

INSPECTION REPORT

SUNNYSIDE PRIMARY SCHOOL

Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111621

Head teacher: Mr P Scott

Reporting inspector: Miss K Manning
20267

Dates of inspection: 2nd – 6th June 2003

Inspection number: 247127

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Manor Farm Way Coulby Newham Middlesbrough
Postcode:	TS8 0RJ
Telephone number:	01642 596422
Fax number:	01642 596500
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Thompson
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20267	Miss K Manning	Registered inspector	Art and design	What should the school do to improve further?
			Design and technology	How high are standards?
			English as an additional language	How well are pupils taught?
14083	Mr A Anderson	Lay inspector		Pupils' attitudes, values and personal development.
				How good are the curricular and other opportunities offered to pupils?
				How well the school cares for its pupils?
				How well does the school works in partnership with parents?
29188	Mrs G Ulyatt	Team inspector	Foundation Stage	
			Music	
23375	Mr J Hicks	Team inspector	English	
			Geography	
17709	Mr A Giles	Team inspector	Science	How well the school is led and managed?
			Physical education	
32138	Mr T Plant	Team inspector	History	
			Religious education	
			Citizenship	
15600	Mr C Richardson	Team inspector	Mathematics	
			Information and communication technology	
			Special educational needs	
			Educational inclusion	

The inspection contractor was:

Eclipse Education (UK) Limited
14 Enterprise House
Kingsway
Team Valley
Gateshead
NE11 0SR

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the local community of Middlesbrough though many of the pupils who have special educational needs travel to the school from much further afield. One hundred and seven pupils are on the school's register of special educational needs because they have learning, physical, sensory or emotional difficulties. Of these, seventy-five pupils have a statement of their special educational need. These figures are well above the national average. Many of these pupils are taught for part of the time in one of three units where there is specialist teaching and resources for pupils who have impaired vision or hearing and for those who have moderate learning difficulties. For the remainder of the day they are taught with pupils in mainstream classes, either in small or large groups. Although there is a wide social mix, the proportion of pupils who have free school meals is above the national average. The number of pupils who start the school part way through their education is above average. A small number of pupils come from minority ethnic groups and speak English as an additional language, though none are at an early stage of learning to speak English. With 376 pupils, this is a large school. Thirty-two children attend the nursery either mornings or afternoons. When they start in the nursery, children's attainments and experiences vary considerably but are generally below expectations for their age. The school is involved in the Excellence In Cities Action Zone project.

HOW GOOD THE SCHOOL IS

Sunnyside Primary School provides its pupils with a very good education. It is led and managed very well by the head teacher, governors and senior staff. Good teaching ensures that pupils of all ages and abilities achieve well in English, mathematics and science. A number of pupils who have special educational needs do very well to reach and sometimes exceed the levels expected for their age. The excellent relationships that exist between pupils, teachers, parents and governors have a very positive impact on pupils' learning and personal development. The school gives very good value for the funding it receives.

What the school does well

- Pupils in mainstream classes achieve well and many achieve standards in English, mathematics and science that are above those expected by the end of Year 6.
- The school's very good provision for pupils who have special educational needs ensures that they make very good progress and a number do extremely well to reach the level expected for their age in national tests.
- The school promotes pupils' personal development very well and, as a result, pupils are highly motivated to learn and behave in a mature way.
- Very good leadership and effective management by the head teacher and senior staff provide the school with a good basis for development and improvement.
- Close partnerships with parents have a very good effect on pupils' learning and the life of the school.

What could be improved

- Standards in art and design, design and technology and music are not high enough by the end of Year 6.
- The school's provision for pupils who are gifted and talented is at an early stage of development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a good rate since it was last inspected in January 1998. All of the key issues have been tackled systematically and rigorously and as a result standards in mathematics, science and information and communication technology have improved. Standards in music remain below those expected by the end of Year 6. Detailed planning ensures that the work given to higher attaining pupils is challenging and procedures for assessing what pupils know and can do are now in place in all subjects. In general, co-ordinators do a good job of monitoring their subjects and have a clear idea of what needs improving. Training has helped improve the quality of teaching throughout the school. All of this puts the school in a good position to be able to continue to raise standards and improve the quality of education it provides. Standards have fallen in art and design and design and technology as teachers have given greater emphasis to English and mathematics in recent years.

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				<i>Key</i>
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	E	E	E	well above average A above average B average C below average D well below average E
mathematics	E	E	E	D	
science	E	D	E	D	

The school's performance in National Curriculum tests is unreliable because it does not take into account the high proportion of pupils who have special educational needs or the above average proportion who join the school part-way through their education. For this reason the figures above do not tell the true story of standards in this school or of how well pupils achieve.

Throughout the school, pupils in mainstream classes and those who speak English as an additional language or join the school part-way through their education achieve well. By the end of the Foundation Stage many have gone from a lower than average start to attain the skills and knowledge expected in all areas of learning. By the end of Year 2, current standards in reading, writing and science match those expected. In mathematics, standards are above average. In information and communication technology standards have improved and are now also above average. In all other subjects standards match those expected for pupils' age. By the end of Year 6, current standards in English, mathematics and science are all above average. The school's results are rising at a similar rate to the national trend and although they just missed the target they had set for raising standards in English, last year the school exceeded its target in mathematics. Standards are also above average in information and communication technology. However, in art and design and design and technology standards have fallen as teachers have concentrated on literacy and numeracy and they are now below those expected. In music, recent initiatives and training have not had the time to have an effect on standards and they remain below those expected by the end of Year 6. In all other subjects standards match those expected.

Pupils who have special educational needs get all the help they need to achieve well and reach the levels of which they are capable. Good teaching ensures that a number do extremely well to

overcome the barriers to their learning and attain the levels expected for their age by the end of Year 6. This is a real success for the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages and abilities are highly motivated to learn and try hard with their work.
Behaviour, in and out of classrooms	Good. In lessons, most pupils behave well and pay attention to their teachers. Lunchtimes and playtimes are happy and relaxed times for everyone.
Personal development and relationships	Very good. Pupils are helpful and considerate. They take on responsibilities and are eager to be involved in the running of the school. The relationships between pupils and adults are outstanding and are based on mutual respect and liking.
Attendance	Good. The attendance rate at the school has improved in the last year. Pupils are keen to come to school and most have good attendance records.

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.

Although good overall, the quality of teaching varies from unsatisfactory to excellent. In a very small number of lessons in Years 3 to 6, the teaching was unsatisfactory because the pace of the lesson was slow or teachers struggled to keep control of the class. In these lessons pupils did not learn or make progress. English, mathematics, science and information and communication technology are taught consistently well and in these subjects pupils learn quickly and enjoy their work. In art and design, music and design and technology teaching is satisfactory in Years 1 and 2 but unsatisfactory in Years 3 to 6. As a result pupils' learning is not fast enough to enable them to attain the levels expected for their age by the end of Year 6. All other subjects are taught satisfactorily. Throughout the school, pupils who have special educational needs are taught well and make rapid progress towards their individual targets. This is because the methods teachers use to ensure that these pupils have equal access to the curriculum and equal opportunities to make progress are extremely effective.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum meets the needs of children of all ages and abilities. It is enriched by a good range of extra-curricular activities, educational visits and visitors.
Provision for pupils with special educational needs	Very good. Teachers ensure that pupils in mainstream and other classes get all the help they need to make very good progress towards their personal targets and overcome their barriers to learning.
Provision for pupils with English as an additional language	Good. The school has good procedures for ensuring that these pupils settle quickly into school and make the same good progress as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Good provision for pupils' spiritual development and very good provision for their social and moral development makes pupils thoughtful about the effects of their actions on others and helps them understand right and wrong. The school's provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	Very good. Staff ensure the health, welfare and safety of all pupils and take particular care with those who have special educational needs. Teachers know their pupils well and keep a close check on their personal development. There are good procedures for assessing what pupils know and can do and for monitoring behaviour and attendance.

The school has fostered very good relationship with parents. They are encouraged to work with their children at home and a number help out in the school. Their involvement has a significant impact on the standards achieved by pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher and senior teachers are committed to the success of the school. Everything they do is aimed at raising standards and ensuring that all pupils achieve their full potential.
How well the governors fulfil their responsibilities	Very well. The governing body makes a major contribution to the leadership of the school. They keep in touch with its work and are influential in setting priorities for school improvement.
The school's evaluation of its performance	Very good. The head teacher and senior staff place a high priority on monitoring the quality of teaching and the curriculum in order to bring about change and development in all of the school's work.
The strategic use of resources	Very effective. Funds available to the school are used wisely and the principles of best value are applied well. Teaching assistants play an important role in the life of the school and make a significant

	contribution to pupils' learning.
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The school has ample teaching and non-teaching staff, who are all well qualified. The accommodation is adequate and there are plentiful resources to teach the curriculum in all subjects except art and design. The school's administrative staff and governors work hard to ensure that goods and services represent best value for pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents think that the teaching is good and that their children are making good progress. • They are glad that their children are expected to work hard and do their best. • Most parents feel that staff are approachable if they have any concerns or worries. • Parents are confident that the school is led and managed well. • They feel that the school is helping their children to become mature and independent. 	<ul style="list-style-type: none"> • There are no aspects of the school's work that parents would like to see improved.

Inspection findings agree with parents' very positive comments. The teaching is good and most pupils make good progress, some make very good progress. Pupils are expected to try their best in lessons and most work hard. The school's ethos and the superb relationships between staff and pupils help pupils gain in independence and maturity. The school is led and managed very well by a committed team of staff and governors.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 The school's performance in national tests is affected considerably by the high proportion of pupils who have special educational needs, which in many cases prevent them from reaching the levels expected for their age. In addition, the nature of the school means that the proportion of pupils who start part-way through their education is also higher than average. In line with their policy of equal opportunity almost all pupils are entered for national tests. This means that comparisons with other schools are generally meaningless because they are not on the basis of like for like. However, the school keeps meticulous records and tracks the progress and attainment of all pupils. These records show a very different picture, whereby pupils in mainstream classes achieve well and those who have special educational needs often achieve extremely well.

By the end of the Foundation Stage.

2 When children begin nursery their attainment varies considerably. Some have a wide knowledge of books, number and the world and others have special educational needs that present barriers to their learning. Most do not have the skills or knowledge that is typical for their age. Good teaching in nursery and reception classes ensures that they achieve well and learn at a rapid rate. By the end of the Foundation Stage most children have attained the skills and knowledge expected for their age in all areas of learning. A small number of higher attaining children are already working towards the first level of the National Curriculum. Children who have special educational needs achieve the levels of which they are capable and in some cases this is the same as or better than other children. Teachers promote children's personal and social development in everything they do, which means that all of the children in the Foundation Stage are ready to make the transition from one stage to the next.

By the end of Year 2

3 The results of last year's national tests for pupils at the end of Year 2, suggested that standards in reading and writing were below average and that the school's performance matched that of similar schools. In mathematics, standards were well below average and the school's performance was lower than similar schools. Teachers' assessments showed that standards in science were also well below average. In reality, almost all pupils in mainstream classes reached the level expected for their age and a significant number achieved a higher level. Of the pupils who had special educational needs, almost half reached the level expected for their age. This is a real success for the school and one that is predicted to remain similar in the current year.

4 Inspection findings validate the school's records. By the end of Year 2, most pupils in mainstream classes attain standards in reading, writing and science that match those expected for their age and a significant number achieve a higher level. In mathematics, consistently good teaching with a focus on the fundamentals of number and pattern ensures that most pupils in mainstream classes achieve levels that are above those expected for their age. The school's results in national tests fluctuate from one year to the next with the changing groups of pupils. There is no trend to the attainment of boys and girls. The small number of pupils who speak English as an additional language are not at an early stage of language acquisition and they do equally as well as other pupils in national tests achieving the levels of which they are capable.

