupils write at length and use interesting vocabulary and descriptions. The quality of their own writing could be improved if they were encouraged to draw on real life experiences and make more use of aids such as commercial dictionaries, personal spelling books and word banks.
3. Standards in mathematics are in line with the national average. In comparison with similar schools they are well above average. By the end of Year 2 they have made good progress. Pupils enjoy mathematics and in Year 1 can count forwards and backwards in ones, twos and threes. Almost all pupils recall pairs of numbers, which total ten. By the end of Year 2, all pupils count to 100 in fives and tens. Most pupils recognise and use all coins confidently. They use the language of simple fractions appropriately when comparing numbers or shapes. Most can name a good range of two and three-dimensional shapes and are keen to describe their properties. Many pupils apply their knowledge of the four rules of number when solving problems mentally. The National Numeracy Strategy (NNS) is having a positive impact on standards. Teachers use it to plan lessons and teach the basic skills systematically.

4. Standards in science are in line with those expected nationally. By the end of Year 2, pupils of all abilities are aware of correct science terms. They know how to carry out a fair test in investigations and to ask questions and find answers using simple experiments. Pupils have learned to test the absorbency of materials and suggest which materials are suitable for this purpose. They have investigated ice, water and water vapour and know that sound can be harmful. Pupils make good progress.
5. Standards in all other subjects are in line with those expected nationally. The pupils throughout the school make good progress. Those with special educational needs (SEN) make very good progress against the targets set for them. Pupils are good at using what they have learnt in English, mathematics, science and ICT in a variety of subjects. The school has set challenging targets for standards to be reached in both literacy and numeracy. Pupils are making every effort to achieve them and make good progress against the targets set in.

Pupils' attitudes, values and personal development

6. Pupils enjoy school and are very enthusiastic about their lessons and other activities. They are proud of the new garden and the good manners of pupils in the school. They enjoy achievement assemblies and are keen to explain that birthday assemblies include all children, even those whose birthdays fall in the holidays. They respond very well to good teaching, for example, Year 2 pupils in an ICT lesson were excited when using computers and interactive whiteboard and in an English lesson they were very eager to try more challenging tasks. They show they are keen to join in lessons and assemblies by offering suggestions and giving answers, giving thought to what they are saying. Their concentration is usually good and they work hard.
7. Teachers manage pupils' behaviour well so that they are able to learn without interruption. As a result, pupils' behaviour in school is good and they usually behave very well in lessons. Pupils like and respect their teachers and have very good relationships with all staff. Pupils play together well in the playground, joining in with skipping and ball games and behaving well in the courtyard set aside for quiet play. They understand and follow school routines well and move around the school between lessons sensibly and quietly. No oppressive behaviour was observed during the inspection and pupils feel confident that they can tell staff if they are upset or hurt. There has been one fixed-term exclusion in recent years.
8. Pupils develop confidence and self-discipline through understanding clearly what is expected of them and knowing that staff will treat them with respect as individuals. They listen carefully to each other and are able to imagine how others might feel in different circumstances. They are willing to express their own feelings and respect those of others. Pupils willingly take on responsibilities such as tidying corridors and taking registers to the office, and some Year 2 pupils play with reception pupils at break times.

9. Attendance is low and well below the national average, although there is no unauthorised absence. The school has a good range of strategies to try and ensure attendance. Parents understand that they should notify the school promptly if pupils are ill, but too many take pupils out of school for family holidays. Some pupils arrive at school late in the morning. The school records absence and lateness appropriately and follows up pupils' absence promptly with the help of an LEA initiative called 'Every School Day Counts'.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. The quality of teaching is good overall with some examples of very good and excellent teaching in the nursery and Key Stage 1. This is a key factor in pupils making such good progress in achieving standards higher than those in similar schools. Where teaching is very good, teachers set high expectations for all pupils and they use a range of methods that interest them. The teaching of basic skills is good in reception and Key Stage 1. In very good lessons, teachers plan the national strategies well. They explain clearly and use effective demonstrations to ensure pupils know exactly what is expected of them. In these lessons teachers remind pupils of previous learning and ask challenging questioning to probe knowledge and understanding. For example, in a Year 1 literacy lesson, children confidently identified key words to be used when planning a recount of a visit to the seaside. At the end of lessons, learning is well drawn together and used effectively to find out what pupils have learned and plan future work.
11. Planning is very good overall. Schemes of work support teachers' planning and ensure knowledge and skills are taught systematically. This is an improvement on the findings of the previous inspection. Learning objectives are clear and build on children's prior learning. Very effective systems are in place to ensure teaching assistants have appropriate guidance on modifying approaches for children with SEN. They are well briefed and fully aware of how they are to help pupils learn. Teachers plan carefully to include visits out of school, particularly in art, history and geography. Very good opportunities are planned for pupils to learn from first-hand experiences, which teachers use to extend learning in subsequent lessons. For example, in a Year 2 geography lesson, pupils compare a Parisian market with one in their own locality and then taste a range of French breads, including baguettes and croissants. The school also makes good use of visiting specialists and support teachers to enhance children's learning. Very good use is made of a range of interesting resources to stimulate pupils' interest and sustain their pace of working.
12. The management of pupils' behaviour is good. Teachers insist on high standards and good strategies are in place to manage the behaviour of a minority of boys who become restless at times. Nursery and reception staff emphasise this aspect of children's development across each area of learning and give clear guidelines on how to behave in different contexts, such as group work or independent play. Relationships are very good throughout the school and this impacts positively on children's attitudes and behaviour.
13. Time is used well to ensure there is an appropriate balance between direct teaching and pupils' independent working. Explanations are very clear and this results in pupils being very focused on the key objectives. For example, in a Year 1 numeracy lesson, pupils have a good understanding of the calculations they need to use when solving simple money problems in the seaside shop. Where teaching is very good, there is a fast pace to lessons and pupils' input is used well to develop the main teaching points.

14. Teachers manage group teaching effectively and ensure activities provide sufficient challenge to enable pupils to increase their knowledge and understanding. When working unaided, particularly in literacy and numeracy lessons, most pupils concentrate on the task and work productively. However, children in both the Foundation Stage and Key Stage 1 do not have enough opportunity to select activities and develop independence in their learning.
15. The high expectations of pupils with SEN enables them to make very good progress. Teachers refer to targets set out in Individual Education Plans (IEPs) when planning activities for children with SEN. The school uses a range of strategies including curriculum clubs and the consistent use of praise and encouragement to motivate pupils. Expectations of higher attaining pupils are challenging and ensure these pupils make good progress.
16. The quality and range of ongoing assessment is good. Teachers listen carefully to pupils and use questioning well to identify gaps in learning. However, marking is used inconsistently across the school. Generally, it is supportive and praises pupils for the efforts they have made. Where teaching is very good, it identifies areas for future development and ensures children know what they need to do to improve. Despite having an agreed system for setting individual pupils' targets for improvement, there is a lack of consistency in its use across year groups.
17. The school has good systems in place to ensure homework supports children's learning. Children are expected to take reading books home regularly and other activities are planned to help pupils learn at home. Home/school reading records are managed well and good systems are in place to give pupils responsibility for keeping these records up to date. Clear guidance is given to parents on how they can support their children's learning.

