

INSPECTION REPORT

ORMESBY PRIMARY SCHOOL

Middlesbrough

LEA area: Redcar and Cleveland

Unique reference number: 111629

Head teacher: Mr R Wallin

Reporting inspector: Mr J J Peacock
25344

Dates of inspection: 31st March – 3rd April 2003

Inspection number: 247128

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:	Henry Taylor Court Ormesby Middlesbrough
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S D Elliott
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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25344	Mr J J Peacock	Registered inspector	Science	What sort of school is it?
			Physical education	How high are standards?
				How well are pupils taught?
				What should the school do to improve further?
19741	Mr T Smith	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
30590	Mr P Tuttle	Team inspector	The Foundation Stage	How well is the school led and managed?
			Music	
11611	Mr J Hall	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
			Design and technology	
			Information and communication technology	
30834	Mrs A Lowson	Team inspector	English	
			Geography	
			History	
			Educational inclusion	
32133	Mrs J Elton	Team inspector	Art and design.	
			Religious education	
			Citizenship	
			Special educational needs.	
			English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community primary school caters for pupils from three to eleven years of age. It is bigger than other schools of its type. There are 370 pupils on roll, 155 boys and 185 girls in 13 classes. The total includes 60 children of nursery school age who are fully integrated in three classes with Reception children. They attend on a part-time basis. Less than half of the pupils live in the immediate area, the rest travelling from nearby estates in Middlesbrough, most of which suffer from a high level of unemployment. Although children enter the school with a wide variety of experiences, overall their level of attainment is below average when compared to children of a similar age.

Just over one fifth of the pupils are entitled to free school meals, which is broadly in line with the national average. The school has 44 pupils with special educational needs and this is well below the national average. There are none with a statement of special educational needs and only very few pupils from a minority ethnic background. None of these pupils need any special support as all speak English fluently.

HOW GOOD THE SCHOOL IS

This is a good school where standards are rising. Equality of opportunity and the strong determination to make sure every pupil has the support needed to achieve their full potential are at the heart of this school and perfectly reflect the key mission statement, 'Learning together for life.' From the excellent cook and caretaker to the very experienced and highly professional head teacher and his extremely conscientious staff, there is a deep commitment to do the best for all pupils. 'Ormesbyfication' is a term coined by the school to describe the process of developing qualities such as honesty, openness, tolerance and respect. The head teacher, supported by a hard working senior management team is instrumental in steadily improving the quality of teaching and learning. During the inspection, an exceptionally high number of the lessons seen were either good, very good or excellent and this is having a positive impact on pupils' attitudes and behaviour, both of which are very good. Most pupils feel happy about coming to school and have a very good relationship with their teachers. When all these factors are taken into account, along with the average costs per pupil, the school is providing good value for money.

What the school does well

- The effective leadership and management of the head teacher, key staff and governors are largely responsible for the good level of improvement in all areas of school life.
- A high proportion of the teaching seen during the inspection was either good or better. Consequently, pupils have a very good attitude towards their learning and behave exceptionally well. As a direct result, standards are rising.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- Children in the Foundation Stage, which covers children of Nursery and Reception age, are given a good start to their education in the three all-age classes.
- Assessment procedures to monitor pupils' attainment and progress are very effective.
- The staff show a strong commitment to the personal development of all pupils and unselfishly provide a very good range of extra-curricular activities.

What could be improved

- Standards in writing, particularly for boys, in the junior classes.
- The role of subject co-ordinators in monitoring the quality of teaching.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The level of improvement has been good. Most of the five key issues from the previous report have been successfully addressed. There has been good progress on developing the cycle of topics, for example and on ensuring that governors and the phase co-ordinators have an effective role. Assessment procedures are now very good, reflecting an enormous amount of time and effort by staff to develop these. Although the role of subject co-ordinators is now satisfactory, overall, one area remains as a weakness. Few co-ordinators are routinely involved in monitoring and evaluating the quality of teaching in lessons. As a result, many are unaware of particular strengths or weaknesses in provision for their subjects. Since the previous inspection, standards have been raised in art and design, science, music and in information and communication technology (ICT). Inspectors also noted a significant improvement in reading standards.

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

The fact that standards are rising steadily throughout the school is a remarkable achievement, given the below average attainment of many children on entry to the school, particularly in their mathematical skills and in their personal, social and emotional development. The school's performance in the national tests for 11 year olds in English last year was adversely affected by the number of boys compared to girls who did the tests and a higher than average number of pupils with special educational needs, mostly boys. However, boys generally did not do well in writing. The improvement trend for all core subjects since 1998 is broadly in line with the national trend. Overall comparisons about improvement in relation to pupils' prior attainment are made difficult because of the number of pupils who move into or out of the school each year. However, pupils in Year 6 are on course to achieve the challenging new targets set for them in English and mathematics in 2003. Pupils' individual records show all make good gains as they move up through the school. Inspection evidence confirms that standards in Year 6 are average in English and mathematics and above average in science. This represents a good level of achievement for almost all pupils and a significant improvement on the previous year for mathematics and science. Standards in English are similar to last year because of the weakness in writing.

The performance in the National Curriculum tests for seven-year-olds in 2002 compared to all schools was above average in reading, well above in writing and in line with the average in mathematics. Teachers' assessments in science showed overall standards were below average. However, an above average number achieved the higher Level 3. Inspection evidence shows standards for Year 2 this year are above average in English and science and in line with the average in mathematics. Compared to the below average starting point of most pupils, this represents a good level of achievement. Children in the Foundation Stage benefit from the consistently good quality of teaching. Most achieve all the Early Learning Goals in each area of their curriculum before they transfer to Year 1. This represents good progress generally and very good progress in mathematics. Their personal, social and emotional development is a strength. This is largely due to the induction arrangements and close contact with older pupils in the three mixed-age classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy to come to school and work hard in lessons.
Behaviour, in and out of classrooms	Very good. Pupils of all ages show a high level of self-discipline. Bullying is not a problem. There was only one fixed-term exclusion last year.
Personal development and relationships	Very good. Pupils get on very well together and enjoy being in each other's company. There are lots of opportunities for pupils to show initiative and take on responsibility.
Attendance	Satisfactory overall. Attendance figures for last year were below the national average but have improved so far this year. Many pupils travel some distance to school and some lateness was observed. This disrupts the start of lessons mainly in the infant classes.

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.

The overall quality of teaching and learning is good. Both have improved significantly since the previous inspection and this is a major factor in standards being maintained in some subjects and improved in others despite the above average number of lower attaining pupils entering the school. The high number of good, very good and excellent lessons seen during the inspection is a reflection of their dedication and hard work. In four out of ten lessons seen, teaching was graded very good or excellent. Almost all teachers produced lessons of this high standard. Good or better teaching was seen in nine out of ten lessons and no unsatisfactory teaching occurred. This is a remarkable achievement by all teachers who show enthusiasm for their work and a very strong commitment to raise standards. Their caring and supportive relationship with their pupils means that all pupils are fully included in lessons and made to feel valued. Pupils' work is always marked carefully. However,

teachers need to insist on neater work in some classes. Class discipline is never an issue as pupils have a very good attitude towards their work and invariably behave very well. Targets for learning are usually shared with pupils and they are given lots of opportunities to take responsibility for their own learning, particularly when working in groups. Most pupils try extremely hard and have the maturity to concentrate on their work, even when not directly supervised by their teacher.

Basic skills in literacy and numeracy are taught well, showing that the national strategies have been carefully and thoughtfully implemented. Skills in these two areas are promoted well in other subjects. In addition, teachers plan lots of opportunities for pupils to use computers to support learning in most subjects. Pupils with special educational needs receive good support, helping them to make good progress and the highest attaining pupils are suitably challenged. In the Foundation Stage, the vast majority of lessons were either good, very good or excellent, reflecting the high quality of provision for children in the three mixed-age classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Statutory requirements are met. Equality of opportunity is a key feature of curriculum planning. Computers are used well in lessons. The provision for extra-curricular activities is very good. Links with the local community are satisfactory and there are good links with other schools.
Provision for pupils with special educational needs	Good. Individual targets are clearly defined in individual education plans. Good support is available from well-trained specialist staff and the classroom support assistants. However, some targets need to be more specific.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall. Pupils' conduct is influenced by the examples set by the adults around them. They are aware of the high expectations for behaviour. Provision for cultural development is good with lots of visits and visitors. Citizenship is promoted very effectively.
How well the school cares for its pupils	This is a caring school where pupils are treated as individuals and valued. Very good systems exist to encourage effort and good behaviour. Assessment procedures are very good.

Parents have a positive view of the school and give good support to things like the home reading programme and school events. Most value what the school is doing for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The experienced head teacher inspires confidence and has created a shared sense of purpose and direction. He is supported well by the senior management team.
How well the governors fulfil their responsibilities	Good. Governors, led by an experienced and knowledgeable Chair of Governors are active, well informed and very supportive. They are firmly committed to building on the school's good reputation in the area.
The school's evaluation of its performance	Satisfactory. There are detailed records on pupils' performance and subject co-ordinators carefully monitor teachers' planning and standards. However, few opportunities are available to monitor and evaluate teaching as it happens.
The strategic use of resources	Good. The finances are efficiently managed by the head teacher, ably supported by the administration staff. Good use is made of modern technology. Good efforts are made to ensure best value is sought in all expenditure.

Learning support assistants and nursery nurses make a valuable contribution to pupils learning. The accommodation is spacious and standards of caretaking and cleanliness are outstanding. Resources are satisfactory, overall. However, the library could be improved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school and they make good progress. • Behaviour is good. • Teaching is good. • Pupils are expected to work hard. • The school is well led and managed. • Parents feel comfortable about approaching school. • The school helps pupils to become more mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • Information about how their children are getting on. • The way school works closely with parents. • The range of activities outside normal lessons.

There was a very good response to the inspection questionnaires with a return rate of 61.9 per cent. Inspectors agree with parents' positive views. They do not agree with the concerns expressed by about 10 per cent of parents on three of the four aspects above. The partnership with parents is good and the amount of homework is in line with other schools of this type. The range of extra-curricular activities is very good. Although the quality of information to parents is satisfactory, inspectors share some parents' views about the quality of pupils' annual reports. They contain too much jargon and more examples of what pupils do well or could improve upon need to be included.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Although there is a strong emphasis on raising standards in the core subjects of English, mathematics and science, care is taken to ensure pupils have as broad an education as possible. Children are assessed carefully when they start school and those with special educational needs are identified quickly. Staff throughout the school work very well together as a team, treating the children as individuals, each with their own particular talents and needs. As a result, all pupils, including those with special educational needs and higher attaining pupils make good progress in relation to their prior attainment. All those parents who responded to the questionnaire prior to the inspection agreed that pupils make good progress and almost every parent agreed that pupils have to work hard. Inspectors found evidence for this in the way pupils enjoyed being in school and in their very good attitudes in lessons. The very good relationships which exist between pupils and their teachers and with one another creates a good climate for learning, enabling all pupils, whatever their capability, to do well.

2 The fact that standards are being maintained in some subjects and are rising steadily in others is a remarkable achievement, given the below average starting point of over half of all pupils. Last year, for example, there was a much higher proportion of boys than girls in Year 6 and many of them were on the school's register for those with special educational needs. This had an adverse effect on the overall standards being achieved by the school in the national tests. However, with relatively fewer lower attaining pupils in the current Year 6, pupils are on course to achieve the challenging targets set for them in English and mathematics. These take into account an identified weakness in the standard of pupils writing in the junior classes, mostly because of boys' performance in writing.

3 The overall level of attainment on entry to school is below the level expected when compared to other pupils of this age. The mathematical knowledge of many children and their personal, social and emotional development are well below average. The very good links, which are quickly established with parents and the consistently good quality of teaching helps them to settle quickly into the class routines. All benefit from the detailed lesson planning which effectively covers the six areas of learning in the Foundation Stage curriculum. The organisation of the Foundation Stage classes into three parallel class groups with children of mixed ages very effectively promotes children's social skills and it is difficult to tell Nursery age pupils from Reception age pupils as all work together so well. Coming into a settled learning environment with older pupils always willing to take a lead helps give all children confidence. As a result, most children make good progress in communication, language and literacy, in their knowledge and understanding of the world and in their physical and creative development. Progress is very good in children's mathematical development and in their personal, social and emotional development. Most children will attain all the early learning goals in all areas before the end of their Reception year. Children listen carefully, follow instructions and work hard, showing a good level of independence. In their physical development, the stimulating outdoor facilities not only effectively promote their physical development but also add to the quality of learning in all areas of their curriculum.