5 In information and communication technology standards have risen since the previous inspection and are now above those expected for pupils' age. This is a result of improved teaching and more frequent opportunities to use computers. In religious education standards meet those prescribed by the locally Agreed Syllabus and in all other subjects standards match those expected by the end of Year 2. In all of these subjects, pupils who have special educational needs, those who start the school part-way through their education and those who speak English as an additional language are given all the help they need to achieve their full potential.

By the end of Year 6

6 The results of last year's national tests for pupils at the end of Year 6, suggested that standards in English, mathematics and science were well below average and that the pupils performed poorly in English and at a lower level in mathematics and science than those in similar schools.

7 As in Year 2, this is not the true picture. Almost three-quarters of pupils in mainstream classes reached the level expected for their age or a higher level in English tests. More than three-quarters did so in mathematics and almost all did in science. Of the pupils who had moderate learning difficulties, 11 per cent reached the expected level in English, 22 per cent did so in mathematics and a number of these pupils achieved a higher level in science. These figures are higher than the national picture for this group of pupils and represent a tremendous success for the school. Pupils who had impaired hearing or were deaf also did well. Twenty per cent reached the expected level in English, mathematics and science and a further ten per cent achieved a higher level in mathematics and science. Of the pupils who had impaired vision half reached the expected level in mathematics and science, though none did so in English. This too represents considerable success for the school.

8 Inspection findings once again validate the school's records. By the end of Year 6, the standards achieved by pupils in mainstream classes are above average in English, mathematics and science. Most pupils reach the levels expected for their age and a significant number are working at a higher level. Pupils who have special educational needs continue to achieve well and reach the levels of which they are capable. Like last year, this means that a significant number have done extremely well and have attained the levels expected for their age.

9 The school's performance in national tests has been rising at a similar rate to the national trend. Although test results have fluctuated slightly in English and science, in mathematics they have risen in each of the last four years. There are no trends to the attainment of boys and girls. Each year governors and staff sets realistic targets for raising standards in English and mathematics. Last year the school just failed to meet its target in English, because a very small number of pupils did not perform as well as expected in a test situation. The school exceeded its target for raising standards in mathematics.

10 Standards in information and communication technology have risen and are now above those expected for pupils' age. In religious education standards have been maintained and continue to meet those prescribed by the locally Agreed Syllabus. In art and design and design and technology standards have fallen, partly as a result of the extra time and emphasis that has been given to English and mathematics in recent years. In music, teachers have not managed to raise standards and they remain below those expected for pupils' age. This is because many teachers lack the skills to teach the subject well and the school has not, until recently had a programme of work to help them overcome this shortcoming. In all other subjects, standards have been maintained and continue to match those expected for pupils' age. As in Year 2, pupils who have special educational needs, those who speak English as an additional language and pupils who join the school part-way through their education are given all the help they need to achieve their full potential.

Pupils' attitudes, values and personal development

11 Pupils have very positive attitudes towards the school and learning. These are stronger than they were at the time of the previous inspection, reflecting the effort that teachers make to ensure that pupils enjoy their time in school. As a result, pupils arrive promptly each morning and are very keen to start the day's activities. They quickly settle down in registrations, assemblies and in class. Pupils of all ages consistently demonstrate positive attitudes to their work. This starts in the Foundation Stage where children are happy to leave their parents and explore the activities offered to them. These positive attitudes are maintained as the children progress through the school. Pupils are very enthusiastic, motivated and eager to learn. They are attentive to their teachers, willingly ask and answer questions, and freely offer their own ideas and opinions. Nearly all parents agree that their children like school.

12 Overall, standards of behaviour throughout the school continue to be good. This is a similar picture to the time of the previous inspection. The teaching and non-teaching staff, parents and the majority of pupils themselves have high expectations of the standards of behaviour that are acceptable in the school. Pupils move around the school in a quiet and orderly manner and their behaviour in the classrooms is consistently good. Behaviour in the playgrounds at breaks and lunchtimes is very good. There were no signs of any bullying or isolation of individual pupils. Pupils who have struggled with behaviour problems in other schools manage to succeed in Sunnyside Primary School. There have been two exclusions in the current academic year as a result of inappropriate behaviour outside the school. These exclusions were part of a planned behaviour correction programme.

13 Pupils' relationships with adults and one another are outstanding. They are polite, well-mannered and very welcoming to visitors. Children in the Foundation Stage quickly make friends and this carries on throughout the school. Pupils take care to ensure that those who are new to the school have someone to show them the 'ropes' and they are always ready to help those who have impaired vision or hearing. In lessons, pupils generally collaborate well, share resources, take turns and listen to each other. For example, in a class in Year 2, pupils worked as teams to produce large-scale sculptures from wood, twigs and leaves. Pupils consistently show respect for their teachers, each other and the environment. In assemblies pupils bow their heads reverently during moments of reflection and are respectful of the occasion.

14 The pupils' personal development is very good. As they get older they gain a good range of social skills that help them to develop into well-rounded individuals. In classrooms, most pupils get on with their work without too much prompting from teachers and maintain high levels of concentration and persevere with the tasks they are set. Outside of lessons, pupils respond maturely and sensibly to the wide range of formal responsibilities given to them. The Student Council allows pupils to influence decisions that affect the way in which the school is run. Pupils go out of school on an appropriate range of educational visits and are exposed to a wide range of visitors. The school supports local, national and international charities and the pupils are learning to be aware of others less fortunate than themselves. Parents unanimously agree that the school is helping their children to become mature and responsible.

15 The attendance rate at the school has improved in the last year. However, parents withdrawing their children for annual holidays during term time adversely affect attendance rates. The rate of unauthorised absence is broadly in line with the national average.

HOW WELL ARE PUPILS TAUGHT?

16 Although it varies from excellent to unsatisfactory, most of the teaching, in each key stage is good. There is predominantly good teaching in English and mathematics and some good teaching in all other subjects. In art and design and in design and technology gaps in the teaching in Years 3 to 6 make it unsatisfactory overall, though all of the lessons seen during the inspection were taught satisfactorily.

17 The teaching of pupils who have physical, sensory, emotional or learning difficulties is also good and helps these pupils to overcome the barriers to learning. It is a similar picture for the relatively small number of pupils who speak English as an additional language and for those who join the school part-way through their education. They are given all the help they need to make good progress.

18 The quality of teaching has improved since the time of the previous inspection because of training to improve teachers' expertise. Weaknesses in the planning of work for higher attaining pupils have been remedied and there is generally consistency in the quality of teaching in classes within the same year group.

19 In the Foundation Stage, almost all of the teaching is good or better. One of the strengths of the teaching is the way that staff integrate children from mainstream classes with those who have barriers to learning. Children of all abilities work and play together for large parts of the day. This works very well and helps to promote the personal and social development of all children. Other strengths include the good organisation of resources making the Foundation Stage a lively and exciting place in which to learn. As a result, children are highly motivated and are keen to explore new activities and challenges. There are one or two areas of teaching that could be improved; teachers sometimes over-estimate what children know and can do when they start in the Foundation Stage and the outdoor play equipment is not easily accessible. The first of these means that children's work is not always pitched at the right level in the beginning of term and the second prevents children from having a wider range of choice when playing outdoors.

20 In Years 1 to 6, the teaching is predominantly good. The strengths of the teaching lie in the way that teachers ensure all pupils have equal access to the curriculum and equal opportunities to make progress. In particular the system known to the school as 'reverse integration' whereby lower attaining pupils are sometimes taught with those who have special educational needs, works very well. These pupils benefit tremendously from working in small groups. Teachers also ensure that pupils' physical or sensory difficulties do not prevent them from achieving well. They are given regular opportunities to work in groups of more able pupils in mainstream classes. In addition, classes in Years 3 to 6 are set for English, mathematics and science and this ensures that pupils of all abilities are given the help they need and are challenged by their work. For example, in Year 5 classes, lower attaining pupils planned a conclusion to their experiment on plants and growth with their teacher, while higher attaining pupils used graphs and their own explanations of what had happened to communicate their results.

21 A further strength of the teaching that enables pupils to achieve well is the way that most teachers manage pupils. Their success is built on the outstanding relationships that all staff have with pupils. This works because teachers treat pupils with respect and pupils respond by trying hard to please their teachers. Lessons are only occasionally disrupted by too much noise or when pupils are not listening attentively enough. Very often in these situations it is pupils' enthusiasm for learning that makes lessons bubble along at a fast pace.

22 Throughout the school, teachers are good at teaching the basic skills of literacy and numeracy. In Years 1 and 2 pupils are given daily opportunities for reading, writing and using

numbers. In Years 3 to 6, teachers use the National Literacy Strategy to ensure that spelling, punctuation and handwriting are given due attention as well as writing creatively. For example, in a very good lesson, pupils in Year 6 were able to write interesting character profiles after the teacher explored the impact of adjectives in the text they were reading. In mathematics lessons, pupils are taught the basic skills of number during mental mathematics sessions. For example, in a good lesson, lower attaining pupils and those who had special educational needs practised counting in tenths as a preparation for their work on converting litres to fractions. Teachers regularly set homework in English and mathematics and pupils benefit considerably from the extra practice they get at home.

23 Only a few lessons in Years 3 to 6 were unsatisfactory and these were caused by two main weaknesses; the lesson pace was slow and teachers failed to manage difficult pupils effectively. This meant that pupils learning was slowed or disrupted and they made little or no progress.

24 The teaching of pupils who have special educational needs is also generally good, and much of it is very good and excellent. Teachers throughout the school are very knowledgeable about the difficulties faced by the pupils in their care and put this to good effect to ensure that pupils who have barriers to learning are given the means to overcome these whenever possible. The fact that these groups of pupils make very good progress is mainly due to the very appropriate individual support that the school provides and the very good teaching, commitment and support of the specialist and mainstream teachers and teaching assistants. Teachers make good use of the time and talents of teaching assistants and other support staff, who often work with small groups of pupils. They make a significant contribution to the quality of teaching and without them, pupils' acquisition of skills, the effort they make and their pace of working, would not be anywhere near as good as it is. Pupils' difficulties are diagnosed early in the Foundation Stage and those who need help with reading, writing and number are given support in small groups or individually. Very often, this is planned meticulously and each child has an individual programme of learning. In addition, programmes such as those designed to promote literacy or numeracy skills are taught well and have ensured that standards in reading and writing have risen significantly in each of the last two years. Similarly, *booster* classes for pupils in Year 6 have helped increase the proportion of 11-year-olds who reach the level expected for their age in English and mathematics. The exception is that teachers have done little to identify or promote the achievement of pupils who have talents in sports, music or the arts. This aspect of teaching is an area that could be improved if the school is to ensure that this group of pupils have the same equal opportunity to achieve their full potential.

25 In art and design and design and technology there are gaps to the teaching that prevent it from being satisfactory overall. In the main this is to do with the way that each subject is planned. At present the topics are not taught in sufficient depth to ensure that pupils have the skills and knowledge expected by the end of Year 6. However, proposed changes to the planning are likely to remedy the situation and put the school in a good position to be able to continue to raise the quality of teaching.

