

INSPECTION REPORT

NUNTHORPE PRIMARY SCHOOL

Nunthorpe, Middlesbrough

LEA area: Redcar and Cleveland

Unique reference number: 111594

Head teacher: Mr D Welsh

Reporting inspector: Mr A Margerison
21666

Dates of inspection: 3 – 5 February 2003

Inspection number: 247126

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Swan's Corner Guisborough Road Nunthorpe Middlesbrough
Postcode:	TS7 0LA
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Hughes-Narborough
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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21666	Mr A Margerison	Registered inspector	English	What sort of school is it?
			Geography	The school's results and pupils' achievements
			History	How well pupils are taught?
			Special educational needs	What the school should do to improve further?
			English as an additional language	
			Citizenship	
14083	Mr A Anderson	Lay inspector		Pupils' attitudes, values and personal development
				How well does the school work in partnership with parents?
23375	Mr J Hicks	Team inspector	Mathematics	How well the school is led and managed?
			Art and design	
			Physical education	
27477	Mrs J Mitchell	Team inspector	The Foundation Stage	How well does the school care for its pupils?
			Music	
			Religious education	
32133	Mrs J Elton	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
			Information and communication technology	
			Design and technology	
			Educational inclusion	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nunthorpe Primary School is situated on the outskirts of Middlesbrough in an area of mainly privately owned housing. It admits pupils aged from three to 11. At the moment there are 225 pupils on roll, including 38 children who attend the nursery on a part-time basis. More than sixty per cent live outside the immediate area and their parents choose to bring their children to the school. There is a small number of children from minority ethnic backgrounds, but no pupils speak English as an additional language or are at an early stage of learning English. Under 5 per cent of pupils are eligible for free school meals (below the national average) and 18 per cent of pupils have been identified with special educational needs, mainly for general learning difficulties, which is slightly below average. Three pupils in the school have statements of special educational needs. When children start in the nursery their attainment varies, with around a third having good levels of language, mathematics and personal skills, but overall it is broadly typical for children of their age. The school is a Beacon School for art and display, physical education and community links.

HOW GOOD THE SCHOOL IS

Nunthorpe Primary School is an effective school that provides pupils with a good standard of education. Throughout the school, basic skills are taught very well so by the end of Year 6, the proportion of pupils who achieve national expectations in English, mathematics and science is above average. The school is well led and managed by the head teacher who is very ably supported by the deputy head teacher and other key staff so the school has a clear direction focused on improving standards of attainment and the quality of education provided for pupils. This has resulted in the good standards of teaching and attainment being maintained since the last inspection. These good standards are reflected in the school being awarded Beacon status and the 'Activemark Gold' award for standards in physical education. The school provides good value for money.

What the school does well

- Pupils achieve well so they attain good standards by the age of eleven in English, mathematics, science, physical education, history and information and communication technology. Standards in art and design are very good.
- Pupils with special educational needs make good progress due to the very effective support they receive in lessons.
- Teaching is consistently good so pupils learn well throughout the school.
- Provision for pupils' personal development is good so they behave well and develop very positive attitudes to school. Relationships between pupils and with adults are very good.
- The quality and range of learning opportunities are good with pupils in Years 3 to 6 provided with a very good range of visits, visitors and activities out of lessons.
- The school is well led by the head teacher, who is very well supported in the day-to-day management of the school by the deputy head teacher and other senior staff.

What could be improved

- Pupils' standards of handwriting by the end of Year 6.
- The procedures for monitoring and supporting pupils' personal development.
- The use of marking of pupils' work to help pupils understand what they have done well and what

they need to learn next.

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 1998 and since then has made good progress. All of the key issues identified at the last inspection have been tackled effectively. The school has established very good procedures for supporting pupils' academic progress. Information from test results is now carefully analysed to set school targets and to monitor progress towards them. The school's plan for improvement now has a long-term vision for the development of the school and significant efforts have been made to reduce class sizes by increased staffing and the building of a new classroom. Group sizes are generally now much smaller. All staff are now involved in the systematic monitoring of standards, teaching and learning for their pupils and within the subjects for which they are responsible. In addition, the school has made significant improvements to other aspects of the school. For example, the curriculum has improved well through the effective introduction of the national strategies for numeracy and literacy, the new national guidance for children in the Foundation Stage and the range of activities out of lessons and after school has been further developed. The accommodation has also been improved by the creation of a good, well equipped computer suite and both nursery and reception classes now have outdoor physical activity areas.

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	A	C	A	C
mathematics	A	B	B	C
science	C	B	A	B

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the 2002 national tests for pupils at the end of Year 2, pupils' standards of attainment were above average for reading and writing and well above average for mathematics when compared to all schools. When compared to similar schools, as measured by the proportion of pupils eligible for free school meals, these results were average in reading and writing, but above average in mathematics. In the 2002 national tests for pupils at the end of Year 6, the results overall for English and science were well above average and above average in mathematics. The proportion of pupils who achieved the expected level in science placed the school in the top five per cent of schools nationally when compared to similar schools. For the three years 2000-2002, the school's results have exceeded the national average in English, mathematics and science. In 2002, the school achieved its targets. Inspection evidence shows that children make satisfactory progress in the nursery and reception classes so most children attain the expected levels for their age in all the areas of learning. By the end of Year 2, pupils achieve well to attain good standards in speaking and listening, reading, writing, mathematics, science, art and design and physical education. They continue to achieve well in Years 3 to 6 to attain very good standards in art and design and standards above those expected in English, mathematics, science, information and communication technology, history and physical education. However, although a good proportion of pupils attain the standards expected for their age in reading and writing by the end of Year 6, fewer pupils' attain the standards in handwriting expected for their

age. In all other subjects, standards of attainment are in line with those expected for pupils at the end of Years 2 and 6. Pupils with special educational needs and those the school has identified as being gifted and talented make good progress throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and have very positive attitudes to learning. They are well motivated and try very hard.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and activities in and out of school.
Personal development and relationships	Good. Relationships are very good and enable the school to function as a very well ordered community. Pupils work together well and respect each others feelings, values and beliefs.
Attendance	Good. For the current school year.

TEACHING AND LEARNING

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

Teaching is good so pupils achieve well as they move through the school. Teachers have good subject knowledge and throughout the school teach the basic skills of English, mathematics, science and information and communication technology very well so that pupils' attainment by the end of Year 6 is better than expected. In most lessons, teachers plan well, have high expectations and manage pupils very well so lessons are brisk and interesting. Consequently, all pupils are fully involved in lessons, they behave well and they are very interested and enthusiastic. Other subjects such as history, are used well by teachers to give pupils opportunities to practise their literacy and numeracy skills. Specialist teaching by the literacy co-ordinator in Year 6 and physical education by the head teacher throughout the school has a positive impact on the pupils' learning. Support staff are used well in all classes to help individuals and to work with groups so pupils with special educational needs make good progress, particularly in reading. However, the lack of a consistent approach to teaching handwriting results in fewer pupils achieving the expected levels by the end of Year 6 in this aspect of English. Teachers respond very well to pupils in lessons, but learning targets are not set with pupils in most subjects so they are not clear about what they are working to improve. Teachers' marking of pupils' work does not consistently or clearly explain to pupils what they have done well and how they can improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It is very good for pupils in Years 3 to 6 because pupils have an interesting and stimulating curriculum, significantly enhanced by a very good range of visits, visitors and activities out of lessons. Links with the community and other schools are very good.
Provision for pupils with special educational needs	Good. Targets in individual plans are very clear and are used well by teachers to plan work. Pupils are very well supported in lessons so they make good progress overall and very good progress in learning to read. However, pupils are not routinely involved in the setting and review of their own targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' social development is very good. It is good for pupils' spiritual, moral development and cultural development.
How well the school cares for its pupils	Satisfactory. Procedures for eliminating any oppressive behaviour are very good and those for monitoring and promoting positive behaviour are good. Procedures for assessing pupils' attainment and progress are very good and the information is used well to set whole school targets and to monitor pupils' academic progress. However, not enough use is made of the information to involve pupils in setting their own targets for learning, particularly in English, mathematics and science.

The school has established very good links with parents and they make a very positive contribution to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The school is well led and managed by the head teacher and those staff with management responsibilities so the school has a clear direction and its aims and values are very well reflected in its work.
How well the governors fulfil their responsibilities	Good. Governors have a clear understanding of the strengths of the school. They care deeply about the school and fulfil their statutory duties well.
The school's evaluation of its performance	Good. There are effective procedures to monitor and evaluate the work of the school so its priorities for improvement are very appropriate and the action taken to achieve these targets is very effective.
The strategic use of resources	Good. Resources, including special grants resulting from the school's Beacon status are used well.

There is a good match between the demands of the curriculum and the numbers of teaching and support staff. These staff give very good support to pupils with special educational needs. The accommodation and learning resources are good with particularly extensive resources for teaching literacy, physical education and information and communication technology. The principles of best value are applied well. The school carefully considers how to use available funds, especially special grants for special educational needs and those resulting from its Beacon status and evaluates the impact on standards and the quality of the provision.

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 children like school. • Teaching is good and children make good progress. • The school expects children to work hard and do their best. 	<ul style="list-style-type: none"> • The amount of work pupils get to do at home. • How well they are kept informed about how their child is doing in school.

The inspection team endorses parents' generally very positive views of the school, but feels that the amount of work pupils are asked to do at home is satisfactory and the information they get about the progress their children are making and the work of the school is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Standards have been maintained since the last inspection and in some subjects, such as information and communication technology (ICT) have improved well. Evidence from the inspection is that by the end of Years 2 and 6, pupils attain good standards that are at least in line with what is expected in all subjects. Pupils with special educational needs and those who the school has identified as being gifted and talented make good progress throughout the school.

2 In the national tests for seven-year-olds in 2002, pupils' standards of attainment were above average in reading and writing and well above average in mathematics when compared to all schools. When compared to similar schools, standards were average in reading and writing and above average in mathematics. The good standards, particularly in writing and mathematics were due to the very high proportion of pupils who attained the higher than expected levels. Taking the three years 2000-2002, the school's results have exceeded the national average in all three subjects. In the 2002 national tests for eleven-year-olds, pupils' standards of attainment when compared to all schools, were well above average in English and science and above average in mathematics. When compared to similar schools, these results were average in English and mathematics and above average in science. The proportion of pupils who achieved the expected level in science placed the school in the top 5 per cent of schools nationally and when compared to similar schools. Taking the three years 2000-2002 together, the school's results have exceeded the national average in all three subjects. The school achieved its targets for pupils in Year 6 in 2002. Targets for the current year are slightly lower than last year, but reflect the variation in different year groups and are realistic, but challenging.

