

INSPECTION REPORT

LAKES PRIMARY SCHOOL

Redcar

LEA area: Redcar and Cleveland

Unique reference number: 111637

Head teacher: Mrs P J Delzenne

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 24th – 27th February 2003

Inspection number: 247129

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:	West Dyke Road Redcar
Postcode:	TS10 4JH
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Appropriate authority:	The governing body
Name of chair of governors:	Mr V Peel
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17794	Mr D Hardman	Registered inspector	English	What sort of school is it?
			Art and design	The school's results and achievements.
			English as an additional language	How well are the pupils taught?
				How well is the school led and managed?
				What should the school do to improve further?
9511	Mrs A Longfield	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
4720	Mr G Carter	Team inspector	Science	
			Information and communication technology	
			Design and technology	
			Educational inclusion	
22545	Mrs V Hobson	Team inspector	Religious education	
			Music	
			Physical education	
			Foundation Stage	
30439	Mr M Heyes	Team inspector	Mathematics	How good are curricular and other opportunities offered to pupils?
			Geography	
			History	
			Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lakes Primary School is a larger than average school situated on the edge of Redcar in Cleveland. The area around the school is one of high unemployment and social deprivation. Although there is a broad social mix in the school and the full range of ability is represented, the school's initial assessments of pupils' attainment when they start school show that many children have very poor skills, especially in language, literacy, communication and mathematics. There are 148 boys and 134 girls currently on roll. An additional 64 children attend the nursery on a part time basis. There are very few pupils who are taught English as an additional language. There are 37 per cent of pupils eligible for free school meals, which is above the national average. Sixty six pupils have been identified as having special educational needs, this is broadly in line with the national average and four have statements of special educational need, which is broadly in line with the national average. Most pupils with special educational needs have emotional and behavioural difficulties or moderate learning difficulties. There is a high turnover of pupils joining or leaving the school other than at the normal entry dates.

HOW GOOD THE SCHOOL IS

This is a good school that is successful in creating an environment in which pupils feel secure and are keen to learn. Pupils develop positive attitudes to learning and behave well. Although the attainment of pupils remains below average in English, mathematics and science when compared to pupils in other schools, there are signs of improvement. The school has a high percentage of pupils who join or leave the school at times other than the normal entry dates and this, coupled with the number who have special educational needs, adversely affects its results. However, all pupils make good progress and learn effectively. The school is raising standards because of the commitment and hard work of all the staff and the very good leadership and management of the head teacher and key staff. The costs of the school are just above the average for primary schools and the quality of education provided means that the school gives good value for money.

What the school does well

- The leadership and management of the school by the head teacher and key staff, and the quality of teamwork by staff and governors, are very good.
- The provision for children in the Foundation Stage, this is the nursery and reception classes, is very good.
- Teaching is good and leads to all pupils achieving their potential.
- Pupils' attitudes are good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a positive contribution to pupils' learning.
- The provision for pupils' moral and social development is very good.
- There is a good curriculum, which is enriched through good links with the community and a good range of visits and visitors. The school works very hard to promote links with the parents.

What could be improved

- Pupils' attainment in English, mathematics and science.
- Pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good and sometimes very good progress in dealing with the issues identified in the previous inspection in 1998. The management and organisation has been greatly improved and there are very good descriptions of the roles and responsibilities of senior staff and this ensures that their work is not duplicated. For example, the management plan for the school provides a clear framework for the head teacher, senior management team and governors to set out and check on the progress of all initiatives. The subject co-ordinators are now playing an important part in the development of the curriculum. They have written policies, adapted national guidelines for their subjects and they lead discussions with other staff and governors. The head teacher and subject co-ordinators regularly observe teaching and learning to check pupils' learning and progress.

The procedures for assessing pupils' attainment and progress are now very good and the results of these assessments are used effectively by teachers to guide their planning for the next stage of pupils' development. The system of setting targets for pupils in reading, writing and mathematics needs to be expanded to include speaking and listening skills and so raise pupils' attainment further. The school now meets the statutory requirements for religious education. The current provision for children in the Foundation Stage is very good and there is a sufficiently wide range of challenging activities. In addition, the deployment of staff in the reception classes enables appropriate adult involvement in children's tasks. Governors fulfil their role well. They have taken positive steps to deal with the key issues identified in the last inspection and they play a full part in discussions to develop the curriculum both through their committee structure and in full meetings of the governing body. They evaluate the effects of spending on the standards pupils reach and have improved the quality of the school plans for improvement since the previous inspection. The school is well set to meet its targets and continue to raise pupils' attainment and improve progress.