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

18. The school provides a very good range of learning opportunities at Key Stage 1. The quality and range of the curriculum at the Foundation Stage is good. The curriculum meets the statutory requirements of the National Curriculum, is broad and has a good balance. The last inspection found that the curriculum was broad and reasonably well balanced. There has been a significant improvement in the quality of the curriculum offered to pupils since the last inspection. The school rightly places particular emphasis on English and mathematics at Key Stage 1 and the six areas of learning identified for the Foundation Stage. Policies and schemes of work are now in place for all subjects and areas of experience. These are regularly reviewed and updated in the light of national changes and school needs. The school is implementing the national strategies for literacy and numeracy. The curriculum for religious education (RE) is based on the locally Agreed Syllabus and an effective policy is in place to guide personal, social, health and citizenship education (PSHCE). The school addresses sex education

and relationships in its provision along with aspects such as health, hygiene and safety.

19. The provision for pupils with SEN is very good. They are well supported by specialist staff, teaching assistants and voluntary helpers. Their curriculum is well planned and like other aspects of school life it is inclusive. The achievement of pupils with statements and those on the register of SEN is regularly reviewed and efficient systems for planning their work and monitoring and evaluating progress are in place. Tasks are suitably adapted to match pupils' abilities and good account is taken of their prior learning. Pupils who have SEN have IEPs, which have clear targets that are used successfully in most classes to provide high expectations. There are currently no pupils with English as an additional language.

20. The whole school curriculum is fully accessible to all pupils. Additional activities are available during and after the school day. The school staff organise clubs that are funded and support pupils' learning for mathematics, library, science, ICT, music and art. A 'Fit for Fun' club is also provided on behalf of the school by an outside agency. In addition to this provision 'Quality Time', 'Talk Talk Bags' and 'Story Sacks' are also available along with a 'Dads and Lads' scheme, all of which provide a clear focus for a secure partnership between home and school. The school curriculum is also enhanced by visits outside school to venues such as Hall Hill Farm and an interesting range of visitors such as football coaches, artists and storytellers. This wide range of activities, along with the school's positive and extensive contact with the local community, is well managed and co-ordinated to good effect. An excellent school garden has been developed as an outdoor classroom and to which the local community has access. There are plans to develop a breakfast club. Liaison with other schools is actively sought enabling smooth transition for pupils from pre-school groups and to the junior school and the sharing of strategies through the Beacon School Scheme.
21. The school provides good opportunities for pupils' spiritual, moral, social and cultural (SMSC) development. The climate for teaching and learning is very good and influences all the work of the school. Pupils are given time to reflect and are encouraged to think. Good experiences such as making very high quality Mexican masks are examined along with the effects of feelings and emotions. Staff provide good role models and ensure that pupils and their work are cherished and valued. Pupils' cultural development is enhanced by the many experiences provided from outside the school such as the SRB funded arts programme, art and dance, theatre visits and authors and storytellers. This supports the significant emphasis evident in lessons about other countries, their people's beliefs and the way they live and work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

22. The school takes very good care of its pupils. Health and safety has improved since the last inspection with extensive work on replacing windows and floors. Staff promote pupils' health and safety very well through clear procedures for illness, accidents and emergencies, child protection and visits out of school. Electrical and other equipment and the school building and grounds are routinely inspected. In addition, teachers provide pupils with drinking water in classrooms and encourage all of Year 2 to participate in a lunchtime fitness club. Staff support pupils' self-esteem by treating them with kindness and respect and showing that they care about their well-being, and by building relationships with their parents to exchange information and share pupils' achievements.
23. The school works hard to inform parents of the need to send their children to school regularly and on time. The headteacher follows up absences by writing and speaking to parents and works with a local scheme to improve attendance. Rewards are given to pupils and classes for 100% attendance. Registers are scrutinised regularly and levels of absence of individual pupils are monitored and followed up with parents and, if necessary, with the Education Welfare Officer

(EWO). Records of pupils who arrive late are also kept and monitored and parents contacted when this occurs repeatedly. Despite these attempts, holidays in term time and a high level of sickness still keep attendance at an unsatisfactory level.

24. The school has effective policies to promote good behaviour and eliminate bullying and harassment. Pupils are involved in drawing up classroom rules at the start of the year so that they know how they are expected to behave. They understand the reward systems that operate in the classroom and the playground and think that they are applied fairly. Incidents of bullying are recorded in detail and parents are involved in resolving the situation. Pupils whose behaviour is giving cause for concern are monitored and clear procedures followed.
25. Staff know pupils very well and keep records of their personal development so that their progress can be monitored as they pass up the school. The school has made good provision to monitor and support pupils' academic performance. Teachers assess pupils' progress in lessons very well from day to day and use the information to plan work for subsequent lessons. There is a very clear and consistent system for assessing pupils' progress that is used for all classes and for all subjects. The information gathered is used to determine arrangements for setting pupils in Year 2 and identifying pupils who need individual support or more challenging tasks. The school tracks the progress of individual pupils from the time they enter the school, enabling the early identification of those with SEN and providing information for the school to set realistic targets. Analysis of test results and assessment data enables teachers to modify curriculum planning to fit the needs of pupils more closely.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

26. Parents are very pleased with the school and the education it provides for their children. It has developed very effective links with its parents. They feel welcome in school and feel comfortable approaching teachers with any queries or concerns. The school works hard to develop a partnership with parents, beginning with home visits by the nursery teacher before the child starts at nursery and continuing with a variety of opportunities for parents to come into school and become involved in their children's education. In addition the school takes the opportunity to ask parents for their views when they have attended an event so that its usefulness can be evaluated and improvements can be made.
27. The school provides good information through the prospectus, booklets for parents and regular newsletters. Meetings are held for parents of children joining nursery and reception so that they can look around the school and speak to staff. Information for parents about their children's progress is also good, particularly through formal and informal meetings with teachers. Parents are consulted at an early stage when their children are identified as having SEN, and kept informed of their progress through regular contacts and meetings to review their IEPs.
28. The school has been particularly successful in encouraging and helping parents to support their children's work at home, through a variety of innovative measures that have a positive impact on their learning and link the worlds of home and school in children's minds. Evenings such as 'Laugh along with literacy' have combined an entertaining family evening with useful information about how pupils learn in school and what the national tests involve. 'Dads Days' have been

popular and have successfully involved fathers in their children's education by showing them what happens in school and highlighting their importance as role models. Parents can borrow 'Quality Time' bags that provide children with a variety of tasks to do at home with their parents to support literacy, numeracy and science. Teachers give parents guidance on how they can help their children at parents' evenings and parents sometimes ask teachers after school if there is something they are unsure of.