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

Learning opportunities

26 The school meets statutory requirements to teach all subjects of the National Curriculum. Religious education is taught to meet the requirements of the locally Agreed Syllabus and children in the Foundation Stage follow a curriculum that is based on the recommended areas of learning. Gaps in the curriculum, identified in the previous report have mostly been remedied. Pupils have the opportunity to study information and communication technology and geography in greater depth. However, in the last few years, the school has concentrated on raising standards in English and

mathematics. This has led to the situation where some subjects, such as art and design and design and technology were not taught in sufficient depth in Years 3 to 6 for standards to match those expected nationally. In order to remedy this situation the head teacher and co-ordinators intend to alter the school's long-term planning to ensure that they are given greater emphasis.

27 The curriculum for personal, social and health education is developing rapidly and is currently good. This has helped to maintain the way pupils behave, their attitudes to learning and how they relate to one another. In lessons, pupils are given the opportunity to discuss issues of life that are relevant to their age and maturity. They are taught about the misuse of drugs, about sex and relationships and how to have a healthy lifestyle.

28 The National Literacy and Numeracy Strategies are used effectively to ensure that pupils achieve as well as they can. More time is devoted to teaching English and mathematics than other subjects and the curriculum includes additional support for pupils who need help with reading, writing and mathematics.

29 Teachers pay close attention to the inclusion of all pupils. Pupils who have special educational needs, those who speak English as an additional language and pupils who join the school part-way through their education all have equal access to the curriculum and equal opportunities to learn. They are given extra help when it is needed and teachers work hard to ensure that they play a full part in lessons. The school has been particularly successful in integrating its four special units so that the work they do fits seamlessly into what the rest of the school is doing. The only weakness to the provision for educational inclusion is that there is little on offer for pupils who are gifted or talented.

30 A wide range of after-school activities and clubs enriches the curriculum. These are popular with pupils and the school takes the extra step of ensuring that many take place at lunchtime in order to enable children who come to school by special buses or taxis to attend. The curriculum is further enriched by the school's very good links with the local community. Pupils benefit from the first-hand experiences they gain from visitors to the school and on regular educational outings such as a walk to the woods to gather materials for an art and design lesson. Funding and involvement in the Excellence In Cities Action Zone project has enabled the school to provide resources that have added to the curriculum and in turn helped to raise standards, particularly in English and mathematics.

31 Pupils benefit from the close links that the school has established with local secondary schools and primary schools from further afield. In sharing information about pupils the schools ensure the smooth transition from this stage of pupils' education to the next. When asked, several pupils in Year 6 said that they are looking forward to moving on to the next stage of their education.

Personal development

32 The school's provision for pupils' personal development is very good. This is an improvement since the last inspection. The school policy takes an active approach to spiritual, moral, social and cultural development and there is evidence of this in other agreed policy statements including subject guidance.

33 Provision for pupils' spiritual development has improved since the previous inspection and is now good. Pupils are taught to respect others as well as themselves. In school, there are very positive relationships between mainstream pupils and those who have special educational needs. Mutual respect and consideration are very evident and all pupils are treated as equals. Assemblies give pupils daily opportunities to think and reflect in a quiet atmosphere. Teachers use whispered voices through the sound field system to invoke stillness and thought. Arrangements are made so that

all pupils can participate fully, including signing for pupils with a visual impairment. The school has identified topics and themes that are held in high value; for example, during an assembly featuring 'strength' as a topic, pupils were introduced to the notion of physical and mental strength and given Grace Darling as a good example of these attributes. They were also encouraged to pray and think about their own strengths. Music is often played in assemblies, but its potential to create a mood and give pupils opportunities to explore their feelings is not being fully exploited in other areas of the curriculum.

34 Provision for pupils' moral development is very good, which is an improvement since the last inspection. The daily work of the school actively promotes pupils moral development and there is direct teaching of positive attitudes and values through assemblies. Teachers are very good role models and treat pupils with consistency, respect and consideration. There is a clear behaviour policy, with known rules, rewards and consequences that are accepted as fair by pupils. Pupils are expected to make the right choices and do the right thing and most of the time they do so. There is very little evidence of poor behaviour of any kind.

35 Provision for pupils' social development has also improved since the previous inspection and is now very good. Pupils learn to live in the school community in its widest sense. A particularly good example of this was seen in an assembly when the analogy of a jigsaw puzzle was used to show how each pupil was important and needed to fit in. The teacher used the same example to encourage pupils' attendance telling them, 'we need to see you all here, just like the pieces in the puzzle.' Pupils are encouraged to take responsibility and show initiative and pupils with hearing and visual impairments are readily supported by other pupils without them being asked. The school is breaking down barriers by using signing more widely and mainstream pupils were seen teaching each other signing in the playground. There are positive relationships between pupils and they co-operate well when asked to work together. Mutual success in a music task was greeted with a spontaneous cheer. Pupils' individual and group achievements are rewarded and celebrated in a variety of ways including stickers, certificates and team points. Pupils have elected a school council, which meets once a week to discuss their suggestions and concerns. This gives pupils a voice in how the school is run and excellent opportunities for leadership and taking responsibility. Initiatives led by the school council have included the development of a wild garden, opening a tuck shop, putting markings on the playground and tidying the courtyard areas. Older pupils are given an opportunity for a residential visit. This is sometimes oversubscribed and pupils learn to cope with disappointment if their name is not 'pulled from a hat.'

36 Provision for pupils' cultural development has been maintained since the previous inspection and remains satisfactory. Other religions and cultures are studied in geography, religious education and art and design, but the school has not yet grasped the wider multicultural dimension that is needed to make the provision good. Consequently, many pupils in Year 6 have only a limited knowledge of other cultures and traditions. There have been specific highlights, for example, the tremendous impact of an Asian dance group and Asian parents coming in to show pupils their food and clothing. Following staff visits to South Africa and the Cayman Islands new links using the Internet have been made with other schools in these countries and this will help to widen pupils' multicultural awareness.

37 Citizenship is a developing area of the curriculum and it is not compulsory in primary schools. However, a lot of work has already been done and a new scheme of work will be introduced in September. This is based on national guidance for teaching and learning citizenship. To date, elements of citizenship have been included in the work being done in the areas of personal, social and health education and this is planned to continue. Specific examples of areas already being covered are the involvement of the Drugs Action Team, successful charity fundraising and a visit to school by a local councillor to work with older pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38 The school provides very effective care for its pupils. The head teacher places a high priority on pastoral care and provides very good leadership in this aspect. All members of staff are very caring, dedicated and totally committed to the welfare of the children in their charge. The non-teaching staff are very effectively deployed and give very good support for teachers and pupils, particularly those pupils who have special educational needs. This has a positive impact on the progress these children make and the standards they achieve. The care, support and consideration given to pupils who have impaired vision or hearing or moderate learning difficulties is outstanding and enables them to play a full part in lessons and the life of the school.

39 Procedures for child protection and ensuring pupils' welfare are very good; they 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. Governors, the head teacher and the caretaker work in close partnership to ensure that all the required health and safety inspections, including risk assessments, are systematically carried out and formally recorded. The school is working very hard to update and replace health and safety documentation that was lost during building work in the school. Conscientious teachers and teaching assistants, who are alert and vigilant, supervise pupils very well at breaks. The standard of supervision by the midday supervisors at lunchtimes is very high.

40 The school has good arrangements for promoting and monitoring discipline and good behaviour. All members of staff conscientiously implement these procedures. This has a positive impact on the high standards of behaviour consistently maintained throughout the school. The behaviour policy is supplemented by sensible and easily understood school and classroom rules. Anti-social behaviour is addressed in assemblies and personal, social and health education lessons. Procedures for monitoring and promoting good attendance are good. Registers are completed accurately and unexplained absences are quickly and rigorously followed up. The breakfast club helps with the promotion of punctuality.

41 Teachers and teaching assistants know their pupils extremely well and have a very good understanding of their individual personal needs. Consequently pupils' personal development is monitored very well. Every pupil in the school is treated as an individual and their academic performance and personal development are monitored closely.

42 The assessment of pupils' academic performance has improved since the previous inspection when several shortcomings were noted. It is now very good in English and mathematics where co-ordinators analyse the results of national tests rigorously in order to identify gaps in teaching or learning. For example, writing has been identified as an area of weakness that is having a negative impact on standards throughout the school. The information gained from investigating the information available has enabled the school to use additional resources, such as additional literacy classes, to support specific groups of pupils so they are beginning to make better progress in writing. In English and mathematics teachers use a range of tests to measure pupils' attainment and track their progress from one year to the next. In science and information and communication technology, where procedures are good, pupils' progress is also measured and tracked, but, as yet, there is not the level of analysis or target setting that is obvious in English and mathematics.

43 The quality of assessment in other subjects remains satisfactory although the school is in the process of introducing more rigorous national assessment techniques linked to the national curriculum. This new system allows teachers to check pupils' knowledge and understanding immediately after they have completed a unit of study in a particular subject. Currently, only two aspects are evaluated in

each subject. This is not enough to give a clear view of how skills and knowledge are being built up throughout the school and this is one of the reasons why standards in art and design and design and technology have fallen.

44 Assessment procedures for pupils who have special educational needs are very rigorous and thorough. Regular reviews ensure that parents are aware of how well their children are progressing and enable teachers to set new and more challenging targets for each pupil.

45 In the Foundation Stage, staff assess what children know and can do by observing them as they work and play and use the recommended profiles to record these. An area of assessment that could be improved is that when they are assessing children's attainment on entry to the school staff have not always been accurate in their judgements. The co-ordinator is aware of this and proposals are underway to provide further training and clearer guidance about the stepping-stones to learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46 Relationships between the school and parents are very good. The school enjoys the active support of the 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. There are a small but committed number of parents, and grandparents, who regularly help in the classrooms and accompany the children on educational trips. The school hosts courses for parents, for example, the 'family learning' arts and crafts course, which are well attended. Attendance on these courses has encouraged several parents to join the parent teacher association. This is an active group that raises considerable funds for the school. The majority of parents expressed a very high level of satisfaction with almost all most aspects of the school.

47 Communication between the school and home is good. The school sends out regular, informative letters about specific events and activities. The school publishes an attractive, comprehensive and informative prospectus. The governors hold an annual meeting with parents and publish a useful annual report. However, the latest report omits some statutory required information, for example, details about teachers' professional development and the arrangements for pupils with disabilities. Parents are given an informative annual progress report that clearly indicates what the pupils can do and the progress they are making. However, the current reports do not set formal targets for improvement. Parents are offered the opportunity to attend appropriate consultation meetings to discuss their children's work and progress with their teachers. The head teacher and his staff are very welcoming and approachable and there are plenty of opportunities for parents to talk to staff informally at the start and end of each school day.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48 The leadership and management of the school are very good. Under the very effective guidance of the head teacher and senior staff the school has successfully implemented the local education authority's development of 'Sensory Impairment' in mainstream schools. At the same time, results in all core subjects have risen significantly as a result of the school's aims and actions to raise standards. In achieving these two major aims the school has developed an excellent ethos for inclusive education. These are recognised and valued by many in the local and wider community.

49 Since the last inspection the school has implemented 'School Self Review' procedures. These match the mechanisms used by the Local Education Authority and provide the school with a very good analysis of its performance and a clear way forward in raising standards. The senior management team contribute significantly to the processes of strategic planning for improvement.

Their monitoring and evaluation of the school's performance, especially in relation to teaching in the core subjects, are very good. This is clearly reflected in a succession of detailed school improvement plans which have been effectively compiled by the staff and governing body and supported by the local education authority. The school has made very good progress in implementing a range of subject policies and key staff are aware of data available from both national and school-based assessments. These are analysed and further targets for improvement set. This process addresses issues mentioned in the last inspection.