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	E	D	B	well above average A above average B average C below average D well below average E
mathematics	D	D	E	C	
science	C	E	D	B	

In the 2002 National Curriculum tests for 11 year olds, the school's results were below the national average in English and science and well below the average in mathematics. When compared to schools with a similar level of free school meals, pupils' performance was better and above average in English and science and average in mathematics. Pupils' achievements in the National Curriculum tests in 2002 improved in English and science but went down in mathematics. The attainment of the present 11 year olds is below the level expected in English, mathematics and science. A major cause of these low standards is the fact that 27 per cent of pupils in the present Year 6 have special educational needs. There are signs of improvement in all subjects because of the emphasis the school has placed on improving pupils' reading and writing skills but this has not yet had time to raise standards higher. The standards achieved by the present Year 2 pupils are below average in English and mathematics and well below average in science but there are similar proportions of pupils with

special educational needs as in Year 6. The school’s assessments of this group of pupils from their entry into the school show that they have made good progress in most subjects. Most children’s attainment, when they enter the Foundation Stage, is very poor when compared with others of the same age. As a result of the good teaching, children achieve well and by the time they leave the reception class they have made good progress although attainment remains well below that expected for their age in all areas of learning.

The recent establishment of a computer suite has greatly improved the opportunities for pupils to use up to date resources. Good teaching in the suite is improving pupils’ skills, which are now in line with those expected for their age in Year 2 and Year 6. Standards in religious education are in line with expected levels throughout the school. Children in the nursery and reception classes make a good start to their education. Although many start school with very poor skills, good provision and teaching is already having a positive impact on their attainment. Since the previous inspection, pupils’ attainment has fallen in the core subjects of English, mathematics and science, mainly due to the changes in the local area, a larger proportion of pupils with special educational needs and the transient nature of the school population. The small number of higher attaining pupils are provided with work that extends their learning and are achieving at levels higher than expected for their age. The school has set challenging targets and, because of the commitment of all staff, is likely to achieve them.

PUPILS’ ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and their work. Most enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Pupils know what is expected of them and their behaviour is good. Pupils are polite and courteous towards one another and adults. There has been one temporary exclusion from the school in the last year.
Personal development and relationships	Pupils’ personal development and relationships are very good. They respond well to the school’s encouragement to take responsibility for their actions.
Attendance	Attendance is unsatisfactory being below national average. However, the school procedures for monitoring and improving attendance are very good.

Pupils’ good attitudes result from the school’s positive, caring, family atmosphere. Pupils are considerate of others when they move around the building, use the dining hall and play at break times. Pupils have very good relationships with each other and with staff. They respond well to the trust and respect they are shown. For example, older pupils are “buddies” and they give assistance to any pupil requiring help.

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 quality of teaching is good and sometimes very good. Some good teaching was seen throughout the school, particularly in English, mathematics and information and communication technology. The quality of teaching throughout the school has been improved since the previous inspection. The head teacher and subject co-ordinators have observed teaching and learning. Observations of good practice

are shared and are having a positive impact on the quality of teaching throughout the school. The teaching for children in the Foundation Stage is good or very good, which is a major factor in their improving attainment and learning.

Teachers’ knowledge and understanding of the National Curriculum is very good. Teachers’ planning in English and mathematics is clearly linked to the guidance of the National Literacy and Numeracy Strategies. Tasks are organised to challenge different groups in classes and pupils make good progress. Planning for other subjects follows national guidelines or the requirements of the Agreed Syllabus for religious education. However, the lack of up to date guidelines in science means there is insufficient emphasis placed on investigations which adversely affects pupils’ attainment. Standards are improving in the school and the use of assessment data to set targets in English and mathematics for each pupil is having a positive impact on pupils’ attainment and learning. The school is aware of the need to ensure that teachers consistently implement the marking policy and so provide information to pupils so they understand how well they are doing and what they must tackle next to further improve. Teaching assistants give very effective support to individuals and groups of pupils when they are working with them. Staff value all pupils equally, whatever their needs, and work hard to make sure they get the best from their time at school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a wide range of learning opportunities for all pupils. The school has adopted the most recent national guidelines for most subjects and teachers are following these in their planning to ensure that all pupils have a varied and interesting curriculum.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Teachers and teaching assistants know the pupils well, ensure that they participate in the same activities as their classmates and this makes a positive contribution to their attainment and learning.
Provision for pupils with English as an additional language	Good. Most pupils for whom English is an additional language have a good grasp of English and staff work with them to make sure they join in all the activities available.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	The provision for pupils’ moral and social development is very good. It is good for cultural development and satisfactory for spiritual development. The provision ensures that a positive climate for learning is established which makes a significant contribution to the good attitudes shown by pupils.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils’ welfare are very good. There are very good procedures for assessing pupils’ attainment and progress and the results of these are used well to guide teachers’ planning.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. For example, there is considerable effort put in to visit places of interest and a range of visitors, including theatre groups, gives pupils a wide experience and helps them learn. The school puts a great deal of effort into the links with parents and the community which makes a good contribution to pupils’ learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the head teacher and other key staff	The head teacher and key staff provide very good leadership and management, which give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a positive family atmosphere in which all pupils are valued and their efforts well supported.
How well the governors fulfil their responsibilities	Good. The governing body is committed to helping the school move forward. Governors make an effective contribution to the running of the school and are committed to raising standards further.
The school's evaluation of its performance	Very good. The school knows its strengths and areas for development. For example, the school has identified the need to produce targets for pupils in speaking and listening skills.
The strategic use of resources	Good. The school uses the resources available well. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is good and very well maintained. The libraries are good and used effectively to support pupils' learning in all subjects. The school's finances and administration procedures are very good.