4 After a good start in the Foundation Stage, all pupils make good progress in the infant classes thanks to the consistently good quality of teaching and their own very good attitude towards learning. In the 2002 national tests for seven-year-olds, pupils achieved standards in writing that were well above average and in reading they were above average. In mathematics, standards were in line with the national average. In teacher assessments in science, the proportion achieving level 2 or above was

below average but above average for the proportion achieving at the higher Level 3. When the results are compared to those of similar schools, they follow the same pattern, for example, well above the average in writing. School assessment data shows that all pupils performed well in relation to their attainment on entry. This shows that, overall, pupils are making good progress.

5 In the national tests for eleven-year-olds, standards in English, mathematics and science show a steady rate of improvement from 1998, in line with the national trend. However, in 2002, the higher proportion of boys, many of who had special educational needs caused a dip in the school's performance. Compared to all schools, standards in English and science were in line with the average but in mathematics, they were below average. The school's performance when compared to similar schools was the same except for English, which dropped to below the average. An analysis by the school showed that there was a weakness in the writing aspect of English and for boys it was more acute. Comparisons with pupils' prior performance in the tests for seven-year-olds is difficult as a significant minority of pupils move into or out of the school each year. Detailed school records are more reliable and they show that all pupils have made substantial gains by the age of eleven in all three core subjects. This reflects the successful introduction of the National Literacy and Numeracy Strategies. The progress of pupils with special educational needs has also been good against their prior attainment.

6 In the previous inspection standards were reported to be in line with those expected nationally in all subjects, including religious education. The one exception was in science which was below average in Year 2 and above average in Year 6. Inspection evidence, shows that attainment in science is above average throughout and in mathematics it is in line with the national average for Year 2 and for Year 6 pupils. In English, standards are above average for Year 2 pupils but in line with the average for Year 6. Although reading is a strength at Year 6, the school's determined attempt to improve the standards of writing have not yet began to pay dividends. Standards in writing remain below those expected. The marked improvement in the quality of teaching is helping to ensure that standards are improving.

7 In English, pupils are provided with good opportunities to express themselves in class discussions. In many lessons, pupils are given lots of opportunities to collaborate, discuss and work independently. As a result, most make good progress in speaking and listening because of the support of their teacher and learning support assistants. Reading is valued and taught effectively, encouraging pupils to develop their technical skills well. All have good strategies to try and read unfamiliar words. Most read with understanding. The close liaison between home and school, with parents regularly hearing their children read, and the efforts of classroom support assistants with children who need additional practise, is helping to improve standards.

8 Pupils are provided with many opportunities to write in most subjects. The daily literacy sessions successfully introduce new skills and there are planned opportunities for pupils to practise and consolidate these skills when doing work in other subjects. All pupils demonstrate a fluent joined style of handwriting but a distinct lack of care over the neatness of pupils' work from all age groups was seen in the scrutiny of work.

9 Pupils achieve well in mathematics when the difficulties experienced by many pupils in the Foundation Stage are taken into account. This is mainly because of the clear structure of lessons, which closely follows the guidance of the National Numeracy Strategy, the quality of teaching and the pupils' positive attitudes. In the best lessons, teachers matched work to pupils' capabilities, ensuring that higher attainers were fully challenged and lower attainers understood their tasks. By the end of Year 6, all show a satisfactory knowledge of fractions, decimals and negative numbers. Pupils collect, record and process data well, drawing graphs showing the results of science investigations or favourite

foods. There were plenty of examples of pupils using computers to create graphical representations after collecting data.

10 Teachers' planning in science shows a good emphasis on investigative work. By the time they are aged seven, pupils have studied electricity, magnets, sounds, light, materials and living things such as plants. Pupils in the junior classes also have good opportunities to investigate and conduct experiments independently of their teacher, for example testing the insulation qualities of materials. Girls and boys of all abilities do as well as each other in science.

11 Inspection evidence also shows that a significant level of improvement has taken place in some other subjects. The standards pupils achieve in art and design and information and communication technology for example are above those expected throughout the school. In music, standards are in line with expectations in Year 2 but above expectations in Year 6. In art and design, this is due to teachers' expertise and the wide variety of materials available. Pupils also enjoy the practical nature of the subject. In information and communication technology, teachers' expertise enables skills to be taught well in the new computer room and good use is made of these skills to support learning in other subjects. The opportunity to learn to play a variety of musical instruments and the musical skills of some teachers is largely responsible for the better than average standards in Year 6. Overall standards in design and technology, geography, history and physical education are in line with those expected in both Year 2 and Year 6. In religious education, they are in line with the requirements of the Locally Agreed Syllabus for both year groups.

12 The provision for pupils with special educational needs is good, helping to raise their confidence and self-esteem very effectively. At the meeting for parents, they were appreciative of the support given to these pupils by the school staff. The determination to help each pupil to achieve their potential means that they are well supported in classroom activities. The skilled support provided by the extremely conscientious special educational needs support assistants helps all pupils to achieve the challenging targets set for them. Teachers ensure that all pupils are fully included in all aspects of school life. As a result, by the time they are ready to leave at the end of Year 6, these pupils achieve well in relation to their prior attainment and make very good progress towards the targets set for them.

Pupils' attitudes, values and personal development

13 Attitudes to learning have improved since the previous inspection and are now very good. Pupils enjoy school, are keen to learn and pursue all new tasks with purpose and determination. They listen carefully when their teacher, or others, are speaking and always respond sensibly.

14 Behaviour has improved since the previous inspection, and is now very good both in and out of class. It is characterised by high levels of self-discipline. Bullying is not a problem. No incidents were observed or reported during the inspection. Exclusions also remain extremely low, with only one pupil being excluded in the past year. Pupils genuinely care for their school.

15 Pupils' personal development has improved significantly since the previous inspection and is now very good. Most are confident learners who work well on their own and are fully able to research information for themselves. They have a clear understanding of the impact of their actions upon others and show due respect for other people's feelings, values and beliefs. This is very evident in lessons whenever different points of view are aired. Pupils willingly accept responsibility and carry out the duties well. They also show good levels of initiative through their studies as well as in a variety of other way such as their efforts to collect for local and national charities. Children of nursery age settle very quickly on admission to school as they work alongside older children in their Reception year. All display very good attitudes towards their work.

16 Relationships have also improved and are now very good. The way pupils support one another and their willingness to share equipment when working together in groups, for example, makes a valuable contribution to the quality of education provided. Pupils are polite, open and friendly and enjoy a close working relationship with their teachers.

17 Attendance is satisfactory. In the last full year, attendance was below the national average by 0.3 per cent. Records for this year show that attendance has improved and the level of unauthorised absence remains broadly in line with national figures, as it was last year. However, the school is not tight enough on punctuality at the start of the school day. Morning sessions often do not commence promptly because the school doors are not opened until five minutes before the appointed start time. As a consequence, some teaching time is lost while pupils hang up their coats and get settled in class. In addition to this, a small number of pupils, particularly in the infants, were observed during the inspection arriving with their parents well after the bell had sounded. During the rest of the school day, punctuality is not a problem.

HOW WELL ARE PUPILS TAUGHT?

18 There has been a significant improvement in the quality of teaching throughout the school since the previous inspection. Parents gave the first indication of this when they were very appreciative of the hard working teachers at the meeting for parents prior to the inspection and were happy with the standards being achieved.

19 The quality of teaching is good in all departments of the school. In four out of ten of the 82 lessons seen in this inspection, the quality of teaching was either very good or excellent. Almost all teachers produced teaching of this high standard. Four excellent lessons were seen; two personal, social and health education sessions dealing with feelings of anger in Years 1 and 2, one with an upper mathematics set in Year 6 and a practical science lesson in Year 4. Enthusiastic teaching and imaginative tasks supported by a wide variety of resources successfully motivated pupils in these lessons. In total, the quality of teaching was good or better in nine out of ten of the lessons seen. This compares with only four out of ten in the previous inspection. There were no unsatisfactory lessons this time. Taking the overall performance into account, this is a remarkable achievement by the teaching staff, who were very well supported by classroom assistants and nursery nurses. There is a shared determination by all staff to give pupils, whatever their ability, the best possible education. As a direct consequence, pupils really enjoy coming to this school and respond positively to their lessons.

20 Consistently good quality of teaching in the three classes covering children in the Foundation Stage ensures that children have a very good start to their education. The class teachers are supported exceptionally well by the nursery nurses and parent volunteers. All work effectively as a team for the benefit of the children, and together they have created an exciting and attractive learning environment. The outdoor area is spacious and well equipped with lots of large wheeled toys. It is used effectively to promote learning in all areas of the curriculum. Planning of children's work meets the new requirements of all six areas of learning in the Foundation Stage curriculum. Good use is made of the class computers and all children confidently use them, showing a good knowledge of the keyboard and programs. Good progress is made by all children throughout the Foundation Stage and most are expected to achieve the Early Learning Goals in all six areas of their curriculum before the end of their Reception year. Progress is very good in children's mathematical development, which was well below average on entry to the school. Similarly, the arrangement of fully integrated classes with children of different ages, accelerates progress in children's personal, social and emotional development. Progress in this area of learning is also very good.

21 A high proportion of the teaching seen in the infant and junior classes was either good or better than that. During the inspection, for example, no satisfactory lessons were seen in the infant classes as all were good, very good or excellent. Evidence from the scrutiny of work and the standards being achieved reflect the quality of teaching in this phase. The quality of teaching in the junior classes is also as consistently good as it was in the infant department. Almost every teacher produced lessons which were very good or excellent in quality.

22 The overall quality of all teachers' lesson planning is good with learning objectives, what it is that teachers want pupils to learn in the lessons, clearly defined and shared with pupils. This helps to give pupils a very good knowledge of what is expected of them. In Year 5, for example, the objectives for a literacy lesson on noun and verb agreement were explained and before the end of the lesson, pupils were involved in evaluating their success in achieving them. All teachers routinely include in their planning sufficient opportunities for computers to be used to support learning in all subjects. In the computer room, Year 3 pupils used a series of programs to revise work covered in money addition and subtraction, data handling and fractions.

23 The management of pupils and use of assessment information are particularly strong elements of teaching. Pupils' response in lessons means that class discipline is never really an issue. All teachers carefully mark pupils work and add constructive comments. All other aspects of teaching, such as teachers' expectations of pupils, enthusiasm and use of resources, such as calculators or scientific materials, are good. Year 5 pupils enjoyed trying to insulate sound from a ticking timer with various materials, for example and Year 2 pupils co-operated well in groups to set up a cress seed growing experiment. Teaching assistants are used effectively to support lower attaining pupils and those with special educational needs. This enables all these pupils to be fully included in all activities. Praise, strict time targets given to finish tasks, humour and teachers acting as good role models result in good class discipline. As a result, most pupils work sensibly. Their interest, concentration and level of independence are all good as a direct consequence. Teachers develop pupils' social skills well by planning lots of opportunities for pupils to work on their own or as part of a small group. In a Year 3 dance lesson, for example, pupils worked well together to develop a sequence of movements associated with the weather. All thoroughly enjoyed interpreting through movement, heavy rain or thunder and lightning. Praise is used well throughout to motivate or raise pupils' self-esteem, as shown in the supportive written comments attached to pupils' marked work

24 The quality of teaching and pupils' response to it meant that an extensive amount of pupils' completed work was available to the inspection team for their scrutiny. However, the neatness of pupils written work in some classes is not good enough. Teachers' enthusiasm, their good knowledge of the curriculum and ability to make learning challenging and exciting, helps to keep most pupils fully motivated and busy. Teachers frequently make very good links between different subjects. In Year 1, for example, pupils used their scientific knowledge of plants to manipulate graphics on the computer to build up a picture of a plant. In a Year 5 science lesson on insulating sound, literacy skills were employed as pupils predicted outcomes and later recorded their findings.

25 The quality of teaching in the literacy hours is satisfactory overall with some recognised strengths. Reading is particularly well taught and parents give good support to the home reading programme. This helps to improve standards. However, there is not enough emphasis on improving the standard of writing, in particular that of boys. Teaching in the numeracy sessions is good. Teachers make sure that literacy and numeracy skills are included as part of learning in most other subjects. This helps to reinforce pupils' skills and knowledge. Additionally, pupils are provided with plenty of opportunities to use computers to support their learning in other subjects, consolidating the specific skills they have learned in their sessions in the computer room. In English and mathematics, all achieve the targets set for them by the time they are ready to leave the school. This is a direct result of the

quality of teaching and the successful implementation of the National Literacy and Numeracy Strategies.

26 The overall quality of teaching in science is good, as there is a strong emphasis on pupils working in groups to conduct investigations and experiments for themselves. It is also good in information and communication technology, music, physical education and art and design. Teachers use the computer room effectively and demonstrate a good knowledge of the subject when teaching pupils new skills. Music teaching is strengthened by the variety of opportunities for pupils to sing or learn to play an instrument. In art and design, teachers' knowledge and a wide variety of resources successfully raises standards to above average. In design and technology and geography there was insufficient evidence to make a reliable judgement on the quality of teaching as few lessons were observed in each subject. In history, and religious education, the quality of teaching is satisfactory throughout the school.

