

INSPECTION REPORT

SHINEY ROW PRIMARY SCHOOL

Shiney Row

LEA area: Sunderland

Unique reference number: 108826

Head teacher: Mrs G Anderson

Reporting inspector: Mr R S Moseley
16886

Dates of inspection: 2-5 June 2003

Inspection number: 246828

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior school

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Rear South View
Shiney Row
Houghton-le-Spring
Tyne and Wear

Postcode: DH4 4QP

Telephone number: 0191 3852701

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Appropriate authority: The governing body

Name of chair of governors: Mr A Falconer

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16886	Mr R S Moseley	Registered inspector	History	What sort of school is it?
			Geography	The school's results and pupils' achievements?
			Educational Inclusion	How well is the school led and managed?
			English as an additional language	What should the school do to improve further?
9572	Mrs K Anderson	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?
4720	Mr G Carter	Team inspector	Science	
			Design and technology	
			Information and communication technology	
			Special educational needs	
20538	Mr M Rothwell	Team inspector	Mathematics	How well are pupils taught?
			Physical education	
28037	Mrs P Smith	Team Inspector	The Foundation Stage	
			Art and design	
			Music	
22881	Mr G Halliday	Team Inspector	English	How good are the curricular and other opportunities offered to pupils?
			Religious education	
			Citizenship	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shiney Row Primary School is bigger than most other primary schools, with 386 pupils, consisting of 195 boys and 191 girls from three to 11 years. There are 52 children who attend part-time in the nursery. An above average number of pupils, 28 per cent, are entitled to a free school meal. The school serves the village of Shiney Row, which has a wide variety of mixed social backgrounds with a large majority of rented accommodation. Attainment on entry to the nursery is well below what is typical of children of this age. There are no pupils with English as an additional language. There are seven pupils who have ethnic minority backgrounds. A small number of pupils join the school from other areas. These pupils are usually lower attaining pupils. The proportion of pupils on the school's register of special educational needs is 26 per cent, which is slightly above average. There are five pupils who have statements of special educational needs, which is average. The head teacher and deputy head teacher are relatively new to the school and have only been appointed in the last two and a half years.

HOW GOOD THE SCHOOL IS

This is a very successful school with many good and some very good features. It has developed a challenging climate for learning, within an environment that is warm, friendly and supportive. By the time they leave the school, pupils reach standards that are average. This represents very good progress from their level of attainment on entry. The teaching is good overall, with a significant proportion that is very good. Pupils' attitudes to their work are very good as are their relationships. Leadership and management are very good and the school provides very good value for money.

What the school does well

- Strong teaching helps pupils to learn effectively. This has resulted in pupils making very good progress in most subjects.
- The provision for children in the nursery and reception classes is very good.
- Pupils have developed very positive attitudes to their work and their relationships are very good.
- This is a strongly caring school and the arrangements for ensuring pupils' welfare and their personal development are very good.
- The quality and range of learning opportunities provided for all pupils, including those with special educational needs are very good.
- The head teacher, deputy head teacher and chair of the governing body provide very good leadership and a clear educational direction for the school.

What could be improved

- The level of attendance of some pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. It has overcome most of the weaknesses noted in the last report and has improved in many other ways. Overall, the improvement has been very good. With reference to the key issues in the last report, the school has raised standards in English and improved the way it keeps parents informed about their children's progress. The level of noise from

one class is no longer an issue. Although standards in mathematics are still average when compared to all schools, standards have clearly risen since the last inspection. The school has worked very hard to ensure more parents are involved with raising standards in literacy and numeracy by providing courses for parents in these areas and in other areas of the curriculum through parent workshops. In this they have been successful.

In addition, there have been a number of other very good developments. For example, the quality of teaching and the quality of teachers' planning have improved, the procedures for assessing pupils' strengths and weaknesses are much more effective and teachers now plan work together and develop their leadership roles much more successfully.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	E	C	B
mathematics	C	C	C	B
science	A	C	D	C

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

Although standards over the last three years for pupils in Year 6 in the National Curriculum tests have been variable, the improvement and trend in all core subjects has been broadly in line with the national trend. When the 2002 results are compared to similar schools, where a similar number of pupils are entitled to a free school meal, they have done as well in science but better in English and mathematics. For pupils at the end of Year 2, in the 2002 National Curriculum tests, the standards in reading and writing were well below average and in mathematics and science they were average. Again, when these results are compared to similar schools, they are more favourable on this comparison. They were below average in reading and writing and above average in mathematics. In 2002, the school broadly met all the targets it had set. These targets were appropriate. The targets for 2003 are appropriate and the school analysis indicates that they have been met.

Attainment on entry to the nursery is well below that expected for typical three-year-olds. Although children make good progress and the provision is very good, throughout the nursery and reception classes, only a small proportion will attain the early learning goals by the time they enter Year 1.

The inspection findings indicate that for this year's pupils, in Year 6, standards in English, mathematics and science are average and pupils are achieving very well. Standards have risen in science since last year. At the end of Year 2, standards are average in mathematics and science and pupils are achieving very well. In reading and writing they are below average. However, this is a good improvement on the standards attained in 2002 and pupils are achieving well. The improvements in standards at the end of Years 2 and 6 compared to last year are mainly due to stronger teaching. The improvements in teaching have not been in place long enough to bring about even higher standards by the time pupils leave the school. Standards in literacy and numeracy are average by the time pupils

leave the school. There is no significant difference in performances between boys and girls, or the few pupils who have ethnic minority backgrounds. The school has just begun the process to identify specific pupils who are gifted and talented but this is not yet complete. In all other subjects, where a judgement could be made, standards are average at the end of Years 2 and 6. It was not possible to make a judgement in design and technology. In religious education, attainment at the end of Years 2 and 6 is in line with the requirements of the syllabus taught in the local authority's schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all pupils are very eager to learn and give of their best at all times. They are very responsible and show very positive attitudes in all they do.
Behaviour, in and out of classrooms	Good, both in lessons and around the school. Pupils are polite and courteous to each other and to adults. There were nine fixed term exclusions in the last year. This is unusual and was an isolated case.
Personal development and relationships	Very good. Many pupils develop a great deal of confidence by the time they leave the school. Relationships at all levels are very good.
Attendance	Well below the national average.

One of the reasons for the well below average attendance rate is the high number of pupils who go on holiday during term time. Their absence has an impact on their own attainments and progress as well as affecting the general standards across the school. The school has worked hard to encourage good attendance but so far has only met with limited success.

TEACHING AND LEARNING

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

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

Inspectors judged that the quality of teaching has improved since the last inspection. Teaching is now almost all good or better, with a good proportion which is very good. Although some very good teaching was seen throughout the school, the largest proportion was seen in the nursery and reception classes. Strengths throughout the school are the high level of teachers' expectations of pupils' work and behaviour and the methods and ideas they use. This ensures that pupils work hard, concentrate well and persevere to the end of the lesson. Where appropriate, pupils are encouraged to take responsibility for their own learning with plenty of investigative work and research using books, computers and documents. This ensures that pupils become confident learners by the time they leave the school. Lessons proceed at a good pace. Teachers' assessment of pupils' progress is good, especially in English and mathematics, where pupils have good and appropriate personal targets. All these strengths encourage pupils' intellectual, physical and creative effort, ensuring that lessons are productive. Teachers' lesson planning is of good quality and this is one of the main reasons for the improvement in the quality of teaching and learning. Each lesson is evaluated and this information is used in the planning of future lessons. The lesson objectives are clear and are posted up in the classroom in order to share them with the pupils. This means that pupils have a very clear idea of what they are to learn. Where the teaching is very good, it demonstrates all the above qualities to an even stronger degree. The teaching meets the needs of all pupils. A very good strength in the teaching, throughout the school, is the very good relationships between teachers and pupils. These are warm, friendly and supportive. Teachers know their pupils very well and constantly encourage them

with praise and valuable advice. The teaching of literacy and numeracy is good. Pupils have individual targets in English and mathematics, and teachers use these to set appropriate tasks.

The quality of teaching and learning in the nursery and reception classes is very good. The teachers and nursery nurses plan well together and have a very clear understanding of how young children learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is enhanced very well by a number of visits and visitors. Teachers take every opportunity to make pupils' learning both rich and purposeful.
Provision for pupils with special educational needs	Very good. These pupils experience the full curriculum both in class and when they are withdrawn for special support. Pupils are usually provided with appropriate work that meets their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. All aspects of school life develop pupils' confidence and skills of friendship and tolerance. The provision for spiritual and moral development is good and the provision for social development is very good. That for cultural development is satisfactory. The school needs to further strengthen its provision to ensure that pupils have a greater understanding of the cultural and ethnic diversity of British life.
How well the school cares for its pupils	The school cares for its pupils very well. The procedures for child protection and pupils' welfare are very good.

Parents view the school as being good. The quality of information provided for parents, particularly about pupils' progress, is very good. However, the number of parents helping in school is very limited, although those who do, make a valuable contribution and are greatly appreciated. In addition, a number of parents take their children on holiday during term-time which can affect the progress these pupils make.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher and deputy head teacher have worked very well together since their appointment a relatively short time ago and have brought about considerable improvements. The head teacher has developed a strong sense of purpose amongst the staff and enabled them to develop their own management and leadership roles well.
How well the governors fulfil their responsibilities	Very well. The chair of the governing body is very experienced and very supportive. Governors have been appointed to support all areas of the curriculum. They do this well.
The school's evaluation of its performance	Very good. The head teacher, staff and governors are fully aware of the school's performance and are clear as to the direction they wish to go.

The strategic use of resources	Very good. Resources are used very well. All money is spent wisely and carefully and the school applies the principles of getting the best value for its pupils.
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The accommodation, which is satisfactory, is old and in need of constant maintenance. However, the school uses it well. Learning resources are good. There is a good match of teachers and support staff to the demands of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their child likes the school.• Their child is making good progress.• The teaching is good.• The school expects their child to work hard and achieve his or her best.	<ul style="list-style-type: none">• A few parents are not happy about the amount of homework.• A good minority of parents feel they are not well informed about how their child is getting on.• A few parents felt that the school was not well led and managed.• A few parents feel that the school does not work closely with them.

Inspectors support parents' positive views about the school. They also judged that the amount of homework is satisfactory and that pupils' reports give parents a very clear picture about the progress their children are making. They also judged that the school is very well led and managed, that quality of information provided for parents is very good and that the school tries hard to work closely with the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 When children enter the Foundation Stage their achievements vary widely. In most areas of learning children's attainment is well below what is typical for their age. In the area of physical development attainment is higher, although the finer skills used for pencil and scissor control are less well developed. Children achieve very well in personal and social development, creative development, and finer physical skills and by the end of the reception year attainment is broadly average in these areas. In their knowledge and understanding of the world children achieve well and attainment is below average by the end of the reception year. In communication, language and literacy and mathematics attainment is still well below average even though children have made positive achievements in relation to their prior attainment. Although a small minority of children reach and sometimes exceed the early learning goals, the majority do not attain the expected standard before they leave the reception year in these two areas of learning.