50 Improvement in teaching has been a contributory factor in raising standards in English, mathematics and science. The delegation and contribution of the key staff with management responsibilities in these areas are very good. Co-ordinators have secure subject knowledge and have been very much involved in the improvements in these core subjects. These effective practices have started to impact in other subjects of the foundation curriculum. Co-ordinators in these areas are now expected to identify the best practices needed for improvement. Links between school improvement and the appraisal and performance management of teachers are very well developed. Regular and rigorous monitoring of teaching has been conducted to improve the inconsistency in practices identified in the last inspection and by subsequent school reviews. These celebrate and share the strengths in practices and also identify appropriate training needed to further improve provision.

51 Governors undertake their roles very well in working with the head teacher to prepare an appropriately prioritised school improvement plan. They provide a supportive working relationship and are helpful in identifying areas for improvement. They have very good links with curriculum areas and special education needs provision and are involved in monitoring the quality of provision first hand. Governors have a very good understanding of the strengths and weaknesses of the school and have a clear voice in making key decisions. They are encouraged to take a full role in monitoring the life and work of the school. The most recent school improvement plan appropriately recognises the need for ongoing monitoring and improvement to the foundation curriculum, especially with the use of more effective assessment procedures. The targeting of more specific groups of pupils has also been identified to further raise standards.

52 The school very effectively identifies financial priorities for its educational development. Governors oversee the spending on resources to support pupils' learning wisely. This policy on adopting 'best value practices' was successfully undertaken when reviewing the significant improvement in information and communication technology standards as a result of major capital resource input. The head teacher and governing body work very closely with the Local Education Authority because of the unusual nature of its budget. Recent liaisons have resolved problems with high staffing ratios and produced a budget to plan for a much needed library development. Financial planning also involves very good use of specific grants for pupils with special education needs, including support staff, funding from the Educational Action Zone and costs incurred to improve standards in literacy and numeracy.

53 The leadership and management of each base for pupils who have special educational needs are also very good. This is organised and monitored by the inclusion co-ordinator but its success lies in the way that everyone works together as a team, with the pupils' best interests at heart.

54 The school provides very good value for money when the educational provision and pupils' levels of achievement are set against the circumstances in which the school operates.

55 The match of teachers and support staff to the demands of the curriculum is very good. A very good management structure enables the school to function effectively and efficiently. There is a good number of appropriately qualified specialist teachers for those pupils who have special

educational needs, including those with hearing and visual impairments. Procedures for appraisal and performance management are securely in place and up to date. Opportunities for all staff to partake in professional development are very good. There is a formal mentoring programme for newly qualified teachers. Experienced and well-qualified teaching assistants, nursery nurses and support staff are fully involved in all aspects of the curriculum and make a significant contribution to the quality of the education provided by the school.

56 The school has adequate accommodation to teach the curriculum. Strengths of the accommodation include its easy access for pupils or adults who are disabled, the secure play area for children in the Foundation Stage and the size of the outside grassed and hard surface areas. In addition, there are two reasonable sized halls for physical education and games. However, there are one or two problems with the accommodation that have an adverse effect on pupils' learning. The most important is that almost all classrooms are also access ways to other classrooms or areas and there is a constant stream of adults and children passing through any lesson. While teachers do their best to minimise this problem and pupils are always quiet as they go through another class this nonetheless is disruptive and everyone does well to manage it as they do. The second weakness to the accommodation is that the floor covering in the junior hall is badly worn and presents a potential hazard for pupils in physical education lessons. The accommodation is kept very clean and well maintained by the school caretaker.

57 Overall the quality and sufficiency of learning resources is good. There are good resources in the Foundation Stage, science, mathematics, physical education and religious education. Resources for information and communication technology are very good. This is a significant improvement since the last inspection when provision was judged insufficient. Music resources have also improved since the last inspection and are now satisfactory. The school has very good resources for supporting pupils with special educational needs, including those pupils with hearing and visual impairments. Information and communication technology is particularly well used to support these pupils, which has a positive impact on the progress they make and the standards they achieve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58 Governors, head teacher and staff should

- (1) **Raise standards in art and design by the end of Year 6 by**
- ensuring that the curriculum is taught in greater depth,
 - increasing the resources available,
 - making greater use of information and communication technology to help pupils learn,
 - monitoring the curriculum closely,
 - assessing pupils' progress closely and using the information provided to pitch work at the right level.

(paragraphs of the main commentary 16, 89-94)

- (2) **Raise standards in design and technology by the end of Year 6 by**
- ensuring that the curriculum is taught in greater depth,
 - making greater use of information and communication technology to help pupils learn,
 - monitoring the curriculum closely,
 - assessing pupils' progress closely and using the information provided to pitch work at the right level.

(paragraphs of the main commentary 16, 95-100)

- (3) **Raise standards in music by the end of Year 6 by**
- improving teachers' knowledge and understanding by providing further training,
 - adhering to the principles in the current action plan,
 - monitoring the quality of teaching.

(paragraphs of the main commentary 120-125)

- (4) **Ensure that gifted and talented pupils achieve their full potential by**
- agreeing and implementing a policy for identifying and providing for these pupils.

(paragraphs of the main commentary 24, 29, 51)

59 In addition governors should address the following minor issue

- (1) **Ensure that all of the required, statutory information is included in the annual report to parents.**

(paragraphs of the main commentary 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	17	44	23	3	0	0
Percentage	3	19	49	26	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	16	344
Number of full-time pupils known to be eligible for free school meals	0	90

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	75
Number of pupils on the school's special educational needs register	2	107

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	68
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
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	15	25	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	21	21	19
	Total	32	31	30
Percentage of pupils at NC level 2 or above	School	80% (76%)	78% (86%)	75% (90%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	20	18	19
	Total	31	29	30
Percentage of pupils at NC level 2 or above	School	78% (78%)	73% (92%)	75% (86%)
	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	36	34	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	21	29
	Girls	16	18	22
	Total	32	39	51
Percentage of pupils at NC level 4 or above	School	46% (44%)	56% (51%)	73% (83%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	22	33
	Girls	18	16	20
	Total	37	38	53
Percentage of pupils at NC level 4 or above	School	54% (66%)	55% (61%)	77% (83%)
	National	73% (72%)	74% (74%)	82% (82%)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	295	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	6	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	25.4
Number of pupils per qualified teacher	13.5
Average class size	16

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	620

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	32
Total number of education support staff	1
Total aggregate hours worked per week	37

Financial information

Financial year	2001 - 2002
	£
Total income	1,236,459
Total expenditure	1,217,464
Expenditure per pupil	3130
Balance brought forward from previous year	45,792
Balance carried forward to next year	18,995

Number of pupils per FTE adult	16
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	9.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	360
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	1	0	0
My child is making good progress in school.	75	23	1	0	0
Behaviour in the school is good.	63	34	1	0	1
My child gets the right amount of work to do at home.	52	27	12	0	8
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	69	29	1	0	1
I would feel comfortable about approaching the school with questions or a problem.	85	14	1	0	0
The school expects my child to work hard and achieve his or her best.	75	23	0	0	1
The school works closely with parents.	66	31	0	0	3
The school is well led and managed.	81	18	0	0	1
The school is helping my child become mature and responsible.	73	26	0	0	1
The school provides an interesting range of activities outside lessons.	53	31	7	0	8

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

Personal, social and emotional development

60 Many children enter the nursery with limited social skills. However, good teaching of this area of learning helps mainstream children and those who have special educational needs achieve well and make rapid gains in independence and self-esteem.

61 Teaching is good because staff interact sensitively and calmly with children taking time to get to know each one as an individual. As a result, children are very relaxed in the company of adults and are happy to talk and laugh with staff and visitors. Children quickly develop friendships and make good progress. Adults plan a good range of interesting and practical activities. Consequently children are excited about what they are doing. Resources are easily accessible, so children can make choices about what they need and become more responsible for their own learning. They take care of the equipment by tidying away at the end of the session. They help to look after plants that are growing in the courtyards. Adults are very good role models and children learn how to play together and to care for one another. Two nursery children were so thrilled to see each other after the half-term holiday that they spontaneously hugged. Children in the reception classes have well-established friendships, share equipment and toys and play happily together. Behaviour is good and adults have high expectations making sure that children are clear about boundaries and expectations; they follow rules and routines well and line up sensibly when moving around the building. The majority of children manage their own hygiene and know when they should wash their hands. Staff praise children and listen carefully to what they have to say; they value their work and display it well. This helps children to develop a sense of self-esteem and show pride in their achievements. In a small group session, one child was so thrilled at his success in copying patterns that his face glowed with delight. Staff encourage children to become very involved in what they are doing. For example, two children in a reception class showed good levels of collaboration as they completed a 28 piece jigsaw together. Teachers are very skilled at helping children improve concentration during whole group sessions by actively involving them in what they are learning. When learning letter sounds in reception classes, children mime actions to words and letters. This enhances their progress very well. Children learn about their own cultures and beliefs through regular activities during the year. They become sensitive to the needs of others because children from the units play and learn alongside nursery and reception class children and are included in the activities planned.

Communication, language and literacy

62 In this area of learning teaching is good therefore most children achieve well, and reach the standard expected for their age. Staff give a great deal of attention to speaking and listening skills and this has a significant impact on learning. They play alongside children in small groups encouraging them to listen carefully and to answer questions. For example, in an adult-led session children made traffic light biscuits and staff talked about road safety and encouraged children to explain when it is safe to cross the road. Well-planned role-play scenarios, such as the shoe shop and the uniform area, help children improve their word knowledge and the way they speak to each other. Staff place good emphasis on early reading skills. Children of all abilities are interested in books and happily sit in the reading bus, browsing at leisure. They handle books carefully and have favourite stories. Older children in reception classes read several words from memory and chat about the characters. They say that 'if you want to find out about a frog you have to look in information books not story books'. All children are praised for identifying their name on their coat hook or on their milk carton. A good

feature of the teaching is the way that staff teach the sounds of letters. As a result, by the end of the Foundation Stage many children can sound out words they do not know. They transfer their knowledge to their writing, for example, one reception child drew a picture of a computer and wrote 'compyuwt.' Writing is at an early stage in the nursery and staff provide a good range of activities to help develop skills. They teach children to make patterns in sand and with dough. Writing areas have a range of one-handed tools such as large pens and pencils as well as a good selection of papers. Staff encouraged children to write as they play and nursery children draw pictures and talk about their ideas. Reception children are beginning to write down words to accompany their pictures and their letters are well formed because they are given time to practise in sand or with dough. This makes a difficult task fun for children.

Mathematical development

63 In mathematics, children achieve well, and reach the expected standard for their age by the end of the Foundation Stage. Teaching is good because staff give good emphasis to numbers by planning a good range of practical activities that inspire children and help them understand. They challenge higher attaining children to understand and use numbers and symbols for 'adding together' and 'equals'. Teachers make learning fun, for example, children count parcels and post the right number in letter boxes; they find number four and jump four times. Enjoyable activities, such as washing socks and pairing them before hanging them out to dry teaches children how to match objects in a fun way. Children recognise and name flat shapes and make models using solid shapes. They are taught mathematical words when filling and emptying containers and when building tall and wide structures.

Knowledge and understanding of the world

64 Teaching is good and children achieve well because adults plan many stimulating activities to widen children's experiences. Children's understanding and increased knowledge is secure because they have first-hand experiences. Teachers plan interesting experiments to help children understand which colours are best to wear at night. Small group discussions make very good links with clothes workers wear, such as those the fireman and lollipop lady showed them on their visit. Teachers value children's ideas and give them ample opportunities to talk about why things happen. They observe plants growing in the courtyard and fish in the small pond. Children learn the basic skills of designing and making models and have good chances to use tools when they prepare fruit for snacks. They find out the best way to fasten straps to the shoe sole and choose between glue, split pins and tape. Children use the computer suite each week and these regular opportunities help them gain familiarity with computers and the school's software programs. Teachers help them develop a sense of time by talking about the events of the day in sequence. In topic work they handle costumes from countries such as India and China. Resources such as dolls, jigsaws and books depict children from different cultures. This helps children become aware of differences in locality and people, as they play.