29. Parents support the school through fund raising and have been particularly effective in making a successful bid for funds to develop a very attractive garden that has been constructed using pupils' ideas. A few parents help in school and many enjoy attending coffee afternoons, special assemblies and Christmas performances.

HOW WELL IS THE SCHOOL LED AND MANAGED?

30. The headteacher provides very good leadership for the school. She has a clear vision for the future: to raise standards by establishing shared aims, having clear moral purpose and ensuring the care of all pupils. This is combined with a good knowledge of the local community and a close working relationship with the governing body. The headteacher, deputy headteacher and senior staff work effectively together to provide very successful leadership and this is a significant factor in improving standards.
31. Staff with responsibilities have clearly identified roles in specific areas and identify the means of achieving them. The school has successfully addressed the issues from the previous inspection and has moved forward. There is a clear focus upon improving the standard of teaching and the quality of learning in the school. Performance management is firmly rooted and helps identify needs and clarify responsibilities of staff. The head and deputy headteacher observe staff teaching and provide detailed feedback. There are further opportunities for observations, for example, subject co-ordinators use this process as part of their subject monitoring responsibilities.
32. The governing body fulfils its statutory duties. Governors attend both the full governing body and sub-committees. This keeps them informed about finances and staffing levels. The school effectively operates the principles of best value. The governing body monitors the budget carefully but has no system for monitoring standards or the quality of teaching and learning. The introduction of such a system would enable governors to improve their understanding of the strengths and weaknesses in the school. This information would empower them to more effectively evaluate their support for improvements. For example, their support for setting in Year 2 has contributed to raising standards but they are less sure as to why. The governors play an influential role in shaping the future direction of the school and make good use of the headteacher's advice and professional expertise in moving the school forward.

33. The headteacher and deputy headteacher are very effective in monitoring and evaluating performance and then taking action. A detailed school development plan (SDP) establishes clear priorities for the future. The overall quality of curricular planning is very good and the outcomes are carefully monitored on a regular basis. For example, subject co-ordinators use the information from lesson observations and assessment from samples of pupils' work to review planning. This provides good guidance for future work and enables the school to reach clear judgements on current standards. The school is very clear when identifying priorities for the next phase of development. For example, there has been clear commitment to resource improvements in literacy and numeracy. Underpinning these developments is a strong and unified commitment by all staff to achieve the school's targets.

34. The match of staff to curricular needs is very good. Staff are well qualified and have all benefited from the training opportunities provided in recent years. Occasionally, visiting expertise enhances provision, for example, dance in PE. There are good levels of support staff and they are carefully allocated according to need. Pupils with SEN are well supported throughout the school. The headteacher and SEN Co-ordinator, has a very clear understanding of their needs. The school makes very good provision for the induction of new staff, with substantial mentoring procedures in place. The good level of resources throughout the school has a positive impact upon the achievement of pupils. The accommodation is good overall. There are plans to provide better opportunities for outside play but currently there are too few opportunities for pupils in the reception classes to learn out of doors. The new garden area is a valuable resource supporting a number of curricular areas.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. The inspection team acknowledges the improvements made since the last inspection. In order to raise standards and improve the quality of education further, the headteacher, staff and governors should work together to:

- Monitor and develop further strategies for improving attendance.
(9, 23)

- Improve the quality of children's' writing further by:
 - using their first hand experiences to stimulate writing.
 - ensuring that handwriting skills are taught consistently and applied when writing independently.(2, 50, 54)

- Implement plans to extend opportunities for reception pupils to learn out-of-doors.
(37, 44)

- Improve the pupils involvement in their own learning by:
 - providing more opportunities for independence.
 - ensuring that individual targets are used in all lessons and shared with pupils.(1, 14, 16, 36, 41, 54)

In addition to the above, the headteacher, staff and governors should consider reviewing the ten minute sessions at the end of the morning so as to make the most effective use of time.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

[]

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

[]

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	[]	[]	[]	[]	[]	[]	[]
Percentage	[]	[]	[]	[]	[]	[]	[]

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	201
Number of full-time pupils known to be eligible for free school meals	0	81

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	17	72

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	8
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	8.2

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	34	30	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	27	31
	Girls	28	30	30
	Total	57	57	61
Percentage of pupils at NC level 2 or above	School	89 (89)	89 (91)	95 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	31	28
	Girls	29	30	27
	Total	55	61	55
Percentage of pupils at NC level 2 or above	School	86 (89)	95 (91)	86 (91)
	National	85 (85)	89 (89)	89 (89)

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	198	1	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22.2:1
Average class size	22.2

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	242

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25.5:1
Total number of education support staff	2
Total aggregate hours worked per week	56
Number of pupils per FTE adult	13:1

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
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	£
Total income	623,838.00
Total expenditure	591,580.00
Expenditure per pupil	2,550.00
Balance brought forward from previous year	32,258.00
Balance carried forward to next year	21,947.00

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	225
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73.3	24.4	1.1	1.1	0
My child is making good progress in school.	76.7	20	3.3	0	0
Behaviour in the school is good.	67.8	31.1	1.1	0	0
My child gets the right amount of work to do at home.	56.2	38.2	5.6	0	0
The teaching is good.	71.1	26.7	0	0	2.2
I am kept well informed about how my child is getting on.	67.8	25.6	6.7	0	0
I would feel comfortable about approaching the school with questions or a problem.	81.1	13.3	3.3	2.2	0
The school expects my child to work hard and achieve his or her best.	73.3	25.6	0	0	1.1
The school works closely with parents.	64.4	30	3.3	2.2	0
The school is well led and managed.	65.6	27.8	3.3	1.1	2.2
The school is helping my child become mature and responsible.	73.3	25.6	0	0	1.1
The school provides an interesting range of activities outside lessons.	28.9	31.1	13.3	6.7	20

Summary of parents' and carers' responses

Most parents are pleased with the high expectations of teachers and the progress their children make. They feel the school is very approachable and children enjoy coming to school. Some feel that there are not enough interesting activities outside lessons. Inspectors, whilst agreeing that most pupils make good progress, found that the provision of activities outside lessons was good.