The very good leadership and management provided by the head teacher and key staff are major factors in the quality of teamwork and positive atmosphere in the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and they are making good progress. • Teaching is good. • They feel comfortable approaching the school with questions or problems. • The school expects children to work hard. • The school helps children to become more mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework provided. • The range of activities outside lessons.

Most parents consider that they have a good partnership with the school and express satisfaction with the majority of its life and work. Inspection findings confirm the positive views expressed by parents. The range of activities outside lessons is very good and the homework set is about the same as that provided by many primary schools and, therefore, the team does not agree with the parents' concerns.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 In this school the Foundation Stage is made up of a nursery and two reception classes. The provision is very good and a strength of the school. The school's assessments of children's attainment show that many enter the Foundation Stage with levels of attainment that are very poor when compared with those of most children of the same age. As a result of the good teaching, children achieve well and by the time they leave the reception class they have made good progress although attainment remains well below that expected for their age in all areas of learning. A significant number of children are identified with speech and language difficulties. This impacts on standards in the reception year. Standards in personal, social and emotional development are improving well. This is because of the emphasis placed on promoting this area of learning. By the time children are ready to start in Year 1 many do not attain the early learning goals expected for children of this age, despite the good and often very good teaching which they receive. However, they make good progress towards their individual targets.

2 In the 2002 National Curriculum tests for 11 year olds, the school's results were below the national average in English and science and well below the average in mathematics. When compared to schools with a similar level of free school meals, pupils' performance was better and above average in English and science and average in mathematics. Pupils' achievements in the National Curriculum tests in 2002 improved in English and science but went down in mathematics. Although the attainment of pupils in the present Year 6 is below average in English, mathematics and science, the school has a high percentage of pupils who join or leave the school at times other than the normal entry dates and this, coupled with the number who have special educational needs or speech and communication difficulties, adversely affects its results. These factors also had a detrimental affect on pupils' attainment in the 2002 National Curriculum tests and account for the fall in standards since the previous inspection. There are signs of improvement in all subjects because of the emphasis the school has placed on improving pupils' reading and writing skills but this has not yet had time to raise standards further. The school sets challenging targets and, because of the commitment of all staff, is on line to achieve them.

3 The standards achieved by pupils in Year 2 in the National Curriculum tests in 2002 were well below average in reading, writing, mathematics and science. When compared to schools with a similar level of free school meals, pupils' performance was better and average in reading and mathematics but still well below average in writing. The standards achieved by the present Year 2 pupils are below average in English and mathematics and well below average in science. The large proportion of pupils who have speech and communication difficulties is one of the main reasons for these low standards. However, the school's assessments of this group of pupils from their entry into the school show that they have made at least satisfactory progress and sometimes good progress in these subjects.

4 By the age of seven and 11, pupils' attainment in information and communication technology is in line with the level expected for their age. This represents good progress and is the result of good teaching in the computer suite, a range of good resources and increased confidence amongst the staff. In religious education pupils' attainment, by the age of seven and 11, is in line with the level expected in the Agreed Syllabus, although their language and literacy difficulties restrict higher attainment. In all other subjects, pupils' attainment is in line with the level expected for their age. During the inspection, no significant variation was noted in the attainment of boys and girls in any subject. The trend of pupils' attainment over time is in line with the improving national trend.