Physical development

65 Teaching is good and children achieve well because they are given regular opportunities to play outdoors and to use the school hall. They play on tricycles and with various wheeled equipment and learn to control their body and balance. Additional equipment is available, but it is not stored in an easily accessible way. This sometimes limits the range on offer. Staff teach children to throw, catch and aim accurately when using beanbags and small equipment. Children are taught ring games and become aware of their space and the space of others. They learn about a healthy lifestyle when they drink milk each day and eat healthy snacks. Children use the good range of tools and equipment available and are developing fine finger skills through carefully planned activities. For example, when playing in the shoe shop staff teach children to fasten laces. When playing in the construction area

staff teach children to push and pull to join pieces together; they help them manipulate dough into the shape they want. Children practise pouring water and sand from one container to another.

Creative development

66 Teaching is good and as a result children make good progress in creative development. In art children's standard is above what is normally expected because staff take time to help children develop new skills. Staff teach children how to mix colours as they paint and see the interesting effects. They experiment with a range of materials and use many techniques in their work. For example, staff teach them how to print and to use a good variety of materials in a creative way. They learn to use the computer to produce their fashion designs. Teachers display children's work in an inspiring way and this encourages their creativity. Staff plan regular singing sessions using instruments, so children know many songs and rhymes off by heart and how instruments work. Children develop their imagination as they act out scenes in role-play such as the shoe shop. They play with puppets and take on different roles. They like to smell and taste food during baking sessions and when preparing snacks. Overall children enjoy being creative and all play a full and active part in all that is available.

ENGLISH

67 Pupils in mainstream classes achieve well in English and, by the end of Year 2, they reach the levels expected for their age. This is a similar picture to the time of the previous inspection. They continue to make good progress in Years 3 to 6 and by the end of Year 6 many attain standards that are above those expected for their age. This is an improvement on the standards described in the previous report. Pupils who have special educational needs also achieve well and a number do exceptionally well to reach the standards expected for their age by the end of Year 6, despite their learning barriers. A small number of these pupils also achieve standards that are above those expected for their age.

68 Consistently good teaching and the effective use of the National Literacy Strategy ensure that pupils in mainstream classes and those who have special educational needs achieve their full potential. There are strengths to the teaching of all aspects of English and teachers make good use of pupils' literacy skills in other subjects. For example, to write an account of Captain Cook in history. They also make good use of computers to promote pupils' literacy skills and this is done particularly well for pupils who have special educational needs.

69 Teachers provide many opportunities for pupils to speak and listen in English and other lessons. As a result, pupils listen well when they are receiving instructions and pay close attention when their classmates are speaking. For example, pupils in Year 2 discussed an author with a partner and then confidently gave their views to the rest of the class. Teachers actively develop higher standards in speaking and listening. For example, pupils in Year 4 were asked to use an expressive voice when describing their work on persuasive language in advertising. By the time pupils reach Year 6, many are confident speakers and higher attaining pupils use words and phrases that are imaginative, evaluative and concise. For example, one pupil working on a Haiku poem describes snow as, 'falling, frozen butterflies.' In many literacy lessons, pupils who have impaired hearing are helped to play a full part through the use of sound systems, which enable them to hear. Teachers also make sure that they can hear and that they have understood what is being talked about by asking them pertinent questions. Other pupils respond well by behaving in a quiet and responsible manner so that background noise is generally kept to a minimum. In this way, these pupils enjoy being part of a larger group. A weakness to the teaching of speaking and listening is that in a small number of lessons in both key stages pupils are expected to sit on the floor and listen for too long and they ultimately lose

concentration. Despite this most pupils say they enjoy the subject, as when a pupil in a Year 2 remarked, 'I like this school. If I didn't come here I couldn't do this lovely work.'

70 In Years 1 and 2, teachers are good at teaching the basic skills of reading. They ensure that pupils read regularly in groups, quietly by themselves and to adults. In groups, the skilful questioning of teachers ensures that by the end of Year 2, average and higher attaining pupils express their opinions about the plot and characters and start to predict and think about what might happen later in the story. Reading to adults gives pupils another opportunity to talk about their book and helps promote their love of reading. Teachers also ensure that pupils are taught a range of strategies to help them read unfamiliar words and by the end of Year 2 they use picture clues and build up words by sounding out the letters. Higher attaining pupils use the meaning of the text to help them read difficult words and go back over sentences or read ahead until they think they have got it. A further strength of the teaching in Years 1 and 2 is that teachers are good at matching reading books to the interest and ability of pupils. Pupils enjoy the challenge of reading new books and they are keen to show off their reading records. Teachers expect pupils to read regularly at home and those who do so make good progress. In Years 3 to 6, teaching continues to be good. Teachers ensure that pupils develop as independent readers by encouraging them to choose and use reading books appropriate to their level of development. By the time they reach Year 6 pupils of all abilities have maintained their positive attitude to reading and talk about their favourite books. Higher attaining pupils read fluently and with good expression. They demonstrate a good level of comprehension and can make inferences from what they read. For example, pupils in a Year 6 group of mainstream pupils and pupils who have special educational needs read 'Cinderboy' and used the text well to establish how the main characters were established. Teachers do not always make best use of the school library, which is inconveniently situated and not well organised. Consequently, by the end of Year 6, pupils take a long time to find non-fiction books and do not use accepted library methods to help them do so. A newly appointed co-ordinator for the library is making good progress with planning and implementing improvements but these have not yet had an effect on standards.

71 The co-ordinator has identified writing as the weakest element of pupils' work in English and is working hard to improve standards throughout the school. These changes are having a positive effect and standards are rising overall, although some problems remain. For example, pupils of all ages and abilities are taught the essential technical skills such as spelling, grammar and punctuation but do not always use them well enough to express their good ideas. Teachers develop pupils' handwriting systematically, so that, by the time they leave the juniors, most have developed a neat, legible style. However, in infant classes, very few pupils develop a joined-up style by the end of Year 2, although most are capable of making this transition. Pupils are taught useful techniques, such as 'look, cover, write, check', to improve spelling and make use of lists of words to help them write accurately.

72 Pupils are given sufficient opportunities to develop their skills in longer and more complex pieces of creative writing in English lessons but this is not so well developed in other subjects. Pupils make use of information and communication technology in a number of ways to enhance their learning. For example, some pupils in Year 2 found information about an author from the Internet and were delighted to see he was a real person. Particularly good work was observed in a Year 4 class where pupils used the interactive whiteboard with confidence to examine the persuasive language used in advertising. Some pupils in the class used a word processing program on the computer and others used Alphasmart machines to record their results.

73 As a response to criticisms in the previous report teachers have worked hard to improve the quality of marking. They mark work regularly and include evaluative comments that help pupils to understand how their learning will develop. However, even in the better examples, pupils do not often make the corrections they have been asked to and do not learn from their mistakes. All pupils are

aware of their general learning objectives before they start writing and have specific learning targets to attain based on identified weaknesses. This helps to focus their learning, especially when teachers refer to the targets in their marking comments. Where marking is not successful, as in some lower junior classes, there are few evaluative comments and the teachers' writing is difficult to read.

74 Throughout the school, teachers and teaching assistants work together very well to support pupils with special educational needs and they make very good progress. For example, a group of pupils from Years 1 and 2 were taught well by an enthusiastic and skilled team comprising a support teacher and two teaching assistants. These pupils used story plans to develop ideas about a new adventure for Baby Bear linked to their work on the author, Jill Murphy. This, in turn, kept them well integrated with similar work taking place with mainstream pupils in their class.

75 The management of the subject is shared between two teachers with specific knowledge, training and experience of both key stages. They work well together to determine the strengths and weaknesses in the subject and formulate workable, but demanding, action plans to remedy them. This good work by the subject coordinators is having a positive effect on improving the standards and quality of teaching and learning across the school. For example, they monitor planning and observe teaching, providing detailed feedback to staff so that they work better as a team. They have a clear view of progress and standards because of the detailed assessment and monitoring system. Literacy skills are not so well taught in other subjects, such as geography, because too much of the learning requires little in the way of research or writing skills. Resources are satisfactory overall and would be good except for the important deficiencies in the central library.

MATHEMATICS

76 Standards have risen since the previous inspection. In mainstream classes they are now above average by the end of Years 2 and 6. Pupils of all abilities achieve well and a number of those who have special educational needs do very well to attain the levels expected for their age. A small number of pupils who have impaired hearing or are deaf do extremely well and are working at levels that are beyond what is expected for their age.

77 The improvement in standards achieved by the school is due to the effectiveness of the school's action to improve standards since the previous inspection. This is reflected in the quality of teaching, which is now consistently good throughout the school. Teachers' planning, the relationships between pupils and teachers, the support that the teaching assistants provide for lower attaining pupils, and the effectiveness of the school's implementation of the National Numeracy Strategy are all strengths of the teaching and help pupils achieve well. Teachers are also good at questioning pupils to assess their learning and they ensure that pupils know what they should be learning.

78 Teachers plan a complex system of setting and 'reverse inclusion,' which is aimed at ensuring that pupils are taught in groups of similar ability. Most of the average and the higher ability pupils with a hearing impairment and those with a visual impairment are taught in mainstream classes. The pupils having moderate learning difficulties, who enter the school in Year 3 and who are generally attaining some three years below their chronological age, are provided with good and appropriate teaching in their learning bases. Mainstream pupils causing concern based upon their end of key stage and optional tests are being given additional teaching before school and during lunchtimes using the computer program RM Maths. As a result the progress and achievement of pupils with special educational needs is very good throughout the school. The system works well and pupils benefit considerably from being taught in smaller groups by support teachers and teaching assistants. The contribution of teaching assistants is crucial to the success of the system and pupils benefit considerably from their help in lessons.

79 Teachers make effective use of the National Numeracy Strategy to ensure that pupils get a balanced curriculum but also place great emphasis on number and pattern. Consequently, by the end of Year 2 most pupils understand the place value of numbers to 100, and higher attaining pupils work with addition up to 1000. They are consolidating their multiplication tables, and recognise required function signs to insert in an equation. They recognise and describe common geometrical shapes such as pentagon and hexagon and find shapes containing right angles. They can round up numbers to the nearest ten and can add, subtract, multiply and divide numbers with growing confidence. By the end of Year 6 most pupils have learnt a wide range of mathematical skills. They have a sound understanding of number, including fractions, decimals and percentages and are taught how to apply these in practical situations. For example, pupils are taught the meaning of buying items with a percentage discount and how to calculate cost price. Pupils also understand the basic elements of probability and chance. They know that the four angles of a quadrilateral add up to 360 and those of a line to 180.

80 A further strength of the teaching is the very good relationships between teachers and their pupils. This enables teaching to take place in a relaxed atmosphere where pupils are keen to volunteer information and to answer questions. In many lessons this relationship is used by the teacher to challenge pupils' understanding. For example, in an observed lesson pupils were given a sum such as $6 \times 8 = 48$ and pupils had to derive facts such as $60 \times 80 = 4800$ with one pupil from each group coming to the front of the class to write the group's fact followed by other groups and then the first group again with a different fact all within a set time. There was great excitement and pupils enjoyed the challenge working quickly together and hurrying to the front to write their facts.