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

36. When pupils first come to school and start nursery their attainment is below nationally expected levels. They make good progress in the nursery because of the good and often very good teaching they receive in a well structured and resourced environment. In the reception classes this progress continues and, by the end of the Foundation Stage, their attainment is just in line with that expected for pupils of their age. However, in some areas, such as independent writing and speaking and listening, their achievement falls below. Overall, pupils make good progress.
37. The nursery and reception classrooms are well organised and staff provide a colourful and interesting environment in which pupils can learn through play and move on towards more formal approaches to their lessons. There is a good range of resources of good quality. While these are stored to allow pupils to access them independently, pupils are not always given sufficient opportunity to do so. In the nursery there is a good balance between activities, which pupils select for themselves, and those which are led by adults.
38. There is a calm and purposeful climate in the school in which relationships are very good. Pupils are treated as individuals and the well-established routines are understood by everyone. A café system has been developed in the nursery that provides excellent opportunities for pupils to develop independence and social skills. From the beginning of their time in school pupils are encouraged to work co-operatively and to help and respect each other.
39. The quality of teaching is good and, in the nursery, it is often very good. Tasks are suitably challenging and are usually matched to what pupils have learned before. Teachers and teaching assistants are knowledgeable about the subjects they teach. They work very well together, relationships are very good and this makes a positive contribution in supporting pupils' learning and welfare. The school quite rightly places particular emphasis on the development of speech and language in the early stages and this shows in all aspects of pupils' learning. Teachers plan pupils' learning very effectively. A wide range of activities develop pupils' knowledge and skills and build on what pupils have already learnt. In the nursery pupils make a good start in learning to write and develop their speaking and listening.

Personal, social and emotional development

40. Pupils are polite and friendly, they work well together and their behaviour towards each other is good. In the nursery pupils are reminded to say please and thank you to adults and other children. Staff treat pupils with sensitivity and take time to

listen to what they have to say and give time for them to put their thoughts into words. Pupils are beginning to understand the importance of rules and fairness. Nursery children are keen that everybody should stay behind the line when they play throwing balls into a bucket. Most pupils can dress and undress independently. They treat the school environment with respect.

Communication, language and literacy

41. In the nursery pupils listen carefully and almost all take their turn and speak confidently in group activities. They have learned to listen to others and the most able offer help if it is required. Staff take opportunities to extend pupils' vocabulary and use of language whenever they arise. They also use open questions effectively, which encourages pupils to make an extended response. Nursery children are beginning to recognise words that begin with the same sound and relate them to everyday objects. They are also beginning to associate written words with what they say and practice early writing skills. In the reception classes, pupils can remember sequences of events from stories such as the 'Enormous Turnip' effectively. However, in re-telling the story in writing, their skills in composing suitable text are developing more slowly. Pupils have insufficient opportunity to write independently for a range of purposes.

Mathematical development

42. Pupils in the nursery are beginning to recognise figures and some can count in sequence up to five and beyond. Opportunities for counting and using numbers are well established in activities such as registration where one child observed that there were more boys present than girls. Good use is made of counting songs and games and pupils are beginning to recognise the sequence and order of shapes by printing them on paper in paint. Pupils can sort objects according to shape and colour. In the reception classes, pupils can count forwards and backwards to thirty with ease. They can count in twos and understand the usefulness of this for tasks such as counting pairs of feet. Pupils are learning to estimate numbers of up to thirty cubes in a tin to within five and will work together to confirm their guess. Pupils use a good range of mathematical vocabulary correctly and this is evident in their recognition of two and three-dimensional shapes together with signs for addition and subtraction. Pupils can perform simple calculations in the form of number sentences accurately and can arrange numbers in order of size.

Knowledge and understanding of the world

43. The nursery environment provides rich opportunities for pupils to explore a wide range of materials, objects and creatures. Pupils examine snails, look at their trails and find out what they like to eat best. They have made models of baby hedgehogs from clay and drinking straws and know that they are born in summer. Children observe and monitor the growth of seeds they have planted and know that they need water in order to stay alive. In the reception classes pupils begin to record changes to their growing plants and learn the names of parts such as roots, leaves and stem. In preparation for a visit to Hall Hill Farm they have learned the names of young animals and can match them with their parents. Pupils are beginning to use books to find information and focus well on the text as well as on the associated pictures. Most pupils have a good knowledge of the structure of the books they use and can recognise features such as contents, chapters and index. In both the nursery and reception classes, pupils are learning to use

computers. They can use a mouse effectively and are developing other skills progressively. Most pupils, particularly those in reception classes, can operate simple programs to support their learning.

Physical development

44. Pupils learn to use a range of tools and materials to make models and pictures. Staff carefully coach and instruct them in cutting, sticking and shaping, encouraging increased skill and accuracy. Nursery pupils enjoy a good range of outdoor activities some of which they choose freely such as riding and climbing and others where specific skills such as throwing and catching are practised. Children learn to balance, steer and improve control of their bodies while running and jumping. Older children are beginning to learn how their body works, the importance of rules in games and safety and how to control their movement in sequence. In the reception classes there is insufficient opportunity for pupils to continue to develop their physical skills through structured outdoor play.

Creative development

45. In the nursery pupils explore a wide range of materials such as dough, paint and outdoor construction materials. They make pictures using effective printing techniques and build vehicles to drive as part of their imaginative play. Outside they construct bridges to cross and invent make-believe journeys using bikes and the roadway. Pupils enjoy singing and using instruments to make music. Younger children enjoy repetitive songs and rhymes while reception pupils perform songs for each other, sing together in their three classes and enhance their music with actions. Pupils enjoy singing and parents appreciate invitations to performances.

ENGLISH

46. At the end of the reception year, pupils attain the levels expected for their age in reading, but standards in writing and in speaking and listening are slightly below average. Through good teaching pupils make good progress and achieve the levels expected for their age in English by the end of Year 2. Progress in speaking and listening is very good. More opportunities for pupils to write from direct experience, and to develop greater independence in their writing, would further improve the standards they achieve.
47. Over the last three years, standards in reading have been above the national average and well above those of similar schools. In writing, standards have been below those attained nationally but were still well above similar schools. Fewer pupils attain the higher levels in reading and writing but, given their low baseline on entry to school, the progress that they make is good. Girls attain better than boys. Overall, standards in English are improving in line with the national trend.
48. In speaking and listening, pupils attain the standards expected for their age by the end of Year 2. In the nursery, pupils' needs are quickly assessed and support given. Useful resources from the partnership with the Education Action Zone (EAZ), makes a positive contribution to their progress. Good opportunities are provided for pupils to work with others, to speak to a range of audiences and to ask and answer questions. For example, in a Year 2 science lesson, pupils listened carefully to the commentary on a video about ladybirds. They talked about it sensibly and listened to other pupils before thinking of questions for further exploration. Pupils think carefully about the words they use, for example, in a Year 2 literacy lesson one pupil suggested that 'glide' was a better word than 'move' when describing snails.
49. By the end of Year 2, nearly all pupils attain the levels expected for their age in reading. The majority of pupils read with reasonable confidence. They correct themselves, using pictures and their knowledge of letter sounds, to read unfamiliar words. They can talk about the characters and plot and give opinions about the books they are reading. They know how to skim texts, and to use the contents pages of non-fiction books to locate information. For example, in a Year 2 literacy lesson, pupils formulated questions, skimmed the texts of reference books to find the answers, and then talked confidently about the new facts they had learned. The most able pupils read fluently, can talk about their favourite authors and know how to use the library's classification system to locate reference books.
50. In writing, most pupils achieve the levels expected for their age. Although pupils make good progress in this aspect of English, given their attainment at the end of the reception year, standards in writing are not as high as in reading. This indicates that pupils' progress could be improved. Pupils in Year 2 write well-structured sentences generally using full stops and capital letters appropriately. The size of pupils' handwriting is well controlled but some letters are not correctly orientated or formed. More able pupils write at length. They use interesting vocabulary and descriptions, and they attempt to use punctuation such as question marks, speech marks and apostrophes. Pupils have built up a good range of

words that they can spell from memory and use their knowledge of letter sounds to spell unfamiliar words.