2 In the National Curriculum tests and assessments for seven-year-olds in 2002, standards in reading and writing were well below average and in mathematics and science they were average. The pupils did better when these results are compared to similar schools. They were below average in reading and writing and above average in mathematics. In the tests for 11-year-olds, in 2002, pupils' standards were average in English and mathematics but below average in science. Again, when these results are compared to similar schools, they show standards above average in English and mathematics, and average for science. Although the results of the National Curriculum tests and assessments over the last few years have been very variable, the trend in the school's results has been broadly in line with the national trend. It must be pointed out that the results in 2002, for 11-year-olds, show that pupils achieved very well in English and mathematics and well in science when compared to their attainment on entry to the nursery. When these results are compared to the standards attained when the same pupils were in Year 2, they are slightly weaker. However a few lower attaining pupils have joined the group from other schools in Years 3 to 6 thus lowering the overall profile of the group.

3 For this year's pupils, in Year 2, standards have risen since last year in reading and writing, to below average and pupils are achieving well. In mathematics and science, they remain at average, which is the same as last year and pupils are achieving very well. In Year 6, standards in English and mathematics remain the same as last year and pupils continue to achieve very well. In science, they have risen to average and pupils achieve very well compared to the level of attainment on entry to the school. The improvements in teaching and the other new initiatives brought in by the head teacher and deputy head teacher have not yet been in place long enough for pupils to reach even higher standards by the time they leave the school.

4 In English, standards in speaking and listening are below average at the end of Year 2 but are average at the end of Year 6. Most pupils listen attentively and, although some have limited vocabulary, many are keen to answer questions and do so satisfactorily. Standards in reading remain below average throughout the school. However, the school has recognised this weakness and promotes good attitudes and gives specific support to reading. For example, the school provides opportunities for pupils to work with authors and to buy books at book fairs. By the end of Year 6, many pupils read fluently and expressively, enjoy reading and are able to discuss with others the plot of the story and the characters in it. However, there are not enough higher attaining pupils to raise the overall profile. In writing, the school has taken effective action to improve standards and by the time pupils leave the school, many write effectively, choosing suitably sophisticated vocabulary. The use of

punctuation is sound and standards in spelling are average. By the end of Year 6, standards in handwriting are satisfactory and pupils take care to write neatly in a joined up style. Standards in literacy are below average at the end of Year 2 but are average at the end of Year 6.

5 In mathematics, pupils by the end of Year 2, count, add and subtract numbers up to 100 and some deal effectively with higher numbers. Pupils' mental arithmetic skills are good and they answer questions with speed, accuracy and understanding. By Year 6, most pupils are accurate in calculations and work quickly, both mentally and when recording their work. Older pupils have good number skills. For example, pupils in Year 3 partition numbers into tens and units before adding, whilst pupils in Year 4 record their calculations in a variety of ways, and use effective checking strategies. Pupils in Year 6, have a very good knowledge of fractions, percentages and decimals, and apply doubling, halving and other mental strategies to solve problems. Pupils' skills related to drawing and measuring shape and data handling through the use of computers is not as strong as in other areas. Standards in numeracy are average at the end of Year 2 and 6.

6 In science, pupils in Year 2 have a sound understanding of all the components of science. For example, they have a clear understanding of the structure of plants and know what foods are important to healthy living. Pupils understand simple forces and use block graphs to record the distance travelled by a toy vehicle across different surfaces. By the end of Year 6, pupils know that materials have different properties and are able to plan fair investigations to test the relative strength of different plastic shopping bags. Pupils understand that plants and animals require particular habitats and depend on each other for food in complicated food chains. Only a few pupils are good at evaluating the results of their investigations. This is mainly because they do not always use appropriate labelling and headings consistently when recording their work and are not always given specific help in how to set out the results of their experiment.

7 In information and communication technology, pupils attain average standards at the end of Years 2 and 6. At the end of Year 2, pupils use a range of skills competently. For example, they use the mouse and keyboard competently, they know how to 'log on and off' and to save and print their work. They use different font sizes and combine pictures and text. By the end of Year 6, they extend their knowledge by using spreadsheets. Their word-processing skills have advanced and they often combine colourful designs, extending this work into multi-media presentations covering topics of personal interest from motorbikes to pets. Pupils are beginning to use the Internet soundly in some subjects.

8 In religious education, pupils' attainment at the end of Years 2 and 6 is in line with what is expected, in the syllabus taught in the local authority's schools and they are achieving very well. Pupils throughout the school have a sound knowledge of the different faiths they study. They talk about Christianity effectively and compare it with the festivals and traditions of Sikhism and Islam. A good feature is the way pupils are developing their spiritual awareness. For example, pupils in Year 6 develop valuable insight into their own feelings whilst discussing the death of a relative.

9 In all the remaining subjects where a judgement could be made, standards are average at the end of Years 2 and 6 and generally, pupils are achieving very well compared to their attainment on entry to the nursery. It was not possible to make a judgement on attainment in design and technology, as this subject is taught intensively at another time of the year.

10 The school works hard to raise the achievements of lower attaining pupils. Pupils with special educational needs are appropriately identified at an early stage through the thorough procedures which occur in the nursery. Pupils have well written and detailed Individual Educational Programmes which clearly focus on areas for improvement, and targets to be achieved. Teachers and

classroom assistants provide pupils with good support which enables them to achieve well and make good progress during lessons. Pupils in the Nurture Group are also well identified through thorough assessment occurring in Year 3. Over the longer term, the progress of these pupils, and others with special educational needs is good, as a result of consistently good teaching and careful monitoring of their progress. Pupils who have ethnic minority backgrounds also progress very well.

Pupils' attitudes, values and personal development

11 Pupils' attitudes to school, their values and personal development are very good. This is an improvement on the findings of the last inspection when they were judged to be good. The school is committed to encouraging motivation and supporting independent growth. It meets these aims very well. Parents are pleased with the way their children are becoming mature and responsible.

12 The vast majority of pupils like coming to school. They arrive in a positive frame of mind, willing to take full advantage of the opportunities the school offers. Most are punctual and well turned out in their school uniform. Pupils enjoy both work and visits and a large number are involved in the wide range of out of school activities. They talk enthusiastically about what they are doing. For example, younger children take pleasure in sorting toys into categories. Older pupils are fascinated by their investigations into what plants need to grow well. Behaviour around the school is good, so the school functions as an orderly community. Movement between lessons and at break times is well organised. Pupils are friendly and polite to visitors. Behaviour in classes is invariably good and frequently very good. Pupils listen quietly, answer teachers' questions with enthusiasm and confidence and are keen to contribute. They show respect for teachers and each other.

13 Mealtimes are pleasant, sociable events. Pupils queue up in an orderly manner, collect their food from the serving counter and then sit maturely at tables. They are friendly to others and welcome the opportunity to talk to visitors. In both playgrounds, behaviour, although boisterous, is generally good. A very wide range of playground games is provided and almost all pupils enjoy taking part and happily play together.

14 Pupils appreciate the system of stickers and award cards which they receive for good work or behaviour. They say 'You feel really scared but very proud' to receive a certificate during the achievement assemblies. All understand the school rules and have a clear sense of right and wrong. There have been nine fixed term exclusions in the last year, mainly due to inappropriate behaviour. This is unusual for the school and was an isolated case.

15 The school functions as a happy and supportive community because relationships between pupils, and staff are very good. Pupils from ethnic minorities and those with special educational needs are very well integrated into the school. Pupils learn to work both in groups and individually. An example was seen in a personal, social and health education lesson for pupils in Year 5, where pupils worked in pairs. One mimed everyday activities, whilst the other controlled their actions by means of an imaginary remote control device. They worked very well together, watching carefully and following directions quickly. All pupils are very sensitive to the needs of others and particularly helpful to those younger than themselves. Through group activities and pair work, pupils learn to share, consider ideas and support others. Pupils are learning to appreciate the diversity of cultures and the values and beliefs of others. They raise considerable sums for charities and so support those less fortunate than themselves.

16 The pupils are very mature and responsible. By the time they leave school pupils are very willing and capable, independent learners. Throughout their time at school, they learn to take increasing responsibilities. In class, they willingly undertake such jobs as putting away equipment and

helping the teacher. They are learning to keep accurate records of homework. Several volunteer to take on jobs such as putting away lunch boxes. As they progress up the school, responsibilities increase and by Year 6 a number of pupils help at lunch times and play times. Two representatives are elected by each class to attend the School Council where the ideas of pupils are discussed in a more formal setting.

17 Attendance is well below the national average. A considerable number of parents keep pupils away when this is not essential including taking their children on holiday during term time. The school recognises that this can have a negative effect upon standards, but, despite all its efforts, have had little success in dealing with the problem. A very small number of pupils arrive late but the school day starts on time. Consequently, these pupils do not have full access to the teaching offered.

18 Children in the nursery and reception classes feel secure in the warm and friendly atmosphere of their classes and they grow in confidence and independence. They respond well to the established routines because it is expected of them and as a result behaviour is very good. They take turns and share the equipment with each other well. They are enthusiastic because the activities are so stimulating. All relationships are very good and children are happy to come to school.

19 The school has an inclusive approach to pupils with special educational needs and sees these pupils, like all its pupils, as an integral part of the school. Pupils with special educational needs have a positive approach to all subject activities and often work with commitment. They are capable of working both independently or with their classroom assistants, as well in a collaborative manner with other members of the class. This was seen working particularly well, in such subjects as information and communication technology and in science.

HOW WELL ARE PUPILS TAUGHT?

20 The quality of teaching is mostly very good in the nursery and reception classes. Teachers have a very good knowledge and understanding of the Foundation Stage curriculum and how young children learn. As a result children learn well and often very well. Teachers plan lessons very effectively, and match activities so that all children, including those with special educational needs are challenged at the right level. Learning is fun because activities appeal to the children and this motivates them to learn well. A wide variety of resources, including the local area, are used in an excellent way. Teachers create a good balance of time between direct teaching and well structured activities which allow children to explore and investigate for themselves. Teachers have very good questioning skills which promote speaking and listening, and extend learning.

21 Teaching is good in Years 1 to 6. Just over a third of the teaching is very good. No unsatisfactory teaching was seen during the inspection. This is a very good improvement since the last inspection when there was a proportion of unsatisfactory teaching. The appointment of a new head teacher, deputy head teacher, and other teaching staff, has greatly helped the development of teaching in the school, through monitoring, guidance and support.

22 The teaching of literacy has been a major emphasis over the last few years, and is now firmly established. The quality of teaching in this area is good, and as a result pupils achieve very well from a very low starting point. Planning for literacy teaching is a strong feature, and all teachers make effective use of the National Literacy Strategy. Teaching of mathematics has steadily improved since the last inspection, and the quality of teaching is good, and sometimes very good. All teachers use mental arithmetic sessions in an effective, well-paced way, and ensure that activities are carefully matched to pupils' abilities. Pupils have individual targets in English and mathematics, and teachers use these to set appropriate tasks.