27 Pupils with special educational needs are taught well. Teachers use pupils' individual plans well to plan activities in English and mathematics lessons so tasks are well matched to their needs and they learn well. Pupils are well supported by teaching assistants who maintain a good balance between guiding pupils, encouraging them to use their knowledge and understanding and helping them to complete tasks. Gifted and talented pupils are identified and listed on the school's register. During lessons, teachers provide suitably challenging work and a wide range of extra curricular activities is also available to them to promote any special talents. In addition, these pupils are invited to attend school in the summer holidays for special lessons.

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

28 The school's curriculum is good as it is a broad and balanced curriculum, which meets the needs of all of its pupils. The latest national guidelines for the curriculum have been successfully introduced and adapted to the needs of pupils. This helps to give pupils the opportunity to make a thorough study of a broad range of subjects. All teachers have successfully implemented the National Literacy and Numeracy Strategies throughout the school. Teachers' planning for lessons in English and mathematics is very thorough and firmly based on these strategies. All statutory requirements for the national curriculum, including religious education, are met.

29 All pupils have equal access to the curriculum. The fundamental principle of the school's "Learning together for life" is at the heart of the curriculum. Everyone is treated with equal value and respect, whatever their background, circumstances and abilities. The school's very good assessment procedures, and the use that is made of the information gathered on pupils, enable teachers to plan activities which closely match the abilities of all pupils. There is good provision for pupils' personal, social and health education. For example; The Class Councils, sessions called 'circle time' which give pupils a chance to discuss a range of topics such as other peoples feelings and involvement in charity fundraising all provide good opportunities for pupils to develop their responsibilities and independence. The governing body has approved policies for sex education and an awareness of drug misuse and these are incorporated effectively into teaching and learning with useful input by a police officer and a school nurse.

30 The curriculum is considerably enriched by a very good range of activities outside normal school lessons. Pupils enjoy a variety of visits as part of the learning experience, including a residential outdoor pursuits' week for Years 5 and 6. The school uses resources and expertise very well to provide a good balance of sporting and other activities. Sports such as football, cricket and athletics are complemented by, for example a computer club. Particularly noteworthy is the range of very good quality musical activities, including a choir and musical instrument groups, which provide good opportunities for pupils to develop and practise their skills.

31 The school has good relationships with other schools. There is a good partnership with both Nunthorpe and Ormesby comprehensive schools, which helps older pupils to be more at ease when they transfer there. For example, pupils visit both comprehensive schools for subject days when they have the opportunity to work with specialist staff and resources. The transfer of records and attainment data is good, helping pupils to make an effective start in the next stage of their education. Teachers work closely together to ensure that the transfer of pupils between the schools is smooth. Year 6 pupils have "fun days", participating in a variety of sports and activities.

32 Links with the community are satisfactory. The school continues to have good involvement through sport, the church and charity fund-raising. Although business links, organised in association with the local 'Learn to Work' scheme are starting to develop, as yet they are not having any real impact on enhancing pupils' learning. Visits and visitors help enrich the curriculum, and residential visits for older pupils to Carlton outdoor centre contribute most effectively to their personal and social development.

33 Overall, the provision for pupils' spiritual, moral, social and cultural education is very good. This represents a significant improvement since the previous inspection when provision was judged to be sound.

34 The provision for pupils' spiritual development is good. Pupils acquire from the curriculum a set of values and beliefs and the ability to reflect on life and on their own patterns of behaviour. Their appreciation of beauty and form is enhanced in lessons such as music where they experience the joy of listening and performing and in art and design where they explore a wide range of materials, techniques and reflect on the work of famous artists. The youngest Foundation Stage children, for example, marvelled with joy when the "hungry caterpillar" became an exquisite butterfly and on a similar occasion when a pupil described finding a ladybird in her grandmother's garden. In the Year 1 and 2 class, pupils were visibly saddened when the turtle in a story presumably withdrew into his shell to escape cruel remarks and actions. They empathised with his situation and volunteered their own stories of hurt and pain. In a year 3 lesson pupils challenged the injustice of Rain Forest destruction and in Year 6 pupils were thoughtful after watching a video on families splitting up during World War II.

35 The provision for pupils' moral development is very strong. In discussion lessons called 'circle-time' where pupils sit around their teacher to share views and information, pupils are encouraged to be honest and open about their feelings and relationships. Listening, the other pupils are silent. They respect and are considerate towards the speaker. By offering suggestions to alleviate any areas of conflict raised by the pupil speaking, they empathise with the speaker. Teachers are sympathetic role models, counselling pupils so that they understand their own reactions and are constructive towards possible solutions. Teachers take an active role to defuse conflict. The school has an anti-racist policy and promotes the multi-cultural society in which we live well, teaching pupils to be tolerant. Each classroom has its own golden rules, which encompass the basic principles of courtesy, care and consideration. Reward systems for positive behaviour are in evidence in all classrooms. There is zero tolerance for challenging behaviour and the head teacher spends time counselling pupils who exhibit this. The school supports a number of charities such as Unicef and the Children's Society and pupils are encouraged to act for the less fortunate. Recently one Year 4 pupil organised a Bring and Buy sale for the Blue Peter Wateraid Charity. Pupils at this school have a social conscience. When vandals did damage at a local church, the school raised money towards the repairs.

36 The provision for pupils' social development is very good. There is much paired and group work in classes and pupils are given an opportunity to learn from each other. In the Foundation Stage, for example, in role play situations, there is a strong emphasis on social interaction as children use the areas set up as a Railway Station and Doctor's Surgery. Circle-time encourages pupils to resolve their differences and live together in harmony. In one classroom, for example, a display reads, "No act of kindness no matter how small is ever wasted." Aesop. Currently, there is no School Council but Class Councils exist and are active. Pupils are environmentally aware and are currently engaged on a waste paper recycling project. There are collection points about the school and a variety of slogans to make pupils reflect before they discard paper. Numeracy sessions help to teach pupils economic awareness. In one Year 4 class pupils costed out the price of organising a party for a set number of pupils.

37 The large range of extra curricular activities not only extends the curricular opportunities on offer to pupils but also encourages much social interaction. These are dependent upon the good will of staff who give willingly of their time and expertise. In this way teachers provide positive role models of enthusiasm and commitment. As a result of the good example of teachers, relationships in this school are very good. Pupils are friendly, pleasant and very well mannered. They hold doors open for staff and each other. They greet visitors courteously on all occasions, whether it is to offer a seat or to ensure everyone has the appropriate book. The school awards the Robinson Cup for Foundation Stage, infant and junior age pupils who show exemplary behaviour and effort.

38 The provision for pupils' cultural development is good. In religious education pupils learn about the world's great religions by studying the same focus such as prayer and vestments and noting

the similarities and differences. Pupils observe and study the work of many artists such as Vermeer, Hockney, Mondrian and Kandinsky. They frequently visit churches and a Hindu temple. All pupils listen and perform to a range of music in lessons and assemblies and study how music has changed over historical periods. The school celebrates National Book Day with a book fair and family literacy sessions are also held to enable parents to access school culture. At these sessions parents brush up on their own skills and spend quality time working alongside their child. The library has many books, which provide positive images of ethnicity and displays often contain a multi-cultural dimension. For example, dolls in the Reception classes are not all of white European origin and there is a multi-lingual sign at the door to welcome visitors. The pupils study their own local culture through the ages and know the locality's surrounding countryside. In Geography, Years 1 and 2 follow the adventures of Katie Morag on the Scottish island of Struay and Barnaby Bear around the world. Year 3 and 4 pupils study Brazil and the Amazon River, making models and drawings of the Rainforest creature. Northumbrian pipers, fiddlers and clog dancers have visited the school as well as a travelling theatre company to perform Oliver Twist.

39 Citizenship is promoted very effectively. The school actively encourages pupils to acquire the necessary political, economic, environmental and social skills to become responsible citizens. The school, for example, holds a 'police week' so that pupils understand their societal responsibilities and see the work of the police force in its various sections such as Mounted Police, Police Dogs and Community Police. They also learn about the history of the force, the scientific techniques of D.N.A, finger printing and photo fits. Pupils are also made aware of their own safety, at play, near strangers, on railways and around building sites.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40 The school looks after its pupils well, showing that standards from the previous inspection have been maintained. Appropriate health and safety measures are in place and followed closely by all staff. Pupils are supervised closely and the daily working practices adopted by all staff, are good. Child protection arrangements remain secure, with the head teacher having responsibility for liaising with outside agencies. Clear procedures are also in place to prevent improper use of the Internet by pupils.

41 Procedures for monitoring and supporting pupils' personal development are effective. Teachers know their pupils well, have very good relationships with them and respond positively to their needs. High standards of behaviour are promoted successfully and, as a result, the school has a calm and orderly atmosphere where effective learning can take place. Suitable measures are in place to deal with incidents of bullying, but are rarely needed. Praise and rewards are used well to encourage effort, and significant achievements are celebrated in assembly. The school also continues to provide a range of suitable opportunities for pupils to take on responsibility and to show initiative. These include various duties around school and fund-raising for charity. A school council was also formed last year, but at present is not operating because the head teacher feels it needs restructuring to put more emphasis on class councils.

42 Attendance is monitored thoroughly. Registers are marked properly at the start of sessions and all unexplained absences are followed up, but not necessarily on the first day, as is now considered to be good practice. The school does not specifically promote or reward good attendance.

43 Procedures for assessing pupils' attainment and the progress they make in English, mathematics and science are very good. This was a key issue for the school to address from the previous inspection and they have made very good improvements to their procedures and the use of assessment since then. From Years 1 to 6, the school has a range of formal systems for testing pupils' learning. The school makes effective use of information and communication technology to analyse the

data and look for trends which may affect future attainment. As a result of this analysis, the school has been able to identify that boys achieve standards in writing that are lower than those reached by girls and have put into place strategies which will, given time, address the weaknesses identified. As a result of the information gained by formal testing and the regular marking of pupil's work, pupils are given targets to improve their performance in reading and writing. Some pupils also have individual targets on personal development. Pupils of all ages know their targets off by heart. Good home-school links are made as parents are informed of their child's targets and are therefore able to help their children achieve them.

44 Analysis of a series of tests, including a Baseline Assessment at the end of the Reception year, and the National Curriculum tests at the end of Year 2, are used very effectively by the school to place pupils into ability sets for literacy and numeracy lessons. The information is used to place pupils into ability groups in other subjects of the curriculum and to provide a good range of intervention strategies to support those pupils who may benefit from additional support. Teachers throughout the school use a good range of end of term tests and national tests to constantly monitor their pupils and use this information to plan lessons well matched to their abilities. These systems and procedures reflect the school's inclusion policy, where the school constantly aims to provide a meaningful and useful curriculum for all pupils, whatever their ability.

45 All other subjects of the curriculum are assessed at the end of each unit of work. Very good records are kept and monitored by subject co-ordinators or phase group leaders. Pupils are identified as achieving "higher, middle or lower" standards at the end of each unit of work. This information is then used to give targeted support to those pupils who need extra help, by being taught in smaller groups on different tasks. This supports those pupils who have special educational needs and also enables the school to identify those pupils who achieve higher standards and who may need extension activities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46 Parents hold the school in high regard. They rightly feel it is doing a good job in educating their children and are happy with the standards being achieved. Since the previous inspection, the school has sustained its good links with parents.

47 The overall quality of information is good. However, pupils' annual reports are only just satisfactory. At present they contain too much jargon which is difficult for some parents to understand, and do not always provide sufficient examples to illustrate what their child can actually do or what they need to improve upon. Nevertheless, parents are kept fully informed about life in school through frequent newsletters. They are also well informed about what is being taught in class each term. Arrangements and information to help parents of pupils new to the nursery and reception classes become familiar with the school's routines and expectations are very good. The governors' annual report, although rather bland, meets requirements. The Prospectus is an attractive document giving parents a clear view of the school, its curriculum and routines. However, it contains one important error. It incorrectly states that parents can withdraw their children from assembly when, in fact, the right to withdraw relates only to collective worship or religious education. Parents of pupils who have special educational needs are properly involved and kept abreast of all new developments.

48 The school provides a good variety of courses for parents, such as those for computer skills and reading. These are very well attended and help parents gain a better understanding of their child's curriculum. Suitable homework is set regularly throughout the school, and effective use of homework and reading diaries helps to maintain good contact with pupils' parents. There is good support for events such as school plays and events organised by the Parent Teachers Association. A small group

of parents provide regular and reliable help in class. The coffee shop, run for parents by the caretaker on Wednesdays and Fridays raises significant funds for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49 The school has a very clear set of aims and values that perfectly reflect its philosophy; 'Learning together for life'. The school is very successful in achieving its key aim, 'to develop a happy, caring and considerate community of people who are striving to achieve their full potential within essential areas of experience, that will enrich their lives and help them to develop into independent, socially competent adolescents and adults'. Ormesbyfication is the term coined by the school! There is a clear and purposeful commitment to improving all pupils' learning and provide them with a good all-round education. This is a good school for children to learn and grow up in – a view fully shared by parents.