51. The teaching of speaking and listening is very good. Teachers use good questioning to probe understanding and provide time for pupils to make considered responses. Regular opportunities are given for pupils to work in pairs in order to share their ideas and to plan work. They demonstrate that they have listened carefully to one another by their imaginative responses. Lessons in subjects other than English are used well to improve pupils' skills. Teachers use technical vocabulary and carefully explain the meaning of new words. For example, in a Year 1 music lesson, the teacher probed pupils' understanding of the word 'famine' and built upon the answers given to extend their understanding.
52. The teaching of reading is good. Pupils' understanding of letter sounds is systematically developed across the school. Teachers use appropriate texts which interest and motivate pupils, and the school library system which enables pupils to regularly borrow books, extends their range of reading experiences. Good opportunities for reading are provided in lessons, for example, in an excellent Year 2 literacy lesson pupils read each other's work to the class, demonstrating accuracy and fluency. Home/school diaries and the 'quality bag' project provide good opportunities for parents and carers to be actively involved in pupils' learning at home.
53. In the most effective lessons, work is well differentiated and progresses at a good pace. Questioning is used well to probe understanding and to challenge pupils' thinking, and modelling by teachers is very effective in improving learning. In a small number of lessons that are otherwise satisfactory, a minority of pupils lose concentration that slows the pace of the lesson, and independent tasks are not sufficiently challenging for more able pupils.
54. However, pupils are given insufficient opportunity to use a wider range of independent strategies when writing, such as commercial dictionaries, personal spelling books and word banks. Pupils have opportunities to develop their understanding of differing genres such as lists, instructions, letters and narrative, but real life experiences are not used sufficiently to stimulate their writing and to provide real contexts for their work. The time allocated to the development of handwriting is appropriate, however, current strategies need to be improved to ensure that correct letter formation is consistently promoted across the school and that skills learned in handwriting lessons are consistently applied in their independent work.
55. Lessons are well planned to build upon pupils' prior learning. Teachers model writing effectively and provide clear explanations that improve pupils' understanding of sentence structure and spelling patterns. Satisfactory use is made of ICT. Praise and encouragement is used very well and this motivates

pupils to concentrate and participate in lessons. Pupils' writing is carefully marked and teachers provide feedback that explains the next steps that pupils should make in their learning. However, the individual targets which pupils are set are not always used sufficiently well to help children to improve their work in lessons.

56. Pupils with SEN make good progress. Assessment is used well to identify pupils who would benefit from additional support and this is well provided by teaching assistants who have very clear planning to focus their work. Good leadership and management are provided by the subject co-ordinator. Monitoring strategies provide accurate information to inform and evaluate the detailed development plans that the school prepares annually.

MATHEMATICS

57. By the end of Key Stage 1, standards in mathematics are broadly in line with national expectations. In comparison with similar schools they are well above average. Overall, pupils make good progress and achieve well. Through the effective use of targeted support, pupils with SEN make very good progress. By the end of the Foundation Stage, standards are generally in line with national averages, with some higher attaining pupils working above. For example, children in reception are able to use number sequences to count on or back in twos from any given number to 30.
58. Overall, the quality of teaching is good and is very effective in children making good progress in their learning. In Year 1, able pupils can recall addition and subtraction facts to 20 rapidly. They understand the process of subtraction and use related vocabulary including minus, subtract and take away accurately. Lower attaining pupils can accurately record numerals 0-9 and add and subtract numbers to 10. They know that addition can be carried out in any order, for example, that $5 + 3$ is the same as $3 + 5$. All pupils are given opportunities to apply their knowledge of addition and subtraction to problem solving. Pupils' work indicates that most pupils understand vocabulary relating to length, capacity and time. They can describe the properties of common two and three-dimensional shapes, for example, curved, straight and pointed. Some pupils can read the time to quarter-hour on an analogue clock and investigate pattern using a range of two-dimensional shapes including pentagons and hexagons.
59. There are some examples of very good teaching in Year 2 and these have a very positive effect on children's learning. The majority of them make good progress. Teaching methods are imaginative and this leads to a high level of interest from most pupils. For example, in a very effective Year 2 lesson, lower attaining pupils consolidate doubling and halving through planned activities on the interactive whiteboard. Key objectives are made clear to pupils, resulting in them being secure about what they are expected to learn. Good use of challenging questioning probes children's understanding. Teachers choose resources well to motivate pupils, resulting in high standards of work and behaviour. In Year 2,

setting arrangements ensure individual needs are well catered for and well briefed teaching assistants support children well. As a result, higher attaining pupils have a sound understanding of place value to 1,000. They can compare two 3-digit numbers and identify which is more or less than. Pupils understand the process of subtraction as “taking away” or “finding the difference between” and they show rapid recall of multiplication facts for 2, 5 and 10 times tables. Most pupils recognise and use all coins confidently. They can exchange coins for their equivalent value in smaller coins. They can produce shape patterns and use mathematical names for two and three-dimensional shapes, for example, cube, cuboid and pyramid. Lower attaining pupils can measure accurately to 20 centimetres. They recognise and use coins to 20p and record time accurately to half past the hour. Many pupils apply their knowledge of the four rules of number when solving problems mentally.

60. Good use of the National Numeracy Strategy is having a positive impact on standards. Teachers refer to the strategy framework when planning lessons and basic skills are systematically taught throughout the key stage. Pupils consolidate their learning in well-organised plenary sessions. Very good use of additional support and effective tracking back to earlier objectives enables pupils with SEN to achieve very highly. Effective links are made between mathematics and other subject areas such as pattern and symmetry in art and design. However, marking is not yet used consistently throughout the key stage to help children identify what they need to do to improve.
61. The co-ordination of mathematics is very good. This is an improvement on the findings of the previous inspection. Effective systems are in place for monitoring provision including systematic observations of lessons with in-built feedback to staff. Very good procedures are in place for the analysis of data, resulting in the identification of priorities for development. A comprehensive staff development programme is in place with regular updates to staff on new strategies for improving standards. An exemplary moderation file provides guidance to staff on the levelling of children’s work to Level 3. Resources are good and they support children’s learning well.