5 Other subjects of the National Curriculum make a good contribution to pupils' literacy and numeracy skills, for example, through discussions in history and geography, recording their visits to places of interest and producing graphs in science. Provision for pupils with special educational needs or English as an additional language is good throughout the school. These pupils are identified at an early stage and all staff are committed to supporting and encouraging them. The additional help given to pupils who are taught English as an additional language is good and makes a significant impact on their learning. Pupils with special educational needs make good progress because the school has very good systems for assessing and supporting their needs continuously. All these pupils and those for whom English is an additional language have individual educational plans that include a range of specific targets in literacy, numeracy and personal development. Each target derives from very well kept assessment records and ensures that there is the right level of expectation so that pupils achieve the standards of which they are capable. The pace and quality of learning of pupils with statements of special educational need is consistently good, whether in whole class or small group sessions in the support base, because specialised programmes are well tailored to fit each pupil's needs. The school is aware that the setting of specific targets for English and mathematics needs to be expanded to include science, speaking and listening especially in Years 1 and 2, and so raise standards further.

Pupils' attitudes, values and personal development

6 Pupils' good attitudes to learning, their good behaviour and the very good relationships are strengths of the school. Pupils know that their personal actions have consequences for others and show their very good awareness of the feelings and beliefs of others, these aspects have improved since the last inspection. The children in the Foundation Stage enjoy school and take part in all the activities planned for them. The majority leave their parents and carers readily and settle quickly to activities. When the quality of teaching is very good or excellent their enthusiasm shines out and they are totally enthralled with their activities, for example, in drama. The children have a high degree of independence in the classrooms and some concentrate for long periods at chosen activities.

7 Nearly every parent who returned a questionnaire agreed that their child likes school and inspection evidence supports this. Pupils enjoy school life and are willing to learn. They show an interest in lessons and listen to each other in discussions. For example, in a personal, health and social education lesson in Year 5, pupils learnt through role play and discussion how to say "no" to peer pressure. The younger pupils in Years 1 and 2 during their physical education lesson were very enthusiastic as they tried to throw their "frogs" accurately across the river bank.

8 The behaviour in the school is good. Pupils move around the school in an orderly manner. They show respect for adults and a good level of self-discipline when in school and in the playground. There has been one temporary exclusion in the past academic year. There are very good relationships throughout the school. Pupils react very well to each other, to teachers and other adults in the school. They are polite, courteous and talk readily to visitors. The staff provide excellent examples for pupils to follow. The tidy cloakroom and absence of litter and graffiti are evidence that pupils are proud of their school. The well-established "Buddy" system provides support for all the pupils, especially the younger ones.

9 Personal development is very good. A number of parents agreed that the school helps their children to become mature and responsible. Pupils develop in self-confidence and accept responsibility and carry out duties in class and around the school. The School Council elects its own officers and at present is responsible for the choice of new playground equipment. The buddies are drawn from all year groups and any pupil wishing to become one must apply to the School Council. Throughout the school, pupils have class responsibilities appropriate to their age, with the Year 6 pupils having additional whole school responsibilities.

10 Pupils' attendance is unsatisfactory and is below the national average for primary schools. The rate of unauthorised absence is well above the national average. Attendance has declined since the last inspection. Despite the efforts of the school to promote good attendance and punctuality, some parents are not supporting this. As a result, the learning of those pupils often late or absent is not as good as it could be. Registration is completed quickly and efficiently before morning and afternoon sessions.

HOW WELL ARE PUPILS TAUGHT?

11 The quality of teaching for children in the Foundation Stage is good and often very good. This is an improvement since the previous inspection. Teachers have a very thorough understanding of young children's needs and the curriculum they require to make good progress. There are well focused, teacher led activities as well as opportunities for children to learn from structured, purposeful play. While children are busy, staff make detailed assessments of their progress towards the targets set for them. This enables teachers to plan the next steps in learning to match closely the children's needs. All adults are good examples for children to follow because they treat everyone with care, courtesy and respect. They make sure that all children have access to all activities and children know that they are being treated equally and fairly. The teaching assistants make a good contribution to children's learning and the achievements they make.

12 Throughout the school, teaching is good and sometimes very good. The quality of teaching has been improved since the previous inspection. A significant amount of this improvement has resulted from the observations undertaken by the head teacher, key staff and subject co-ordinators. They observe colleagues teaching and check to ensure that all pupils are learning effectively. They provide feedback in order to improve the quality of teaching. The National Literacy and Numeracy Strategies have been successfully implemented and pupils' standards are gradually improving in virtually all subjects by Year 6. Teachers regularly use a range of tests, including statutory and optional National Curriculum tests. The information available from these tests is used well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting specific targets in English and mathematics to improve pupils' attainment. However, because teachers' marking does not show pupils what level they have achieved and precisely what they need to do to improve they do not take as much responsibility as they could for their own progress and improvement.