50 The leadership and management of the head teacher and other key staff are good. The head teacher's dedication, purposeful leadership and hard work over many years, has ensured that the school continues to be held in high regard by the community. The head teacher's presence around the school ensures it runs smoothly on a day-to-day basis. He is ably supported by a new deputy head teacher and an effective senior management team, all of who share his strong commitment to the school. Teachers, non-teaching staff, pupils and parents feel valued and many parents travel a distance in order that their children can be educated here. Very good relationships exist within the school and there is a strong sense of pride in it. There is a good standard of maintenance and care for the school's buildings and teachers work hard to provide a stimulating environment, in which pupils can develop and learn. Pupils feel secure and happy at Ormesby Primary School.

51 The governing body is experienced and supports the school well. It is well aware of the school's strengths and areas to develop in order to raise standards even higher. The governor's role has developed very well since the previous inspection and the governing body fulfils all its statutory duties. There has been a good response, for example to the key issue on governors from the previous inspection. The governors, together with the head teacher and deputy head teacher, have established a strategic planning group. This an effective group and it acts as a think tank for forward planning of the school and a sounding board for any developments proposed by the senior management team and staff of the school.

52 The role of the phase leaders has developed well since the previous inspection, when this was identified as another key issue for improvement. Regular meetings ensure that there is parity in the subject content taught within similar age group classes and that there is continuity and progression in pupils' learning as they move through the school. Subject managers have a sound programme for monitoring the quality of planning in their subjects. However, they do not have the opportunity to regularly and routinely monitor the quality of teaching in their subject. This is an issue that still needs to be addressed.

53 The enthusiastic and very caring special educational needs (SEN) co-ordinator ensures early identification of pupils' needs. The school is involved in various initiatives such as Reading Recovery, the use of the interactive white board, WAT (writing) and Small Steps (a resource to help with the writing of pupils' individual education plans). These have benefited pupils with special educational needs and have improved their access to the full curriculum. The school fulfils all statutory obligations and parents and governors take an active role in the organisation and monitoring of provision. Parents of pupils on the special educational needs register are also invited into school to see and discuss Individual Educational Plans. The co-ordinator reviews and works closely with staff to ensure specific targets are addressed in lessons and to monitor the progress of pupils. Some of the targets for pupils

were not very precise, making it difficult to measure pupils' progress. Nevertheless good progress has been made since the previous inspection.

54 Planning for school improvement is good. Each subject leader produces an action plan to be considered in drawing together the priorities of the next School Development Plan. These action plans contribute significantly to the school's planning for development and improvement. The current improvement plan reflects accurately the school's priorities. The objectives are clear, actions are carefully sequenced and monitored, and goals are measured against suitable criteria for success. The school has put in place a good system of appraisal and performance management to help the process of improvement. The practice of focusing some objectives around key elements of the school development plan and agreed targets, is a positive feature of the process.

55 The assessment of individual pupils' progress is undertaken regularly in the all subjects of the curriculum. Very good records enable the teachers to, plot the progress pupils make and set targets for further development, as well as identifying areas of concern. It is through the monitoring of previous achievement that the school identified boy's writing as an area for improvement. Action plans are in place to address this identified concern.

56 Staffing levels are good. The school has sufficient teachers to teach the planned curriculum. They are suitably qualified for their roles and provide a very good balance of experience and expertise. Curriculum responsibilities are appropriately deployed amongst them. Teachers are very ably supported by a good number of suitably qualified support staff. They have clearly identified responsibilities, are well briefed for their roles and provide carefully focused help in lessons. The quality of administration is also good and this ensures parents receive a warm welcome and the school office runs smoothly. Arrangements for the induction of new teachers work well and fully meet national guidelines.

57 The school accommodation is good. It is meticulously clean and very well maintained by the extremely hard working caretaker and his staff. It is obvious that they take great pride in their work. Some of the toilets, however, are in need of improvement. The school is fully aware of this and has firm plans to renovate them in the near future. Classrooms are generally spacious and are suitably furnished. The computer room is well equipped with modern computers and a new projector, which can be used to magnify what is shown on the small screens for the whole class to see. Good use is made of alcoves and the wide corridors to provide additional teaching space. The school also benefits from having a separate dining room. This frees-up the halls for lunchtime extra-curricular activities. The library area, however, is small for the size of school. Attractive displays of pupils' work reflect the work undertaken in most subject areas and helps enhance the appearance of the internal accommodation. Outside, the grounds are attractively laid out and well tended. They contain two large playgrounds and a large field used regularly for sport.

58 Overall, the school has satisfactory resources to support pupils' learning, although they are good for science, religious education and for information and communication technology. The stock of books in the library is satisfactory. Although there appear to be relatively few books per pupil, the quality is good and is supplemented by additional books in each of the classrooms. Resources are generally well managed and easily accessible to pupils.

59 The governors and head teacher effectively and efficiently manage the school's finances. They are well informed on matters of income and expenditure. Spending is carefully aligned to the school's priorities for improvement. The secretary works closely with the head teacher, who monitors and reconciles budget spending. Good support is given to the school by an Local Education Authority finance officer, who overviews proposed and actual spending. Income from specific grants is used

appropriately for their designated purposes. The school applies good principles of best value to its spending. Overall, this school serves its community effectively and continues to provide good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60 There is no doubt that this is a successful school which tries very hard to ensure that all pupils, whatever their ability or special talents, achieve their full potential. A key factor is the leadership of the experienced head teacher and the support he receives from the effective governing body and hard working staff. The high proportion of good, very good and excellent teaching helps to create a stimulating learning environment for pupils and effectively promotes very good attitudes towards all aspects of school life. As a result, pupils behave very well both in and outside of lessons. In order to continue to improve the quality of education and raise standards, the head teacher, governors and staff should now;

Improve the quality of writing in the junior classes, in particular the standards boys achieve by;

Ensuring that all staff use a wide range of resources and teaching styles to maintain the good progress pupils make in writing in the infants.

Rigorously monitoring and evaluating the effectiveness of the good range of strategies already put in place by the school to improve boys writing skills.

Encouraging all pupils to take more care over the neatness of their written work in all subjects.

(Paragraphs 2, 5, 6, 8, 25 ,55 ,86, 88, 93, 97, 125)

Developing the role of subject leaders to enable them to monitor and evaluate the quality of teaching in order to identify strengths and weaknesses in each subject.

(Paragraphs 52, 95, 101, 103, 110, 117, 126, 130, 141, 148, 153)

It must be noted that these key issues come as no surprise to the school. Staff and governors have already identified both as priorities for development in the current school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

82

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

31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	28	40	10	0	0	0
Percentage	5	34	49	12	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

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)	30	340
Number of full-time pupils known to be eligible for free school meals	0	68

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	44

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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	23	25	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	23
	Girls	22	24	23
	Total	43	46	46
Percentage of pupils at NC level 2 or above	School	90% (91%)	96% (93%)	96% (94%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	23	19
	Girls	23	23	22
	Total	44	46	41
Percentage of pupils at NC level 2 or above	School	92% (91%)	96% (94%)	85% (91%)
	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	30	20	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	26
	Girls	16	15	19
	Total	35	36	45
Percentage of pupils at NC level 4 or above	School	70% (83%)	72% (69%)	90% (94%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	22	28
	Girls	17	16	19
	Total	36	38	47

Percentage of pupils at NC level 4 or above	School	72% (88%)	76% (77%)	94% (98%)
	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	264	1	0
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	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	27	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)	15.2
Number of pupils per qualified teacher	22.5
Average class size	26.15

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	130

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	15

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4.1

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

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
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	£
Total income	785,558
Total expenditure	767,877
Expenditure per pupil	2,021
Balance brought forward from previous year	46,109
Balance carried forward to next year	63,790

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	370
Number of questionnaires returned	229

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	37	5	2	1
My child is making good progress in school.	52	40	4	2	2
Behaviour in the school is good.	41	52	3	2	3
My child gets the right amount of work to do at home.	30	49	12	2	7
The teaching is good.	52	42	3	0	3
I am kept well informed about how my child is getting on.	42	44	9	3	2
I would feel comfortable about approaching the school with questions or a problem.	60	33	2	3	3
The school expects my child to work hard and achieve his or her best.	59	36	1	1	3
The school works closely with parents.	34	50	10	2	4
The school is well led and managed.	45	45	5	2	4
The school is helping my child become mature and responsible.	49	45	3	0	4
The school provides an interesting range of activities outside lessons.	32	48	9	3	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

61 The Foundation Stage provision, which normally covers the time children are in a Nursery class and a Reception class is very different for the children at Ormesby Primary School. All children are organised into three fully integrated classes, each one with some children from each age group. The first class accommodates the majority of the youngest children who attend part-time, either a morning or an afternoon session; these children started school in September or January depending on their age. In this first class there are also a small number of the slightly older children who benefit from additional early learning experiences, prior to moving into the next phase of the Foundation Stage. The second class includes older children and a small group of the youngest part-time children who have more developed skills and are able to learn in a more challenging setting. In the third class the majority of the children are the oldest in the Foundation Stage and overall they are more confident and faster learners, who have moved through the stepping-stones and are close to achieving the Early Learning Goals (see footnotes). However, during some part of each session, nursery age pupils can choose to work in any of the three class areas. This arrangement of classes provides a firm foundation for all children, giving them a good start to their education and enabling all to make good progress.

62 The school establishes very good links with parents, prior to children commencing school. The teachers and support staff explain how the Foundation Stage classes are organised and how the children are taught and given opportunities to develop skills during the school day. This organisation ensures that children are well prepared for school. The links are continued throughout the time children are in the Foundation Stage classes and parents give good support to their children's learning. There is a clear Early Years' policy and scheme of work in place for the education of all the children.

63 Initial assessment shows that more children enter school with below average skills than with average or above. In the areas of personal, social and emotional skills and mathematical development, the overall level is well below average. All children make good progress in moving through the stepping-stones of the six areas of learning. The progress all children make in developing, personal, social and emotional skills is very good, so much so that the by the end of the Foundation Stage the vast majority have achieved the Early Learning Goals and many are achieving above. Likewise children's progress in developing mathematical skills is also very good. By the end of the Foundation Stage, the majority of the children are well in line to achieve the Early Learning Goals in all six areas of learning with many achieving above in personal, social and emotional development. The overall progress and achievement children now make is a good development since the previous inspection.

64 Teaching and learning throughout the Foundation Stage is good. In the vast majority of lessons it is good or very good; the latter being the case in the teaching of the youngest children. The quality of teaching and the support given by the experienced and effective nursery nurse and child support assistants is good and as a result children make good progress and learn well. Children with special educational needs, a child with an additional language as well as English and those who are capable of higher attainment, all make equally good progress and are included in all activities within the Foundation Stage of learning. Planning for children in all three classes is good. The topic focus is carefully matched to the differing ages and needs of the children. This means that the learning is effective and children make good progress through the stepping-stones towards meeting the Early Learning Goals in all six areas of learning in preparation for moving on to the National Curriculum when they enter Year 1.

Footnote; The Early Learning Goals are the expected levels of attainment for children as they start the subjects of the National Curriculum in Year 1. Stepping-stones are the three stages children pass through prior to achieving the Early Learning Goals.

65 Children's progress is carefully tracked from the time they enter the Foundation Stage. As a result all teachers and support staff have a good understanding of children's individual needs. Detailed assessment records are kept for each child for all six areas of learning. These are evaluated and where needed, additional support is given to both help slower learners and extend those children where it is felt appropriate.

66 The well-qualified and experienced Foundation Stage leader gives a very good lead to her colleagues. The three teachers and the support assistants form a very effective team, planning and working closely together to meet the needs of the children. They have developed a good learning environment that is colourful, well equipped, safe and secure. The very good teamwork and learning environment has a big impact on the good progress and the achievement that the children make.

Personal, social and emotional development:

67 Children make very good progress in their personal, social and emotional development. The teachers and assistants in all three classes place a strong emphasis on this aspect and their teaching is consistent and expectations are clear. The youngest part-time children quickly settle into school life as a result of very good guidance and support given by the teacher and nursery nurse. During the inspection these children were seen to start the day with confidence. They entered the classroom, collected their name card, hanging this up and then settled down quietly for registration. The older full-time children hang up their coats, mostly unaided and also settle quickly.

68 In preparation for a physical education session, the older children showed independence in sorting clothing and then showed concentration during the physical activities. The majority of the children have learned how to respect one another's views and interact well as a social group. Children work well together in pairs or in groups and are keen to tackle any activities they are asked to do. They have a very positive attitude to learning.