SCIENCE

62. Standards in science are in line with statutory teacher assessment and expectations for pupils of their age. The attainment of pupils is not significantly different from that at the time of the last inspection, where it was also in line with national expectations. This reflects the standards in lessons during the inspection.
63. In Year 1 pupils make good progress with their learning and build effectively upon the skills, knowledge and understanding of the world. Pupils can make tests and measurements and observations. They share and discuss their findings together. This is reflected in lessons where pupils grew their own plants and searched for root hairs that they know absorb the water that plants need. Pupils can use magnifying glasses to make observations and use appropriate vocabulary such as 'revive' and 'root hairs' to describe their observations and predictions. They know the names of their plants and can make predictions about what is likely to happen. For example, they rightly thought that even if seeds are planted upside down the roots will grow downwards and the shoots up towards the light. Pupils' work indicates that they have studied topics such as adult animals and their young, the life cycles of butterflies and plants. They are beginning to recognise criteria for sorting and classifying living things and know that animals with wings can fly and how worms and snakes move without legs.
64. By the end of the key stage in Year 2, pupils have advanced and broadened their knowledge and investigative skills in science. They can classify creatures with reference to a number of criteria using a Carroll diagram. Pupils' scientific vocabulary is developing well and they know how to carry out a fair test. They have learned how to formulate questions and find the answers using simple experiments or reference books. In studying the life cycle of a ladybird, pupils worked well together in formulating questions such as "Do ladybirds always have the same number of spots?". Some pupils then formed the hypothesis that they grow more as they get older which, on investigation, they found to be untrue. Pupils have learned to test the absorbency and durability of materials and assess the fitness for purpose of materials. They have explored ice, water and water vapour and know that sound can be harmful. Overall learning is good and pupils make good progress.
65. The quality of teaching is good and sometimes very good in Year 2. Lessons are well prepared and their content suitably aligned to National Curriculum requirements. Teachers have good subject knowledge and provide pupils with sufficient opportunities for observation and investigation. They do not, however, encourage sufficient independence in allowing pupils to seek or choose their own equipment. Teachers have suitably high expectations of pupils and challenge them appropriately through both questions and tasks. Pupils are taught to use equipment correctly and teachers effectively extend their scientific vocabulary. Good use is made of teaching assistants in science lessons, particularly to support less able pupils. Pupils follow instructions carefully and concentrate well. Their behaviour is managed in a positive and supportive way and relationships

are good. Pupils are encouraged to work together in pairs and small groups. They do so very effectively and this is a strength of the school.

66. The science co-ordinator manages the subject well. Pupils' progress is carefully monitored and evidence of value added is sought to ascertain pupils' progress using assessments set against baseline assessment. Teachers in each year group plan their work together and this, together with the outcomes of lessons, is monitored by the co-ordinator. Good progress has been made in introducing the use of ICT to the science curriculum and further resources to support this have rightly been purchased.

67. A good policy and scheme of work are in place for science and these are based on well-adapted QCA guidance. Science is well resourced and the equipment in school is suitable for use by young children. The curriculum is extended through a science club, particularly to raise the attainment of pupils' aspiring to reach the national expectation.

ART AND DESIGN

68. Pupils make sound progress and, by the end of Year 2, achieve the standards expected for their age. Teaching is never less than satisfactory and sometimes it is good. Pupils have a broad range of experiences that enable them to systematically develop their skills and to appreciate the work of professional artists.
69. Pupils have good opportunities to develop skills and knowledge by working with a variety of media and learning a range of techniques. Support from an Advanced Skills Teacher (AST) has extended the range of art experiences that pupils have, and has improved the knowledge and confidence of staff. Visiting artists provide opportunities for pupils to work alongside professionals from differing disciplines and to work on a large and small scale. For example, some pupils worked with a textile artist to create a school banner, and a topic on Mexico inspired pupils to create masks using clay, string and buckram.
70. Year 2 pupils demonstrate good observational skills. They select media carefully to produce detailed drawings, and mix colours accurately when painting from life. Pupils know about the work of professional artists such as Van Gogh and use the techniques and ideas observed, to influence their own work. For example, pupils used leaves and twigs to create natural sculptures that were inspired by the work of Andy Goldsworthy. Year 1 pupils have well developed ICT skills. This enables them to use computer software effectively to design a home. Year 2 pupils mould clay with care, showing attention to detail, in order to produce three-dimensional sculptures that are inspired by the work of professional artists.
71. Lessons are carefully planned to ensure that pupils' skills are consolidated and extended. For example, in Year 1, pupils experiment with colour mixing and, in Year 2, this is built upon as pupils learn about shades and tones as they match colours in their self-portraits. Art is used effectively to support pupils' learning in other subjects such as English, history and RE. For example, during their study of Divali, pupils extend their knowledge of Islam by creating their own rangooli patterns. The art club, which is established for Year 2 pupils, is very successful in challenging pupils' creative talents, resulting in work of a high standard.

DESIGN AND TECHNOLOGY

72. Attainment in design and technology is broadly as expected for pupils aged seven and reflect those at the time of the last inspection. Pupils make good progress over time because teaching is good. There are examples of good teaching in Year 2. Here pupils are given opportunities to use their initiative to select from a wide range of materials and tools when they design and make a collage in the style of William Morris. As teaching enables them to use their own ideas, the results are all very different, showing good levels of pupils' original thinking. The higher attaining pupils achieve good quality designs. Most pupils can explain their choices and suggest what they would do differently.

73. Teachers throughout the school have effectively established the process of pupils designing, making and evaluating what they have made. Many pupils know about this cycle and they can talk about it with some degree of understanding. By the end of Year 2 most pupils say what they enjoyed about making their products and what went well or not so well, but they are less skilled at judging how effectively it fulfils the original intention. In lessons, the strengths were the teacher's warm but firm relationships, questions that focused pupils' concentration well and a clear sense of direction to the lesson. As a result, pupils' attitudes in lessons were good. Similar attitudes are reflected in conversations with pupils in Year 2 as well as in pupils' pride in their work in all year groups. Teaching makes good use of information and communication technology (ICT) and links to science.
74. Since the last inspection, the school has improved its arrangements for assessing the attainment and progress of pupils of all abilities, including those with SEN. The role of the co-ordinator has also been developed and it is effective. She now monitors planning and pupils' work. The school enriches the subject curriculum well by using visiting specialists like the Stockwell Puppet Theatre. Good use is made of additional funding to enhance resources such as puppet kits and class textile kits.