23 The management of pupils, through the consistent use of praise, is a particular strength of the teaching throughout the school. Teachers know their pupils well, and effectively encourage and motivate them to do their best. Almost all lessons are well-organised and planned, with appropriate introductions and useful plenary sessions. In every lesson, teachers share objectives with pupils, and ensure that they are aware of how they are making progress. This is a strength, and is a good improvement since the school was last inspected. Teachers have good subject knowledge, and have undertaken training in some subjects to improve their expertise. This is an additional reason why the quality of teaching has improved.

24 Teachers' planning is detailed and thorough. All lessons have clear objectives, and are laid out in thoughtful, structured steps. This results in good progress in learning for the pupils. Each lesson is evaluated and this information is used in the planning of future lessons.

25 Teachers have high expectations for pupil behaviour, and all support the school's policy in this aspect. This teamwork results in good behaviour, and the great majority of pupils are well motivated, interested and enthusiastic during lessons. They respond extremely well in oral work, and ask sensible, mature questions.

26 Teachers have very good knowledge of all the pupils they teach, and their day-to-day assessment of pupils' learning is good. This is used well to inform, or modify planning for the next learning steps. The school has made major efforts to improve the quality of marking, and combined with pupils' knowledge of their own learning, this contributes effectively to achievement and progress.

27 Teachers plan very well for the needs of pupils with special educational needs in most lessons. In the Nurture Group, which caters for pupils in Years 4 to 6, the quality of teaching is consistently good and children benefit from the combined professional expertise of the school's special educational needs co-ordinator and the well trained teaching assistant. They provide a particularly supportive teaching climate where resources are well matched to pupils' needs and are of good quality. Teachers brief classroom assistants and other adults skilfully, and as a result, the effective support provided by these dedicated assistants makes a significant contribution to the pupils' learning.

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

28 The school provides a very good range of learning opportunities and a curriculum that meets all statutory requirements for the National Curriculum, religious education and collective worship. This is an improvement since the previous inspection. Provision for pupils' personal, social and health education, including drugs awareness and sex education, is good.

29 The strategies used to teach literacy and numeracy are good and ensure that pupils achieve as well as they can. More time is devoted to teaching English and mathematics than other subjects and the curriculum includes additional support for pupils who need help with reading and writing. The school has not yet fully identified pupils who are gifted and talented but is to do this shortly. However, higher attaining pupils are supported well.

30 A good and widening programme of educational visits enriches the curriculum, as well as providing first-hand experiences for pupils. In Year 6, there is an opportunity to take part in a residential visit that broadens their geographical and physical education skills. This also contributes very well to their personal development.

31 The curriculum is enriched by a very wide range of clubs and activities that take place at lunchtime and after school. The numbers who attend the most popular clubs has to be restricted and some are open to specific year groups, particularly older pupils.

32 Links with the community have improved and are now very good. The most vital contribution of many is made by the school's work with Business Ambassadors. Through this scheme business people visit pupils in Years 5 and 6 and raise their awareness and aspirations for worthwhile careers. The Young Enterprise scheme links up with London Electric whose personnel work with pupils in all year groups. The school attracts sponsorship and donations from a variety of local businesses in order to enhance resources. It does not yet have many national or international links to enrich the curriculum and aid pupils' multi-cultural awareness.

33 Links have been strengthened with local educational institutions and are now very good and contribute to pupils' learning in a number of ways. For example, a local college provides theatre performances for pupils to enjoy and experience. The school is a member of a consortium of five local schools. This benefits pupils' learning in several ways. For instance, pupils will soon have access to specialised teaching in physical education and the performing arts when a sports hall is completed in a nearby primary school. Plans are also in place for three neighbourhood nurseries under the direction of a nursery manager.

34 The school pays very good attention to the inclusion of all pupils. Those who have special educational needs, and those who join part-way through their education have full access to the curriculum and equal opportunities to learn. They are given extra help when it is needed and teachers ensure they play a full part in lessons.

35 Overall, the school's provision for pupils' spiritual, moral, social and cultural development is good. It was a similar picture at the last inspection. Provision for spiritual development is good. Many opportunities to promote spiritual values are evident in religious education and in personal, social and health education lessons. These help pupils to listen to and respect the beliefs of others. In a lesson in Year 5, pupils demonstrated sensitivity to what it feels like to be lonely. In other lessons teachers exploit spiritual opportunities as they arise, but there is as yet little evidence of opportunities being planned into lessons. Daily acts of collective worship meet statutory requirements, but teachers miss some opportunities to promote spiritual awareness, for instance in listening to music more often and providing a deep, more meaningful time for reflection.

36 Provision for moral development is good. Staff work hard to teach pupils the difference between right and wrong and place great emphasis on maintaining high standards of behaviour. This makes a positive contribution to pupils' attitudes and the progress they make in lessons. Staff show they care for pupils and take time to reason sensitively with those who step out of line. They teach pupils the benefits of values such as fairness and personal rights. For instance, in a lesson in Year 3, pupils considered whether *everyone is entitled to have friends* and whether *teachers have the right to make mistakes*. Teachers use assemblies well to promote moral values and special themes promote pupils' sense of worth.

37 The school's provision for pupils' social development has improved and is now very good. This is because of new initiatives such as the School Council, which make a positive impact on pupils' attitudes. All pupils are involved in some way and older pupils have special responsibilities to negotiate views with children in the nursery and reception classes. The teaching of citizenship skills has been added to the curriculum. For instance, in a personal, social and health education lesson in Year 2 a representative from a national business talked about life at work and the importance of pensions. There are numerous opportunities for pupils to learn about the wider world and how to be a responsible

citizen. Teachers give pupils many opportunities to develop a sense of responsibility. For instance, pupils use a computerised system to self-register library books they borrow. Teachers expect all pupils to take their turn as monitors in class and these expectations increase as pupils get older. In Year 6 they take on the responsibilities of prefects.

38 The school's provision for pupils' cultural development is weaker, although it is satisfactory. This is because of some underdeveloped areas. For instance, teachers do not exploit local culture well enough. Nor do they ensure that pupils develop a suitable awareness of multi-cultural life in modern-day society. However, in lessons such as music and art and design, teachers do introduce pupils to a world-wide range of cultures.

39 The curriculum provision for children in the Foundation Stage has improved since the last inspection and it is now very good. It is broad, balanced, rich and stimulating. It covers all areas of learning for young children allowing them to progress in a step by step way.

40 Pupils with special educational needs have equality of access to all areas of the curriculum, including extra curricular activities. Because they are well supported by teachers and classroom assistants, the curriculum is made particularly accessible, and is appropriate to their needs. The curriculum for pupils in the Nurture Group is well matched to pupils' needs and provides the right blend of challenge and security, which helps to bring increasing confidence to these pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41 The last inspection found that pupils in this school were happy and well cared for. This continues to be the case. The school successfully achieves its aim of providing a happy and secure environment. This aspect is a strength of the school and has a positive effect upon pupils' learning.

42 Staff and governors make every effort to ensure the welfare and safety of pupils. Procedures for health and safety, child protection and administration of first aid are well documented. All relevant health and safety checks are carried out. For example, fire drills, risk assessments and annual equipment checks. Pupils are well supervised by staff or lunchtime supervisors at all times. Children learn about healthy life styles; they are encouraged to eat fruit and all have unlimited access to drinking water. The last inspection found that parents were not happy about the way pupils were released at the end of the day. This matter has been addressed. The school day ends at the same time for all pupils and parents now come into the yard to collect them. The school is not fully accessible for wheelchairs, as they are unable to access the first floor of the building.

43 The close monitoring of pupils' personal development is extremely effective in promoting high standards. Many adults, who work in the school, have done so for a considerable time. As a result staff know their pupils well, are sensitive to their differing needs and are constantly aware of their personal progress. Parents find staff approachable; they feel they can voice concerns and pass on relevant information. Consequently pupils' needs are very well supported. Personal development of pupils is monitored through a system of stickers, certificates and award cards. Achievement assemblies, which celebrate pupils' own successes both within school and outside, are very effective in promoting their self-esteem. Pupils are very well supported in their transfer from other schools or in their move to future schools.

44 The development of personal skills is well provided for. Pupils are expected to take on jobs within school, for example helping in class and at break times. Many of the older pupils volunteer to help younger ones. The School Council gives class representatives valuable experience in taking on responsibilities and voicing the concerns of others. Opportunities for independent learning are well

established. In classes pupils learn to select their own resources and tidy away. Children are involved in setting their own targets and contributing to their school report. Teachers begin lessons with their objectives and end with 'what are we learning to do? Pupils are therefore, aware of their own learning. Consequently pupils are becoming self-confident, good, independent learners. All pupils are included in every activity, so none are disadvantaged by their gender, race or ability.

45 The procedures for monitoring and promoting of good behaviour are very good. Pupils are extremely well managed. Any minor misbehaviour is swiftly and effectively handled. Reward systems are good. The pupils review school rules regularly and devise their own class rules. Staff are alert to any signs of bullying or harassment and when instances do occur, they are identified quickly and handled effectively. Excluding pupils from the school is only used as a very last resort. Personal, social and health education lessons develop pupils' sense of the wider community, for example, of family units and of people who are lonely.

46 The office administrator has devised extremely thorough procedures for monitoring attendance. The majority of parents inform the school if their child is absent. The school is constantly looking at ways to improve attendance. It has recently become involved in a local 'Every School Day Counts' initiative where unexplained absences are immediately followed up. However this has not had a dramatic effect upon attendance rates, as a high number of parents take their children on holiday during term time. Awards are given at the end of the year for 100 per cent attendance.

47 The school's assessment systems have improved since the last inspection, when they were found to be unsatisfactory in a number of aspects. They are now very good especially in English and mathematics. A particularly strong feature, developed by the senior management team, is the use of targets, which are effectively shared with pupils. This has resulted in even the youngest pupils having an awareness of what they learn.

48 Children are assessed when they enter nursery and this is the starting point from which individual progress is measured. The procedure is very effective because progress is tracked throughout the Foundation Stage and rates of progress are also noted. Teachers in the Foundation Stage know the children very well and use informal assessment continuously to reinforce learning. They incorporate assessment opportunities into planning and this enables work to be matched successfully to meet the needs of all children, including those with special educational needs.

49 The school has effective procedures in place to identify, assess, support and monitor the needs of pupils with special educational needs, including those with physical, behavioural or learning difficulties. Help given to pupils is invariably timely and appropriate. The school responds to the pupils' requirements, as outlined in pupils' statements of special educational needs, and individual education plans and fully implements the new Code of Practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50 This school continues to be committed to working in partnership with parents. Most think highly of the school. They are pleased that their children like school and rightly believe that children are expected to work hard and make good progress. However a minority express concerns about the quantity of homework, how closely the school works with parents, information about their child's progress and the range of activities outside lessons. They are not all supportive of the leadership. The inspection team does not agree with these concerns. They find that the school works hard to encourage parents' participation and keep them informed; there is a very good range of out of school activities and an appropriate quantity of homework is set. The school is very well led and managed.