3 Initial assessments carried out by teachers when children start in nursery show that, overall levels of attainment are broadly in line with what is expected. However, many children have well-developed skills in language, literacy, mathematics and personal development. At the time of the inspection, the nursery was taught by a temporary teacher covering for an absent member of staff. Children receive a positive start and make sound progress in the nursery, but make better progress in reception where they are taught by a permanent member of staff, so by the end of reception children attain at least the expected levels for their age. They achieve well in reception in all areas of learning because good teaching is closely matched to what the children have already learnt and they continually build on previous experiences and learning. However, a good proportion attain above this, particularly in their personal development, communication, language and literacy, and mathematics. This sets the foundation for the good behaviour in the school and the good standards in English and mathematics which pupils attain by the end of Year 2 and Year 6.

4 Pupils in Years 1 and 2 achieve well to attain standards of work that are above expectations for their age in speaking and listening, reading, writing, mathematics, science, physical education and art and design by the end of Year 2. In all other subjects, standards are in line with those expected. This reflects good improvement since the last inspection, particularly in ICT in which standards were below expectations and confirms parents' views that pupils make good progress. In English, most pupils contribute confidently to discussions. They listen carefully to their teachers and each other and respond well to questions. The good standards in English are mainly due to the standards of pupils' reading. Most pupils are fluent, confident readers and have a very secure understanding of how to use letter sounds to work out words they are not familiar with and have a good understanding of how to use punctuation to make their reading interesting and expressive. When they are writing, pupils take pride in their work. Their work shows they have a good knowledge of how to vary what they write

depending on the topic. Some pupils are beginning to write in a joined-up style, but most print reflecting the lack of a whole school approach to developing pupils' handwriting skills. In mathematics, most pupils have a good understanding of the relationships between numbers and how to do basic addition and subtraction on paper and in their heads. Pupils with special educational needs make good progress because teachers and support staff ensure they have individual attention in lessons and have good opportunities to practise their basic skills of literacy and numeracy. There is no significant difference between the attainment of girls and boys

5 Pupils continue to achieve well in Years 3 to 6 so by the end of Year 6 the proportion of pupils who attain the expected standards are above average in English, mathematics and science. Pupils take part in discussions and willingly contribute their ideas. They are fluent, expressive readers and teachers give them plenty of opportunities to use the Internet to research particular topics. Pupils' have a good understanding of how to use a broad range of punctuation in their writing and can write well in different styles, but the standard of their handwriting is very variable. Letters are not always formed consistently and many pupils have not learnt to write in a neat, joined style. In mathematics, pupils quickly work out sums in their heads. The school's current emphasis on developing their problem-solving skills is having a positive effect on their ability to work with numbers in a practical way. In science, pupils have a good understanding of the different aspects of the subject including how to plan, conduct and evaluate investigations.

6 In other subjects, standards have improved well since the last inspection. Pupils now attain standards above expectations in ICT, history and physical education. In ICT, standards reflect the very good developments in resources for the subject since the last inspection. Pupils have a very secure understanding of the basic skills in all aspects of the subject, partly because of the good improvement in teachers' subject knowledge and skills. The school is a Beacon School for art and design and physical education. This is reflected in the standards pupils attain by the end of Year 6. In physical education, by the end of Year 6, pupils, including those who are particularly gifted in some aspect of the subject such as swimming, attain well in a broad range of sports, swimming and gymnastics. This is due to the specialist teaching by the head teacher, who teaches the subject throughout the school, and outside specialist coaches. They are involved in lessons and contribute to the extensive range of activities out of lessons. The high standards pupils attain has been recognised nationally with the school recently being awarded the 'Activemark Gold' award. In art and design standards are very good and directly due to the subject expertise of the co-ordinator so pupils learn to express their ideas confidently in a broad range of media and styles. Pupils also attain standards in history that are above expectations for their age. This is due to the effective way that teachers use history texts in literacy lessons and the good opportunities pupils have in history topics to practise their literacy skills. They develop a very secure understanding of the subject, but are particularly good at expressing their ideas and opinions through their writing on the topics they study.

7 Pupils with special educational needs, including those with statements of special educational needs, make good progress towards the targets in their individual plans. However, due to the very effective support they receive from support staff in classes and in small group and individual sessions they make very good progress in developing their basic reading skills. Talented pupils who take extra lessons from visiting music specialists or in classes out of lessons make good progress in learning to play their chosen instrument.

Pupils' attitudes, values and personal development

8 Pupils have very positive attitudes to the school. They arrive each morning keen to start the day's activities and quickly settle down in registration, assemblies and lessons. Children and pupils of all ages consistently demonstrate very positive attitudes to their work. They are enthusiastic,

motivated and eager to learn. Pupils are attentive to their teachers, willingly ask and answer questions, and freely offer their own ideas and opinions in discussions. A high number of children willingly participate in the very wide range of extra-curricular activities that are offered to them after school. The vast majority of parents agree that their children like school.

9 Overall standards of behaviour throughout the school are good reflecting the high expectations of staff, parents and the pupils themselves. Pupils are polite, well mannered and very welcoming to visitors. They move around the school in a quiet and orderly manner and their behaviour in classrooms, at breaks and at lunchtime is consistently good. This has a positive impact on learning and the academic standards achieved. There were no signs of any bullying or isolation of individual pupils. Consequently, pupils work and play in an environment free from harassment or oppressive behaviour. There have been no exclusions in recent years. Most parents agree that behaviour in the school is good.

10 Pupils' personal development is good. The majority of parents agree that they learn a good range of social skills that helps them to develop into mature and responsible individuals. In classrooms pupils willingly take responsibility for their own work, and in many lessons they work well with little supervision which allows the teachers and support staff to give more help to less able pupils or to concentrate on the group they are working with. Older pupils maintain their own home reading diaries, and regularly write mature and sensible comments about the books they have read. Outside lessons, pupils willingly take on extra responsibilities; for example, fruit monitors distribute fruit around the school before the start of the formal school day. The school supports local and national charities and the pupils learn to be aware of others less fortunate than themselves.

11 Relationships in the school are very good. Pupils relate very well to their teachers, to other adults and to one another. Children and pupils work very well together in the classrooms. They collaborate well, share resources, take turns and listen to each other. Boys and girls play happily together at breaks and lunchtimes in a fully inclusive atmosphere. The vast majority of children consistently show respect for their teachers, each other and the environment. During assemblies, pupils are respectful of the occasion, willingly join in hymn singing and bow their heads reverently during prayers.

12 The attendance rate at the school has improved since last year and is now good. The recorded rate of unauthorised absence is higher than the national average. However, this does not truly reflect the actual rate of unauthorised absence but is due to a lack of consistency in a few classes in recording and following up unexplained absence. There is a high level of recorded lateness, but this is mainly due to the number of children who are driven to school in very congested traffic conditions.

HOW WELL ARE PUPILS TAUGHT?

13 The quality of teaching has been maintained since the last inspection and is good throughout the school. Throughout the school, teachers have good subject knowledge and teach basic skills in subjects such as English, mathematics, science, and ICT well. They have high expectations of behaviour and manage pupils very well. Consequently, all pupils, including those with special educational needs, concentrate hard and behave well so they learn well.

14 Although at the time of the inspection, the school had a temporary teacher working in the nursery covering for an absent member of staff and was still getting to know the children, some of whom had only been in school for a few days, overall children in nursery and reception are taught well. The major strength of the teaching in the nursery is the effective way that the teacher uses classroom support staff and manages children so they all experience a broad range of activities that reflects the

national guidance for the Foundation Stage. Expectations of behaviour are consistently made clear so children quickly learn the daily routines, to behave well and try hard to do what is expected of them. However, due to the teacher having only been in the school for a short time, planning does not always fully reflect the differences in ages of the children in the morning and afternoon sessions, in reception, planning is good. Children are provided with an interesting and stimulating range of activities that enable those of different abilities to develop their skills, knowledge and understanding in all the areas of learning. In both classes teachers place a very good emphasis on teaching basic skills of language and number so children start Year 1 with a secure understanding of letter names and sounds, know numbers and are beginning to write. Teachers and support staff work very closely together as a team and take any opportunity to involve children in discussions at the start of sessions and during activities to talk to the children and discuss with them what they are doing. As a result, children learn to share their ideas and to listen carefully to each other. This approach makes a significant contribution to their personal and language development and sets a firm foundation for the very positive attitudes and good behaviour of pupils seen throughout the school.

15 Teaching in Years 1 and 2 is good. A key strength is the good teaching of the basic skills of English, mathematics and science so that by the end of Year 2 pupils attain standards in these subjects above those expected for their age. Lessons are consistently well paced with brisk discussions getting lessons off to a lively start. Teachers ask good questions that require pupils to think about what they have done in previous lessons and to use their knowledge. This approach immediately involves pupils in lessons so they are very interested and enthusiastic in all activities. Pupils are very well managed. Instructions are very clear and explicit so pupils know exactly what they have to do, how to behave and they concentrate hard on the tasks they are given. Teachers and support staff respond very well to pupils in lessons, praising them for their efforts and helping them improve their work. However, marking of pupils' work does not consistently help pupils understand what they can do to improve.

16 Teaching in Years 3 to 6 is good. The strengths of the teaching in Years 1 and 2, particularly the very effective management of pupils and the very strong emphasis placed on teaching basic skills, underpin the teaching of the older pupils too so all pupils continue to achieve well. Support staff have clear roles and work with groups and individual pupils very effectively so pupils with special educational needs make good progress.