81 Throughout the school, teachers are skilful at asking questions that make pupils think about mathematics. They rarely accept answers without asking how the pupil arrived at that answer. In this way pupils in Years 1 and 2 begin to think about how to use halving and doubling to work things out in their head. By the end of Year 6, pupils have their own preferred methods of calculating using all four number operations. Teachers also use questioning to prompt the learning of pupils who have special educational needs. For example, in a very good lesson on data handling lower attaining pupils were helped to enter the correct data on computer because of the way that the teachers questions helped them through each step of the process. Although none of the pupils in the school are at an early stage of speaking English, teachers generally make sure that pupils who speak English as an additional language understand new or technical terms and in this way this group of pupils always play a full part in lessons.

82 The subject is led and managed well. With clear direction from the co-ordinator, teachers have had substantial training since the introduction of the National Numeracy Strategy and this has helped improve the quality of teaching. The co-ordinator monitors the curriculum closely and keeps a close eye on the quality of teaching and pupils' learning. This has helped the school improve at a good rate since the previous inspection and puts it in a solid position to be able to continue to improve in the future.

SCIENCE

83 Standards in science have improved considerably since the last inspection. Pupils in mainstream classes achieve well and attain the standards expected by the end of Year 2. By the end of Year 6, standards are above average. Pupils who have special educational needs also achieve well and a number make such good progress that they overcome their barriers to learning and attain the levels expected for their age by the end of Year 6. This is a real success for the school.

84 Work observed shows pupils to have good skills to independently conduct experiments. This is now happening at a younger age compared to the last inspection and has enabled more pupils in Years 2 and 6 to achieve higher than average results in national tests. The younger pupils are doing this by turning teacher questions into mini-experiments, motivated by such phenomena as a light show, the heating of materials and the growth of plants. Their work on forces shows good progress as they extend their vocabulary with a range of words to explain the concept of pushing and pulling. In an experiment pupils write that a car travelling down a slope is a result of the 'force of the air.' The more able pupils explain that changes in materials can be reversed. In an experiment they turn solid chocolate into a liquid by heating it and then leaving it to cool and solidify. These pupils make more progress than other pupils because of their ability to use linguistic skills to describe, 'what we do' and 'what we find out.' They also identify the key aspects in fair testing. Less able pupils have recently made good progress in recording their findings of an experiment. When testing the growth of plants in different environments they tally their findings in a daily diary to use as evidence later.

85 The achievements of older pupils maintain earlier good levels of progress. Year 5 pupils make good progress in their understanding of the properties of solids, liquids and gases. These use experiments to prove things such as 'does air have weight?' and 'do solids have air in them?' Less able pupils at this stage make equally good progress because they learn how to independently set-up an experiment and change variables to retest their theories. Experiments on the monitoring of change in water temperatures using sophisticated sensors is evidence of the very good progress being made in using computers to aid pupils' thinking in science. Curriculum arrangements where pupils are grouped according to ability and matched with teaching expertise is also having a very positive impact on standards in Year 5. Pupils in Year 6 continue to use numeracy skills to improve their science understanding. Experiments on air resistance use measurements to a hundredth of a second. Their plotting and interpretation of line graphs showing the speed of water evaporation is of a high standard. The most able understand that further retesting can increase the validity of their work. Very high standards of work were achieved when they correlated the increasing coverage of a light bulb with the amount of power present in the circuit. Swifter progress is achieved in all lessons where pupils receive clear writing guidelines and expectations to help them explain the various stages of an experiment. These pupils write clearer predictions and record their findings and evaluations more appropriately compared to situations when they are given work sheets to complete.

86 Overall, standards of teaching are consistently good. Lessons observed were often very good. This means that the significant weaknesses outlined in the last inspection to improve planned challenges for all pupils have been successfully addressed. For example, a small group of pupils in Year 2 were identified as high achievers and were expected to form their own ideas on how conditions could be varied to test the optimum growth of plants. As a result, they collate and record their findings. Teachers have a good understanding of the impact of key skills in learning. Work in lessons and books have a very good focus on exploration and investigation to acquire skills and knowledge. Also for the use of specialist vocabulary and recording conventions, such as graphs, tables and charts. Tasks are given that address key numeracy skills such as measuring and statistical interpretation. In a planned exercise pupils in Year 4 successfully interpreted trends in the growth of plants and used this information to check the reliability and fairness of the test. Although pupils learn well using key vocabulary, teachers' expectations for the use of literacy skills are not as challenging. Pupils would be able to build on their successes further if they were required to systematically record and communicate findings in the level of detail that matches their abilities in English. Especially for the older pupils this would include opportunities to reflect on their work and to evaluate what they have achieved. Work observed on conditions for plant growth did not always build on prior knowledge. This inconsistency is a result of planning, which often identifies general targets for learning, but is not always mindful of what has been achieved in previous years.

87 Experiments are consistently under-pinned with tasks that consider the concept of fair testing and pupils' responses to scientific enquiry are consistently good. They naturally explore through questioning and by interpretation. Teachers and support staff have a very good understanding of the varied special educational needs of pupils in the school. They have high expectations and set challenging tasks for them. Pupils who have moderate learning difficulties and those who have impaired vision or hearing achieve well and often very well because of the quality of this provision.

88 There has been very good improvement since the last inspection. The school has effectively addressed the key issues of low standards and inconsistent teaching. In the last four years successive co-ordinators have developed their roles in monitoring teaching and pupils' work, to further ensure that the identified inconsistency in provision is improved. Relevant training continues to have a positive impact on the quality of teaching and is helping to raise standards. Improvement in standards can be directly linked to increased expectations of independent learning and the graphical presentations and interpretations of pupils' experiment results. More recently, the co-ordinator has been responsible for developing a portfolio of assessment criteria to assist teachers in their planning for the different levels of ability of pupils. There has been good progress in evaluating whether learning objectives have been achieved in blocks of study. Further tracking of progress using National Curriculum levels of achievement will improve the level of challenges on a day-to-day basis. Identification of the most gifted scientists would also enhance the quality of challenges given to individual pupils.

ART AND DESIGN

89 In Years 1 and 2, pupils in mainstream classes achieve satisfactorily and attain the standards expected for their ages. This is a similar picture to the time of the previous inspection. In Years 3 to 6, the emphasis given to literacy and numeracy has resulted in the art and design curriculum being taught in less depth than it was at the time of the previous inspection. This has resulted in a fall in standards. Pupils in mainstream classes have not made the progress necessary to ensure that they attain the levels expected by the end of Year 6. By the end of Year 6, few of the pupils who have special educational needs achieve the levels expected for their age for similar reasons. The school has no pupils identified as being talented artists and there are few higher attaining pupils who achieve standards beyond those expected for their age.

90 In Years 1 and 2, the teaching is satisfactory overall and several lessons were taught well. The main strengths of the teaching lie in the methods used by teachers. Teachers provide pupils with many opportunities to create pictures using a wide range of media. As a result, by the end of Year 2, pupils explore ideas and combine paper, paint and fabric in their work using collage techniques. For example, pupils in Years 1 and 2 used a wide range of materials to make bright, colourful designs for Joseph's coat of many colours. Teachers also expect pupils to look closely at what they are drawing. Consequently, pupils' paintings of friends include details of clothing and facial features and their drawings of flowers show that they have looked at the position and form of petals and leaves. One of the strengths of the teaching in Years 1 and 2 is that teachers make good use of information and communication technology to give pupils another option for creating work. This goes beyond providing opportunities for pupils to draw using computer programs, teachers regularly use computers to give another dimension to the work on display. For example, when creating designs in the style of the famous artist Mondrian, pupils in Year 1 did so with paint and also on computer and talked about the differences in using each method.

91 In Years 3 to 6, the teaching is unsatisfactory overall, though all of the lessons seen were taught satisfactorily. The weaknesses lie in the lack of depth to the curriculum. Although teachers ensure that it is taught to meet statutory requirements, as pupils get older less time is spent on art and design as a subject in its own right and much of the work is limited in the range of materials or

techniques used. In part this is because the school lacks the resources necessary for pupils to experience a richer curriculum. However, resources such as digital cameras and computers, which are readily available are not generally used by pupils in their work.

92 Teachers have begun to use sketchbooks to encourage pupils to explore techniques in drawing. This is working well and ensures that by the end of Year 6 most pupils in mainstream and other classes draw to a reasonable level. They produce detailed pencil and charcoal drawings and some use perspective to give their drawings dimension.

93 Throughout the school, teachers make good use of visiting artists to stimulate pupils' imagination. The work produced on these occasions is of a high quality. For example, pupils with impaired hearing made extremely good ceramic tiles and plates with pictures of signing on them when they worked with an artist. Older pupils of all abilities made a superb textile picture of Saltburn beach, prompted by a visit and helped by a visiting artist. Pupils say that they enjoy working with artists and generally have good attitudes to learning.

94 The subject is managed soundly. The co-ordinator monitors the quality of teaching informally, mostly when working in other teachers' classes. Through this and the observation of displays the co-ordinator is aware of the fall in standards and welcomes the opportunity to give the subject a higher profile in the work of the school. One of the problems faced by teachers in Year 6 in particular, is that the push towards doing well in national tests cuts back on the time available for art and design. The co-ordinator and senior teachers recognise that the proposed changes to the school's long-term planning are likely to remedy the situation and put the school in a good position to be able to raise standards in the future.

DESIGN AND TECHNOLOGY

95 In Years 1 and 2, pupils in mainstream classes achieve satisfactorily and attain the standards expected for their ages. This is a similar picture to the time of the previous inspection. In Years 3 to 6, standards have fallen for the same reasons as those in art and design. Although it meets statutory requirements the curriculum is not taught in sufficient depth to ensure that pupils attain the levels expected by the end of Year 6. Throughout the school, pupils who have special educational needs achieve the levels of which they are capable. The school has no pupils identified as being talented in design and technology and there are few higher attaining pupils who achieve standards beyond those expected for their age.

96 Teaching in Years 1 and 2 is satisfactory and enables pupils to learn at a steady rate. Teachers ensure that pupils have frequent opportunities to design and make models. A strength of the teaching is that teachers place great emphasis on the importance of design as a preliminary to making models. So, right from Year 1 pupils start their work with designs, first of all as pictures that are coloured and labelled. As they get older the amount of detail increases and pupils often include labels of parts and list the materials and tools to be used. For example, in Year 2, pupils' initial designs for a winding up mechanism named the axle parts and gave simple, step-by-step instructions such as 'cut out two holes at the top.' A weakness to the teaching is that teachers do not always expect pupils to finish their models to a high enough standard. For example, the musical instruments made by pupils in Year 2 were painted, but not carefully or with attention to detail. At the end of a project, pupils evaluate their work and say what they would do to improve their designs or models. Teachers often promote pupils' literacy skills in order to do this by asking them to write about what they would change.

97 In Years 3 to 6, teaching is unsatisfactory overall. Although teachers follow an approved scheme of work, the time spent on each topic is not sufficient to enable pupils to master the techniques and language needed to develop their skills in designing or making. By the end of Year 6, mainstream and other pupils have little knowledge of the techniques used for joining or strengthening the structures and models they have made. In part this is because the methods used by teachers are not always effective. For example, in ensuring that pupils of all abilities have equal access to the curriculum teachers often ask pupils to work in small groups with an adult. Sometimes the adults do too much of the work for pupils; choosing materials, cutting out difficult shapes and even painting. As a result, though much of the work on display is attractive and good quality it is not always pupils' own efforts.

98 Teachers use technical terms such as 'pneumatics' and pupils have used these to make moving monsters. However, pupils' learning is not sufficiently reinforced from one year to the next and by the end of Year 6, their explanations of a pulley system were reduced to comments such as 'you pulled this thing up and it moved' to describe a simple pulley system.