51 A small number of parent helpers and volunteers play an active part in the life of the school. Their contributions are greatly valued and are very effectively used to support its work. For example, one parent runs a weekly lunchtime sewing club whilst others take on the administration for the 'Count me in' Scheme. Others are extremely willing to offer occasional help with, for example, school visits and parties. There is no Parents' Association functioning at present due to lack of support. However parents support fundraising events well. This year a Balloon event and Christmas stalls have raised impressive amounts of money. Through charity events, parents support their children in raising money for good causes, such as on Red Nose Day.

52 The open door policy and friendly atmosphere is valued by parents and results in good home/school communication. Those parents, who bring their children to school, have access to staff at the beginning and end of each day. The majority of parents say that they feel comfortable to approach the school should they have a concern although a few felt that the security arrangements create a barrier at times. The school makes every effort to follow up concerns and report back to parents quickly.

53 Good links with parents begin in the early years when a thorough induction programme including meetings enable parents to be involved at an early stage with their children's learning. An informative booklet introduces parents and children to the Nursery. Helpful written information such as the prospectus, newsletters and booklets keeps parents up to date with the work of the school. In addition two information evenings per term provide valuable information covering areas such as special educational needs, National Curriculum tests, behaviour management and the personal, social and health education programme. Parents are invited into school for meetings to discuss their own child's progress. The majority of parents attend; those who do not are followed up. Attendance at the information evenings is not as good. Staff are aware of the need to keep parents fully informed about the curriculum. They are currently experimenting to find the most suitable means of doing so. Pupil progress reports comply with statutory requirements and contain detailed, helpful information. As a result they are effective in keeping parents informed about how their child is progressing. Parents are also invited into school to discuss the reports. The school goes to particular effort to keep parents of pupils with special educational needs very well informed, including telephone conferencing if parents are unable to visit in person.

54 Parents are encouraged to be involved in their children's work at home through their commitment to the home/school agreement. Voluntary homework from the start of Nursery ensures that parents are involved in their child's learning. 'Count me in' family learning packs ensure that every child in the lower school is given a weekly opportunity to undertake a numeracy activity at home. The reading diaries and homework diaries provide an effective channel for home/school communication. Parents are asked to sign them each week and to complete comments when necessary. Although in the lower school these diaries are generally well used, there is a problem with some older pupils who fail to return them to school. As a result their value as a means of home/school communication decreases.

55 Parents of pupils with special educational needs are regularly informed of their progress, and are fully involved in the review process. The school has worked hard to encourage parents to be fully involved. The school has an 'open door policy' which means that although invited to review dates by the special educational needs co-ordinator, parents are always welcomed into the school for further information and discussion.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56 Leadership and management are very good. All teachers in the school, the head teacher, deputy head teacher, governors and subject co-ordinators work very well together. The head teacher has worked very hard since her appointment just two years ago. She has had very good support from the deputy head teacher. Together they have instigated many new initiatives, which have been very successful and have brought about many improvements. Improvement in teachers' planning and the development and use of assessment are just two examples of these very successful initiatives. There is an agreed sense of purpose amongst the staff and all have an excellent commitment to improving the school further and a very good capacity to succeed. In addition, the head teacher with the help of the deputy head teacher, has enabled others to develop their leadership roles well. She has also ensured that the school's priorities for development have been appropriate.

57 The governing body is also very successful in fulfilling its responsibilities. The chair of governors is fully committed to the school and works closely with the head teacher. He is involved in the life of the school, visits often and engages in professional dialogue with the head teacher. He has been particularly successful in creating a governing body that works well together and supports the school. For example, there is a governor linked to each subject of the school curriculum and as time allows, they support the subject by visiting and talking to the subject co-ordinator and getting involved where possible. Governors have a very good understanding of the strengths of the school and of the areas they wish to develop further. They are closely involved in the development and evaluation of the school improvement plan. This plan is of good quality, is clearly laid out, indicates the name of the responsible person, is costed well and states the time by which the improvement should be completed. This ensures that the plan is effective. The governors fulfil their statutory duties very well.

58 The head teacher and the deputy head teacher, together with some of the curriculum leaders, have been involved in the observation, monitoring and evaluation of the teaching. There has been an agreed timetable of observations set against an established range of guidelines. Feedback has been provided and the outcome of the observation discussed with teachers, together with written evidence. This has been effective as there has been a good improvement in the amount of teaching judged to be good and very good, since the last inspection.

59 The role of the subject leaders is developing well. Some are fairly new to their jobs and are keen to develop their roles further. Others have well established roles. For example, the leader for numeracy has observed lessons and supported teachers well throughout the school. All subject leaders examine teachers' planning in their subject and produce a yearly written plan for development. These are shared with all staff and they are evaluated and monitored as the year goes by. In addition, if a subject has been made a specific focus for development in a particular year, the subject leader works closely with a specially appointed team of teachers. This enables a wider group to help with management and to become aware of developments. This arrangement is very successful and helps teachers to develop their leadership roles and be involved in whole school initiatives.

60 The aims of the school, its values and policies are implemented very well. The head teacher, deputy head teacher and staff have developed a very good, warm and supportive ethos in the school. For example, pupils have developed very good attitudes to their learning and there are very good relationships in the school. In addition, there is a commitment to raise educational standards for all. There is a very strong commitment to include every pupil in every aspect of the curriculum and school life.

61 The school is well staffed with qualified teachers who meet the demands of the curriculum. They are well supported by classroom assistants who are effectively deployed, and make a significant contribution to the quality of pupils' learning.

62 Accommodation is satisfactory. However, as a result of its age, the fabric of the buildings is constantly in need of repair and maintenance. The governors have addressed the issues raised in the last inspection. They have undertaken a large amount of maintenance over the last few years particularly with a view to health and safety. The staff make every effort to ensure that the school presents a welcoming and attractive environment. Displays throughout the school and in the classrooms celebrate pupils' achievements as well as providing information. Classrooms in the upper school are of adequate size for the number of pupils but, in the lower school, they are cramped. Storage space within class is limited; the head teacher has taken the decision to locate classroom computers in the corridors in order to conserve space. The library is small but does provide a quiet area that can be used for small group work, quiet reading and reflection. One hall provides sufficient accommodation for lunches whilst the other two are used for assemblies, physical education and music lessons. However none are large enough to accommodate the whole school and are only just adequate for delivery of physical education. Staff utilise the accommodation well and the cleaning staff ensure that the building is clean and tidy. Accommodation in the nursery is very good and very well used. Grounds are extensive and very well kept. Pupils are currently drawing up plans for a garden within the grounds. The playing field and yard provide ample space for outdoor play. A designated outdoor area for the nursery and reception means that the children make very good progress in their physical development.

63 Resources for learning are good overall. A particular strength is the nursery where the quality and quantity are very good and well chosen to ensure 'child appeal'. The information and communication technology area is fully equipped with 16 networked computers, which provide adequately for most class sizes. In addition in Years 3/6 there are four other stations for use with small groups as well as one in the classroom and one in the corridor. However there is a weakness in the cataloguing and organisation of resources for design and technology and limited equipment and material.

64 The overall provision for pupils with special educational needs is very well managed by the special educational needs co-ordinator, who is well supported by a teaching assistant and members of the senior management team. Liaison and co-operation between the co-ordinator, class teachers and classroom assistants is good. The support provided is generally well balanced between in-class support and that provided within the Nurture Group with a good adult-pupil ratio for the best support. There is discrete accommodation for pupils taught in the Nurture Group and resources for these pupils are good. The quality of computer software for these pupils, provided through the school's networked 'integrated learning system', is particularly good. The head teacher provides much personal support and encouragement for pupils with special educational needs and their dedicated staff. School finances are very well used to enhance the quality of provision in this area and this contributes significantly to its success. Good use is made of new technology for managing the department and recently acquired software for writing individual education plans.

65 Careful financial planning supports educational development very effectively. For example, money has been made available for additional classroom assistants. They are very supportive in the classroom, contribute greatly to the education of all pupils, in particular to those pupils who have special educational needs. The school uses all money at its disposal very wisely and the head teacher, chair of governors and the school administrator are aware of the need to get the best value for pupils. In this they are effective. The quality of financial control is very good. School administration by the head teacher, deputy head teacher and school administrator is very efficient and effective. The management systems now in place, including the very good leadership by the head teacher, dedicated team of teachers, support staff and governors, have ensured a very effective school. All leaders and teachers at the school show an outstanding commitment and have a very good capacity to maintain this very effective school and to introduce further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66 To maintain the quality of education and provide further development, the governing body, head teacher and staff should:-

- (1) Improve attendance in order to raise standards and improve the progress for those pupils who miss lessons.

(These are included in paragraphs 17 and 46)

67 In addition to the above issues, the following more minor weaknesses should be considered for inclusion in the action plan:

- Improve the resources and provision for the teaching of design and technology.
- Strengthen the provision for pupils to be more aware of the cultural and ethnic diversity of British society.

(These are included in paragraphs 38 and 123)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	62

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	26	35	11	0	0	0
Percentage	1	36	48	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	334
Number of full-time pupils known to be eligible for free school meals	0	92

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	20	99

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	7.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	21	24	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	15	20
	Girls	17	17	23
	Total	34	32	43
Percentage of pupils at NC level 2 or above	School	76% (66%)	71% (79%)	96% (83%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	16
	Girls	17	21	21
	Total	33	38	37
Percentage of pupils at NC level 2 or above	School	73% (81%)	84% (83%)	82% (92%)
	National	85% (85%)	89% (89%)	89% (89%)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	31	27	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	19	28
	Girls	20	24	23
	Total	42	43	51
Percentage of pupils at NC level 4 or above	School	72% (63%)	74% (68%)	88% (92%)
	National	75% (75%)	73% (71%)	87% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	25
	Girls	18	23	22
	Total	33	42	47
Percentage of pupils	School	57% (75%)	72% (76%)	81% (89%)

at NC level 4 or above	National	73% (72%)	74% (74%)	82% (82%)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	327	9	0
White – Irish	2	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	1	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	2	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	20
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	7
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Financial year	2002-2003
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	£
Total income	760,718
Total expenditure	798,351

Total aggregate hours worked per week	86.5
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Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Expenditure per pupil	2,249
Balance brought forward from previous year	41,587
Balance carried forward to next year	3,954

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8

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	300
Number of questionnaires returned	139

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	4	1	1
My child is making good progress in school.	43	49	4	1	3
Behaviour in the school is good.	31	49	13	3	4
My child gets the right amount of work to do at home.	21	55	19	3	1
The teaching is good.	42	44	5	1	8
I am kept well informed about how my child is getting on.	30	38	24	6	2
I would feel comfortable about approaching the school with questions or a problem.	57	32	5	4	1
The school expects my child to work hard and achieve his or her best.	51	45	2	0	2
The school works closely with parents.	27	46	18	5	4
The school is well led and managed.	29	46	9	9	7
The school is helping my child become mature and responsible.	39	50	4	1	5
The school provides an interesting range of activities outside lessons.	30	40	13	6	11

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

68 The Foundation Stage consists of the nursery and reception classes. The majority of children are admitted in the September before their fourth birthday, and stay in the nursery on a part-time basis for three terms. Currently the nursery welcomes 26 children every morning and afternoon. There are 20 children on the register for special educational needs, all have communication problems. Of the 40 reception year children, 11 pupils have been identified as having special educational needs. Most, but not all, of the children from the nursery transfer to the reception class.