17 Teachers have very high expectations of pupils' concentration and behaviour so pupils try very hard and behave well. Teachers plan lessons carefully, but in English, mathematics and science lessons, activities are very well planned. This is particularly evident in Year 6 where pupils are taught literacy and numeracy in ability groups by specialist teachers for some lessons so pupils of different abilities acquire the skills, knowledge and understanding in these subjects well leading to the high proportion of pupils who attain the expected levels at the end of Year 6. Teachers subject knowledge is very good and they use it effectively to provide pupils with interesting and stimulating activities so they acquire the skills, knowledge and understanding in all subjects well. An excellent literacy lesson in Year 6 taught by the literacy co-ordinator looking at two different poetic structures reflected these strengths. The opening discussion was lively and brisk with all pupils enthusiastically contributing their ideas. The teacher took any opportunity to draw pupils' attention to the differences and similarities between the two structures and the follow-up written task gave pupils excellent opportunities to practise and demonstrate their understanding. Teachers' very secure understanding of how to develop pupils' basic skills is also reflected in the effective way in which teachers use subjects such as history to develop pupils' literacy and numeracy skills. They give pupils many opportunities to research topics for themselves and to write in different ways about what they have been learning. For example, pupils in Year 6 wrote newspaper articles about the London Blitz from the perspective of the Germans. Consequently, pupils are very interested and enthusiastic and by the end of Year 6 attain good standards based on a very secure understanding of the basic skills of grammar, spelling, punctuation, number patterns and investigation and are able to work very well on their own. Similarly, good links

are made with lessons in the computer suite using activities based on other subjects for pupils to practise and acquire basic skills in ICT. For example, a Year 3 class were finding out about life in Ancient Greece by using a program in which they travelled around a Greek town and visited different buildings. This approach ensures pupils reinforce their understanding of the subject topics, but also means that by the end of Year 6 they use ICT resources and skills confidently and attain standards above those expected for their age. However, the lack of a whole school approach to teaching handwriting results in fewer pupils attaining the expected levels in this aspect of English. Resources are used well by teachers in most lessons to provide a good range of interesting and challenging activities. In class discussions, teachers use questions very effectively to challenge and involve pupils of different abilities. Teachers and support staff respond well to pupils in lessons, but marking of pupils' work does not clearly identify for pupils how they can improve their work and to involve them in setting their own targets to work towards.

18 Specialist teaching of physical education by the head teacher throughout the school has a positive effect on the progress pupils make. The head teacher is enthusiastic and communicates this effectively to the children and pupils, they enjoy lessons and develop their skills in all aspects of the subject so they attain good standards by the end of Years 2 and 6. Their interest and enthusiasm for physical education is also reflected in the high proportion of pupils in Years 3 to 6 who are involved in teams and after school activities. Pupils with special educational needs are also taught well so they learn well. The special educational needs co-ordinator works closely with teachers and support staff so that targets in pupils' individual plans are used well to plan activities in English and mathematics lessons. Support staff are skilled and very sensitive to pupils' needs in class lessons and in sessions where they have individual or small group support. They maintain a good balance between guiding pupils so they have to use their own knowledge and understanding to work tasks out for themselves and giving them appropriate help so they are able to be fully involved in lessons.

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

19 The quality and range of the curriculum are good. Due to a broad range of visits, visitors and activities out of lessons that are provided for older pupils they are very good for those in Years 3 to 6. The school has made good progress since the last inspection in developing a well-balanced and relevant curriculum, which meets the needs of all its pupils. Plans for teaching all subjects have been revised to reflect the most recent national guidance so all statutory requirements including sex education and drug awareness are met.

20 The school has effective strategies for teaching literacy and numeracy. National guidelines have been implemented well, teachers place a strong emphasis on planning many opportunities in other subjects such as science and history for pupils to practise their basic skills of literacy and numeracy. This approach makes a major contribution to the standards pupils attain in English and mathematics. Similarly, although ICT is taught as a separate subject, most lessons in the computer suite are linked to a topic in another subject such as history. Consequently, pupils develop good computer skills, while extending their knowledge of those subjects and learning how to use their skills.

21 Provision for pupils with special educational needs is good. Each pupil on the register of special educational needs has an individual plan that is drawn up by the special educational needs co-ordinator, the class teacher and the support staff. The plans are reviewed each term and targets develop pupils' skills in literacy and numeracy very effectively and give clear guidelines for staff to work with pupils. They are closely matched to the recommended teaching methods and well used by teachers and support staff as the basis for planning work. Although there is not yet a systematic

procedure for pupils and parents to be directly involved in the setting and reviewing of targets, procedures generally reflect the guidance in the 2001 Code of Practice.

22 The curriculum for children in the reception class is good. This is an improvement since the last inspection. The curriculum is planned thoughtfully to make sure that every child experiences all the 'Areas of Learning' and there is a particular emphasis on developing children's social and personal skills whilst providing a very firm foundation for future work in communication, language, literacy and mathematics.

23 The curriculum is greatly enhanced, particularly for older pupils, by a very wide range of extra-curricular activities and by a number of good quality visits and visitors to the school. Throughout the school, teachers use these visits very effectively as part of topics in many subjects. This promotes pupils understanding of what they are learning about in lessons very effectively. For example, children in reception visit the local shops and older pupils in Year 4 visit the museum at Segedunum as part of their topic on the Romans. Residential visits are organised for all pupils in Years 4 to 6 which makes a good contribution to the development of their social skills. The range of activities out of lessons is very good and well supported by pupils, a high proportion of whom are involved in these activities. Activities include sports such as rugby, gymnastic and cross-country running, but there is also a broad range of music, arts and other activities such as the ICT club available. Most of the activities out of lessons are only available for pupils in Years 3 to 6, but overall, the school pays particular attention to ensuring all pupils have equal access and opportunities in all curricular areas. For example, boys and girls represent the school at football.

24 Provision for promoting pupils' personal, social and health education is good. In every aspect of their life in school pupils learn how to become good citizens. Pupils are taught to listen to each other and to work together either in pairs, groups or classes and they are encouraged to express their opinions diplomatically, without hurting others. The elected school council allows pupils a voice in the running of their school and the fortnightly meeting concentrates on suggestions for improvement. Enthusiastically led by the head teacher, who sets a very good example, the school promotes the importance of leading a healthy lifestyle well. For example, fruit is available each day and the school has recently worked with Leeds University on a nutrition programme. This year the school will apply for its Healthy School Award and is currently compiling its general health scheme, now that all the elements are in place. The school works hard to build relationships with all its parents and is very sensitive in its handling of issues. Pupils are given every opportunity to develop hobbies and interests by the extensive curriculum on offer and grow in social confidence through the teachers' encouragement and support to speak in front of others without fear.

25 The school has established very good links with the community and other local schools. For example, before they transfer to the local secondary school, pupils have extra visits and take part in special topics, in, for example, science, so they know the school and some of the teachers well. Pupils participate in many inter-school sporting and cultural events both in the locality and the wider community. Pupils are taught to care for others in the wider community. For example, the choir sings carols at Nunthorpe Oaks Residential Home and various groups including the Boys and Girls Brigade, which pupils may join, hire the school's facilities. Representatives from charities visit the pupils to discuss their work and funds are raised to support them. Visitors from local churches and other organisations contribute well to the experiences provided for pupils. For example, the local vicar visits the school to lead assemblies and a community warden from Cleveland Constabulary is also a frequent visitor.

26 Overall, provision for pupils' personal development is good. The school plans very good opportunities for pupils' social development and good opportunities for them to develop their spiritual, moral and cultural understanding.

27 Provision for pupils' spiritual development has improved since the last inspection and is now good. For example, pupils are now given time to sit still, reflect and listen to music in assemblies. The school provides a daily act of collective worship and children write their own prayers. Children and pupils are frequently encouraged in assemblies and classes to reflect on feelings and personal and public issues. Spirituality is evident in the very attractive displays of the pupils' artwork throughout the school. Art and design has a high priority in the school and teachers encourage pupils to be creative and imaginative. The wide range of high quality display draws attention to the value placed on the pupils' work

28 Provision for pupils' moral development is good. Teachers and other staff set very good examples of care and respect for others. They listen carefully to pupils' contributions and value their views. All pupils are taught to understand the difference between right and wrong, to be aware of the consequences of their actions on others and to be sensitive to others' needs. For example, a teacher initiated thought provoking discussion about the right way to behave when reading the story about Goldilocks entering the three bears house uninvited. During a whole school assembly pupils were invited to reflect on the importance of keeping promises that they had made. Pupils raise funds for local and national charities and are learning to be aware of others less fortunate than themselves.

29 Provision for pupils' social development is very good. The school provides a very good range of opportunities, including extra-curricular activities, for children to work and play together. Pupils are consistently given opportunities to work with each other and teamwork is very strongly encouraged through the very good range of sporting activities in lessons and after school. Pupils are taken on a wide range of out of school visits, including residential experiences for pupils in Years 4 to 6. Pupils are consulted about how they feel about the school and the school council offers pupils the opportunity to make suggestions for school improvement.

30 Provision for pupils' cultural development is good. Pupils regularly visit museums and historical sites to learn about their own heritage. They are taken to the theatre and the cinema. In religious education, pupils are taught about other faiths and religions. Pupils learn about the traditions of different ethnic groups through subjects such as art and music. For example, there is a very attractive display of pupils' work based on Indian interlocking art. Although the school has only a few pupils from other cultures they are fully involved in the school and the school fully values their contribution to helping other pupils learn about life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31 The school provides satisfactory care for its pupils. The head teacher places a very high priority on pastoral care and provides very good leadership in this aspect. All members of staff are caring, dedicated and totally committed to the welfare of the children in their charge. They are very approachable and supportive. The non-teaching staff give very good support for both teachers and pupils, particularly those pupils who have special educational needs. This has a positive impact on the progress these pupils are making and the standards they attain. All pupils are treated as individuals and given the help and support that they need. The school hosts a very good "Stay and Play" club for children to attend after school. The parents attending the pre-inspection meeting were appreciative of the good support given by all members of the staff.

32 Procedures for child protection and ensuring pupils' welfare are securely in place and fully understood by all staff. Pastoral care and the arrangements for first aid and dealing with minor injuries are very good. The governing body and the head teacher take their health and safety responsibilities seriously and all the required health and safety inspections, including risk assessments, are systematically carried out and formally recorded. However, a few minor health and safety related issues, were noted and formally brought to the attention of the chair of governors and the head teacher during the inspection.

33 The school has good procedures for promoting and monitoring discipline and good behaviour. Procedures for eliminating oppressive behaviour are very good. This has a positive impact on the high standards of behaviour consistently maintained throughout the school. The behaviour policy is supplemented by school rules and classroom behaviour guidelines.

34 Procedures for recording and monitoring absence are satisfactory. Registrations fully meet statutory requirements and registers are maintained correctly and accurately. However, not all staff seek an explanation for pupil absence rigorously enough leading to the school's higher than average rate of unauthorised absence.