69 In making free-play choices in stationary areas, children carefully select activities and share play resources organised to develop their social as well as their physical motor skills. All children show they have developed a good sense of what is right and wrong and their attitudes to work and their behaviour are generally good. They show respect to their teachers and assistants and respond well to the guidance and care they receive. They show politeness and respect to visitors being prepared to discuss what they are doing and why. By the time the children complete the Foundation Stage of education, the majority of them make very good progress towards the Early Learning Goals and many will achieve beyond this expectation. Overall standards in their personal, social and emotional development are good.

Communication, language and literacy:

70 The quality of teaching in communication, language and literacy for the youngest children is very good. Many children start the Foundation Stage lacking confidence and skills in speaking and listening. Very good provision is made for children of all ages and abilities, to speak and to listen to other children and to the teaching adults in the classroom. In the class of the youngest children, following the story of The Hungry Caterpillar, one more able child spoke with confidence, telling others that a caterpillar changes its skin and then forms a cocoon before it changes into a butterfly.

71 Older children listened attentively to the story of Mrs. Honey's Hat and then were challenged to remember the sequence of the story. They did this well with some help from the teacher.

All children are given a wide range of planned experiences to develop their communication skills. Well-planned tasks, including story-time, role-play and free-choice activities are good examples of the provision made for the children to develop their communication and language skills. All children make good progress and achieve well as a result of good and very good quality teaching.

72 Children are given a good start in reading during the Foundation Stage. In the youngest class the children are very keen to listen to and to act out the stories they hear the teacher read. Many of them know the layout of storybooks and how words are read from left to right and from the top of the page to the bottom; this was demonstrated on sharing a book with one of the youngest children in the Foundation Stage. The standard of reading in the classes of older and oldest children is very good. Higher attaining children already have a good understanding of the layout of their reading books. Some know the author writes the story and the illustrator draws or makes the coloured pictures. The children read with confidence and accuracy and can recall the main characters in the story. Many of these children are already reading within the early levels of the National Curriculum for English. Average attaining children, read well and with confidence. They use picture and phonic clues to help them. Lower attaining children again make good progress with their reading. These children read more slowly and make some errors but they do have skills in sounding out letters to make up the new words they meet. The overall high standard of reading is as a result of very good teaching by adults at the school and the continuous support given by parents in hearing their children read at home. Reading records indicate that the majority of parents hear their children read and write down useful information for the teachers on their children's progress through each story.

73 The standard of teaching and learning of writing is presently satisfactory overall. Children in the youngest age group class develop their writing skills well through learning the shapes of letters in their literacy lessons. In one lesson the children learned the sound 'c' and traced this letter with their fingers. They learned that camel, camera, castanets and cauliflower all start with the letter 'c'. Most of these children's writing is still at the early emergent stage but they are making good progress. Older children are making satisfactory progress in writing development. Higher attaining children write simple sentences but their writing of words is a mix of lower and upper case letters and they are not yet using each correctly. Average attaining children write words but do not yet manage to write sentences. Lower attaining children are beginning to write simple words and many are at the stage of copying words written by the teacher. In this area of communication, language and literacy, the older children still have a way to go if they are to achieve the Early Learning Goals by the end of the Foundation Stage. The Foundation Stage leader is aware of this and there are planned strategies in place to focus on children's writing in the final school term and she anticipates that the majority of the older children will meet the Early Learning Goals.

Mathematical development:

74 Considering that children start the Foundation Stage with well below average mathematical skills they make very good progress from the youngest children though to the end of the Foundation Stage. Teachers across the Foundation Stage provide many opportunities for children to learn and use numbers. In registration, children learn to count how many children are present each day. The youngest part-time children count readily up to ten but find difficulty going on further to reach the final total of twenty-two children who were present. In both the other classes children were able to count to the final total of twenty-nine. The youngest children are beginning to order the days of the week correctly. They are taught well and challenged to work out the day before and the day after. The story of the Hungry Caterpillar, and what it eats each day, is used very effectively to build up the youngest children's skills of counting on. This strategy results in very good progress being made in a lesson and the majority of children are then able to count on to fifteen. There was good provision made for children's spiritual development in this lesson. When one child opened a cardboard cocoon to reveal a beautiful hidden butterfly the children expressed wonder and amazement.

75 Older and a few part-time children, who are in the second class, make good gains in learning about time and the seasons. By the end of a suitably paced lesson, in which children were able to dress up in clothes to match each season, good progress was made in ordering the seasons correctly. In later shared activities these children were seen to use numbers to ten correctly and then match them to dominoes. Other children are seen to accurately match two-dimensional (2D) shapes to a pattern. The oldest and higher attaining children in the third class, make good gains in new knowledge and understanding using non-standard measurements. As a result of very good teaching, in which the teacher challenged children to predict the distance a toy car will travel down a ramp, the children learned the mathematical language of longer, shorter, longest and shortest in measuring distances. The children apply themselves extremely well to this problem solving mathematical development lesson. However, more opportunities should be taken for them to write numbers and to carry out simple addition and subtraction calculations on paper. An analysis of their work indicates that many numbers are either inversed or poorly written and number bonds are not worked out correctly on paper.

76 The very good progress the majority of children make in their mathematical development is as a result of some good and very good teaching from the class teachers and the assistants. The good use of problem solving activities, the development of mathematical language, the high levels of challenge set and the very good use of resources help children to learn very well. The majority of the older children are in line to achieve the Early Learning Goals with the younger children making rapid progress through the stepping-stones of learning in their mathematical development.

Knowledge and understanding of the world:

77 Children make good progress in the work they do, within the knowledge and understanding of the world area of learning. This is as a result of good planning and teaching. The children are provided with a wide range of learning activities within school and they get good opportunities to use the school play area and surrounding school grounds to give them first hand experiences. Groups of part-time children in the first class were taught and guided very well by the nursery nurse as they search for toy minibests, previously buried in a sandbox. Hand magnifiers were provided for the children and they made good progress in developing science enquiry skills. By the end of the session the majority of the children had learned that spiders have eight legs and that caterpillars have many legs.

78 Good links are made with the literacy focus on The Hungry Caterpillar as well as with number within mathematical development. Very good social skills were evident in these group sessions, with children sharing resources and information they found with each other. In an independent activity, one of the youngest higher attaining children used a computer mouse with great skill and accuracy. She put the four stages of a life cycle of a butterfly in order correctly by clicking on and dragging pictures into the correct boxes on the screen. It is evident that children's ICT skills are being developed well from an early age in the school. The older and oldest children in classes two and three show well-developed mouse control skills. They have a good knowledge of letters and keyboard functions. The oldest and higher attaining children understand the technical terms double click, icon, select and drag. In support of their language development, one child was seen to find four different animals beginning with 'c' and then clicked on them to send them on a buggy ride on a screen fairground cyclone. Later he correctly used the language of, in front of, behind, on top of and underneath to position animals and people on the computer screen. There is clear evidence that children's ICT skills are well developed as a result of very good teaching.

79 During an outdoor visit the oldest and higher attaining children compared changes in the environment over a period of a few weeks. The teacher focused the children's attention on looking for new life. Good observation skills were taught and all children made good progress in new learning. Good provision for children's spiritual, moral and social development was evident in this session. One

child held a ladybird carefully in her hand explaining how beautiful it was and how she had once cared for one at home. Others worked well in groups seeing new daffodil buds and discussing how they would soon change into flowers. One average attaining child explained that 'You need water and soil and the sun to help things to grow'. He later added that the sun makes the water magic and this makes things grow (the concept of photosynthesis at an early stage).

80 An analysis of classroom displays indicates that children are being taught many elements within the area of knowledge and understanding of the world. Activity areas and displays include work on keeping healthy, pictures of a railway station, including timetables and paintings of a typical Egyptian setting showing pyramids and palm trees. It is very clear from observations and the analysis of children's achievements that the quality of teaching in this area of learning is at least good. Children have developed very good attitudes to learning. The progress they make is very good with the vast majority of the oldest children being in line to meet the Early Learning Goals with a few achieving beyond expectations.

Physical development:

81 Children's progress and achievement is good in this area of learning. Most children hold pencils and crayons correctly and can manipulate construction pieces well in producing models. A group of the youngest part-time children were seen to build small toy minibeasts adding wings, legs and body parts showing good fine motor skills. Other children develop their fine motor skills when threading beads on string to make patterns. Painting and printing in creative development activities are well organized by the teacher and nursery nurse to develop children's fine motor skills. Children make good progress with their work and development of their skills. Good provision is made for these children to exercise, to climb and to develop their balancing skills during outdoor, physical development experiences. Good guidance and support given by the nursery nurse during one session enabled a group of children to make good progress when working co-operatively on a climbing frame.

82 The older children in classes two and three are very keen during physical development lessons and they all make good progress in their learning. The quality of teaching is good. The organisation and management in a session observed was good, with the teacher modelling exercising very well in a warm-up activity. As a result all children learned well from their teacher and were suitably warmed up prior to undertaking more vigorous exercise. High expectations were set for the children. The children responded extremely well and rose to the challenges set. When too many elimination games are used in physical development lessons, some children sit out too often and miss opportunities to develop their skills. This is an area for the teachers to address to ensure all children have an equal opportunity to take part in the activities. Opportunities for children to develop and practise their skills are further enhanced by regular access to large toys, wheeled vehicles and climbing structures. The progress all children make through the stepping-stones of physical development is good. The majority of the older and oldest children are on track to achieve the Early Learning Goals by the end of the Foundation Stage.

Creative development:

83 Children make good progress in this area of learning. The youngest children enjoy singing 'Days of the week' making good progress in learning words. A group of these children make music using a variety of precision instruments; castanets, sleigh bells, maracas, tambourines. Good guidance and encouragement by the adults in support, enables all these youngest children to develop their musical skills to a good standard.

84 Children in the older age group classes show enthusiasm when singing 'I'm a Spring Chicken'. The class teacher's enthusiasm and added actions stimulates the children to take part and to develop their skills further. These children also have good opportunities to develop their performing skills using a good range of percussion instruments. Children of all ages and abilities are provided with a full range of creative art experiences. They are developing a use and appreciation of colour and texture, through colouring, painting and printing.

85 The youngest children's artwork is well displayed under a heading 'What changes do we see in Spring'. There are good examples of paintings and collages. Older and higher attaining children mix colours successfully. These children develop good skills and make good progress in collage work and in making 'papier mache' Easter eggs. Children make good progress in creative development and by the time they reach the end of the Foundation Stage the majority are in line to achieve the Early Learning Goals.

ENGLISH

86 Standards in Year 2 are above national expectations in speaking and listening, reading and writing. This represents good achievement for this group of pupils from when they first entered Year 1. Standards in the infants have improved overall since the previous inspection. Standards in Year 6 are in line with national expectations, with pupils achieving better standards in speaking and listening and reading than they do in writing. Standards in the juniors have been maintained since the previous inspection. A clear strength of English in the school is the standards that pupils reach in reading. This is good throughout the school and reflects the consistently good teaching of basic skills in reading. The standards reached by Year 6 pupils in writing are not as good and boys' writing is a particular weakness. The progress boys make from the infants to the end of the juniors in writing is unsatisfactory. The school have used the very good assessment procedures they have in all subjects of the curriculum to analyse test results and they have identified this weakness. Strategies to raise the standards of boys' writing in the juniors have been put in place and these now need time to work.

87 The overall quality of teaching is satisfactory. However, standards in English in the infants are good because of the good and often very good quality of teaching. Particular strengths are the way teachers use the information from regular assessments of what pupils know, understand and can do to put pupils into ability sets and groups for literacy lessons. Lessons are planned carefully to ensure that activities are well matched to the needs of the pupils. Those pupils who have special educational needs are given good support in lessons, or taught in small groups by learning support staff. This is effective and these pupils make equally good progress and achieve well against the targets set for them. Assessments are also used to identify those pupils who would benefit from extra support such as the "Reading Recovery" and "Write Away" programmes. These intervention programmes are well taught and evaluated and as such, form an effective strategy to raise standards, particularly in reading.

88 The quality of teaching in the juniors is satisfactory overall, and pupils receive consistently very good teaching in Year 6. During the inspection, examples of good or very good teaching were seen in each year group. What all teachers do well is to involve pupils in their learning. They do this by giving pupils learning targets in reading and writing. These targets are monitored and updated very regularly and most, if not all pupils know their targets off by heart. Parents are informed of their children's targets. Home-school reading diaries show a high level of parental involvement in sharing books at home, with many parents making well observed comments about their child's reading progress. What could be improved throughout the school are the quality and consistency of handwriting and the presentation of work. There are examples of good handwriting, for instance, in a Year 3 class where the teaching of basic skills in handwriting is good and as a result, pupils produce clearly formed, joined writing. However, this is done inconsistently throughout the school.