69 A purpose-designed building accommodates the nursery class within the school site. The reception classes are part of the single storey building, which also accommodates Years 1 and 2. The reception areas have been very thoughtfully organised to meet the needs of young children.

70 Since the last inspection, considerable improvements have been made to the quality of the provision offered to children in the Foundation Stage. New national guidelines using a “stepping stones” system helps teachers to plan lessons effectively and helps children to make achievements in a step-by-step fashion. The quality of teaching has improved significantly and is now mostly very good. Teachers have a very good knowledge of the curriculum and how young children learn. They know their children very well. They plan their lessons carefully to challenge all levels of ability in a way that makes learning fun. As a result, children learn well and at times, very well. Teachers offer children a very wide range of experiences and make excellent use of resources.

71 When children enter the nursery their attainment varies widely. In most areas of learning, children’s attainment is well below that expected for three-year-olds. In the area of physical development, attainment is higher, although the finer skills used for pencil and scissor control, are much less well developed. They make very good progress in personal and social development, creative development and finer physical development skills and by the end of the reception class, attainment in these areas is average. In their knowledge and understanding of the world, children make good progress but are still below average by the end of the reception year. In communication language and literacy, and mathematical development, attainment is still well below that which is typical of the age group, even though they have learned well and have made positive progress in relation to their prior achievement. Although a small minority of children reach and sometimes exceed the early learning goals in these areas, the majority do not attain the expected standard before they leave reception class. The provision in nursery and reception is very good, it enriches and broadens children’s experiences and achievements.

Personal, social and emotional development.

72 This area of learning is a strong feature of the provision. All adults work sensitively to create a warm secure atmosphere in which children grow in independence and confidence. Children are introduced to the nursery very sensitively. A well-planned programme of visits, including a home visit by the teacher, ensures that children have a smooth entry to the nursery class. The children quickly gain a sense of belonging and feel valued members of the class because they have their own peg in the cloakroom, and their photographs and pictures are on the wall. Routines are well established and reinforced consistently and quietly by the adults. Children grow in independence over time. Adults encourage them by ensuring that equipment is at a suitable height for children to self-select, and return after use. They put on their own aprons when playing in the water and painting and tidy up after because it is expected of them. Children are encouraged to make decisions for

themselves. They choose where they want to play and move confidently from one activity to another. They know how many children are allowed in each activity, and happily move to another if necessary. Adults promote social development very well and organise activities, which help children to take turns, play together and make friends. Planned and unplanned opportunities to help children to keep safe are woven into the day. They learn about keeping safe on the road because they go for a walk in the locality where they recognise hazards and identify safe places to cross the road.

73 Children celebrate Christian Festivals such as Harvest, Easter and Christmas when they present a nativity play. They are also introduced to other cultures through pictures, small world toys and dressing up clothes. They hang little messages on the Buddha kindness tree and make flags in the style of those made in Japan to celebrate Kodomo-no-hi. Appropriate small toys promote awareness of people with disabilities.

74 Children transfer to reception after well-planned visits. By the end of reception, they have grown in confidence and independence. They dress for physical education with little help and attend to personal hygiene independently. Children have the confidence to share their news in front of the class and feel valued and important. Reception class children readily acknowledge the achievements of others. Children work independently and reliably without direct supervision. They take turns and respect the equipment. Behaviour in both the nursery and reception class is very good because teachers manage behaviour very firmly yet sensitively. Those pupils with specific behaviour problems are very well supported by adults.

75 All adults in the Foundation Stage are very good role models for the children. They treat the children with care, courtesy and respect. The quality of teaching in this area of learning is very good because of the high expectations and very good relationships. As a result, children respond very well, their attitudes to each other and to school life are very good. A majority of children reach the early learning goals in this area before they enter Year 1.

Communication, language and literacy

76 All adults in the Foundation Stage take every opportunity to talk with children and listen carefully to what they have to say. Speaking skills develop well because of the good questioning skills of adults and the stimulating use of resources. The children in the nursery class have a limited span of concentration and they listen carefully for only a limited time. This hampers the quality of their learning despite the very good teaching they are receiving. All adults in the nursery take every opportunity to enrich the vocabulary of children and encourage them to speak in sentences. They have fun together as they all go on a “Bear Hunt”. They “swoosh” through long grass and “squelch” through mud. Children have fun as they recite the text of the story. Such well-chosen activities successfully broaden children’s experiences. They create simple stories with the teacher using small toys successfully. By the time children leave the reception class their speaking, listening and concentration skills have developed appropriately, because of the very good ways teachers use to deliver lessons. Children sit on the carpet for much longer periods during literacy hour and the majority participate well. They listen carefully to each other when sharing news and join in group activities well.

77 In both reception and nursery classes there are wide-ranging opportunities to develop writing skills. Nursery children make marks in the sand and when writing messages and lists in role-play. They trace patterns and shapes and use pencils with increasing control. By the time they leave reception they control a pencil with skills typical of the age group and this is a significant achievement. The majority form letters carefully and correctly. Handwriting is well supported by parents at home and writing practise at school. The “Jolly Phonics” scheme for introducing letter sounds to children is

started in the nursery class and by the time children leave the reception class, they are very familiar with sounds and the majority write them independently. Children write their own name successfully and clearly using a capital initial letter. Independent writing is emerging and a very small minority of children record their ideas confidently.

78 Literacy is well promoted throughout the Foundation Stage. Children in both classes take books home to share with parents and the class libraries are appropriately resourced to encourage an interest in books. By the time children leave the reception classes they understand that print carries meaning. The majority understand the difference between fiction and non-fiction books. Most children identify letter sounds and many are beginning to blend sounds together to read simple words. A very small minority of higher attaining children are confident readers, using a range of strategies to help them to decipher unknown words. Lower attaining children use the pictures, to help them tell the story, however they do not closely observe the pictures and this limits their understanding.

79 The quality of teaching in this area of learning is mostly very good. Teachers plan their lessons very well to make learning interesting and fun and to promote an interest in books. They take every opportunity throughout the school day to reinforce learning through all curriculum areas. Children with special educational needs are well supported by adults who help them to concentrate, and check that they have understood what has been taught. Only a very few children attain the early learning goals in this area by the time they enter Year 1 and attainment is still well below that expected for this age.

Mathematical Development.

80 All adults in the Foundation Stage seize every opportunity to reinforce mathematical learning through planned and unplanned opportunities throughout the school day. Children in the nursery count and order numbers to five, they sing number songs, match objects, count children in activities and enjoy number puzzles. They learn about shapes, not only from objects in the class, but by looking at the shape of a building or an object in the local area. They are well supported to use correct language such as long and short, heavy and light. Children investigated heavy and light objects by estimating, then they used balance scales to see if they were correct. Children were successful because the activity was modified for every group to match their varying ability and level of understanding. Reception children recognise and order numbers to 12 with a small minority of higher attaining children working with number to 20. They count to 100 in multiples of 10 confidently. Children are beginning to use and understand the idea of “more” and “less” in their investigations involving simple addition and subtraction. Children investigate shapes and measures and find out how many paper clips Kipper’s balloon will lift. They know when a container is full, empty and half full. In both classes appropriate computer programmes reinforce mathematical learning.

81 Teachers are very well prepared and the teaching is very good. They plan activities, which appeal to children and help them to sustain interest and concentration. Lessons are well matched to meet the wide-ranging needs of the children and in the reception classes takes account of the National Numeracy Strategy. Teachers use assessment very well to make sure that children understand what they have been taught before moving to new learning. Only a very few children attain the early learning goals in this area by the time they enter Year 1 and attainment is still well below that expected for their age.

Knowledge and understanding of the world

82 Children’s curiosity is stimulated considerably by the wide range of activities planned throughout the Foundation Stage. For example, children learn about forces when they investigate why

some toy cars travel faster than others. They were asked, “Does it make a difference if they travel down an incline?” Through very good questioning and a very well planned activity most of the children reached a successful conclusion. One higher attaining child predicted what would happen next. Children talk about the weather every day and note daily and seasonal changes. They learn about their locality by frequent visits out of school. Children learn to care for the environment by actually going to the recycling bins with used paper. They pick up litter in the locality and remove graffiti from walls. Children learn to use tools by spreading butter on bread, using a corer to make holes and a spoon for jam. Learning is fun when they make, “traffic light” sandwiches. Similarly in the reception classes children investigate how toys work and sort them into appropriate sets. Children learn about their locality and are introduced to simple plans and maps through pictures and sticking activities. In both classes children use the computer confidently using the mouse to move the cursor.

83 The quality of teaching is very good because the well-planned activities are fun and this sustains children’s interest and helps them to learn very well. This provision is particularly broad and rich, and further enhanced by visits out of school and visitors to school. A small proportion of children will attain the early learning goals in this area before they enter Year 1 but, overall, attainment is still below that expected for their age.

Physical development.

84 Children in the nursery class enjoy the freedom and challenge of playing outside with their friends. Opportunities are wide and varied. Children run, jump climb and steer their wheeled toys at a level expected for the age group. They are developing hand-eye co-ordination skills appropriately, because they practise throwing and catching skills with their teacher. Skills continue to develop appropriately in the reception class. Children display good control of body movement. They understand the importance of warming up before exercise and cooling down afterwards. Throughout the Foundation Stage well-planned activities to develop finer movements to help children control a pencil and brush, glue, cut with scissors and use a knife and fork have been effective.

85 The quality of teaching in this area of learning is very good. All activities, including outside play are specifically planned to help children develop skills systematically. Good liaison between teachers allows the reception class to have the opportunity to use the outdoor area at a more challenging level. The majority of children will reach the early learning goals in this area by the time they enter Year 1.

Creative development.

86 A wealth of learning opportunities is offered to children in this area of learning. Children in both classes explore colour and textures. They print, paint, collage and make clay models in adult led activities, but they all have opportunities to explore materials for themselves. Children investigate sound through daily opportunities to play percussion instruments alone or with friends. They develop a good sense of rhythm. Children in the nursery class respond to the register by clapping and rhythmically saying their name with a good degree of accuracy. They sing simple songs and by the third term in the nursery they join pupils in Years 1 and 2, for a hymn practise. Reception class children interpret music through movement well.

87 Opportunities to develop children’s imagination are a very strong feature of the provision. Role-play in the “submarine” and “rocket” in the nursery promotes communication and imagination very well. In the reception classes the home corner and sweet shop promotes language and mathematical development as well as imaginative play. During the inspection drama was seen in both classes where children interpreted texts from books very imaginatively.

88 The quality of teaching is very good because teachers provide very good opportunities for children to express ideas and develop imagination. As a result children make very good progress and by the time they enter Year 1, they will reach the early learning goals in this area of learning.