35 The school has very good systems for monitoring and evaluating pupils' academic progress. This is very good improvement since the last inspection. Pupils' performance in national tests is carefully analysed and weaknesses identified, for example, pupils' ability to use specific subject vocabulary in mathematics. As a result, lessons throughout the school now emphasise this area of learning and pupils are beginning to use these technical terms more appropriately. Teachers carefully monitor the progress of groups of pupils of different abilities in covering the English, mathematics and science curricula and make careful notes when individuals achieve particularly well or not well enough. In some classes this information is used effectively to set targets for improvements as in a Year 6 classroom where they are displayed on the desks so that pupils are always aware of them. However, this positive approach is not followed in all classes so not all pupils are clear about what they are working towards. The school has developed good manageable procedures in other subjects such as ICT, to monitor and support pupils' academic progress. Assessment portfolios are built up with examples of the standards of work expected. Following termly assessment tasks group targets are set.

36 Procedures for supporting pupils' personal development are satisfactory. However, they are more informal and although the school places a strong emphasis of setting academic targets for year groups and individual pupils they are not systematically involved in the setting of their own targets, academic or personal. This means that pupils, including those with special educational needs, are not clear about the areas they are working on, do not have an opportunity to express their opinions on their own progress and to find out how well they are doing towards achieving their targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37 Relationships between the school and parents are very good. The school enjoys the active support of the vast majority of the parents. Most parents are fully involved in their children's work in school and at home, for example, they fully support homework and home reading. The home-school reading diaries are an effective means of communication between parents and teachers, and are used well, particularly with younger pupils in Years 1 and 2 and children in reception. There are a good number of parents, and grandparents, who regularly help in the classrooms and willingly accompany the children on out of school trips. There is an active Parents Teacher Association, The Friends of Nunthorpe Primary School, that raises considerable funds for the school. The vast majority of parents expressed a very high level of satisfaction with most aspects of the school.

38 The school has established very effective links with parents. The head teacher and his staff listen to parents' concerns and suggestions and take action if appropriate. For example, the school is very sensitive to the beliefs of the parents who are members of the Exclusive Plymouth Brethren. Teachers work closely with these parents and every effort is made to balance their wishes with the academic needs of their children so they can be as fully involved in school activities as possible.

39 Communication between the school and home is very good. The school sends out regular, informative newsletters and frequent individual letters about specific events and activities. Useful curriculum information is included in the first newsletter of each term. The school publishes an attractive, comprehensive and informative prospectus. The governors hold an annual meeting with parents and publish a useful annual report. A few parents disagreed that they are kept well informed about how their child is getting on. However, inspection evidence did not support these parents' views. Parents are given an informative annual progress report that clearly indicates what the pupils can do, the progress they are making and sets targets for improvement. They are offered the opportunity to attend appropriate consultation meetings to discuss their children's work and progress with their teachers. All staff, including support and administrative staff are very welcoming and approachable and there are plenty of opportunities for parents to talk informally to teachers at the start and end of each day.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40 The school is well led and managed by the head teacher and key staff supported by the governors and this has enabled the school to develop well since the last inspection. The head teacher continues to have a regular teaching commitment and provides a positive lead in the development and sustaining of a strong and positive learning environment in the school. He is fully committed to ensuring that pupils are happy in school and that they encounter a rich range of learning experiences both within and outside the classroom. Staff teamwork has been successfully promoted and this is evident in the way that pupils' educational and social welfare are fostered and developed. Consequently the school fully fulfils its aims and aspirations and is well placed to improve further.

41 Very good progress has been made in the way that key members of staff are now involved in the systematic monitoring of standards, teaching and learning. The four members of the senior management team regularly observe teaching and learning, give informal oral feedback and suggest ways in which improvements can be made. This useful practice identifies weaknesses, such as inconsistent marking of pupils' work, but is not always sufficiently rigorous to bring about the necessary improvements. The team also effectively manages the performance management system that clearly links teachers' training and professional development to pupils' progress in the core subjects and school improvement. Curriculum responsibilities are shared among all the staff, including the head teacher. The deputy head teacher has responsibility for a number of areas such as mathematics, art and assessment in addition to his key role in the school. He shows a very high level of commitment and proficiency in successfully managing them all. The co-ordinators for special educational needs, literacy and ICT also make a good contribution on a day-to-day basis to the management of their subjects, forming the basis for the maintenance of good academic standards and the improvements in the curriculum since the last inspection.

42 Governors fully support the school, play an important role in shaping the direction of the school and fulfil their statutory duties effectively. Many of the governors have had links with the school for a long time, and several work in school with pupils or are regularly involved in school activities. They are involved in setting targets for the school development plan and review progress at each governors' meeting so they have a clear overall understanding of what the school does well and how it has improved.

43 Since the last inspection, a system for identifying priorities has been established so the school development plan is now firmly based on a long-term vision of how the school is to develop with clear priorities for action. The progress towards achieving them is regularly reviewed. The plan is a very useful tool for prioritising and managing a wide range of developments in the school. For example, the school aims to improve the performance of boys at Key Stage 1 and, in particular, to improve their writing throughout the school. There is a clear structure for action with careful costing, allocation of responsibilities, time scales and ways that success can be measured.

44 Day-to-day management of the school and financial planning are good. Effective use is made on a day-to-day basis of new technology in the administration of the school as well as lessons. The head teacher is very ably supported by the school's administrative staff who maintain a close eye on the general administration of the school and help ensure it operates smoothly and efficiently. Good financial planning ensures the budget is wisely allocated within the areas identified in the school development plan and staff and governors take care to ensure that focused expenditure is matched with the need to get the best value for money. For example, additional teaching resources are being used to boost the performance and attainment of targeted groups of pupils in mathematics. Funding for pupils with special educational needs is also thoughtfully used. For example, the school has paid for additional time from the local education authority's specialist support service to focus on improving the progress and attainment of pupils with special educational needs. Good systems are in place to ensure funds raised from school events are properly managed and audited.

45 The school has a dedicated team of teachers and support staff who know their pupils well, support each other in many positive ways and are committed to improving the school further. They are all suitably qualified and there is a good balance of experience and expertise, they have good access to additional training that allows them to deal with new initiatives and to update their knowledge and skills in their subjects. The school makes very effective use of specialist staff to teach subjects such as physical education and literacy which has a positive effect on the standards pupils attain. Staff new to the school and newly qualified teachers are well supported by more experienced staff and helped to become familiar with the school's procedures and systems such as those for target setting and on-going tracking of pupils' progress. The number of support staff is good in the school and satisfactory in the nursery. They provide a very good level of additional support in classrooms and this particularly benefits the less able pupils and those with special educational needs so that they are helped to make good progress.

46 Since the last inspection, the school's buildings and facilities have been developed well, particularly for pupils in Years 1 and 2 and children in the reception class so the accommodation is now good. A additional classroom has been built which has reduced over-crowding reported in the previous report and the creation of new outdoor physical development areas for children in nursery and reception has ensured that all children have good and regular access to these activities. In addition, a computer suite has been successfully developed which provides a valuable opportunity for whole class teaching of ICT and is contributing well to improving standards in the subject. The school is maintained in a very clean and tidy condition by the hard-working caretaker and his team. The high quality displays of pupils' art work around the school reflect the school's Beacon status and contribute a great deal to the positive learning environment.

47 Partly due to additional funds arising from the school's Beacon status, the school is particularly well resourced for art and design and physical education. However, resources for English, science, religious education and information and communication technology, have also been improved since the last inspection and are now good. These improvements mean that resources for geography

are now satisfactory. Resources are well maintained and stored so that they are easily accessible to staff.

48 Nunthorpe Primary School is an effective school that has made good progress since the last inspection and is well set to improve further. Taking into account that pupils in Years 1 to 6 achieve well so they attain good standards by the end of Year 6, the overall good quality of teaching, the good behaviour and very positive attitudes displayed by pupils, the school is judged to be providing good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49 In order to further raise standards and to improve the quality of education provided, the governors, head teacher and staff should:

(1) Raise standards of pupils' handwriting by the end of Year 6 by:

devising a whole school approach to teaching handwriting that systematically develops pupils' skills as they move through the school.

(Paragraphs: 4, 5, 17, 64)

(2) Develop the procedures for monitoring and supporting pupils' personal development by:

devising a whole school approach to involve pupils more formally, in setting and reviewing their own targets;

ensuring that these targets are used as the basis for marking pupils' work so they know how well they are getting on and what they need to learn next.

(Paragraphs: 15, 17, 36, 66, 70, 71)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	56

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	15	16	11	0	0	0
Percentage	2	35	37	25	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	206
Number of full-time pupils known to be eligible for free school meals		9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	41

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	6
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	11
	Girls	15	15	15
	Total	27	25	26
Percentage of pupils at NC level 2 or above	School	93% (87%)	86% (94%)	90% (94%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	15	15	15
	Total	26	26	28
Percentage of pupils at NC level 2 or above	School	90% (87%)	90% (87%)	97% (94%)
	National	85% (85%)	89% (89%)	89% (89%)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	15	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	22
	Girls	15	14	15
	Total	35	33	37
Percentage of pupils at NC level 4 or above	School	95% (80%)	89% (80%)	100% (86%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	22
	Girls	15	13	15
	Total	35	31	37
Percentage of pupils	School	95% (86%)	86% (83%)	100% (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	176	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	6	0	0
Asian or Asian British - Pakistani	5	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	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	169

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19
Total number of education support staff	1
Total aggregate hours worked per week	55
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	5.4

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

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
	£
Total income	566,714
Total expenditure	509,107
Expenditure per pupil	1,858
Balance brought forward from previous year	21,247
Balance carried forward to next year	57,606

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	225
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	22	3	0	2
My child is making good progress in school.	60	36	3	0	0
Behaviour in the school is good.	48	43	3	5	2
My child gets the right amount of work to do at home.	34	44	18	0	5
The teaching is good.	70	25	2	0	3
I am kept well informed about how my child is getting on.	54	29	14	3	0
I would feel comfortable about approaching the school with questions or a problem.	67	25	3	5	0
The school expects my child to work hard and achieve his or her best.	72	25	0	0	3
The school works closely with parents.	52	32	10	3	3
The school is well led and managed.	67	21	5	6	2
The school is helping my child become mature and responsible.	67	25	6	2	0
The school provides an interesting range of activities outside lessons.	63	30	5	2	0

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

50 The provision made for children in the Foundation Stage is good overall. At the time of the inspection the newly appointed co-ordinator had not yet taken up the post so the nursery class was being taught by a temporary teacher who had only been in the school for a few weeks and this was having an adverse affect on the continuity of provision in the nursery. The school operates an admissions policy for children to start in the nursery after their third birthday with two intakes a year, in September and January. Younger children attend in the morning and then transfer to the afternoon. At the time of the inspection 11 children attended the morning nursery with others due to start. Another 20 children attended in the afternoon. Transfer to the reception class takes place twice during the year in which children are five so that most children will spend more than a year in the nursery. Evidence from baseline assessment and from the inspection shows that children's attainment on entry to nursery varies, but overall is broadly in line with that expected although there are some strengths in personal and social development and in language skills.