89 Standards in speaking and listening are above those normally found in Years 2 and 6. The teaching of speaking and listening skills is consistently good. Teachers use the first part of lessons well to extend the vocabulary of pupils and to give them the opportunity to explain their thoughts. This was a good feature of teaching found at the previous inspection and has been maintained. In a very good lesson in a mixed Year 1 and 2 class, the teacher engaged pupils well in a discussion about the class reading book. One pupil said, "The person is stammering because he is trembling with fear...he thinks the Rajah is going to execute him". Older pupils in the juniors are constantly encouraged to use correct vocabulary and pronounce words correctly. A good example of this was seen in Year 6 with higher attaining pupils. The teacher's very good relationships with the pupils gave them the confidence to ask a range of questions to help them organise a supporting argument for the use of mobile phones in schools. For example, one pupil asked, "What does the word "potential" mean in this paragraph?" Pupils are confident when making relevant points and are not afraid to seek further clarification to help them with their work. As a result of this good teaching, pupils of all ages are developing very good personal and social skills. They appreciate that other pupils may have different viewpoints to them, but their viewpoints are equally valid and should be respected.

90 Standards in reading are above those normally found in Years 2 and 6 and this represents an improvement since the previous inspection. A strength of teaching is the way teachers use resources to teach and reinforce basic skills. Older pupils in Years 5 and 6 are taught how to identify key facts by using a “smart board”. This technology is relatively new in classrooms, but has the potential to improve reading skills further. Good opportunities are given for pupils to use their reading skills in other subjects, for example a good feature of learning in history and geography is the way pupils use their research skills to find information from a variety of resources. Pupils are taught how to use information books and all pupils are now taught how to use the Internet to find out more about the topics they are studying. Older pupils know how to quickly skim and scan Internet sites looking for key words and phrases to see if the site is going to be of use to them. This is a new, but increasingly important research skill and is well taught.

91 All pupils have a home-school reading record, into which they copy their reading targets, so their parents know what they need to do to improve. This is a very effective strategy, appreciated by parents and pupils. Comments written in the diaries by Mum, Dad and sometimes brothers or sisters, indicates a high level of family involvement in reading. Even the youngest pupils know their reading targets and when asked, can give a good approximation of when they may achieve their targets. Reading tests are given regularly. Teachers use this information very well to plan more challenging reading tasks, or to give targeted support to help those pupils who are showing early problems. A good range of intervention strategies are used by the school to ensure all pupils are supported and receive teaching that is well matched to their abilities. When reading independently, younger pupils are confident and expressive readers. Older pupils enjoy reading and talk enthusiastically about their favourite authors. They read with good expression and smile as they observe the humour in a story.

92 Standards in writing in Year 2 are above those normally found. The standards pupils achieve, the progress they make and the quality of teaching basic skills in writing in the infants have all improved since the previous inspection. Teachers now have high expectations of what pupils can achieve and give clear guidance to pupils about what they are expected to do during a lesson. For example, in a very good lesson in a mixed Year 1 and 2 class, the teacher said; “I am looking for capital letters in the right place. Read your sentence through to make sure it makes sense and then write it out neatly”. Pupils responded very well to this and worked hard to improve the quality of their writing. Higher attaining pupils in the class wrote sentences that were well constructed, for example. “The Rajah was cruel because Manji thought the Rajah would chop his ears off”. Spellings and punctuation are accurate and most pupils write using a joined style. This indicates good achievement from when these pupils first entered Year 1.

93 Standards in writing in Year 6 are in line with those normally found, but pupils do not achieve as well as they do in reading. In tests, boys achieve significantly lower standards than the girls and the good progress that boys make in writing in the infants is not maintained in the juniors. In some year groups, and the school has valid data to support this, lower standards are a result of more boys than girls having special educational needs, or more boys entering the school from other areas, but this is not always the case. The school has identified these weaknesses, however, and is tackling the issue by looking at resources, different teaching styles and specific strategies, such as the “Write Away” project. There are good examples of boys writing in books and displayed on classroom walls in each year group. In Year 6, for example, one boy made effective use of both humour and sarcasm in a story when he wrote, “Trevor, just explain how we are meant to be calm when we’re stuck upside-down on a loop on a roller-coaster!”.

94 All teachers make good use of literacy to support learning in other subjects of the curriculum. For example, in history, pupils wrote poems to express the feelings and emotions of British people during the Blitz in World War II and in geography, pupils in Year 5 presented information about

volcanoes in a variety of ways. Good use is made of pupils' reading and information and communication skills in Year 4 as pupils found information about the rainforests on the Internet.

95 The leadership and management of the subject are satisfactory. There are three co-ordinators for English and the head teacher monitors planning for literacy. They use the analysis of assessment data very well to look for strengths and weaknesses and have put into place some strategies to tackle the underachievement evident in boys writing in the juniors, although it is not clear who will be responsible for monitoring and evaluating these strategies. Their overall effectiveness is weakened by a lack of clear organisation; for example, it is unclear who has the responsibility to do what. The impression is that no one person is driving the subject forward, and there is no clear structure to show who will monitor teaching throughout the school. Resources for the subject are satisfactory, with a good supply of Big Books to support the teaching of reading skills. The library has a satisfactory supply of books, but is rather dull and lacks interest.

MATHEMATICS

96 The standard of work in Years 2 and 6, as seen during the inspection, is in line with those standards expected nationally. This matches the findings of the previous inspection report. Pupils, including those pupils with special educational needs, make satisfactory progress as they move through the school.

97 A significant majority of pupils in Year 2 understand the place value of a digit in a number and order numbers to 100 in activities such as doubling adding and subtracting. Higher attaining pupils solve problems where two missing numbers are found which are double or half a given number. Lower attaining pupils count numbers up to 10 using 1p and 2p coins. Whilst the significant majority of pupils in Year 2 have an understanding of number, shape and measure appropriate to their age, there is less evidence that they select the mathematics they use in classroom activities. The writing and presentation of some higher attaining pupils is inconsistent, making it more difficult for them to organise and understand their results.

98 The majority of pupils in Year 4 readily recall multiplication facts in the three and six times tables, whilst higher attaining pupils construct and interpret a diagram to show the same numbers appearing in different multiplication tables. By the time pupils are in Year 6, the majority use written methods to calculate money problems to two decimal places. A minority of these pupils convert metric to imperial measurements and vice versa, for example pints to litres and metres to feet and inches, with an understanding of approximate equivalents.

99 The quality of teaching and learning in mathematics is good overall, which is an improvement in quality since the previous inspection report. All lessons seen were at least good with some very good and excellent teaching seen. Where teaching was excellent, pupils were given very challenging, varied and interesting activities and resources, which maintain very high levels of effort and concentration. For example, pupils solved and created their own problems in a class activity, passing questions to each other such as, "I have £10.50 who can half it", then, "I have £5.25 who can add £1.25" etc. Pupils in this lesson were fascinated when the teacher showed them the weight and size of pre-decimalisation money and the modern equivalents of varying amounts. The National Numeracy Strategy has been effectively implemented and has had a positive impact on teaching, learning and attainment since its introduction in the school. Teachers have a thorough understanding of the numeracy guidance and use this well to inform their planning. Skilled questioning, prompting and discussions and a wide range of teaching methods ensure that all pupils have full access to the curriculum and make good progress in their learning, according to their abilities. These, together with setting arrangements, have played a significant part in maintaining attainment levels.

100 Pupils are given many opportunities to develop their mathematical skills through the use of information and communication technology. For example, pupils in Years 1 and 2 collect information on their favourite colours and pets, enter this data into a computer program, and produce bar charts and pictograms from the results. Pupils in Year 5 develop their understanding of how spreadsheets can be used by keeping a record of daily tuckshop sales. Teachers have high expectations of the attitudes that pupils should have to their work and have established very good working routines. Pupils' effort and interest in their work are both very good. Pupils' work shows that there is a consistent focus by teachers on basic skills in work on number, shape and measurement. However, the opportunities that pupils have to apply their mathematical knowledge to solving problems individually has not yet developed consistently in all classes since the time of the previous inspection report.

101 The subject is managed very well. The two co-ordinators have a thorough grasp of the issues involved and a clear picture of future development. Assessment procedures are very good and have been developed substantially since the previous inspection. Strategies such as pupil tracking, targets and a range of tests give teachers a very good picture of individual pupils' attainment and progress as they move through the school. Regular monitoring of planning helps to give the co-ordinators a coherent picture of the subject, which helps to ensure the progress of pupils is consistent. There are, however, still insufficient opportunities for the subject co-ordinators to observe lessons throughout the school in a systematic way and this element of their role has not developed significantly since the previous inspection report.

SCIENCE

102 The overall standards attained by both Year 2 and Year 6 pupils are above those expected nationally. This is mainly due to the experience and dedication of the long serving subject co-ordinator, the good quality of teaching and improved level of resources. It was evident from an analysis of completed work that many opportunities are being provided for pupils to investigate and conduct experiments. This makes science more interesting for pupils and most show a very good attitude towards the subject and they behave very well in lessons. This represents a good level of improvement from the previous inspections when standards were in line with the national expectation throughout and unsatisfactory progress was reported because of the poor behaviour of some pupils.

103 Standards are rising steadily. Pupils in the current Year 6 are well on course to improve on the standards achieved last year. This is as a result of a planned programme of development carefully structured and implemented by the subject co-ordinator. It has resulted in the introduction of a revised policy, based on the latest national guidance being introduced, organising resources to facilitate teaching each aspect of the science curriculum, training for teachers and specific targets set for individual pupils. The main area for the future development of the subject is to introduce better procedures to monitor and evaluate the quality of teaching. This will help to identify any areas of weakness.

104 The present Year 2 class is also well on course to improve upon the performance of last year's pupils. During the inspection, the very good behaviour in lessons, particularly when working together in groups, was a key feature responsible for the improving standards. Good support for lower attaining pupils and those with special educational needs was provided by classroom support assistants and teachers.

105 Tracking individual pupils' performance shows that every pupil makes good progress throughout the junior classes. This is mostly due to the impact of the consistently good quality of teaching and the emphasis on pupils conducting scientific experiments or investigations for themselves. In science, there is no significant difference in the performance of girls and boys. In the preliminary tests conducted in January of this year, pupils' performance almost matched last years and their

teachers were able to identify areas on which to concentrate some revision. They anticipate an improved performance from their pupils. Inspection evidence supports this view.

106 Pupils in Year 2 are beginning to understand the principles of scientific investigation as they predict the changes to various materials such as dough and ice when they are heated or cooled they then conduct tests to measure temperatures or bake bread. Pupils with special educational needs are fully included and supported when recording their predictions. Classmates willingly help them. All understand the terms reversible and irreversible and know how to label parts of a plant, classify animals and conduct plant-growing experiments. They record their results using diagrams and pictures to describe how plants grow and what they should eat to have a healthy diet. In Year 1, pupils quickly learn how to use graphic programs on computers to record the results of their plant growing experiments. The good use of a theme to connect various areas of the curriculum helps pupils to understand why learning about science is important. By the end of Year 2, pupils know much about electricity and its uses in their home, carefully sort materials according to their properties and can explain in detail how to keep healthy.

107 Pupils in Year 6 enjoy the practical challenge in science lessons and work well together. This is due to the very good quality of teaching and the exciting way science is taught. In one lesson observed in Year 5, for example, pupils were keen to test the sound insulation properties of various materials in order to answer their teacher's questions. The challenging questions posed by their teacher enabled all to show a good knowledge of scientific procedures including how to make the testing fair. The use of a computer-linked microscope fascinated pupils as they were able to closely examine materials and see the air holes through which sound could pass. Completed work in pupils' books shows a good emphasis on investigation and experimentation. Pupils have carried out investigations into the length of shadows, pulse rates, plant growing conditions, forces and separating mixtures of materials. Further evidence of pupils' interest and enthusiasm, sparked by excellent teaching, was seen during the lesson in Year 4, where pupils were conducting a scientific enquiry into the friction effect of water on various objects. Their skills in predicting the results and suggestions about the outcomes were recorded in detail. Higher attaining pupils were able to investigate the effect of increasing surface area or streamlining to alter the speed with which objects sank. The teacher supported pupils carefully, especially those with special educational needs.

108 The quality of teaching and learning is consistently good. Teachers invariably prepare their lessons well, making good use of the resources to give pupils first-hand experiences whenever possible. Basic skills are therefore taught very well. The use of resources in lessons and management of pupils are also very good. Pupils are quite simply too interested, too busy and too engrossed in lessons to think about wasting time. Teachers often use computers to support pupils' learning in lessons. Evidence of this was found in the scrutiny of work or in displays. Examples include using the Internet to find objects that use electricity in Year 2 and researching facts about bacteria in Year 6. The school also has sensors, which can be linked to computers to measure temperature differences. All teachers insist on pupils using scientific vocabulary and most set challenging questions for pupils, encouraging them to find out the answers for themselves. Pupils use their literacy and numeracy skills well, recording their findings and taking measurements. However, some of the worksheets did not promote these skills as effectively as they could. Pupils had very little space to write on some, for example.