89 The co-ordinator manages the Foundation Stage very well. She is highly organised and effective. She monitors planning and teaching and learning in the classroom. Teachers and nursery nurses work together very successfully. A very good assessment procedure is in place to assess children's achievements on entry to the nursery and is used as a starting point from which progress is measured. Progress is tracked for each individual child through the stepping stones until the early learning goals are met. Teachers plan assessment opportunities into lessons, and the information gained from assessment informs the planning for future lessons. This system is very effective, and together with teacher's very good knowledge of the children, work is matched well to children's abilities. Those children with special educational needs all have individual learning plans and are very well supported and make good progress.

ENGLISH

90 By the end of Year 6 standards are average. This is an improvement since the previous inspection. However, pupils' attainment in reading remains below average. By the end of Year 2 standards remain below average in reading, writing, speaking and listening skills. Nevertheless, this represents a very good rate of learning from pupils' entry into school and, overall, pupils achieve very well by the time they leave the school.

91 There are several reasons why standards are rising. Fundamental to this is the school's success in tackling issues identified in the previous inspection. As a result, most teaching is good and often very good. Teachers have good knowledge and understanding of the subject and the National Literacy Strategy is firmly established and working well. The clear definition of the co-ordinator's role helps staff to work together as a dedicated team and have a shared commitment to succeed. The school has spent a lot of money buying resources to match the demands of the National Literacy Strategy and this helps teachers to plan lessons which pupils enjoy and find interesting.

92 Teachers recognise the need to develop pupils' skills in speaking and listening and plan lots of opportunities. Many examples were seen where pupils developed their skills through discussion and evaluation of their work. Particularly good attention is paid to the development of pupils' skills in speaking and listening when they articulate their feelings in personal, social and health education lessons. Teachers plan role-play into lessons regularly. A good example of this was seen in Year 1. Pupils put questions enthusiastically to two role-playing pupils about the book they had just read aloud together, such as, *Were you worried when your baby was lost in the jungle?* This brought thoughtful and interesting replies. Recently, a drama workshop run by a theatre group helped pupils in Year 6 to discuss the problems of asylum seekers from a different point of view. Pupils build effectively on such experiences. For instance, pupils in Year 6 revealed a sympathetic maturity when they discussed how children felt during family upheavals in the Second World War. Teachers act as good role models by speaking clearly and expressively and emphasise the need for pupils to do the same. Their positive approaches help pupils to learn well in speaking and listening. As a result, by the end of Year 6, pupils reach standards that are average.

93 Many pupils do not learn as consistently well in reading, as there are too few opportunities for average and higher attaining pupils to read to adults, especially at home. As a result, by the end of Year 6, only a few pupils read at the higher levels. However, the school's programme for helping lower attaining pupils and those who have special educational needs pays good dividends. Classroom assistants withdraw them for specific help. For instance, in a lesson in Year 3, lower attaining pupils linked their work with the class text and looked for words with *ing* and *ai* sounds. These lessons enable lower attaining pupils to learn well and at the same rate as others. Teachers in all classes, and particularly in Years 1 and 2, pay special attention to helping pupils understand how words sound and this makes a positive impact on their reading. The school promotes good attitudes to reading in many ways. It provides opportunities for pupils to work with authors and to buy books at book fairs. All pupils borrow books from the school library and take them home to read. A teacher in Year 3 promoted good attitudes in a lesson when pupils planned posters to advertise books by authors Roald Dahl and Shirley Hughes. However, only a few pupils in the school are able to name more than two or three authors.

94 Many pupils in Year 2 read with fluency, breaking words into smaller parts to pronounce unknown words. A good variety of graded texts are used and are matched well to pupils' attainment. A few higher attaining pupils read with more fluency and discuss their favourite authors. However, a significant number do not reach average standards. They use little expression in their reading and are hesitant. Pupils learn steadily as they get older, but standards remain below average by the end of

Year 6. Many read fluently and expressively, enjoy reading and discuss the plot of the story and characters in it, but few reach higher levels and use inference and deduction in what they read.

95 The school identified writing as an area for development and has taken effective action. Several strategies are impacting positively on standards which are now average by the end of Year 6. A very good feature, which speeds the progress of pupils who have special educational needs is the Nurture Group lessons. A good example was seen in a lesson in Year 5. The teacher introduced the lesson to the whole class with a lively discussion about connective words used in persuasive advertising, such as 'first of all' and 'moreover'. A classroom assistant then took out pupils who have special educational needs to work on recognising the tenses of the verbs in the text. This well thought out and positive help enabled them to learn well. Lower attaining pupils also get good help from classroom assistants, who use a specific programme designed to boost pupils' attainment in basic knowledge. For example, pupils in Year 1 learn a few common simple spellings each week, such as *once* and *time*, to build up a log in their spelling books. This is consolidated as homework which keeps parents aware of their children's needs and progress. All pupils receive a suitable amount of homework and this promotes learning and very good attitudes. By Year 2 most pupils use punctuation securely and the correct spelling for simple words. However, no pupils reach higher levels, for instance in the consistent use of speech marks or question marks, or in organising their writing in a clear and imaginative way. A significant number do not reach an average level. They do not use capital letters and full stops regularly, or understand the use of irregular verbs such as ride. Nevertheless, they achieve as well as they can. As a result, by the end of Year 6 pupils' stories show the use of suitably sophisticated vocabulary and the sustained development of ideas. For instance, in a lesson they wrote thought-provoking stage directions to set the scene of children as evacuees in World War II: 'The rain bounces off the platform...Sophie is comforting little Tom'. Pupils' handwriting has improved and is now satisfactory. However, not all teachers follow the school's guidelines for teaching handwriting and consequently standards vary from class to class. By the end of Year 6, pupils take care to write neatly in a joined up style.

96 Literacy skills are developed well in other areas of the curriculum and this is another reason why standards are rising. For instance, pupils write poetry inspired by history lessons in Year 6. They use computers to help them learn verbs and spellings. In Year 5 there are good examples of word-processing in writing poetry.

97 The quality of teaching is good overall, with a significant amount of very good teaching, especially in Year 6. Teaching is better than in the previous inspection, when it was judged to be generally satisfactory. The very good teaching seen in lessons in most year groups is characterised by very high expectations and good challenges. For example, skilful and targeted questioning in Year 3 teased out good answers from pupils who described similarities and differences in the setting, plot and characters in two books written by the same author. In these lessons pupils' attitudes and behaviour were at their best, because they were thoroughly absorbed and engaged. As a result, their learning was also very good. Most other lessons seen were good. In the two lessons which were satisfactory, the common factors which prevented them being as good, was a lack of drive and interest in the discussion and a slow pace during group tasks. These factors affected pupils' learning and attitudes, which did not rise above a satisfactory level.

98 The co-ordinator provides good leadership and has a clear view for the development of the subject. There is a very good range of assessment procedures that are used well to track pupils' progress. They are also used to set targets which are shared with pupils so that they are fully aware of their learning and try hard to reach their targets.

MATHEMATICS

99 Evidence from the inspection shows that standards are average by the end of Year 2 and Year 6. This is a similar picture to that seen at the last inspection. Most pupils achieve very well from a starting point which is well below average.

100 Pupils achieve very well in mathematics because of a number of reasons. The quality of teaching in mathematics is mainly good. This is an improvement since the school was last inspected. Teachers plan effectively, and use on-going assessment to identify problems, and help pupils understand their work. In all classes, they match work to pupils' abilities. This has a particularly positive effect for pupils with special educational needs, who achieve well in mathematics. The school takes full advantage of new initiatives including the "Count me In" project which involves parents in their children's learning, and provides opportunities for an understanding of the National Numeracy Strategy.

101 By the end of Year 2, most pupils count, add and subtract numbers up to 100, and some can deal effectively with higher numbers. All, pupils, including those with special educational needs, have a sound grasp of place value. Pupils' mental arithmetic skills are good, and they use a range of strategies to answer questions with speed, accuracy, and understanding. Pupils in Year 1 confidently use dice, and counters on an abacus, to identify two digit numbers and describe their investigations using correct mathematical vocabulary.

102 By Year 6 most pupils, including those with special educational needs, are accurate in calculations and work quickly, both mentally and when recording their work. Pupils organise their work well and record it in a neat, logical manner. This good feature is consistent throughout the school. Older pupils have good number skills. For example, pupils in Year 3, partition numbers into tens and units before adding, whilst pupils in Year 4, record their calculations in a variety of ways, and use effective checking strategies. In Year 5, pupils understand the concept of multiples, and employ varied strategies to sort numbers. Pupils in Year 6 have very good knowledge of fractions, percentages and decimals, and apply doubling, halving and other mental strategies to solve problems.

103 Although pupils throughout the school can identify the features of a range of shapes and solids, they are given limited opportunities to fully develop skills related to accurate drawing and measurement of shape. Data handling is used in information and communication technology, and in some aspects of geography, but the consistent development of pupils' data handling skills is weaker.

104 The National Numeracy Strategy is very well established and teachers use the strategy effectively throughout the school. Mental sessions at the beginning of lessons have clear aims, and are well used by all teachers to improve pupils' abilities in mental arithmetic.

105 Pupils have a very positive attitude towards mathematics, and respond with great enthusiasm and interest. In all classes, they work with sustained effort and concentration. The quality of teaching is mainly good, with some very good teaching in Year 6. Teachers plan very carefully, and frequently match work to the differing abilities in their classes. This is a significant improvement since the last inspection, when a lack of clear aims and objectives in some lessons lead to unsatisfactory teaching. In one very good lesson for pupils in Year 6, the teacher's high expectations and detailed planning allowed pupils to quickly develop a good understanding of how to apply mental strategies to percentages. Characteristics of very good and good teaching include the effective use of resources, such as number lines, good organisation of the three parts of the numeracy lesson, and teachers' knowledge of their pupils' abilities. The school has recently reviewed the way teachers bring their lessons to an end, to consolidate concepts, and review learning targets. This is now a strength of mathematics teaching in most classes.

106 The use of numeracy skills in other areas of the curriculum is an area for further development. Although mathematics is used to support learning in some subjects, its use is inconsistent. Examples of the effective use of mathematics were seen in a number of displays. For instance, pupils in Year 2 used Venn diagrams to classify pond creatures observed in a local wood, whilst pupils in Year 5 constructed graphs and charts to display information collected during a geography survey.

107 The recently appointed co-ordinator provides good leadership and has worked hard to improve the subject. There is a clear plan for the further development of mathematics in the school. A carefully organised system for evaluating teaching is in place, and has a positive impact on standards. Although the school is still developing its use of national data, very good procedures for assessment have been established and these have contributed to the improvements seen during the inspection.

SCIENCE

108 By the end of Year 2 and Year 6 the attainment of pupils is average and all pupils, including those with special educational needs, are achieving very well. Since the time of the last inspection, standards attained by seven year olds have been maintained and for those for 11 year olds have been improved as a result of good teaching and learning. Over the last four years there has been an improving trend in the subject in line with the national trend. There are no significant differences between the attainment of boys and girls.