99 Throughout the school, teachers do not make enough use of computers or other technology in design and technology. As a result, pupils do not recognise the potential of computers as a design aid or of digital cameras to record and evaluate each step of making a model.

100 The co-ordinator has made a good start at leading and managing the subject, by providing teachers with clear guidelines for the teaching of design and technology. In addition, the proposed review of teachers' long-term planning is likely to ensure greater depth to the curriculum and remedy some of the weaknesses to teaching. All of this puts the school in a good position to be able to raise standards and improve the quality of teaching.

GEOGRAPHY

101 Standards have been maintained since the previous inspection. Pupils in mainstream classes achieve satisfactorily and standards match those expected by the end of Years 2 and 6. Pupils who have special educational needs achieve well and reach the levels of which they are capable.

102 Teaching is satisfactory in both key stages. Teachers have a reasonable knowledge of the topics they teach and plan activities that are interesting to pupils of all abilities. In Years 1 and 2, teachers make the local area a starting point for developing pupils' geographical skills and this works well. Younger pupils begin to develop their knowledge and understanding of geography at a local level. For example, pupils in Years 1 and 2 explore the physical and human features of their local environment. They begin to develop their mapping skills by drawing a simple plan of significant features in the playground using North, South, East and West compass points. Higher attaining pupils in Year 1 begin to evaluate some of the facilities in their local town in pictorial form. Some of them show good recall of facts when they write about life in Mexico. Pupils in Year 2 begin to recognize commonly used map symbols when they match words like 'camping site' to a picture of a tent. They also work with simple maps to locate countries such as England and Mexico and begin to compare and contrast the climate and life styles of people living in both places.

103 A good feature of the teaching throughout the school is that teachers provide plenty of opportunities for pupils to learn from first-hand experiences. For example, pupils in Year 5 visited local amenities and considered where they would be best placed in a fictitious town. They enjoyed this tremendously and talked excitedly about their ideas.

104 Teachers are good at teaching the basic skills of geography. As a result, by the end of Year 6 pupils use a range of resources such as atlases, maps and the Internet to find information about

mountains. They also discuss what they would like to know and formulate sensible questions such as, 'what is meant by the tree line?' They have a reasonable knowledge of how the physical features of an area have an effect on the occupations and lifestyles of its inhabitants; for instance, shipbuilding and repair on the River Tees.

105 One or two areas of teaching could be improved. Teachers do not always give pupils the opportunity to record their work in a variety of ways. For example, a significant amount of recorded work involves colouring features on worksheets, which inhibits their capacity to develop their own ideas or make judgements. In some lessons, average and higher attaining pupils record their work in the same way so there is no indication of how the most able might have been challenged through discussion or other activities. As the current system of assessment and recording is limited to checklists of what pupils have covered it is difficult for teachers to know for certain that these pupils are achieving their full potential.

106 The subject is led and managed soundly. It has had a fairly low priority in recent years as teachers have put all of their efforts into raising standards in English and mathematics. However, planned changes to the way the curriculum is taught and to the way that teaching and learning are monitored put the school in a good position to be able to raise standards.

HISTORY

107 Standards have been maintained since the previous inspection. Pupils in mainstream classes achieve satisfactorily and attain the standards expected by the end of Years 2 and 6. Pupils who have special educational needs achieve well and attain the levels of which they are capable.

108 The teaching is satisfactory and ensures that pupils make steady progress from one year to the next. A strength of the teaching lies in the careful planning that ensures the curriculum is taught in sufficient depth. For example, teachers use a cycle of topics in order to ensure that pupils in the class of Year 1 and Year 2 pupils do not repeat work in the second year. However, in a small number of lessons pupils are given worksheets to complete and this prevents them from writing at length or giving their own views and ideas.

109 Teachers have a sound knowledge of the topics they teach and try hard to make them interesting. As a result, by the end of Year 2, pupils talk in detail about the people they have been studying. They know many facts about famous people such as George Stephenson and Neil Armstrong. Most said that they are looking forward to a forthcoming visit to the Captain Cook Museum and described some of the differences between life then and now. Teachers often use first-hand experiences to promote pupils' learning. Visits to museums bring the subject to life and it is history trips, such as a visit to a Roman fort that pupils talk of most excitedly. Pupils who have special educational needs are also given first-hand experiences in the classroom. For example, those in Years 3 and 4 were helped to experience an archaeological dig by seeking out objects in a sand pit.

110 Throughout the school, teachers ensure that pupils are taught to find things out for themselves consequently, by the end of Year 6 average and higher attaining pupils use books and photographs to research the topics they study. Other than occasional use of the Internet to research facts, teachers do not make sufficient use of information and communication technology to promote pupils' learning or to teach. However, good use of questioning helps pupils of all abilities interpret the past. In discussions, pupils in Year 6 expressed an interest in history and talked at length about the Victorians. They were able to describe some of the main events and people involved. They also referred to the need to use a range of resources to collect evidence of different views that would give

them a truer picture. They could identify changes in work and domestic life since Victorian times and give good reasons for these changes particularly advances in technology.

111 Pupils are given good opportunities to develop their speaking and listening skills during history lessons, for instance pupils in Year 1 have a 'talking friend' to discuss their ideas with. Further examples of this were when a Year 6 pupil gave a vivid account of how dangerous it was to work in a mill and others in Year 4 were able to discuss their feelings and emotions as they entered a deep, dark tomb. Further evidence of links being made with other subjects was seen in the decorated clay plates in the style of the Ancient Greeks made by pupils in Year 4 and a particularly good example of a time-line in Year 6 which effectively linked work being done in history and religious education.

112 Teachers keep a close check on pupils' progress by asking questions but the quality of marking varies. In Year 6, where it is good teachers use comments such as 'you have noticed some important differences and similarities but you need to organise your writing more logically' to ensure that pupils know how well they are doing. In some classes the marking is limited to praise and ticks and this is an area of teaching that the school recognises could be improved.

113 The subject is led and managed soundly. The co-ordinator monitors the curriculum and pupils' work and in this way was able to identify inconsistencies in marking. Plans to extend the monitoring to include a more systematic evaluation of teaching put the school in a good position to be able to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

114 Pupils in mainstream classes achieve well. Standards of attainment in information communication technology are above national expectations throughout the school. This is a good improvement since the previous inspection when standards were broadly in line with national expectations by the end of Year 2, but unsatisfactory by the end of Year 6.

115 The increase in standards achieved by the school is a result of the commendable efforts that the school has made since the last inspection. These are not only related to resources, in the provision of modern computers and teaching aids, such as interactive whiteboards, but also to the quality of teaching, teachers' planning, pupil teacher relationships and the support that the teaching assistants provide for lower attaining pupils. As a result pupils' progress and achievement is good throughout the school.

116 Teaching is mainly good and some lessons are taught very well. Teachers are computer literate and although several technical problems have been encountered, teachers are able to demonstrate the skills related to the lesson objectives confidently and competently. In Years 1 and 2 the clear explanations given by teachers help pupils grasp the basics of using computers and they gain familiarity with the school's computer programs. As a result, by the end of Year 2 pupils have consolidated their understanding that machines and devices must be controlled and are learning how to program floor devices. In a very good lesson this knowledge was used by the teacher to reinforce and consolidate pupils' mathematical understanding of estimation of numbers and angles of turn. Pupils had to program a floor robot to travel to a cone and turn through a right angle clockwise or anti-clockwise. Pupils were very excited and motivated to demonstrate their understanding of the mathematical skills. Pupils also use an art program to draw patterns, repeat patterns and reflections. In word processing, pupils are able to type in sentences, to alter the font size and to enter, save and retrieve their work.

117 Throughout the school, lessons are well prepared and managed which allows the teachers to circulate giving support and challenging new learning. There is, generally, a very good pace to lessons that allows pupils time to consolidate the learning of new skills. Consequently, by the end of Year 6 pupils combine text, graphics and digitised photographs to produce posters. They are able to use text boxes and some can import text and graphics from the Internet, where they are able search for required information. A feature of all observed lessons was the very good relationship between pupils and teachers. This relationship and the knowledge of their pupils' abilities is used by teachers to ensure that questions to individual pupils are appropriate and encourage learning. This was used very effectively by a teacher in a Year 5 lesson to encourage a lower attaining pupil to successfully demonstrate a function of a sensing program. Where lessons are satisfactory rather than good the main reasons that prevents them from being good are poor timing, with the plenary being rushed, and unruly behaviour by a minority of pupils affecting the learning of others.

118 In this subject, the help provided for pupils who have special educational needs, both in mainstream classes and in the bases for pupils with sensory impairments and moderate learning difficulties is very good. As a consequence of this, pupils' achievement and progress are very good and a number of pupils do extremely well to attain the level expected by the end of Year 6.

119 The subject is led and managed well. Strong leadership and clear direction have been contributory factors in the school's success at improving the quality of teaching and raising standards in the last few years. The co-ordinator ensured that grants for training were used appropriately and supplemented when necessary. The procedures for assessment that have been agreed by staff are satisfactory. An area of management that could be improved is in monitoring the quality of teaching and learning, which is not yet done in a rigorous or systematic way, though there are plans to remedy this situation in the near future.

MUSIC

120 In mainstream classes, standards have been maintained by the end of Year 2 and continue to match those expected for pupils' age. Despite changes to the curriculum, standards continue to be below those expected by the end of Year 6. Pupils who have special educational needs achieve well and reach the levels of which they are capable. Those who are learning to play musical instruments make good progress as a result of the high quality tuition provided by trained musicians.

121 In Years 1 and 2, teaching is satisfactory and enables pupils of all abilities to learn at a steady rate. Some lessons are taught well. One of the strengths of the teaching in these classes is that pupils are taught new songs line by line until the melody is accurate and the words pronounced clearly. As a result, by the end of Year 2, pupils sing tunefully. In lessons and hymn practice staff 'sign' for pupils who have impaired hearing and consequently they can play a full part in lessons and enjoy singing as much as everyone else. Teachers also ensure that pupils have plenty of opportunities to listen to and appraise music and to practice and improve their singing and playing. This enables them to understand how different moods and effects can be created by musical instruments and the way they are played. One of the reasons why teaching is better in Years 1 and 2 than in Years 3 to 6 is that teachers have been using a good quality programme of work to teach music.

122 In Years 3 to 6, the teaching is unsatisfactory overall, although all of the lessons seen during the inspection were taught satisfactorily. The introduction of a programme of work that follows on from the one used in Years 1 and 2 is helping teachers overcome their lack of expertise. However, a number profess to have little knowledge of how to teach music and there have been few opportunities for training in recent years. Teachers plan opportunities for pupils to sing and play instruments but because they do not pay sufficient attention to technique, pupils' skills in both are limited and they

generally lack enthusiasm. In most lessons, teachers make sure that they introduce musical words so pupils gradually understand the terms being used. They also make good use of musical extracts to illustrate dynamics, but do not tell pupils the name of the composer or the extract played. Consequently, pupils in Year 6 have only a limited knowledge of composers or types of music and few can name or talk about music they have heard and enjoyed.

123 Throughout the school, teachers make little use of computers or other technology to support pupils' learning. For example, pupils rarely have the opportunity to compose music using computer programs or to research or listen to music using the Internet. This further limits their ability to perform and compose music.

124 Teachers ensure that the curriculum meets statutory requirements and work hard to give pupils a flavour of music from other cultures. For instance, in Year 6, teachers used African music to inspire pupils to compose their own pieces. Pupils enjoyed this tremendously and were able to improvise repeated patterns in their own compositions. However, a number were unclear about the way some percussion instruments work.