109 Teachers ensure that pupils fully understand how to conduct a scientific experiment and make any testing accurate. This provides very good opportunities for pupils to develop their independence and organisational skills by working in groups to investigate, record results and reach conclusions. The marking of pupils' work by teachers is good. An analysis of pupils' books indicates that pupils cover all aspects of the science curriculum, meeting statutory requirements. Good procedures exist to assess pupils' learning at the end of each teaching unit and the results are used

well to identify areas, which need further development. and to match tasks to the ability of individual pupils.

110 Management of the subject is good. The subject co-ordinator has a good overview of what is being taught throughout the school by monitoring teachers' planning termly. He is preparing an action plan in readiness for science being made a priority in the 2004 School Development Plan. Some lessons have been observed in order to evaluate the quality of teaching but this aspect of the co-ordinators' role is under-developed. The results of annual tests are analysed in depth to identify any gaps in pupils' learning. Resources for the subject are good.

ART AND DESIGN

111 Standards in art and design are above those expected in both Year 2 and Year 6. This means that there has been a good level of improvement since the previous inspection when standards were in line. This is mostly due to the consistently good quality of teaching, the improved resources and the careful assessment of individual pupils' progress, which is good throughout the school. .

112 In Year 2, pupils know how to mix colours, investigate a range of materials and make pictures and structures such as the 3 dimensional home of Incey Wincey Spider with card, paint, waste materials and wool. They recognise the differences in the work of others and investigate visual and tactile qualities using bark, scraper- boards and textiles to depict pattern, human artefacts and story.

113 In Year 6, pupils share ideas and their knowledge of materials to make, for example, large friezes, mixing and arranging visual and tactile qualities to tell the story of Jack and the Beanstalk. Such work included quilting techniques, finger knitting and stitching skills.

114 The quality of teaching is good throughout the school. This is an improvement from the previous inspection where it was satisfactory. Teachers expertise has been improved and all pupils, including the higher attainers are sufficiently challenged in lessons and given interesting tasks to complete. In the infant classes, this judgement is not based on any specific lesson observations. However, there was a wealth of pupils completed work along with displays of finished work and teachers' planning files as evidence.

115 In the infant classes, teachers use a variety of artists and pictures for inspiration such as Vermeer's "Head of a Young Girl", Van Gogh's "Self Portrait with Bandaged Ear" and a teacher's own portrait of "Mother and Child". By copying such pictures, pupils' awareness of tone, line, colour, shape and form is raised and they experiment to imitate the effects. Pupils use a range of materials for different purposes. For example, they depict the roads and housing around the school using textured papers. They mix henna powder with water to paint Mendhi hand patterns and use the bark of the eucalyptus tree when recreating Aboriginal bark paintings. Art and design skills are used in many other subjects of the curriculum. In science, for example, pupils draw and label flower heads. New techniques are taught systematically and frequently practised.

116 In the junior classes, teachers use resources such as pictures and figure models effectively to extend pupils' knowledge of movement and body shape. Allowing pupils to make body movement sequences out of doors before recording them in the classroom heightens observation. Pro-active monitoring by the teacher encourages pupils to assess their own work, the result is an improved final product. Teachers often use large artists' pictures such as those of Hockney and Joan Eardley to inspire pupils. Because of the teachers' good subject knowledge and effective way of teaching basic skills, pupils' concentration is sustained in lessons and they produce some good detailed work. In Year 3, for example, not only could pupils describe the correct medium of a picture and its properties but they were able to discuss the work of several artists with confidence. At the start of one Year 3 lesson observed,

one pupil remarked, “ You know L.S.Lowry, well I’ve seen his pictures in B and Q! I recognised the matchstick people.”

117 Management of the subject by the co-ordinator is satisfactory. The conscientious co-ordinator gives individual help to teachers, orders all the stock, monitors teachers’ planning and regularly monitors standards. There are good systems in place to assess individual pupils’ attainment and progress. However, monitoring and evaluating the quality of teaching is currently unsatisfactory. A more effective programme to assess the quality of teaching in lessons is needed in order to highlight strengths and areas for development, helping to raise standards further. Resources for art and design are good; there is a good range of consumable materials such as paint and pastel crayons and a wide variety of works of art by famous artists to stimulate and inform pupils.

DESIGN AND TECHNOLOGY

118 The standard of work in Years 2 and 6 is in line with those standards expected nationally. This matches the findings of the previous inspection report.

119 Pupils in Year 2 make models of spiders to move up and down in a box from their own labelled designs. The majority of pupils plan what they are going to do next and describe their design with an understanding of the materials they are using. They use, independently, materials and tools such as scissors, card, paint and glue, recognising what works well and how improvements could be made. Year 2 pupils make individual model vehicles from dowelling and card. They study how to make an axle so that the wheels revolve properly. Pupils use design sheets effectively. They draw what they want to achieve, labelling the separate parts needed. Effective evaluation sheets show that pupils recognise what they have done well and understand how their work could be improved.

120 Pupils, including those pupils with special educational needs make satisfactory progress as they move through the school. Pupils in Year 4 understand how to design for a purpose by making model animals with bulbs that light up to warn others of approaching predators. These models show good use of an electric circuit and are well produced. Pupils in Year 6 carry out substantial research into the structure of bridges and make studies of local examples. They make good use of computer drawing programs to design, illustrate and research their work. Their designs are realised in good quality, sometimes complex, art straw structures. There is little evidence, however, that Year 6 pupils make use of more complex tools to work with a variety of materials such as wood and plastics.

121 Only one lesson was seen during the week of the inspection, and therefore it is not possible to make an overall judgement on the quality of teaching. However, evidence from a scrutiny of work shows that teachers have a methodical approach to planning the work that pupils do. The emphasis on the way pupils should design and evaluate their work at each stage helps to ensure that pupils build on their skills progressively as they move through the school. In the Year 1 and 2 class lesson seen, the teacher’s planning was detailed and clear in the objectives of the lesson. The teacher prepared resources and planned well for the lesson which ensured that pupils could begin their work immediately, making the best use of the time available. A good foundation for learning had clearly been established over previous lessons, which enabled pupils to understand clearly what they were doing and what their aims were.

122 The management of the subject is very good. The co-ordinator supports other teachers very well through thoroughly prepared resources and planning. Schemes of work and assessment procedures, based on national guidelines, are very effectively adapted and implemented throughout the school. The aims, ideas and intentions of the design and technology curriculum are communicated effectively to other teachers. This is best shown in the progressive development of pupils’ design and

evaluation skills as they move through the school. Portfolios of pupils' work, are particularly useful references for all teachers to share ideas and have a common view of standards.

GEOGRAPHY

123 Standards in Years 2 and 6 match those expected for their age and pupils make satisfactory progress in their knowledge, skills and understanding. Standards have been maintained since the previous inspection. Only one lesson was seen, so no overall judgement on teaching can be made, but enough evidence was available to show that what teachers do well is to develop secure geographical skills by effective use of field work in the local and wider community. The planning of work is good, as is the way pupils are taught to use information and communication technology to research and present their work and this has improved since the previous inspection.

124 In Years 1 and 2, pupils develop field work skills by looking at their own area surrounding the school. They use an observation sheet to look at buildings near to their school and answer questions related to the use of the building and who may work there. Pupils draw and label features in the locality, which they pass every day on their way to school and draw simple picture maps showing the route they take from home to school. Effective use of literacy and mathematical skills are made as pupils look at the physical and human features on the Island of Struay, which they compare to their own locality. For example, pupils use a Venn diagram to indicate similar features and landmarks and write a letter to Katie Morag asking what life is like for a young girl on the island.

125 In a good lesson in Year 3, pupils consider the effects of gold mining and logging on the South American rainforest. Pupils correctly identified the key features of a rainforest, using correct technical vocabulary as they did so. For example, one pupil stated: "The canopy acts like a giant umbrella", whilst another said, "Sloths live in the understory of the rainforest". Those pupils who have special educational needs were included well in the lesson and showed their understanding of main facts, for example, one pupil noted that, "Every leaf has a drip-lip to catch water". In this lesson, the teacher made good use of resources to extend learning further and gave good opportunities for pupils to reflect on the social and moral issues of using rare environments for commercial gain. Teachers use geography well throughout the school to help pupils understand wider ecological issues. For example, all pupils in the school have made a promise to be "Eco Warriors" by collecting paper and conserving energy. This has a good effect on their personal, moral and social development. Pupils use non-fiction books and the Internet well to research information about the rainforests or mountain environments. Effective use is made of literacy skills as pupils use correct technical vocabulary when discussing their work, or when they write persuasive arguments about tourism in mountain areas. What teachers could improve is the way pupils present their work. Presentation is inconsistent throughout the school and sometimes spoils otherwise good work.

126 The leadership and management of the subject are satisfactory with clear strengths. The subject co-ordinator makes very good use of tests at the end of each unit of work to assess what pupils know and where there are weaknesses. For example, the co-ordinator identified that boys' report writing in geography was not as good as the girls and this will be a focus of future monitoring. Assessment is used well, either to change the planning of lessons, or to improve resources for the classroom. A good action plan has been written to show how the subject will develop over the next year. What could be improved is the way the co-ordinator monitors teaching throughout the school. Only one lesson has been observed, so the co-ordinator does not gain an overview of how well the subject is taught. This was an issue raised at the previous inspection and is still to be fully addressed. Resources for the subject are satisfactory.

HISTORY

127 Standards in Years 2 and 6 match those expected for their age and pupils make satisfactory progress throughout the school. Standards have been maintained since the previous inspection. As found at the previous inspection, the quality of teaching in history is satisfactory. There have been improvements in how staff plan the curriculum. Teachers now use national guidelines to plan lessons and this ensures that knowledge and skills are built up progressively over a two-year rolling programme for those pupils who are taught in mixed year groups in the infants. Teachers' planning is made more effective because the school uses the assessment of what pupils know, understand and can do very well and as a result of this, pupils receive a curriculum that is well matched to their needs. This represents a good improvement since the previous inspection. Those pupils who have special educational needs receive good help in lessons, either from learning support staff, or by being given tasks by the teacher matched to what they can do.

128 A strength of history teaching is how well all teachers use a range of resources, visits and visitors to develop pupils' historical knowledge and understanding. For example, younger pupils in the infants learned about Captain James Cook and life on board the "Endeavour". This was made more interesting for them by visiting a replica of the "Endeavour" in Stockton. In class, the teacher reinforced this knowledge and pupils learned about the type of food eaten on board ship and why many sailors suffered from scurvy. Pupils are developing a sound knowledge of chronology as they make clear comparisons between "now" and "then" in their work.

129 In the juniors, the use of World War II artefacts, on loan from a local museum, are currently being used to develop the knowledge and understanding of what life was like for children in Britain in 1939. In a good lesson in Year 6, pupils extended their factual knowledge of the evacuation of children by looking at a video, then observing as one pupil dressed up as an "evacuee", with a small suitcase, original gas mask and a brown identity label. The teacher made good use of the school's logbook from 1939, which gave a contemporary account of the effects of evacuees coming to this school from Gateshead. The pupils found this account very interesting and made thoughtful responses to the teacher's questions. Teachers give pupils good opportunities to reflect on past events and relate them to current world issues. Pupils develop secure research skills in their ability to use books and the Internet to find information and they make good use of these skills to interpret significant events from the past. Higher attaining pupils make good use of their literacy skills to write first-hand accounts. For example, about the sinking of the "Mary Rose" in the Tudor period, a Year 6 pupils writes, "My ship is about to set sail, my finest ship, I am really proud", and then, "men sat down and wept" as the "Mary Rose" sank. What teachers could improve is the way pupils present their work. Presentation of work is inconsistent throughout the school. This was an issue at the previous inspection and has still to be fully addressed.

130 The leadership and management of the subject are satisfactory. As found at the previous inspection, the co-ordinator of the subject, who has not been long in the post, does not have an opportunity to monitor the quality of teaching throughout the school. This lessens the effectiveness of her role in that she is unable to gain an overview of how well the subject is taught. Resources are satisfactory. The school makes good use of the local and wider locality to provide an interesting curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

131 Pupils in Year 2 and Year 6 achieve standards that are above those expected nationally. This represents an improvement in overall standards since the previous inspection report. Good use of a newly installed computer suite, and greater expertise amongst teachers have been the key factors.

132 Year 2 pupils have an understanding of handling text in a word processing program, producing text, including speech marks to support their work in English. They enter data collected on favourite pets and make pictograms and bar charts of the results to support their mathematical skills. Pupils are confident in their handling of the mouse and keyboard in a variety of situations. They retrieve information from the “Incredible Dictionary” in a lesson on databases. A majority of pupils follow straightforward lines of enquiry, using menus and tools to search for words and subjects. A significant minority of pupils understand that a variety of search tools may be used to retrieve information, such as links and ‘Smartsearch’. Pupils, including those pupils with special educational needs, make good progress as they move from entry into the school to Year 6. They demonstrate, in the work they have done, a good range of skills and levels of understanding across the range of National Curriculum programmes of study.