109 By the end of Year 2, pupils have a sound knowledge of the structure of plants and they understand what foods and habits are important for healthy living. Higher attaining pupils can explain the importance of particular food groups, such as protein. They understand the effect of simple forces and use block graphs to record the distance travelled by a vehicle across different surfaces. By the end of Year 6, pupils have a sound grasp of the major ideas linked to all the components of science and have made good progress across the curriculum. They know that materials have different properties and can plan 'fair' investigations to test the relative strength of different plastic shopping bags and the solubility of a solid such as sugar. Pupils know that plants and animals require particular habitats to live in and understand the importance of food chains for the survival of animals. They measure the size of forces using Newton meters and know that forces can be 'balanced' by opposing forces. Although pupils record their results in tables and in different forms of graphs, appropriate labelling of headings and use of correct units of scale are missing and this diminishes their value. Only a few pupils are good at evaluating the results of investigations.

110 Pupils are invariably well behaved and interested in their work. When given the opportunity through investigations, they co-operate well on group tasks and use materials and learning resources carefully.

111 The overall quality of teaching is good and very good teaching occurs in Years 2 and 6. This is an improvement since the last inspection. Teachers manage pupils and organise learning activities well, giving clear instructions and learning objectives. Most teachers have good knowledge of the subject and in the best lessons use this very well to assess pupils' understanding and to reinforce their learning through skilful questioning, exposition and demonstration. These skills were apparent in a very good lesson in Year 2, where pupils sorted foods into different groups. They were also used to good effect in a very good lesson in Year 6, in which a very lively discussion with pupils helped to inspire and inform them as they designed posters about healthy eating and lifestyles. In both lessons teachers used their knowledge very well to challenge pupils to think hard before embarking on their tasks and used opportunities to reinforce key concepts and words during the course of the lesson. Pupils with special educational needs are well supported by teachers and non-teaching assistants.

112 The curriculum is broad and balanced and planning ensures that all pupils have good access to the curriculum. However the evidence of unfinished work, often poorly presented, from pupils of lower attainment and those with special educational needs indicates that the match of work to pupils' attainment needs is not always a strong feature. Teachers mark books regularly and sometimes make useful comments relating to learning objectives. The quality of assessment has improved since the last inspection. Regular, half termly assessments are now used to monitor pupils' progress and this contributes to the long term monitoring of academic performance and future planning. However the systematic analysis of pupils' strengths and weaknesses in assessments is not yet used effectively to always plan appropriate work, although this is done well on occasions.

113 The co-ordinator has only recently assumed responsibility for the subject, but has made an enthusiastic start at assessing the needs of the subject in liaison with the previous post holder. Leadership is effective.

ART AND DESIGN

114 Standards are average by the end of Year 2 and Year 6. A very small minority of higher attaining pupils in Year 6 reach standards above this level. This is a similar picture to the last inspection. All pupils, including those with special educational needs, develop an appropriate range of skills throughout the school and have achieved very well. Since the last inspection new national guidelines have been adopted which successfully support teacher's planning. As a result, more opportunities are given for pupils to fully investigate and develop appropriate skills over a period of time in a step-by-step way.

115 Pupils in Year 2 develop close observation skills as they investigate the detail of the shapes, textures and colour of a wide variety of fruit and vegetables. They draw small areas of magnified detail. They explore and compare a variety of techniques such as paint, pencil and computer generated images, to create designs and pictures.

116 By Year 6, pupils have well developed observational skills. They discuss details in digital photographs of urban and rural landscapes. They make small detailed sketches of textures, shape and form of buildings and get a feeling of depth and distance. Pupils learn very well and apply the skills and knowledge gained over a series of lesson. They are justly proud of their work. Good quality drawings of facial expressions show a good understanding of light and tone produced by skilful drawing.

117 Pupils enjoy their lessons because the work is so interesting and varied. They concentrate very well, and as a result a good productive working atmosphere is created. Pupils are motivated to learn because they are given good support, praise and encouragement from teachers. Pupils work well together, they share ideas and discuss work with each other. In a lesson for pupils in Year 5 small groups shared ideas very effectively to create a series of story illustrations. Pupils are confident and comfortable to discuss their work in front of others. From Year 1, pupils develop a critical awareness of their own work and suggest improvements and by Year 6, pupils have developed a broader self-critical approach to their own work and discuss it maturely using the correct terminology. They all appreciate the work of others. Behaviour is usually very good.

118 The quality of teaching has improved considerably since the last inspection. Teaching is now mostly good and as a result, learning is also good. Teaching in Year 6 is very good and all pupils produce a standard of work very well matched to their ability. Resources are used well. Teachers plan their lesson well and often link art to other areas of the curriculum in a meaningful way. Pupils in Year 5 illustrate examples of idioms in a very effective and humorous way and this supports understanding in English and creativity in art. Good use is made of the digital camera and computers are used appropriately to generate pictures. However, opportunities are missed to more fully utilise information and communication technology to research the work of famous artists. Teachers use the expertise of local artists to enrich the curriculum. They encourage pupils to enter local competitions where a small minority are successful.

119 The co-ordinator has sound knowledge and is enthusiastic and manages the subject satisfactorily. She supports and advises colleagues appropriately. She monitors teachers' planning and notes the quality of pupils' work on display. Assessment procedures have been introduced to summarise achievements at the end of each topic. This addresses a criticism made in the previous inspection. Art and design make a satisfactory contribution to the cultural development of pupils, although opportunities are missed to make pupils more aware of other cultures because they do not usually study the art of eastern cultures.

DESIGN AND TECHNOLOGY

120 It was not possible during the inspection to judge standards or quality of teaching in this subject. Teachers' planning indicates that the curriculum is broad and balanced, is usefully based on the latest national guidance and includes food technology. However, because the school's curriculum is planned so that some subjects, such as art and design and design and technology, are taught intensively for half a term, only two lessons could be observed.

121 Pupils' past work indicates that pupils in Year 1 have designed and made moving picture mechanisms using cutting, shaping and fixing techniques. Pupils in Year 3 design and make various sandwiches and evaluate the quality of the product. They design posters on the nutritional value of bread and are aware of the personal hygiene required when preparing food. Pupils in Year 3 also design and make well finished picture frames using a variety of interesting and well-researched designs. Some pupils use computer-generated colour graphics to assist with decorative patterns for their frames. Pupils in Year 5 design and make moving picture images, from card and paper using pneumatic syringe mechanisms.

122 In the two observed lessons, in Years 5 and 6, the quality of teaching was at least good. In Year 5, where the quality of teaching was very good, the teacher asked pupils to design and make decorations for ready made biscuits using decorative themes of their own choice. The teacher introduced the task enthusiastically, challenging pupils to use design ideas which combined attractive looking food with an appropriate motif. Pupils responded well to the challenging introduction. They based their designs on a range of interesting themes, ranging from Red Nose Day to wedding celebrations. Many pupils used the computer competently to generate thoughtful and attractive designs, using shape, colour and texture well. In another good lesson in Year 6, pupils were challenged to design house slippers, making good use of a range of designs which the teacher had introduced. She had disassembled one slipper and skilfully demonstrated to pupils how the three-dimensional design needed to be incorporated onto a two-dimensional sheet. In both lessons pupils were enthusiastic learners, worked independently for substantial periods of time and produced work which was average. In both lessons pupils with special educational needs were well supported by the teacher and classroom assistant and, as a result, made similar progress as other pupils. Pupils are enthusiastic learners and show great interest in the subject. They take care in the use of materials and equipment and work co-operatively when sharing equipment. They work independently for sustained periods of time.

123 Since the last inspection there have been a number of changes in leadership of the subject. The present co-ordinator has only recently taken responsibility for the subject. She recognises that the present management of resources across the age range is inadequate and has already begun to take account of the views of other colleagues through a questionnaire survey of all staff. The school is aware that the development of food technology is inhibited by the lack of adequate cooking equipment and food preparation space, and is actively pursuing this problem.

GEOGRAPHY AND HISTORY

124 Pupils' attainment at the end of Years 2 and 6 is average and all pupils, including those with special educational needs are achieving very well. It was a similar picture at the last inspection.

125 In history, pupils in Years 1 and 2 are developing a sound understanding of the passage of time and can distinguish between the past and present. This was clearly seen in a lesson in the reception class on old and new toys, where pupils could clearly distinguish between the two and describe what interests children today compared with the time when their teacher was small. The

development of historical skills and understanding is continued in Years 3 to 6 when the pupils study a number of themes to develop their understanding of past civilisations. For example, work seen in their books showed that pupils in Year 6 have a clear understanding of life in ancient Greece. They know that the government was an early example of democracy. They know about the importance of the theatre in the lives of Greek citizens and are able to compare and contrast the differences between houses in ancient Greece and their own in modern day England. Older pupils also realise that our knowledge of past times is limited by how well we interpret the evidence that has been preserved in artefacts, documents and through the work of archaeologists.

126 In geography, pupils in Years 1 and 2 are able to contrast physical and human features soundly in a particular locality. Pupils in Year 2 identify different features on the Island of Struay, such as rivers, hills, roads and shops. They describe the type of transport needed to get there. Following this work, they then studied the very contrasting environment in their own local area around the school and where they live. They are able to state the reasons why the two places have developed in such a different way. Higher attaining pupils are able to state clearly what they like or don't like about their own area and what it must be like to live on a remote island. Pupils in Years 3 to 6 continue to build and develop their skills in geography. Pupils in Year 6 for instance are able to study mountain environments and state the many unique sporting activities, wild life and weather that are associated with such areas. They are able to carry out their own research to expand their knowledge using books, documents and the Internet. Pupils are building up a good geographical vocabulary. For example, in their study of rivers and rock formation, they are familiar with words like springs, glaciers, erosion, tributaries, impermeable and pot holes. By the time pupils leave the school they are aware that human activities can upset the balance of nature. They know that chemicals like pesticides, weed-killers and fertilisers have to be used with great care by farmers.

127 The overall quality of teaching in both subjects is good. All teachers use their good subject knowledge well to plan work that holds pupils' attention and interest. This was demonstrated well in a geography lesson on weather and climate for pupils in Year 3. The teacher ensured that this lesson was closely linked to pupils' own holiday experiences in other countries. After a question and answer session to consolidate previous knowledge, pupils prepared displays about their chosen holiday area and, by the end of the lesson, could explain the differences between climate and weather. One group explained, 'The climate of Florida is hot and dry in the summer but local weather conditions mean that it can rain occasionally.' A strength in the teaching of history is the way teachers take every opportunity to use pupils' feelings and emotions to consolidate learning. For example, in a history lesson in Year 3, some pupils pretended to be Vikings attacking the monastery on Lindisfarne, others became the monks who lived there and a third of the class pretended to be reporters of the day interviewing the 'monks' and the 'Vikings' and asking them how they felt. This stimulated a good conversation about fear, excitement, pain and gladness which brought this historical event to life. In a history lesson in Year 6 on World War II, the teacher asked the pupils how it must have felt to discover on coming home from school, that you were about to become an evacuee and be sent away from home for a long time. Some pupils prepared documents on these feelings and other pupils became newspaper reporters to interview the "evacuees" to find out their feelings. This made the lesson memorable and motivating. Teachers use a range of resources, such as books, computers and documents and take every opportunity to build up a good vocabulary in history and geography.