GEOGRAPHY

75. Attainment at the end of Key Stage 1 is in line with national expectations. All pupils make at least satisfactory progress in their learning as they move through school, with some pupils making good progress in Year 2. Pupils with SEN receive effective targeted support and they make good progress.
76. Pupils in Year 1 have a good knowledge of local places. They study their own homes and other important buildings including the museum and leisure centre. Pupils have a good understanding of different forms of transport for journeys around the world, for example, they identify aeroplanes, ferries, hot air balloons and yachts. They draw simple routes of their journey to school and are given a range of opportunities to develop planning and mapping skills. Good use is made of ICT, including the 'Barnaby Bear' programmes, to exemplify journeys to different parts of the world. Pupils express views on the quality of the environment surrounding Sunderland and compare it with London.
77. In Year 2, pupils extend their knowledge of the wider world when comparing the British Isles with Mexico. They continue to develop their geographical skills by plotting countries on maps and comparing views of family life in Tocuaro. Pupils use their knowledge to create imaginary islands and use relevant geographical vocabulary including hill, stream, river, town and village. Most pupils understand the significance of a key and many can use simple co-ordinates to locate a particular place. Pupils can describe and compare the physical and human features in a range of different localities. For example, they use their knowledge of the story of 'Katie Morag' to compare life in Sunderland with that on the Isle of Struay. Very effective links are made with other areas of the curriculum, for

example, the Mexican buckram masks are an excellent example of cross-curricular work in design and technology and art.

78. The quality of teaching and learning is good. Lessons are well organised with a good range of activities that keep pupils interested and motivated. Comprehensive planning ensures that tasks are well matched to pupils' abilities. Teachers demonstrate good subject knowledge and take opportunities to build on previous learning. They give clear explanations and encourage pupils to use appropriate geographical vocabulary. High expectations are set and pupils work competently in group situations. For example, in a Year 2 lesson focused on preparing booklets to encourage travellers to visit Paris, Venice and Sunderland, pupils worked together industriously to select relevant information from a range of sources.
79. The co-ordination of geography is good. A well-planned scheme of work ensures knowledge and skills are taught progressively throughout the school. The co-ordinator has a good grasp of the strengths and future areas of development of the subject. The range of resources available to support the development of skills is good. There is regular scrutiny of planning, children's work and displays. The exemplification file provides good support to staff in the assessment of children's work. A well thought out plan is now in place to enable the co-ordinator to systematically monitor the quality of learning across the school.

HISTORY

80. By the end of Key Stage 1, attainment is broadly in line with national expectations with some pupils working above. All pupils make at least satisfactory progress in their learning with some pupils making good progress in Year 2.
81. By the age of seven, pupils develop their knowledge and understanding of the lives of people in the past, for example, by re-telling stories and making detailed drawings. In Year 1, pupils use terms relating to the passage of time accurately, for example, today, yesterday and in the past. With reference to a wide range of resources including artefacts, photographs and books, they identify similarities and differences in everyday objects. In a study of homes through the ages they recognise how appliances have changed over time. They are able to make accurate observational drawings from the early 1900s and compare them with their own.
82. In Year 2, they build on their knowledge about the passage of time. Through an extended study of the Crimean War, they develop a sound understanding of the lifestyle of soldiers in the past. They are able to compare the life of Florence Nightingale with famous people of the present day. Pupils can also differentiate between living conditions over one hundred years ago and at the present time. They show a developing understanding of some of the changes over time relating to the care of people, as in Year 2 where pupils have compared hospitals in Victorian times with those in the immediate environment. Opportunities are used well to make links with other subjects, particularly literacy, art and mathematics.

83. The quality of teaching and learning is satisfactory overall. Planning is effective and teachers have a secure understanding of the curriculum and the teaching of key historical skills. They seek to make activities interesting and they involve pupils productively. For example, in a Year 1 lesson, pupils are asked to identify changes to a seaside holiday over a period of time. Through the teacher's careful use of questioning, pupils are able to sequence seaside photographs to show an increasing sense of chronology. Pupils understand what they are expected to do and most tasks have sufficient challenge to keep them working well both independently and co-operatively. Teaching assistants are well managed and provide effective targeted support to pupils with SEN. Marking of pupils' work indicates that teachers write supportive comments but they do not always identify what children need to do next to move their learning on.
84. Most pupils are interested in history and they contribute well to class discussions. Teachers use praise and encouragement well to motivate pupils and recognise achievement but the restless behaviour of a minority of boys slows down the overall pace of the lesson.
85. The co-ordination of history is good overall. An effective scheme of work supports teachers' planning and ensures knowledge and skills are taught systematically across the school. The co-ordinator has devised clear targets for developing the subject further and for monitoring planning and scrutinising pupils' work. The quality of resources, including artefacts, videos and photographs, is good and this is an improvement since the last inspection. The library contains a wealth of relevant books and materials to support children's learning. Pupil progress is monitored carefully through revised recording systems and the exemplification file provides effective guidance to staff on the assessment of children's work.

INFORMATION AND COMMUNICATION TECHNOLOGY

86. Standards in ICT are in line with national expectations and often better. At the time of the last inspection, pupils were reported to make sound progress, however, inconsistencies in the provision of opportunities for some pupils, which impeded their progress, were found. These have now been fully addressed.
87. The school has put in place systems for teaching ICT skills and also incorporates ICT into curriculum subjects such as English, mathematics, design and technology and art to support pupils' learning. By the time they enter Year 1, pupils confidently use a mouse and use a range of programs involving moving on-screen images such as dressing a teddy and building a fish tank. They are beginning to acquire keyboard skills and compose simple text directly onto the screen. Pupils are also becoming adept at using creative programs that allow them to draw and paint. Alongside this they develop skills such as printing and saving their work. These activities are further developed and pupils in Year 1 can retrieve information from sources such as 'My World', making confident and appropriate choices. They are beginning to learn to deal well with text, tables, images and sound to support and enhance their work. In mathematics they use data to generate and record using techniques such as tally charts and pictograms. Pupils can also review and

modify present and previous work and this generates critical discussion. By the end of Year 2, most pupils can generate work sheets to assist their progress in subjects such as mathematics and science. They can choose from a range of formats to present their work and are becoming good at gathering and presenting information from a range of sources. Pupils are also familiar and confident in the use of some of the wider aspects of ICT such as floor turtles and interactive whiteboards.

88. The quality of teaching is good as evidenced in lessons and the quality and range of pupils' work. ICT tasks are carefully integrated into lessons both appropriately and frequently to support learning across the curriculum. Pupils enjoy ICT and respond with concentration and interest to working on computers. There are discrete opportunities for the teaching and learning of ICT skills. These are successfully managed and pupils make good progress because teachers' subject knowledge is mostly well developed and the scheme that is followed shows clear progression. The teaching and learning of ICT in the school is an inclusive activity that is developing well. There is evidence of appropriate challenge in ICT lessons and pupils are rightly encouraged to help each other and share ideas.
89. ICT is well managed by the co-ordinator who carefully monitors use of the modular scheme of work. More able and talented pupils extend their ICT skills further through a well-run lunchtime club. The school provides advice and direction for parents who work with their children on computers at home. The ICT development plan indicates that this work is to be extended through an after-school and a breakfast club. The school is well resourced and the networked computer system is supported by a good range of suitable software. Necessary technical support is in place for one afternoon each week and ICT is effectively monitored through teacher assessment and a rolling file of moderated pupils' work.