133 Pupils in Years 3 to 6 have many opportunities to use their ICT skills to support their learning in other subjects. For example, Year 5 pupils effectively use a music program to devise and amend what they compose, to determine and predict what their composition will sound like. They carefully explore the patterns and relationships of the melody, harmony and rhythm parts. Year 6 pupils have a well developed knowledge of desktop publishing, word processing and slide presentation to support and enhance their work in English and art and design. They show a good understanding of how to create sequences of instructions to control events in their work on an advertising theme, using coloured lights switching on and off in a predetermined way.

134 Teaching of ICT is good and this represents an improvement since the previous inspection report. Teachers have good subject knowledge, which is very effectively used to enhance pupils’ skills and knowledge. They are confident when demonstrating new techniques, using the computers and solving problems. This is evident in the skills that pupils have previously acquired, and use as a matter of course during ICT lessons. Teachers give older pupils a wide variety of stimulating tasks, related to a range of other subjects in the curriculum, which ensure that many lessons are exciting places to be. In these lessons, both teachers and pupils know what they want to achieve and share their ideas in a very productive learning environment. Very good classroom management is assured through very well established working routines and because pupils want to be involved in their work.

135 The management of the subject is very good. The co-ordinator has a high level of subject knowledge. There are very good assessment procedures and detailed, informative records of individual pupils. The coverage of the curriculum is very carefully monitored and older pupils produce a substantial volume of work through a programme of progressive activities. Resources are very good and very well deployed. A computer suite is used to teach classes of pupils, whilst every classroom has at least one computer. Very good use is made of interactive screens in Year 5 and 6 classrooms. The immediacy and clarity of this resource is very effective in maintaining pupils’ concentration and pace of learning. There have been substantial improvements since the previous inspection report in the quality, number and use of computers, which has had a positive impact on standards.

MUSIC

136 The previous inspection found that at the end of Year 2 and Year 6, standards were in line with those expected nationally. It was only possible to see one lesson in the infant age group during this inspection. However, from this and from the very detailed assessments made and discussions with the

subject leader, it is clear that standards by the end of Year 2 have been at least maintained since the previous inspection. Standards by the end of Year 6 are now above national expectations, showing good improvement. The standard of singing has improved since the previous inspection and in nearly all lessons seen in the junior classes, after warming up their voices, pupils sang well.

137 The quality of teaching and learning in music is good, overall. In two out of the five lessons seen it was very good. All teachers demonstrate a good knowledge of the subject and as a result, pupils made very good gains in their knowledge and understanding of music. All work hard to improve their performing skills, achieving a good standard. In Year 2, pupils showed a good understanding of pitch and used their singing voices very effectively. The use of beaters and chime bars in this lesson gave added enthusiasm and children applied themselves well and made good progress in new learning. These pupils are beginning to use notation well, they practise in groups achieving a good standard.

138 Pupils in Year 3 compose their own music and achieve good standards in performing. They focused on a poem 'The Chinese Rain Dragon'. They were introduced to pentatonic scales and they were able to follow a simple melody performing on glockenspiels and xylophones. The teacher introduced the pupils to the use of 'ostinato' (repeating patterns in music). Pupils made good progress throughout this lesson. Pupils in Year 5 and Year 6 perform to a very high standard in lessons. This is as a result of very good teaching. Teachers display a very good knowledge of music. Their classroom organisation, coupled with their enthusiasm is such that pupils are stimulated to learn, have high levels of application and behave extremely well. In one such lesson, pupils warmed up their voices to 'Olay'. The teacher organised rounds challenging the pupils to keep to their individual parts. The pupils rose to the challenge and achieved well. Later in singing and adding accompaniment to 'Rocket speeding through the night', pupils performed once again to a very high standard. Pupils do not have enough opportunities to evaluate their own and others' performances or to discuss ways of improving them.

139 Good use is being made of ICT in the teaching and learning of music. In Year 2, for example, pupils use a program 'Super Dooper Music Looper' to compose music using the sound and rhythms made by musical instruments. In Year 5 and Year 6 pupils use 'Music Explorer' to explore a melody, chord harmony and percussion composition. The school has adopted the nationally agreed scheme of work. Very clear and informative on-going assessments of pupils' progress and achievements are made and the detailed records show all pupils are making good progress in all the areas of music within the primary National Curriculum.

140 Music in assemblies introduces pupils to different musicians and to different types of music. During the inspection period, pupils were able to listen to The Four Seasons composed by Vivaldi. A visiting Tees Valley Music Service staff performance also widened pupils' knowledge and appreciation of music. The pupils are given many opportunities to extend their personal development whilst working in groups, listening to their classmates perform, celebrating each other's performances and listening to music from other cultures.

141 The experienced and well-qualified subject leader gives a good guide to her colleagues and manages the subject very well. She provides very good extra curricular music sessions for Year 6 pupils and is given good support by another teaching colleague. A large choir of about twenty Year 6 pupils and a music group of some twelve Year 6, glockenspiel and xylophone players practise and produce good quality performances. The music group performed to a very high standard in an assembly during the inspection week. They added to the spiritual development of all the pupils in the assembly and everyone showed appreciation for the high quality performance. Additionally about 12 Year 5 and 6 pupils receive peripatetic violin and brass tuition on a weekly basis. They too make good progress and this adds to the overall good standards being achieved. The subject leader has opportunities to monitor teachers' planning as well as monitoring the standards pupils' achieve through the analysis of the good assessments of progress and achievements given in detailed records.

However, she does not have sufficient time to monitor teaching in her subject, with a view to raising standards even further.

PHYSICAL EDUCATION

142 At the end of both Year 2 and Year 6, pupils' attainment in physical education is in line with national expectations. Pupils' achievements are satisfactory in all year groups and this is a reflection of the expertise and enthusiasm of the subject leader and the good quality of teaching in the subject. All pupils, including those with special educational needs, make satisfactory progress. There is no significant difference between the attainment of boys and girls.

143 In the previous inspection, standards in physical education met national expectations in Year 2 and a substantial number of pupils achieved above average standards by Year 6. The level of improvement since 1997 has been good as the school now has a clear and detailed scheme of work, based on the latest national guidance to guide teachers in their lesson planning. This is closely followed in every class. In addition, pupils' skills and their progress are regularly assessed.

144 As they progress through the school, pupils are given a good range of opportunities to acquire and develop new skills in dance, gymnastics and games sessions. Pupils in Years 1 and 2, for example, show good body control when holding a balanced position and reasonable control when running very fast around the hall. In dance, they show moods and feelings well when portraying the movement of penguins from the story of 'Penguin small' story. Most throw a bean bag accurately into a hoop and catch it, some using just one hand.

145 By Years 5 and 6, pupils have been given regular structured opportunities to acquire and develop skills, techniques and ideas through dance, games, gymnastics, athletics and swimming. Pupils in both year groups, for example, demonstrated satisfactory volleyball skills. A significant factor in developing physical education skills for pupils is the high quality of extra-curricular provision with plenty of opportunities for pupils to take part in coaching sessions for a very good variety of sporting activities. After-school clubs involve pupils in athletics, football, tennis and cricket. These, in part make up for the limited time available on some class timetables for physical activities. When pupils go swimming for one term in Years 2, 3 and 4, they sometimes only get a very short physical education lesson each week during that term. Virtually all pupils attain the expected standard in swimming by the end of Year 4.

146 The quality of teaching and learning is good. All lessons are well organised and good use is made of the resources available for this subject. Teachers' explanations are clear and enable all pupils, including those with special educational needs, to take a full part in all activities. Teachers use praise well to encourage and motivate pupils and occasionally use digital cameras or video footage to give pupils a clear idea of the strengths and weaknesses of their performance. As a result, pupils have a clear idea of what they need to do to improve further. All teachers manage pupils well, keeping noise levels low and ensuring that even when excited, pupils respond immediately to their instructions. This aspect was flagged up as a weakness in the previous inspection in one class. As lessons are so well organised now, little time is wasted and pupils are able to concentrate fully on learning new skills. All were keen to volunteer to demonstrate or answer questions showing all had a very good attitude towards the subject. Pupils' enthusiasm for and enjoyment of physical education lessons was demonstrated in a Year 3 dance lesson as boys and girls worked equally hard to develop a sequence of movements associated with weather conditions. Facial expressions showing fear or enjoyment added to the quality of their performance as they squelched in puddles or reacted to thunder and lightning.

147 Physical education makes a positive contribution to pupils' social, moral and spiritual development. Levels of co-operation and collaboration in lessons are good and the various after-school clubs successfully develop a positive team spirit. Year 6 pupils also benefit from a residential experience where they can support one another in a range of adventurous activities such as orienteering and canoeing. Rules are understood by pupils of all ages, a strong feature is the mature

and sensible approach of pupils towards one another. In a Year 6 volleyball lesson, the ball was returned not once but twice to a pupil who miss-hit it so that he could have another go to get it over the net.

148 Subject leadership is satisfactory. The knowledgeable co-ordinator has worked hard to develop a scheme of work to support teachers and has produced helpful notes to guide teachers in their planning of the subject. The school's plans ensure that the Programmes of Study of the National Curriculum are followed in detail. No monitoring of the quality of teaching has taken place recently, which means that best practice is not shared amongst the staff. Good assessment procedures are used effectively to track pupils' progress in the subject. There is plenty of outdoor space for games and athletic activities and the school benefits from having two large halls. The excellent condition of the floor surface in each is a credit to the extremely conscientious caretaker. Resources for the subject are satisfactory.

RELIGIOUS EDUCATION

149 Standards in Religious Education have been maintained since the previous inspection. They are in line with the requirements of the Locally Agreed Syllabus.

150 By Year 2, pupils know the key features of Judaism and know that Moses was a Jewish leader. They know the Christmas story in detail and appreciate the meaning of 'special'. For example, Jesus was a special gift, the vicar wore special clothing and some days are special in the church calendar. There was a good range of pupils' work as they completed a lot of worksheets as well as written work in their books. Pupils show interest in lessons and many arrive at some worthwhile conclusions. They realise that gifts do not have to be expensive to be special and appreciate the special gifts that were given to Jesus by the Three Wise Men.

151 By Year 6 pupils know the main facts of different world religions, have spoken to local religious believers and have visited two local places of worship. They know, for example, the vocabulary associated with religions such as Buddhism, Hinduism and Sikhism, the beliefs and the features of the places of worship for each. There were many examples of interesting approaches to the subject in the junior classes. For example one Year 5 and 6 class had used the newspaper genre to write an article on 'Prophet attacked by mob.' Forms containing personal behaviour questions were also a more original approach to the theme. They asked, "How good are you at apologising?" "How good are you at sharing?"

152 Teaching throughout the school is satisfactory with some good features. All teachers have a good knowledge of the subject and use religious objects well to sustain their pupils' interest. Teachers are familiar with the correct religious terminology and junior pupils quickly learn the correct names for religious objects and the religions they belong to. In most lessons, a calm and structured delivery of teaching points together with stimulating and searching questioning techniques encourage pupils to articulate their understanding more fully and strive for higher achievement. This occurred in a Year 4 lesson when pupils used technical vocabulary like 'meditation' when recalling their previous learning about Buddhism. They concentrated on the Cycle of Life and the Buddhist wheel and discussed and illustrated their understanding of the eight rights – right actions, right thoughts, right speech etc. and were able to answer the difficult question of "How do you think Buddha wanted people to live their lives?" This was achieved because the teacher had structured her questions towards deeper reflection and had encouraged the pupils to learn from each other and verbalise their thoughts. Marking was encouraging in this subject and corrected any misconceptions or incorrect language. In the junior classes, staff gave helpful prompts such as encouraging pupils to use a dictionary

153 The management of this subject is good. The co-ordinator has not long been in post but has introduced a two-year cycle of topics and purchased sufficient textbooks and resources to ensure its success. She monitors teachers' planning termly and often arranges regular visit to places of worship. School assemblies add significantly to the religious knowledge and understanding of the pupils. Celebration assemblies are arranged, for example, to inform pupils about the world's great religions. Indeed, one very well prepared and very uplifting assembly led by the vicar illustrated that no matter what God is worshipped, celebration and happiness are the same. All assemblies offer pupils reflective periods and a chance to hear mainly Christian stories and principles. The use of religious objects such as a cross or lighted candle creates atmosphere and extends pupils' understanding of religion's impact on people's lives. Teachers are confident with the requirements of the new scheme of work but there is not a programme for monitoring the quality of teaching and learning in order to identify training and resource needs and to eliminate any weaknesses in teaching. The co-ordinator has already identified this as an area for development and is most enthusiastic to begin. Resources are good and help maintain pupils' interest in lessons. The use of computers to research facts about different religions is good.