125 In recent years music has not had a high profile in the school as teachers have concentrated their efforts on raising standards in English and mathematics. Now there is strong direction from the recently appointed co-ordinator who has put together a clear plan aimed at raising standards and improving the quality of teaching. The proposals in this plan have not had the time to make a difference but they put the school in a good position to be able to make the changes necessary to raise standards. The co-ordinator has also introduced a recorder group, which meets after school. Although it is early days, it is already helping to raise standards in performing and is popular with pupils.

PHYSICAL EDUCATION

126 Standards in physical education have been maintained since the previous inspection. Pupils in mainstream classes achieve satisfactorily and attain the standards expected by the end of Years 2 and 6. The exception to this is in swimming where, by the end of Year 6, most pupils reach standards in distance and personal survival that are beyond those expected for their age. Pupils who have special educational needs also achieve satisfactorily and reach the levels of which they are capable.

127 Pupils in Year 1 make good progress in gymnastics. Most are able to combine a series of movement into an acceptable sequence of work. They improve their work by altering the speed of movement and by practising and refining the quality of movements. Pupils in Year 2 do not always build on their earlier successes in gymnastics. In one lesson they performed a range of movements but were not expected to practise these in appropriate sequences. By the end of Year 2, pupils show sound catching and throwing skills and can adapt these when required to games' contexts. The provision for outdoor and adventurous activities has been improved by a residential visit in Year 6. Recently completed surveys are allowing the school to use maps of the area to develop orienteering skills.

128 The quality of teaching is satisfactory overall and similar to that reported in the last inspection. The time teachers give to planning and lesson support for pupils with special education needs remains a strength. In a Year 2 gymnastics lesson a partially sighted pupil was given encouragement and realistic targets that allowed him to explore the apparatus off the ground. In a Year 6 game making lesson, hearing-impaired pupils are fully involved and supported by learning assistants and are well motivated to carry-out all the physical challenges. Good connections are made to personal, health and social education. Pupils are expected to work collaboratively in groups and do

so enthusiastically. Warm-up sessions are conducted well with questions asked by teachers to check on pupils' understanding of health-related issues.

129 The school has recently adopted a policy and scheme of work based on national guidelines. However, this is still not fully helping teachers to plan a range of challenging tasks suitable for the full range of abilities. Higher standards could also be achieved if the school identified pupils who may have particular talents in physical education and sport. However, the practice to invite specialist coaches in the local community to work with pupils is having a positive impact on their motivation and standards in their work, as are the experiences pupils receive in extra-curricular activities. Whole-school policy for co-ordinators to audit needs in their subjects is beginning to make the school aware of the most pressing needs. Recent teacher appraisal has confirmed the need for further improvements in planning.

RELIGIOUS EDUCATION

130 Standards have been maintained since the previous inspection. Pupils in mainstream classes achieve satisfactorily and attain the standards prescribed by the locally Agreed Syllabus by the end of Years 2 and 6. Pupils who have special educational needs achieve well and reach the levels of which they are capable.

131 Teaching is satisfactory. The school is developing a thematic approach to their teaching, using guidance from the local authority on what should be taught as a basis for their work in religious education. The policy and scheme of work gives teachers very detailed guidance on what should be taught in each class. The subject is taught in all classes to all pupils and this ensures that pupils meet the requirements of the locally Agreed Syllabus. Planning is structured so that there is no unnecessary repetition, particularly in mixed age classes, and teaching assistants are involved in the final stages of the process so that they can make a contribution and be fully aware of the next piece of work to be done. However, assessment is only planned for in terms of the ongoing, day-to-day marking and checking of pupils' work and not to the levels of attainment that pupils should aspire to as they move through the school. These need to be used to identify pupils' progress in religious education as they develop new concepts and handle more complex information.

132 Teachers do not always plan work that meets the needs of pupils of different abilities. Occasionally the recording tasks that they are given are the same for lower and higher attaining pupils. This prevents the most able pupils from achieving their full potential. In addition, pupils are not often asked to use their literacy skills to write at length about the religions that they study and teachers do not make sufficient use of information and communication technology to promote pupils' learning.

133 Teachers ensure that pupils are given opportunities to compare major world faiths in order to see their similarities and differences. As a result, pupils in Year 2 know about the Christian faith and describe some of the parables that Jesus told and his power to heal. They are aware that all religions have special festivals and that families get together for special occasions. They can name Christmas and Easter and also christenings and weddings as important events in the Christian church. They know some things about the Muslim faith and the importance of Allah as a figurehead. They know that the holy book is called the Koran and that Muslims sometimes eat special food or may not eat at all during fasting. Higher attaining pupils retold a story from the Torah about Joseph and the lion. The sample of pupils' work contained little evidence of tasks being set at different levels of difficulty and pupils are being given only limited opportunities for independent writing at length. Pupils in Year 6 demonstrated good knowledge and understanding of religions other than Christianity and were able to explain some of the similarities and differences between them with a common reference to a supreme being. They were able to express their views about who God is and the Trinity in a coherent way and

they could discuss their current work on Martin Luther King and Doctor Barnardo in detail. Visits and visitors are used to enrich the curriculum and pupils in Year 6 talked enthusiastically about speakers coming to assemblies and visiting the Roman Catholic cathedral for their Christmas carol service. The subject continues to make a valuable contribution to spiritual, moral, social and cultural education.

134 Lessons have clear learning targets and teachers have high expectations of all pupils. The lessons planned are generally interesting to pupils and they invariably respond well. Teachers use good questioning skills, listen carefully to what pupils say and extend and clarify their ideas if necessary. For example, in a lesson in Year 5, the teacher fully engaged with pupils who have moderate learning difficulties, while at the same time asking more challenging questions of other pupils. Teachers mark pupils' work regularly and more recent comments give clearer advice about what has been done well or needs to be improved. Work done by older pupils is presented neatly and many use guidelines to keep their writing neat on plain paper. Some older pupils have also begun to use the lesson objective as the title for their work, for instance 'to show in writing how the Buddhist religion began,' and this reinforces the aim of the lesson for these pupils.

135 The subject is led and managed well and has been given a higher profile recently as the new scheme of work is being introduced. There is a good range of resources to teach the subject and these are easily accessible in a central store.

The school's provision for pupils who have special educational needs linked to moderate learning difficulties, impaired vision or hearing or who are deaf.

136 The school provides for diverse and complex types of special educational needs. There are 33 pupils who have impaired hearing or who are deaf, 12 have impaired vision or are blind and 29 have moderate learning difficulties. The pupils, all of whom have statements of special educational needs, are generally taught in different resource bases, according to their type of special educational needs. However, whenever appropriate they are taught with pupils in mainstream classes.

137 The provision for pupils with sensory impairments and moderate learning difficulties is very good and is a strength of the school. The pupils' achievement and progress in English, mathematics and science is very good throughout the school with a small number of pupils with moderate learning difficulties or hearing impairment attaining standards broadly in line with the national average.

138 Pupils with moderate learning difficulties are referred to the school from the infant referral unit in Year 3 and come from a wide catchment area. They are in three support bases with about ten pupils in each. They are operating at some three years below their chronological age and generally remain in their bases for most lessons.

139 The pupils with visual impairments join the school at different times, some in nursery, and are referred by the local visual support service mainly because they have not coped in other primary school settings. Most of these pupils are totally integrated into age appropriate mainstream classes with support from the teacher of the visually impaired or classroom assistants. Blind pupils are taught Braille and a typing teacher comes in weekly.

140 Pupils with a hearing impairment are mostly referred by the hearing impairment service and generally join the school in the nursery. Where appropriate, depending upon hearing loss and ability, some pupils are taught in mainstream with support from teachers of the deaf or teaching assistants. Other pupils are taught in their base for literacy and numeracy.

141 That the pupils are making very good progress is mainly due to the very appropriate individual support that the school provides and the very good teaching, commitment and support of the specialist and mainstream teachers, and of the similar commitment and support provided by the classroom assistants.

142 By the end of Year 2 pupils are achieving well and indications are that 50 per cent, will attain the expected level in the 2003 end of key stage tests. By Year 6 pupils continue to maintain very good progress.

143 The results of last year's National Curriculum tests for pupils at the end of Year 6 show the following results. The percentage of pupils with moderate learning difficulties, visual impairment or hearing impairment that attained the level expected for their age were, respectively, in English 11 per cent, 0 per cent, and 20 per cent; in mathematics, 22 per cent, 50 per cent and 30 per cent; and in science, 67 per cent, 50 per cent and 30 per cent. These are very good results when compared with similar pupils attending special schools and are indicative of the very effective and appropriate education being provided by the school.

144 The school has a very good reverse inclusion policy that sets the low attaining mainstream pupils for English, mathematics and science with pupils from the hearing impairment and moderate learning difficulties in their bases. This ensures a more appropriate provision for both mainstream and

base pupils, the mainstream pupils being taught in a small class situation and the base pupils benefiting from mainstream peer inclusion.

145 Observing base pupils in mainstream classes they were fully integrated into lessons, enjoying the inclusion, joining in discussions and contributing to the lesson. Pupils with more severe impairments were enabled to do this by the very good support from the specialist teachers and teaching assistants who, while promoting the pupils' self esteem and confidence were also careful to ensure that the pupils had independence wherever possible. On several occasions a teacher of the deaf, or specialist teaching assistant, was observed signing to hearing impaired pupils in mainstream classes to ensure that the pupils understood the teaching point. In a similar context a specialist classroom assistant was observed providing very good support to a blind pupil in a mainstream mathematics lesson ensuring the blind pupil understood the questions on a work sheet to which the pupil recorded the answers using a braille.

146 That the pupils' progress and achievements are almost constant across their range and degree of special educational needs is due to their teachers' very good planning, experience, and dedication, which is used to maximise their pupils' learning. Their close links with the appropriate class teacher also helps the provision of reverse inclusion and also ensures that the teachers' planning is well-informed concerning the pupils' learning needs when included in mainstream. Training has also been given, by the specialist teachers, to class teachers in appropriate teaching strategies and styles when working with base pupils.

147 Relationships between the base pupils and their base and mainstream teachers are very good and are a significant factor in enabling the pupils' learning. Numerous examples were observed of the very good relationship between base and mainstream pupils some of whom have been taught some basic British Sign Language signs. For example this was seen to be used in a mainstream pupil's 'conversation' with a hearing impaired friend and was used as naturally as speech. On another occasion a mainstream pupil took away an apple from a blind friend to have cut out a 'piece that might have been a worm'.

148 Resources both for teaching and for the production of learning resources are good. Word processors are used to enlarge text for the visually impaired and the peripatetic teacher uses a screen enlarging program to teach typing skills. Both school halls and six classrooms are fitted with sound field systems and specialist computer programs such as 'Inclusive Writer' are used to support the learning in English of the pupils with moderate learning difficulties.

149 Links with outside agencies are good. A hospital audiologist visits the school weekly to carry out any required hearing level assessments and parents are invited into school for their child's annual audio logical assessment. A physiotherapist also visits giving advice to teachers and parents of pupils with physical difficulties. A speech and language therapist is based at the school to support the development of pupils' receptive and expressive language. Members of the various advisory support and inspection services make regular visits.

150 The school's provision for these pupils is led and managed well. The inclusion co-ordinator provides good leadership in the coordination of the provision for inclusion practice and is also the school's special educational needs coordinator. However, an overview of pupils' achievements from all the bases is lacking. There is also no consistent assessment practice; for example, pupils with moderate learning difficulties are assessed at the beginning and end of each year but pupils with a visual impairment are assessed each term.