128 Leadership and management in both subjects are good. The teacher who is the co-ordinator of both subjects has had this role for two years. She has analysed the whole school provision, introduced a good scheme of work, identified to others the importance of developing research work using books, documents and the Internet and emphasised the importance of bringing emotions, awe and wonder into the teaching of both subjects. This contributes greatly to pupils' spiritual development. In this she has been successful. Both subjects are well enhanced by a good number of visits out of

school to such places as the Beamish Museum, Plessey Woods, Bedes World, the Hancock War Museum, a practical study of the local village and a contrasting environment in the Lake District.

INFORMATION AND COMMUNICATION TECHNOLOGY

129 By the end of Years 2 and 6, pupils' standards are average. Since the time of the last inspection standards have been maintained overall. By the end of Year 2, pupils use a range of computer skills competently and have a sound grasp of most of the concepts required. They use the mouse and keyboard well, know how to correctly 'log on' and 'log off' the computer and save and print their work. They word-process using different font sizes and shapes and combine text and pictures. They know that computers have many applications in life. Pupils use appropriate computer language to control a model turtle on the screen and can play a range of simulation games requiring various commands. They know that computers are useful tools for handling data and successfully transfer a range of simple information (such as eye colour or favourite pets) into a data-base which they then convert into a labelled block graph.

130 By the end of Year 6, pupils' attainment is average and all pupils, including those with special educational needs achieve very well across a wide range of competencies. They extend their knowledge of data handling by the use of spreadsheets to organise shopping, using formulae to calculate total costs. They use a range of word-processing, often in combination with colourful designs, and have extended this to some exciting multi-media presentations covering topics of personal interest, from motorbikes to pets. Some higher attaining pupils achieve higher than expected levels of attainment in these particular elements of the subject. At the time of the inspection pupils were beginning to use the principles of computer language to control model traffic lights. Pupils make sound use of the Internet in subjects such as geography, history, religious education and science. In liaison with teachers in the local secondary school, pupils in Year 6 produced some exciting picture animations using video and digital camera techniques. All pupils show great interest and enthusiasm for the subject. Many show good capacity for independent work.

131 The quality of teaching is sound overall although some good teaching was observed. Teachers are generally very confident when demonstrating skills to pupils and make good use of the school's one interactive whiteboard to introduce lesson aims and demonstrate important techniques. Since the time of the last inspection teachers have greatly benefited from the training they have received and are putting it to use effectively in lessons. In a good lesson for pupils in Year 2, the teacher used the interactive whiteboard well as she demonstrated to pupils, making good use of volunteers, to show how to transfer information into a data-base and later represent this in the form of a graph. She had a good knowledge of the software and its applications and used this well in her introduction. She had high expectations of pupils, who, as a result, responded with thoughtful answers, making good use of their prior knowledge and vocabulary.

132 Some lessons, which start well, deteriorate noticeably as pupils take their places in the computer suite, because the level of noise grows and the level of attention diminishes. Both these factors contributed adversely to the quality of learning. Adequate routines, in terms of expected behaviour, level of attention and type of response, have not yet been consistently adopted in all lessons in the computer suite and as a result, some lessons are not as productive as they might be. In other lessons teachers do not make sufficiently clear why particular applications are important in our everyday lives. All teachers work very effectively with classroom assistants in supporting pupils with special educational needs. However, there are a few occasions when higher attaining pupils complete their tasks very quickly and then extension work is not always provided. Pupils use computers soundly to support other subjects.

133 The subject is well managed by an experienced teacher who successfully supports other colleagues. She has plans for extending the number of interactive whiteboards in the near future. Good software resources have been installed in the network to support English, mathematics, and more recently science. There is also good quality software to support pupils with special educational needs.

MUSIC

134 Standards are average for pupils at the end of Years 2 and 6. All pupils, including those with special educational needs achieve very well. This is similar to the last inspection. However, improvements have been made to the subject. Teachers' planning is guided very well by a published scheme and as a result the quality of teaching has been raised. Most of the criticisms made in the previous inspection have been addressed. Music by famous composers still does not feature at the beginning and end of assembly as suggested in the previous inspection, but it is included in lessons. Pupils in Year 5, for example, evaluated extracts of music from "The Planets Suite" by Holst using correct musical terminology. Assessment procedures have just been introduced to track the progress of pupils.

135 By the end of Year 2, pupils sing songs tunefully from memory with good control of breath. They clap simple rhythms accurately. They learn simple new songs quickly and practise them until they have improved. Pupils in Year 2 learned a new simple song in unison, and sustained concentration well to sing the song effectively and tunefully in two parts. With good support from the teacher, they practised until the harmonies were clear. They displayed good musical skill and concentration to develop another different rhythmic accompaniment to the main melody. They played tuned chime bars in a steady rhythm. Pupils learn well because the activities are challenging, stimulating and enjoyable.

136 By Year 6, pupils sing tunefully and with enthusiasm. In hymn practice, they refine their singing to make improvements. Since the last inspection resources have been enriched and there are now sufficient interesting percussion instruments for all pupils in a class. Very good use of these was made by pupils in Year 5. They investigated sounds to reflect a specific mood. They collaborated and co-operated very well in small groups to choose the best instruments to interpret their composition. They shared their compositional ideas very clearly, using correct musical terminology such as dynamics, timbre, obstinate, tempo and duration. Sufficient time was given for them to investigate, practice and improve their work before performing it to each other. They all gave varied and confident performances of good quality. Pupils enjoy music. They listen carefully and sustain concentration well because lessons move at a brisk pace and activities are interesting. Older children appraise each other's work sensitively.

137 The quality of teaching is good. Teachers have good subject knowledge. Time is managed very well, lessons flow at a brisk pace, but there is still sufficient time for pupils to investigate and practise.

138 The co-ordinator manages the subject well. She is very knowledgeable and enthusiastic. She monitors planning, and supports the teaching. She has a clear picture of the direction of the subject. The head teacher and staff have a shared commitment to raise the profile of the subject and extend the musical experiences they offer to pupils. Teachers also want to raise their expertise and confidence. The curriculum is enriched by visits to musical events and musicians who visit school. The subject makes a valuable contribution to the spiritual, social and cultural development of pupils.

PHYSICAL EDUCATION

139 It was not possible during the inspection to see all aspects of physical education. However, in the two lessons seen, attainment was in line with what is expected for the age of the pupils and their achievement, particularly in skills, was good. This is similar to the last inspection.

140 In the Year 2 lesson seen, the quality of teaching was very good. The teacher's planning was very clear, with a sharp focus on the skills she intended pupils to learn and refine. Pupils' invasion and control skills improved through a range of co-ordination and awareness activities, culminating in accurate use of a hockey stick. The teacher's own demonstration and those of individual pupils, was a good feature, and ensured high expectations.

141 One Year 6 lesson was observed. In this lesson the quality of teaching was good, and again well supported by planning focused on the skills pupils learn. Pupils practised a variety of throwing, catching and racquet skills, and at the same time refined their understanding of space. The two teachers set a very good example by giving demonstrations and taking part in the activities.

142 In both lessons, pupils responded well and took part with great enthusiasm. They were aware of teachers' expectations and listened carefully to instructions and coaching points. Teachers managed and organised lessons very well and this ensured both good behaviour and improvement of skills.

143 Discussions with the acting co-ordinator, and examination of teachers' planning, indicate that all aspects of the physical education curriculum, including swimming, are covered by the school. Standards in swimming are sound. A good quality scheme is used to ensure progress throughout the school. Currently, the head teacher is leading the subject, however there are plans to appoint a new co-ordinator shortly, which will further develop support in physical education.

144 The main weakness in physical education is the limited indoor space available for lessons. The school's halls are small, and barely adequate, especially for older pupils. However, the school manages the situation well, and ensures that statutory regulations and safety measures are met.

145 Outdoor facilities are good, and include a playing field and extensive hard play areas. These are well used. A good range of after school activities is offered. These include football and rugby coaching, gymnastics and dance. In addition to developing pupils' skills, there are good links with the local community, through rugby and football clubs. Pupils in Year 6 take part in a residential visit to Derwent Hill, Cumbria, where they participate in outdoor and adventurous activities. On this visit, pupils develop skills such as orienteering, rock climbing and gorge walking.

RELIGIOUS EDUCATION

146 Standards have been maintained since the previous inspection and continue to be average in relation to the requirements of the syllabus taught in the local authority's schools. Pupils are achieving very well by the end of Year 6. This is because good teaching ensures that pupils learn at a good rate from one year to the next.

147 One of the strengths of teaching is that teachers provide a broad curriculum, which ensures that, by the end of Year 6, most pupils have a reasonable knowledge of the faiths they study. They talk and write soundly about Christianity and compare it with the festivals and traditions of Sikhism and Islam.

148 The methods that teachers use are generally effective and ensure that pupils enjoy learning and gain knowledge and understanding at a good rate. For example, when learning about the meaning

of symbols in religions, pupils in Year 4 sat in a circle and passed around Sikh artefacts. The challenge of comparing them with what they already knew about Christian symbols led to good informal discussions. One pupil recalled the symbolism of a wedding ring, 'God has no beginning and no end'. Teachers also make good use of local churches to provide pupils with first-hand experiences of the Christian tradition. Clergy show pupils features of the church and talk to them about events such as baptism. The contribution made by visits and visitors of other faiths is a weakness which the school recognises. On the positive side, however, Methodist visitors run a thriving fortnightly club at lunchtimes, for which there is a waiting list of interested pupils.

149 A good feature of teaching is the emphasis given to developing pupils' spiritual awareness. In a lesson for pupils in Year 6, the teacher's sensitive handling of the meaning of the death of a relative gave pupils valuable insights into their own personal responses. In Year 3, pupils respectfully considered Muslim prayer with the help of a Muslim pupil and were entranced by a recording of a *muezzin's* call to prayer. Where teachers' knowledge of a faith is less secure pupils' attitudes and rates of learning are not as good, though never less than satisfactory. For instance, in some lessons, teachers did not maintain pupils' constant interest in discussions, because their knowledge of Buddhism was not secure enough.

150 Teachers know their pupils well and are fully aware of the requirements for those who have special educational needs. They target them in questioning and provide them with extra help when needed. For instance, in a lesson in Year 4 the teacher gave these pupils helpful worksheets to record their work about Sikh symbols.

151 In one lesson the teacher made good use of a computer to illustrate the life of Buddha. The school has a good supply of resources for the subject, but in lessons where pupils were introduced to Buddhism, a tiny artefact representing Buddha was not enough to spark pupils' interest.

152 The subject is led and managed well. The co-ordinator has made advances in the subject since the previous inspection. For instance, teachers plan from good guidelines and procedures for assessing pupils' learning are effective. This gives teachers an accurate understanding of where to pitch work at the start of each topic.