51 Children receive a positive start and make sound progress through the nursery and good progress through the reception class continually building on what they have learnt. They achieve well in the reception class in all areas of learning because good teaching is closely matched to what the children have already learnt and they continually build on previous experiences and learning. Due to the teacher having only been in the school for a short time, this is not always the case in the nursery where planning does not always fully reflect the differences in ages of the children in the morning and afternoon sessions. The teachers and nursery nurses in both classes work very closely together as a team to ensure continuity and progression through the two classes. By the end of the reception year nearly all children attain the early learning goals in all areas of learning, although many children will exceed them. This matches the good provision present at the previous inspection.

52 The curriculum provides experiences for the children that are based firmly in the nationally identified goals for learning. The teachers and support staff work very well as a team and create a warm and secure environment for children to start their education. Adult helpers are welcomed into both classes, where they are well briefed so that they make valuable contributions to children's learning. Both classes are organised efficiently and managed well. The school successfully builds up positive relationships with parents. An effective induction policy, with meetings and visits for parents and children ensures a smooth transition from home to school.

Personal, social and emotional development

53 Children settle quickly into the nursery enjoying the interesting activities that are provided for them. They develop an enthusiasm to learn. They are becoming independent and after a relatively short time in the nursery they can choose activities. Their ability to work on their own develops well through the nursery, where children manage their own coats, and into reception where children manage to change for physical education. Routines are quickly established and children learn to play together in role play areas such as the Three Bears House in the nursery or Percy's Hut in the reception class. Good manners are stressed and children are encouraged to say 'please' and 'thank you'. In whole class sessions in the reception class incidental opportunities are used well so that children become sensitive to the needs of others. For example, as an introduction to an investigation to find waterproof materials, the children had received an e-mail from 'Mr Wolf' saying he had lost his rain hat and please could they make him a new one. One child decided he must be unhappy and so made a card to cheer him up! Two children building a castle from bricks decided that one side was

Harry Potter's while the other side was an 'ordinary castle', so they both could be satisfied. They willingly help to tidy away in the nursery and by the time they are in reception efficiently put things away by themselves. Adults provide good role models in their caring relationships with children and with each other. They make good use of praise to encourage children to try hard and promote their confidence in learning. Staff provide good opportunities for children to play together through a range of activities. Children's personal and social development takes place in a calm, ordered atmosphere of mutual respect. Children develop positive attitudes and good working routines from the time they start nursery.

Communication, language and literacy

54 Throughout both classes children are introduced to the joy of stories and staff take every opportunity to engage children in conversation giving them time, encouragement and support to express their knowledge and thoughts. This means that they learn a great deal about language and literacy and have good opportunities to extend their vocabulary and develop speaking and listening skills. Children practice and further develop these skills well in role play areas. Sensitive intervention by staff in the 'The Three Bears' House' in the nursery allowed children to develop their own play and use the familiar language from the story.

55 The introduction of the literacy session in the reception class effectively develops children's literacy skills so that a good proportion of children reach standards that are above those that are identified in the early goals for learning. Enthusiastic and imaginative teaching generates delight and interest so that children's concentration is good and they actively contribute to their own learning. However the teacher is sensitive to the time they might spend sitting on the carpet and therefore the length of these sessions is varied appropriately from day to day. Basic skills of reading and writing are developed well from the start of nursery in exciting and imaginative ways. For example, reception children regularly receive letters from 'Percy the park keeper' requesting help for such things as 'shopping lists' and 'get well' cards for a sick rabbit. Writing materials are readily available in the nursery and reception, for example note pads by the side of telephones. In reception, the teacher uses 'Big Books' at the start of literacy sessions very effectively to teach children early reading skills. For example, in reception the teacher encouraged children to use the pictures to think about what was happening in the story and to use their knowledge of letter sounds when introducing a new book, 'The Hungry Giant'. The children were keen to interpret the pictures and used all their knowledge of letter sounds well so that they quickly became engrossed in the story. The immediate response to 'I want some bread' was 'He didn't say please! I want never gets!' Discussion and interest was such that the story was left on a cliff-hanger, to be finished tomorrow. Activities in small groups build well on whole class discussions and are well matched to the needs of children of different abilities. Support staff work very effectively with children achieving a good balance between guiding children and helping them to complete their work. Consequently, by the end of reception most children attain the expected levels and have a good knowledge of letter sounds that they use well to read simple books and to make good attempts at spelling words in their writing. Lower attaining pupils rely on support by copying under the teacher's writing although their independent writing shows that they have a good understanding of 'words' separated by 'spaces'. Higher attaining pupils are confident young readers while lower attaining pupils use pictures and require more support to predict unknown words.

Mathematical development

56 Children make good progress in the nursery and in reception due to a wide range of well planned activities and the quality of the interaction between children and adults. In nursery, children are introduced to counting and numbers through a range of well chosen informal activities and this continues in reception with the introduction of planned numeracy sessions. Through good teaching that

reflects the different abilities within the class, children's interest is stimulated and this results in children achieving well by the end of reception so that most children reach the expected goals by the time they enter Year 1 with many children exceeding them.

57 In nursery, the teacher develops children's use of mathematical language and basic understanding of number well by using a series of themes. For example, their understanding of size is effectively developed through the story of The Three Bears. The role play area contains bowls, spoons, cups, chairs and beds in three sizes and the children continually match these in their play. They learn to use language of size such as bigger and smaller confidently and adults reinforce this by joining in with the play. Basic number skills are taught very well in nursery and reception. Teachers take any opportunity to practise these skills with children by using counting rhymes and at registration by counting children present in the whole class or in small groups. In the nursery children sort and count animals. They learn colours, number names and the names of simple shapes such as square triangle and circle. In reception, children answered the register by naming a shape and showed they have a good understanding of shapes such as hexagon and cylinder. Using their fingers as a prompt they count to 40 as a whole class and join in enthusiastically with a variety of well chosen rhymes involving numbers up to twenty. Most children understand the concept of 'one more' although a few need to recount the whole amount to find the answer. All pupils have a good understanding of sequencing events during the day. During well structured activities in the reception class children showed that they understood 'full', and 'empty', but were not so sure about 'nearly full and 'nearly empty' finding it difficult to distinguish these two terms from 'half-full'.

Knowledge and understanding of the world

58 Throughout children's time in the nursery and reception classes teachers provide them with a broad range of experiences so they make sound progress in learning about the world around them and most children attain the expected levels by the end of reception. In nursery they have plenty of baking experiences so that they learn to recognise the changes that take place when the ingredients are heated. After making instant porridge they experienced a variety of textures and flavours when they tasted different toppings. However, insufficient emphasis is consistently placed by the teacher on working with small groups of children in a systematic way on developing particular skills, knowledge and understanding. In reception, the teacher places a strong emphasis on developing children's ability to use their own knowledge to solve simple problems. For example, in one lesson the children were trying to find suitable material for a rain hat. The teacher had devised a test of putting a small plastic figure in the bottom of a clear bucket with a piece of the material to be tested over the top fixed with an elastic band. By using questions very well she tried extremely hard to lead the children to thinking of this simple test for themselves. After cutting up small pieces of material for 'hats' and suggesting ways of fixing them the discussion turned to umbrellas. Through a good variety of construction materials children successfully develop early design skills. In response to the topic of bridges, a group of children working on their own with wet sand formed a deep gorge and then built a bridge from twigs with string hand rails so that a model man could get across. Children confidently work on the computer. They use the mouse to select an icon on the screen and know the vocabulary 'mouse', 'click' and 'double click'

Physical development

59 Opportunities for physical development are very good. Both the nursery and the reception classes have their own enclosed area partly covered so that they can be used in wet weather. A good selection of large toys provide plenty of experience for children to climb, crawl and slide on large equipment as well as push, pull or ride on wheeled toys, although during the inspection sledges were more suitable. Despite the presence of some snow children still used the outdoor area sensibly and

enthusiastically. The reception class also benefit from specialist teaching by the head teacher in the hall so that children learn to use space well and develop good control of their bodies through the imaginative, enthusiastic teaching. All children regularly develop their manipulative skills. Many opportunities are provided for children to build with construction kits, handle scissors to cut out shapes and to play with small toys and jig-saws. All children hold pencils correctly and use them for writing, drawing and colouring with increasing accuracy.

Creative development

60 Children are provided with good opportunities to develop creatively throughout both the nursery and reception classes. They enjoy these activities and achieve well. Children are well supported in these activities and learn to use paint to create pictures of themselves and to support stories that they have heard such as 'The Three Bears' and 'The Hungry Giant'. Children learn to mix powder paint in the nursery and begin experimenting with mixing colour from an early age discovering that blue and yellow make green and if you add red it turns to brown suitable for painting 'bears'. Short daily music sessions while children drink their milk are valuable and very well used by the teacher. While listening to Grieg's 'Hall of the Mountain King' the teacher challenged children to identify if the music was 'fast' or 'slow' and 'loud' or 'quiet'. Children also express their feelings while listening to the music. Such experiences provide an excellent start to music appreciation. In another session children were introduced to four percussion instruments which were then played out of sight. The class joins the singing practice with the Year 1 and 2 classes giving them a sound introduction to singing in larger groups and with an accompaniment.

ENGLISH

61 Pupils' achieve well to attain above average standards in all areas of the subject by the end of Years 2 and 6. The school has maintained good standards in English since the last inspection. Although the proportion of pupils predicted to attain the expected levels at the end of Year 6 this year is slightly lower than in 2002 when standards were well above average, it is still above the 2002 national average and reflects the variations between different year groups.