MUSIC

90. Teaching is never less than satisfactory and sometimes it is good. As a result, pupils make sound progress and by the age of seven attain the standards expected for their age. Pupils have good opportunities to play tuned and un-tuned instruments, to perform for an audience and to work alongside professionals. Teachers' careful planning ensures that pupils' skills and knowledge are carefully built upon as they progress through school. Pupils have opportunities to listen to and respond to music outside music lessons. For example, they move to different rhythms in dance lessons and they listen to classical music as they prepare for worship.
91. By the time they are seven pupils can sing as part of a group. They are able to sing in tune, starting and ending their singing together. They know how to hold and play un-tuned instruments correctly and can alter the quality of the sounds they make. For example, pupils can reduce the volume of music and create longer sounds in order to illustrate elements of a story. Pupils can maintain a steady beat when playing or chanting as part of a group and can control the volume of their singing to create a musical effect. Pupils enjoy music lessons. They listen

attentively, are able to maintain silences, and can make suggestions about the ways in which their performances can be improved.

92. Teachers provide clear demonstrations so that pupils know how to hold and play instruments correctly, and they maintain a clear focus for the lesson that ensures that time is well used. In the most successful lessons, teachers give pupils good opportunities to develop their musical ideas. For example, in a Year 2 lesson, pupils were asked to create a sound that would accompany the flowering of a magical tree in the story they were reading. In lessons that are otherwise satisfactory, pupils' composing is restricted by the choice of instruments that they can play, and the opportunities to play and develop their compositions with others.

93. Good links are made with other subjects. For example, the meaning of new words are carefully explained which contributes well to pupils' development in English. Discussion about the origins of instruments support pupils' understanding of other cultures. The subject leader provides good support for teachers' planning, however, the procedures for monitoring the subject require further development to ensure that priorities for improvement are clearly identified.

PHYSICAL EDUCATION

94. Standards have improved since the last inspection, where it was below expected levels. Attainment is now in line with that expected by the age of seven. Pupils make good progress and a significant minority achieve standards above expectation. In gymnastics lessons they improve the quality of their movement. Good teaching successfully develops the skills of evaluating performance, which results in immediate improvements in performance. For example, in a Year 2 lesson where pupils were encouraged to improve their start and finish positions using good balance and poise. The higher attaining pupils were able to develop good sequences of movement and rapidly improved so as to make smooth links between actions. In a Year 1 lesson, very good progress was made because many pupils completed difficult dance sequences interpreting the movements of sea creatures well - crabs with extended limbs and angular starfish. Most pupils are aware of issues related to the health advantages gained from exercise. Pupils exercise vigorously and can explain that this causes rapid breathing and the heart to work harder. Pupils' basic fitness levels are good. Games skills are accurately performed such as bouncing, passing, catching and throwing a ball. Teachers' planning and records of pupils' performance show pupils are achieving well in dance and gymnastic activities. Their progress, including those with SEN, is good and sometimes very good when planning and refining the quality of movement. This also applies to the progress they make as they move through the school and become increasingly independent when finding their own ways of improving their performance. Good progress is made by pupils with SEN because very good support is focussed on the development of skills.
95. The teaching of PE is good and sometimes excellent. This enables pupils to perform and evaluate their work beyond what is expected for pupils of the same age. Lessons always begin with very appropriate 'warming up' sessions and finish with activities to allow pupils to 'cool down'. The best lessons were seen when the teacher maintained a brisk pace of activity and pupils were given periods of practice to learn and adjust to new movements or skills. Very good use is made of frequent changes in the pace and type of activity. This maintains pupils' interest and provides plenty of opportunity for the development of skills. This develops good attitudes to PE, particularly noticeable in gymnastics and dance. Very good use is made of demonstrations where pupils learn to recognise elements of good performance.
96. The subject is well managed. The headteacher regularly monitors teaching to ensure the good quality of teaching. The curriculum is well designed and is extended with a good range of out-of-school sport and with worthwhile activities in

the playground during the breaks in the working day. Good links are made with parents. In the nursery 'Dads and Lads' activity sacks are provided for parents to use at home and support learning.

RELIGIOUS EDUCATION

97. By the end of Key Stage 1 attainment in RE is in line with national expectations. Pupils make satisfactory progress overall with some making good progress in Year 2. RE is promoted well through the new scheme of work which has been revised in line with the locally Agreed Syllabus.
98. In Year 1 pupils learn about creation stories from Christianity and other religions. Most understand people from other cultures may have different views on how the world was created. They show a developing knowledge of the main events in important Christian festivals including Christmas and Easter. They can re-tell stories from the Bible and know Jesus was a special person. Children are expected to think carefully and make connections between the stories they hear and everyday life. For example, in Year 1, children listen attentively to the miracle 'changing water into wine'. The teacher's questions are probing and help the children explore stories of awe and wonder. Pupils have a developing knowledge of Buddhism. They identify qualities such as friendliness, thoughtfulness and kindness and understand they need to learn to be tolerant of others. They learn about the life of Buddha and understand that reflection is a time to think.
99. Pupils in Year 2 write accurate accounts of visits to places of worship. They are able to describe the key vocabulary associated with churches including altar, font and stained glass windows. They show a growing awareness of their feelings for Jesus and identify him as "a person who looks after us". Work takes account of different levels of ability in literacy. Able pupils write about important days in the life of Christians including birthdays, weddings and christenings. Lower attaining pupils write simple sentences about giving gifts at special occasions. Pupils show a growing understanding of the Shabbat and know it is an important part of Jewish life. Most pupils know Jewish people worship in a synagogue and they are able to compare this with Christian worship. Pupils benefit from the knowledge of Jewish visitors who reinforce key features of the religion.
100. The quality of teaching is good overall with some very good teaching in Year 2. Lessons are planned carefully to take account of pupils' knowledge and experiences. Clear explanations of key events in Christianity and other world faiths ensure pupils extend their understanding. For example, during a very effective class discussion on the Jewish Pesach, pupils gained a secure knowledge of the symbolism relating to this festival. They are fully engrossed in sharing grape juice and unleavened bread as they listen to a recount of the Exodus. Through the effective use of time, pupils increase their capacity to reflect and develop their understanding of prayer as a means of communicating with God.
101. Pupils' attitudes to RE are good. They respond well to teachers' expectations to concentrate on what they have been asked to do. Pupils are keen to contribute and show sustained concentration. They share their thoughts about family and friends sensibly and recognise those qualities that make a person special. Pupils

respond particularly well during times of reflection, for example, recognising the courage shown by Jewish people in defence of their beliefs.

102. The co-ordination of the subject is good. The co-ordinator monitors planning carefully and ensures it meets the requirements of the locally Agreed Syllabus. The quality of resources, including books, videos and artefacts, is good and this is an improvement on the last inspection. Teachers make good use of local resources and the development of strong links with the Salvation Army has added a new dimension to the curriculum. The school makes good use of in-service training opportunities to extend staff skills and raise the profile of RE across the school.