62 By the end of Year 2, most pupils attain standards in speaking and listening, reading and writing that are above those expected nationally. Pupils achieve well from the end of reception because of the strong emphasis teachers and support staff place on developing their basic skills. Pupils learn to answer questions about the topic of the lesson with relevant and carefully considered answers, wait their turn to speak, and listen very attentively to the teacher and each other. Because they are so well motivated by the teaching, most pupils really enjoy their English lessons, and are very keen to join in with discussions. Pupils' reading develops very well. They read a good range of different books reflecting their interest and enthusiasm for reading. In lessons most pupils use their understanding of the alphabet well to find things out for themselves and follow instructions on activity sheets with little support from an adult. Most pupils are beginning to put the right expression in their voices when they see speech marks, an exclamation mark or a question mark, for example. Less able pupils have a secure understanding of letter sounds, but struggle to build up words, and tend to read without expression. They do not understand some of what they have read and need support to follow instructions or to complete a work or recording sheet. Pupils learn to write about different things in different ways, such as a short story, or a poem. Although more able pupils develop their ideas and describe characters or events in more detail, most pupils express their ideas clearly and develop them logically. Imaginative stories have a clear beginning, a middle and an end. Pupils organise their work well into sentences and generally use full stops and capital letters appropriately. A few more able pupils use a broader range of punctuation such as speech marks and exclamation marks accurately.

The handwriting of most pupils is legible with letters correctly formed and a few pupils are beginning to write in a 'join-up' style, but most print.

63 Pupils continue to achieve well in Years 3 to 6 so the good standards are maintained by the end of Year 6. Pupils are very confident speakers and willingly express their ideas in lessons, making reasoned and constructive contributions to discussions in lessons. They listen very attentively to each other and teachers. Consequently, the oldest pupils are able to work well on their own with little adult support, because they learn to follow oral instructions very well and read written material carefully. They are fluent and expressive readers and have a very secure understanding of how authors use language to create interest, humour and atmosphere in stories. All pupils know about the different parts of a non-fiction book, such as the index, contents and glossary so they are particularly good at researching topics using textbooks, information sheets and the Internet. They are able to scan text and extract relevant information well to help them answer questions or to make up presentations for the rest of the class on specific topics. Pupils' writing continues to develop well as they move through Years 3 to 6. By the end of Year 6, they have learnt to write well in different styles, such as a poem or a play, a review of what they think of a book they have read, a set of instructions, perhaps for a science investigation or a description of a visit they have been on. Pupils' stories are frequently several pages long and the grammar, punctuation and spelling are good. However, pupils' handwriting does not develop as well. Although most pupils can write in a joined up style some pupils print. When writing, their letter formation is frequently uneven and inconsistent in size and shape. This affects the quality of the presentation of written work and detracts from what pupils have written.

64 Overall, English is taught well. Teachers have high expectations of pupils and they respond very well. They try hard, concentrate and behave very well in lessons. Teachers have very secure subject knowledge and place a very strong emphasis on developing pupils' basic skills in speaking and listening, reading and writing. However, the lack of a whole school approach to teaching handwriting results in fewer pupils attaining the expected levels in this aspect of the subject. English lessons are brisk and follow the principles of the national strategy for literacy well, highly appropriate adaptations are made by teachers to accommodate the differing abilities of pupils in classes. This is achieved by teachers in different ways, but reflects their good planning and management of pupils and the good use of assessment information to identify pupils who need extra help. Consequently, group activities are carefully varied and support staff are used very well to work with groups or individuals. This is particularly effective in Years 3 to 6. Small groups are taken by support staff to work with pupils on specific programmes such as additional literacy support which has a positive effect upon the progress these pupils make in developing their basic reading and writing skills. In addition, in Year 6 pupils are grouped by ability and one group is taught by the literacy co-ordinator in some lessons. Due to her expertise in the subject, pupils are taught very well which is reflected in the good proportion of pupils who attain the higher than expected levels in the national tests at the end of the year. Throughout the school, teachers use questions very effectively to involve pupils of different abilities so all pupils are interested and fully involved in lessons from the start which maintains their concentration and enthusiasm. Teachers and support staff respond well to pupils in lessons. They discuss with pupils what they are doing and use praise effectively to reward them for their efforts. However, marking of pupils' work is not used sufficiently to help pupils know how they can improve their work or to set them individual targets to work towards.

65 Pupils with special educational needs are taught very well so they make very good progress. Teachers use the targets in pupils' individual plans well as the basis for activities. Pupils are sensitively supported by support staff who maintain a good balance between guiding pupils so they have to use their own knowledge and helping them complete tasks. When pupils are withdrawn to work in a small group or on their own, tasks are very closely matched to their needs and the targets defined in their individual plans.

66 The subject is very well led and managed by the co-ordinator. Since the last inspection, she has overseen the introduction of the national literacy strategy and developed the resources for English well. Consequently, pupils experience a good broad curriculum that makes a positive contribution to the standards pupils' attain. In English lessons and other subjects, pupils have very good opportunities to practise and use their literacy skills. They are expected to record their ideas in different ways such as, for example, writing out instructions for a science investigation or researching aspects of World War II in history and writing newspaper articles about the Blitz. However, the school does not have a consistent or systematic approach to developing pupils' handwriting which is reflected in the standard of handwriting by the end of Year 6. Resources are now very good and used very well in lessons. The use of ICT by teachers and pupils has developed very well and now is an integral part of many lessons. The school has good procedures for assessing and tracking the attainment and progress of pupils as they move through the school, but there are no systematic procedures to set individual pupils learning targets or to involve them in this process. English makes a good contribution to pupils' social and cultural development due to the opportunities they have to experience different types of books and stories from around the world and the very good opportunities they have to work together in small groups.

MATHEMATICS

67 The proportion of pupils attaining the expected levels is above average by the end of Years 2 and 6. This is a good improvement since the previous inspection in 1998 when standards at the end of Year 2 were in line with national averages. Pupils make good progress throughout the school and a good proportion of the more able pupils continue to attain higher than expected levels by the age of eleven. Although overall standards depend greatly on the ability make-up of different year groups the school is focusing a great deal of time and effort on boosting the performance of the lower average and higher ability pupils to help them achieve to their potential. Year 6 pupils are taught in smaller groups for part of each week and the more able pupils also have an opportunity to attend an after-school club to meet their special needs. This additional effort is having a positive effect on pupils' progress. These pupils currently have the same amount of homework as younger pupils but would benefit from more homework appropriate to their particular needs. Pupils with special educational needs are very well supported by classroom assistants who work closely with the teaching staff. This effective teamwork results in good progress being made in mathematics by these pupils.

68 By the end of Year 2 pupils already have a good knowledge and understanding of money and solve problems with change from a pound. They mentally perform calculations such as $100-19$ but resort to using their fingers when confronted with $2+8$ or $3+7$. Year 2 pupils use information and communication technology well when they collect data on favourite party foods and use interesting food icons to construct an accurate graph of their results. They sort shapes by using facts like the number of corners, faces and sides and are beginning to understand basic fractions such as halves of different shapes such as circles and squares. By the end of Year 6 pupils use their knowledge of graphs in practical ways such as converting miles into kilometres. They have developed a good understanding of shape and space which they use to work with coordinates in all four quadrants. Pupils use their good number skills to calculate the volume of cuboids and sometimes compare these results to practical measurements they have made. Many develop the advanced skill of using the correct formula to calculate the area, perimeter and circumference of different circles. Pupils use calculators confidently to check the accuracy of their results.

69 Pupils throughout the school enjoy mathematics and this is largely due to the careful, comprehensive teaching of the subject seen in lessons. The mathematics curriculum is generally broad and balanced with an emphasis on number work so that pupils' learning is well prepared for future

studies in the subject. A strong feature of lessons is the very good relationships and this means pupils are attentive and concentrate hard on their work. They work very effectively on cooperative tasks and share equipment and resources without fuss or argument. In some classes, such as Year 6, pupils have group and individual targets such as “develop methods for each of the four main functions which you are confident with” stuck to their desks to remind them what they need to do to improve their knowledge and understanding.

70 Teaching in mathematics is good but there are some specific strengths and weaknesses. The marking of pupils` work is not good enough to check and encourage better progress. Too much is undated or uncorrected and pupils are not usually expected to rework examples that have been marked as incorrect. Marking rarely contains comments on how pupils can develop their learning. Taken together these faults reduce the pace and security of pupils` learning and do not build on their very positive attitudes to the subject. A strong feature of most lessons is the initial oral session where pupils enjoy being challenged to perform mental calculations at a good speed. These sessions successfully set the pattern for the rest of the lesson so that pupils are alert and interested and concentrate hard throughout. Teachers manage their pupils very well and this leads to the very good relationships evident in lessons. As a result, lessons proceed at a good pace so that pupils learn more and make better progress. In a small number of lessons teachers did not insist on pupils listening to them carefully at all times and this reduced the sharing of their learning. Teachers make their lessons more interesting by making good use of the good range of teaching resources available to them. For example, pupils in Year 2 are more involved in their lesson because the teacher uses large, magnetic coins to gain and hold their attention and to ensure they all join in. Teachers work well with their classroom assistants to support the learning of pupils with special educational needs. As a result they make good progress and share the very positive attitude to learning of their more able classmates.

71 The subject is very well led and managed by the deputy head teacher. Although he has a heavy workload, with responsibility for a number of other important areas of the school, he tackles these tasks with considerable enthusiasm and commitment. The mathematics curriculum is well planned so that all teachers know what part they have to play within the National Numeracy Strategy. The coordinator examines teachers` planning and visits lessons to observe teaching and offer positive support and guidance. Test results are thoroughly analysed and specific areas of weakness such as mathematical vocabulary are noted and included in pupils` targets for learning. Teachers record the progress of different groups against their learning objectives and, additionally, make six class assessments per year against what pupils have covered. This well-organised system is used effectively by the coordinator to give him the overview of the subject essential to future improvements. However, pupils are not consistently involved in the setting and review of their own targets. If the weaker aspects of teaching are successfully addressed, the school will be in a good position to bring about further improvements in standards.

SCIENCE

72 Standards in science are good by the end of Years 2 and 6 and good progress has been made since the last inspection. Pupils also have good attitudes towards this subject and there is very good provision for pupils with special educational needs so they achieve very well. This is due to the good teaching of basic skills and the effective classroom support.

73 Where possible, pupils learn practically, through scientific enquiry. Consequently, by the end of Year 2 most pupils carry out simple investigations confidently, make basic predictions on the outcomes and record their findings from an investigation accurately on a simple record sheet. They have a good understanding of scientific language such as ‘solid’, ‘solidify’, ‘liquid’, and ‘utensils’ and use it well when talking about what they are doing. They know that objects are made of different

materials and have a secure understanding of the different properties materials have. For example, that some are magnetic and some non-magnetic, that big pieces of chocolate melt more slowly than small pieces and that when poured into moulds take on the shape of the container. They use bullet points and sentences with appropriate diagrams to describe what they have been doing and the results of their tests. Pupils continue to achieve well in Years 3 to 6 because teachers maintain the emphasis on teaching them in a practical way. As a result, by the end of Year 6 they are competent ‘scientists’ with a very secure understanding of the importance of keeping elements the same each time to ensure a fair test. For example, pupils can prove the effect water has upon the mass of objects immersed in it. They record their findings on tables and charts with little adult help and follow instructions well. They measure weights using a Newton meter in air and in water and record the relationship on a linear graph, eventually using it to predict outcomes. Their knowledge also develops well and they appreciate that different materials let in different amounts of light and they are familiar with the words ‘translucent’ and ‘transparent’

74 The quality of teaching in lessons is good with an emphasis throughout the school on teaching pupils the knowledge and understanding of the subject through practical activities. This reflects teachers’ very good subject knowledge and understanding. Consequently, teachers’ planning for lessons is good with clear aims, which they share with the pupils. They plan a range of interesting activities and many lessons contain activities that require pupils to observe, collaborate and carefully use a range of equipment. Characteristics common to all lessons are the teachers’ skills in managing pupils and the good relationships they have with them. Teachers have high expectations so pupils behave well, work hard and learn at a good rate because the work is challenging. They remind pupils through skilful questioning about previous lessons and learning and initiate discussion about any interesting dilemmas the pupils’ findings reveal. This approach consolidates the learning of the more able and extends that of others. For example, in one lesson on light and shadow the teacher prompted low achievers that investigations are more reliable if repeated several times. In another when shells and rocks are immersed in water, their displacement does not confirm with graphs recording results from metal weights. Then the teacher was able to lead a discussion about the effect of air on buoyancy. Most teachers expect pupils to produce high quality work in lessons and to complete their work. However, sometimes staff do not carry these expectations through to the marking of pupils’ work and whereas some pupils receive encouragement and direction, some pupils’ work is unmarked. Thus the opportunity for pupils to learn how they are progressing and how they can improve is denied them.

75 Leadership of this subject is very good and the co-ordinator shows clear and enthusiastic educational direction. All class teachers set individual (pupil) science targets and effective procedures are in place to use this assessment information to set targets for the end of Years 2 and 6. The co-ordinator has also worked with staff to set priorities for development in this subject and these involve the increased use of ICT. Planning, display, lessons and pupils’ work have all been monitored to ensure development and the reflection of the school’s values. Since the last inspection, resources have been developed to support the investigatory nature of science and they are attractively stored, plentiful and easily accessible. An environmental garden has been constructed in the school grounds to enhance the learning opportunities. Staff and pupils have already begun to use this. Visits out of school are also used well to broaden the opportunities pupils have to learn about science in a practical way and how what they learn about is used in everyday life. For example, in the coming term the school will be involved in a ‘Children Challenging Industry’ project. This will involve one class in an industrial visit to investigate the theme of Filtering and Separating and in Year 6 the deputy head teacher takes pupils on a practical science weekend at an Outdoor Pursuits Centre.

ART AND DESIGN

76 The school has achieved Beacon status for its excellence in teaching art and design and high standards were evident during the inspection. Pupils at the end of Year 2 attain standards above, and sometimes well above those expected for their age nationally. By the end of Year 6, pupils attain very high standards for their age. Due to timetable arrangements no lessons were observed during the inspection, but the school is alive with carefully annotated displays of pupils' work from all classes showing that they really enjoy learning about art so they achieve very well. Careful analysis of these displays, discussions with teachers and pupils, examination of teachers' planning and portfolios of evidence show that teaching is consistently very good so pupils' learning across the school is consistently very good. The very good resources for the subject are used very effectively and even comparatively simple mediums are used in extraordinarily successful ways.

77 By the end of Year 2, pupils have a secure understanding of tone, shade and colour. They use this well to explore the shades and tones created by adding white to green and blue. This is further enhanced by the addition of textures such as thickening paste to add a third dimension. They develop good observation skills to produce drawings and painting of what they see around them. For example, pupils produced a sensitive and atmospheric display based on the school nature area during a winter sunset.

78 In Years 3 to 6, pupils continue to achieve well and develop their work from this good beginning, so by the end of Year 6, pupils have a good understanding of proportion, drawing and different media. The result is overwhelmingly imaginative work that is very carefully created and beautifully presented. For example, pupils in Year 3 produced some remarkably accurate and elegant drawings when observing rocks as part of their scientific studies. Pupils in Year 5 showed great attention to detail and a very good awareness of proportion when producing black and white drawings of "The Mary Rose" as part of their history topic. Great skills are exhibited in some examples where shading and cross-hatching are used to very good effect to create realistic waves. Pupils develop their skills and understanding well through studying the work of a range of different artists. For example, pupils in Year 6 study the work of Mondrian and demonstrate a mature and sophisticated knowledge and understanding of the principles underpinning his art. Consequently, they develop their own striking examples in the style of Mondrian that are truly exciting.

79 The deputy head teacher manages the subject very well so that all staff, including classroom assistants, contribute to the very high standards in lessons. The resulting high quality and vibrant displays of pupils' work make a significant contribution to the atmosphere in the school. In addition, they illustrate the strong emphasis the school places on celebrating and valuing pupils' efforts and achievements.

DESIGN AND TECHNOLOGY

80 Although only one Year 3 lesson was seen during the inspection, pupils' work on display around the school, photographs of previous work and discussions with staff and pupils show standards are in line with national expectations by the end of Years 2 and 6 and pupils make satisfactory progress as they move through the school. This means that the school has maintained standards since the previous inspection.

81 Teachers plan activities in design and technology as part of topics studied in other subjects so pupils learn and practise the skills, knowledge and understanding in a practical way. For example, in Year 1, after observation of building structures pupils illustrated 'The Three Little Pigs' house using a bonded brick pattern and constructed character puppets using sticks and cards. In a study of the Ancient Greeks pupils in Year 3 made the insects which flew out of Pandora's box from twisted wire and paper and made their own felt material from wool to copy the colours and patterns of Greek Art.

Year 4 pupils wove cloth on a loom similar in style to those used by the Vikings. Pupils in Year 6 constructed puppets from Modroc and waste milk cartons. They made characters from their history topic and depicted Elvis, Abba and Sir Winston Churchill. They also made hydraulic beds for Wallace and Grommit using syringes. This approach effectively develops pupils' skills as they move through the school and consequently, pupils learn how to use a broad range of materials, tools and equipment in a purposeful and interesting way. All pupils pay attention to the finished quality of their products and there is whole school evidence of pupils' planning and evaluating their work.

82 Food Technology also linked well to other subjects. For example, Year 2 pupils prepared a nutritional salad whilst Year 4 decorated a cake on a Viking theme and organised consumer testing on a variety of mince pies. Year 5 pupils invented a jam catapult for Wallace and Grommit! The co-ordinator has only been in post for 6 weeks but she has begun to analyse the existing policy and scheme in order to get a general view of the subject.

GEOGRAPHY AND HISTORY

83 Standards of attainment in geography have been maintained since the last inspection so pupils make satisfactory progress to attain standards by the end of Years 2 and 6 that are in line with national expectations. However, in history they achieve well as they move through the school because of good teaching so by the end of Year 6 they achieve standards that exceed national expectations. This represents good improvement since the previous inspection. Pupils with special educational needs make similar progress to the rest of their class.

84 By the end of Year 2, pupils have a secure understanding of the local area, how peoples' lives and places differ and change over time. In history, they learn about some famous events and characters from the past such as the Great Fire of London and Samuel Pepys. In geography, they learn where Middlesbrough is and can mark it on a map of the United Kingdom. On walks around the area close to the school they learn how to look around them to learn more about the place in which they live and how it is different to places they have visited or seen in pictures. They begin to draw simple maps such as their route to school marking significant buildings or landmarks on their maps

85 By the end of Year 6, in history pupils have learnt about such diverse topics as the 'Ancient Greeks', 'The Tudors' and 'World War II'. They develop a secure understanding of the key events of these periods in history and of how people lived their lives. The good standards pupils attain are based on their good literacy skills so they are good at researching topics using books, worksheets and the Internet. This helps develop their ability to appreciate how people lived in the past and how it is different from their own lives. For example, they use these skills effectively to investigate the living conditions of people during World War II and to produce newspaper articles describing the London Blitz from the German perspective. In geography, as pupils get older they develop a secure understanding of all the aspects of the subject. This is partly due to the good range of visits to other places that are organised by teachers as part of most topics. They draw detailed maps and they understand how to use a map to find places. Pupils know that areas of the world have different climates and understand that this affects the way people live. However, they also develop a good understanding of how people affect the environment through pollution and the demands of growing populations on factors such as water usage. In their writing higher attaining pupils show they can use observations and other evidence to express a personal view on these issues.

86 Due to the timetable arrangements very few lessons were seen during the inspection of either history or geography. However, from looking at teachers' planning and pupils work it is clear that teaching of geography is at least satisfactory throughout the school and history is taught well in Years 3 to 6. Teachers have good subject knowledge and involve pupils in a good range of interesting

activities that develops their interest and their skills and understanding of both subjects effectively. In the lessons, pupils are managed very well so pupils' behave well and get on well with their work. They are very enthusiastic so lessons have a positive and purposeful atmosphere based on very good relationships between pupils and adults. Consequently, class discussions are lively and involve all the pupils. In history, the effective use of ICT and the broad range of opportunities pupils have to use their literacy skills in Years 3 to 6 results in the good standards pupils attain.

87 Both subjects are led well. The long term plans for the subjects have been revised in the light of the latest national guidance and they have a clear understanding of the strengths of their subject and what they want to develop further. Since the last inspection, the school has developed effective procedures for monitoring the progress pupils make by taking samples of pupils' work at the end of each topic. This ensures that teachers and the co-ordinators have a clear understanding of what different pupils have learnt and helps the co-ordinators to ensure that pupils develop their skills gradually as they move through the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

88 Standards have improved well since the last inspection due to the very strong leadership of two ICT co-ordinators, the development of resources, particularly the projector and the new computer suite so teachers have gained in confidence in teaching the subject on a whole class basis. By the end of Year 2, pupils now attain standards in line with national expectations, but they achieve well in Years 3 to 6 to attain standards above expectations by the end of Year 6. Pupils with special educational needs make good progress because they are supported well by teachers and additional adults.

89 By the end of Year 2 pupils use a range of different programs competently, to, for example, paint a picture using a graphics package, construct graphs and use word processing with appropriate punctuation to compile questions to a famous person, about an animal and about a plant. However, there is no evidence of control technology being used in Years 1 and 2. Only one lesson was observed in Years 1 and 2, but evidence from the school's assessment file and scrutiny of pupils' work shows pupils are taught well. Teachers have good subject knowledge; and carefully plan lessons that build well on previous learning. Pupils are therefore able to consolidate their skills and move forward with confidence. In lessons, teachers organise pupils well in the computer suite with a firm but approachable attitude to the pupils. Lessons have a good pace and because pupils and resources are organised well lessons flow without interruption and keep pupils focused for an extended period of time. They support each other well in solving problems and are eager to share work with each other.

90 By the end of Year 6, pupils have a good understanding of how to navigate around the computer and how to use the programs for specific purposes. They use appropriate vocabulary to explain what they have done, for example, mouse, click, drag, and are enthusiastic about their findings. Pupils have a very secure understanding of how to use the Internet as a means of communication and to research specific topics, for example, Year 4 pupils used the BBC website for research into the Vikings and they have used the school's e-mail address on a few occasions. They were familiar with minimising a program and were quick to skim and scan for the appropriate information. Pupils use 'PowerPoint' very confidently to translate their storyboard ideas into an attractive presentation for younger pupils combining text, graphics, music and animation suitable for that purpose.

91 Teaching in Years 3 to 6 is good so pupils continue to achieve well. During the inspection some very good teaching was seen in the computer suite. Teachers' subject knowledge is secure, they introduce specific vocabulary, give good demonstrations, frequently involving pupils and use questions well to involve pupils in the lesson. Teachers provide interesting tasks that pupils enjoy. For example, in a Year 3 history lesson in the computer suite, pupils used a modelling programme to find out about

Ancient Greek life such as food, cooking, pottery and school. Activities were well matched to pupils of different ability and support staff are used well to help pupils. Whilst more able pupils worked on more searching questions using glossary and encyclopaedia, most pupils exchanged questions and looked up each other's answers, a small group of lower ability pupils worked with the classroom assistant to find answers to a smaller number of questions. These features create a positive and purposeful atmosphere in lessons and give a general feeling of achievement. Relationships between pupils are very good so in the class discussions that end most lessons, pupils give a courteous, but truthful evaluation of each other's work balancing positive and negative features. Pupils accept each other's comments well.

92 The subject co-ordinators have led by example to give very clear direction to the development of the subject. They have undertaken a diploma in the subject, shared their skills with staff and set very good examples in their teaching and enthusiasm. In addition, they have organised an after school club for pupils, worked with the Local Education Authority to introduce a well constructed scheme, given technical support, monitored all aspects of the subject and produced development plans to meet needs. Staff now record their planning on the computer and also their reports to parents. Much has been achieved in a short time and both co-ordinators are determined to sustain this progress this is reflected in the good action plan they have devised for the subject.

MUSIC

93 Pupils attain standards in music at the end of Years 2 and 6 that are in line with those expected. This is similar to the last inspection. As pupils move through the school they make satisfactory progress in developing the skills and knowledge of the subjects. Talented pupils who take extra lessons from visiting specialists or in classes out of lessons make good progress in learning to play their chosen instrument. The school encourages these pupils effectively. For example, during the inspection, one pupil played a trumpet solo in an assembly to help the head teacher illustrate the theme for the day about the Salvation Army.

94 The quality of teaching through the school is satisfactory focused on teaching pupils the basic skills of the subject. Consequently, in a Year 1 lesson pupils demonstrated a good sense of rhythm and an understanding of pulse, maintaining the rhythm at different speeds. By the end of Year 6, pupils have a good understanding of the musical terms demonstrating and explaining the meaning of, ostinato, drone, rhythm and pentatonic scale and use their knowledge to create music for themselves. For example, pupils worked enthusiastically together in small groups to compose a piece of music in the style of a piece of Japanese music that they had heard. However they were not too sure how the relationship between these elements should be used to produce the characteristic oriental sound, but good monitoring by the teacher quickly gave them the support they needed so they made sound progress towards performing their piece in two weeks time.

95 The standard of singing is satisfactory and is well supported by a specialist accompanist for the weekly singing practise. However opportunities are lost to develop correct posture and breathing. Many pupils sit slumped instead of sitting or standing straight which affects the quality of singing. Music is suitably used at assemblies to act as a focus as pupils lead in and out but most of the time it is purely background. Opportunities are lost to develop knowledge or listening skills by identifying features of the chosen music.

96 Since the last inspection, the school has improved the range of tuned and untuned instruments so they are now good. There are good opportunities out of lessons for those pupils who want to develop their musical interests. For example, recorder groups take place at lunchtimes and the choir rehearses weekly and regularly performs in assemblies and on special occasions such as Christmas. Pupils also perform for local people such as an old people's home in the village. In addition, there are

a good range of visiting specialist teachers for brass and woodwind. All of these activities are well supported by pupils.

PHYSICAL EDUCATION

97 During the inspection it was only possible to observe games, gymnastics and swimming lessons. In all cases, these lessons were taught by the head teacher who is very enthusiastic and knowledgeable about the subject and who teaches it well, and often very well. These observations, together with discussions with teachers and pupils, examination of teachers' planning and records clearly indicates that the curriculum for physical education meets the requirements of the National Curriculum. This curriculum is very much enhanced by the rich variety of extra-curricular activities with a sports bias such as several football teams for boys and girls, cross-country running and Kwik cricket. The school has an impressive record of success in inter-school events due to its high standards. By the age of seven and eleven pupils exceed the standards expected for their age and, in the case of gymnastics are well above the standards for eleven year olds nationally. At the time of the last inspection the dance element was judged to be under-emphasised. No lessons in dance were observed but an examination of school plans for the subject clearly shows that this part of the physical education curriculum is now given an appropriate amount of time and emphasis. Overall, the school has improved on the already high standards reported at the time of the previous inspection. In particular, the school has been granted Beacon status for the subject because of the high standards of teaching and learning.

98 In Years 1 and 2, pupils make good progress in developing their ball skills. They show an increasing proficiency when catching, controlling and throwing balls. Pupils develop a good awareness of space when moving into positions where they can make or receive passes from team mates. This important skill is taught using games such as 'Dobbi Scarecrow' to add interest and excitement. These young pupils join in with enthusiasm and are beginning to learn how to control their excitement, particularly the over-use of calling for the ball. Pupils develop good habits such as warming up before the lesson and are developing an understanding of the effects of exercise on their bodies. They are constantly being challenged to do better. For example, pupils are required to control a large ball without looking at it and the teacher uses good questioning to get them to suggest why this is important in ball games. The teaching of swimming skills to pupils in Years 3 to 6 is very good and helps them to develop their swimming skills very well. Lessons are well planned and developed with very good use being made of pupils to demonstrate good technique. This has a positive effect on the rest of the class who are encouraged to try to attain high standards. Teaching is also of a high quality when some pupils are given individual coaching and very clear instructions such as, "Keep the arms in line with the shoulders – like spearing a fish". By the end of Year 6, pupils have a very good understanding of the basic skills and are taking greater responsibility for their own learning in a number of ways. For example, one group of pupils extend their learning about balancing and movement in symmetrical and asymmetrical ways to interact with each other in a series of interlocking and interesting movements. Very good teaching and learning means many pupils reach exceptionally high standards of competence.

99 The development of physical education remains well co-ordinated and the very good resources arising from having Beacon school status are used very effectively both to promote good standards within the school and to develop very positive links with other schools and institutions of higher education such as the University of Sunderland.

RELIGIOUS EDUCATION

100 The teaching of religious education is based on local guidelines and provides teachers with a secure framework from which to work. Pupils learn about Christianity and other major world faiths including, Hinduism, Islam, Sikhism, Judaism and Buddhism. Standards have been maintained since the last inspection and the attainment of pupils by the end of Year 2 and Year 6 is in line with expectations of the agreed syllabus. Pupils with special educational needs are well supported in lessons and make progress that is in line with their abilities.

101 In Years 1 and 2, teaching is good and pupils acquire knowledge from artefacts and stories, including some from the Bible and learn to use this knowledge to help them explore feelings and values. In a good Year 2 lesson the teacher effectively set the story of Ramu and Sita in context by wearing a sari and taking on the character of Sita. The pupils therefore became engrossed in the story. Because of skilful teaching pupils understood the moral values of the story and the story's place in the Hindu religion and the link with the festival of Divali, which they had already learnt about. Teachers use books and stories effectively as the basis for discussing ideas and feelings with pupils so they develop a secure understanding of who Jesus was, that he told lots of stories such as the 'Good Samaritan' and the basic events in his life including the crucifixion.

102 No lessons were seen in Years 3 to 6 so no judgement is made on teaching in the upper part of the school. However, from talking to pupils it is clear that they enjoy the subject and they are taught the important stories and beliefs of Christianity and other world religions in interesting and varied ways with a strong emphasis on discussion. The methods used by teachers also illustrate how they use other subjects well to develop pupils' literacy and ICT skills. For example, pupils in Year 4 studied the Christmas story. As part of this they had to rewrite the story for children in reception on the computer trying to use words appropriate to the age of the listener. They also had to 'interview' the shepherds to find out how they felt when they met Jesus. Pupils develop a secure understanding the faiths of different religions from around the world. In Year 4 the study of India as country gives pupils valuable insight to the culture of India and suitably sets the religions of Hinduism and Islam into their cultural background. For example, pupils know that white cows are sacred to Hindus. Consequently, religious education makes a good contribution to the development of pupils' moral and cultural awareness.

103 The new co-ordinator took over the subject after the start of the school year and although a new policy has been written there has been little time for her to begin to make a significant impact on developing the subject.