13 The teaching of basic skills in English and mathematics is good. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of most lessons is good and teachers use the techniques of the Literacy and Numeracy Strategies to best effect. Pupils have very good relationships with teachers and adults in the classroom, which has helped to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are high and pupils are expected to do their best. This was seen in a Year 6 mathematics lesson, when pupils improved their knowledge and skills of mental recall when working out the correct method to be used to solve different problems. They listened attentively to others' answers. The brisk pace of the lesson and the sensible attitude of pupils led to good learning and pupils' improving skills, for example, when using multiplication to calculate how many weeks they had been alive. Teachers use the Literacy Strategy effectively and plan lessons that are challenging and interesting. For example, in a Year 1/2 English lesson, pupils joined in enthusiastically with the shared discussion about the difference between fiction and non fiction books. They improved their knowledge of how to find information using the contents page and index.

14 Teachers have a good knowledge and understanding of the subjects of the National Curriculum. For example, the school recognised that teachers' skills needed to be improved, especially for older pupils, in information and communication technology and training courses have been undertaken. As a result, teachers are using the computer suite well and pupils' attainment is improving. Teachers use the correct language to develop pupils' knowledge and understanding of a subject. This was particularly evident in English and mathematics where specific technical language was used well. For example, in a Year 5 English lesson, pupils understood the concept that nouns could be divided into four categories and used their skills effectively to write lists of selected words under the correct heading.

15 Teachers know and manage their pupils very well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to

learn. Teachers use their daily observations of pupils' work to set challenging tasks. For example, in an excellent Year 6 science lesson, pupils identified different materials according to their properties, such as, which were malleable, soluble or transparent. Lively discussions, led by the teacher, with questions such as "How do you know this is a conductor?" and "Is this going to let water through?" improved pupils' knowledge and understanding of different materials. The school has an established homework policy that most teachers use consistently and, as a result, the amount of homework given is about right for pupils' ages and has a positive effect on their learning. The school has a good policy for the recent initiative to ensure all pupils are treated equally. Teachers follow it well and ensure that all pupils, including those with special educational needs or those with English as an additional language, are included in all activities, which makes a positive contribution to their learning.

16 The teaching of pupils with special educational needs is good. It is a similar picture for pupils who are taught English as an additional language. As a result, these pupils learn well. The teaching is well organised; it is undertaken by the two special educational needs co-ordinators for each phase, class teachers and teaching assistants. All teaching staff and teaching assistants know the procedures for special educational needs well throughout the school and they make good use of individual learning plans to match work to pupils' individual needs. The good quality targets in these plans means that the teaching is sharply focused on pupils' specific learning needs and strongly promotes their progress. Work challenges these pupils across a variety of activities, but they are well supported so that they can experience the daily glow of recognised achievement. This was seen in a Year 5 science lesson, when pupils were well supported in learning about Spadefoot toads found in the Rain Forest. The quality of support is high. Good teamwork between the two co-ordinators, teachers and teaching assistants ensure that all available expertise is used well to enhance learning. Teaching assistants are well informed about planning, recognise their key role and make sure that their pupils are focused, interested and productively busy in relevant activities.

17 There is a coherent, planned programme for personal and social education, taught as separate lessons, which provide a good basis for pupils' understanding and appreciation of the values of citizenship. Personal, social and health education are taught through assemblies, science and religious education lessons, as well as specific personal, social and health lessons, which accentuate the need for pupils to be positive in their relationships. Year 5 pupils had an interesting lesson about the need to be able to say "no" when tempted by peer pressure. The comprehensive set of guidelines builds on pupils' previous knowledge and development, teaching them to take care of themselves and others. Pupils are taught about drug abuse, healthy eating and road and sea safety. The school makes good use of outside agencies such as the fire brigade to enhance the provision, especially in the nursery. The School Council members from Years 5 and 6 learn about citizenship as they elect their officers and buddies and organise their meetings. The values taught in these lessons are put into practice by pupils, for example, older pupils take responsibilities for the care and support of younger pupils at lunchtime and around the school.

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

18 The school provides a broad and relevant curriculum. It provides a good range of activities and learning opportunities in the Foundation Stage. Good links are made between the different areas of learning to reinforce children's knowledge and understanding. For instance, in a topic about growing plants, children count, learn new vocabulary to describe what they see and make pictures using a range of materials to represent the plants. Very good use is made of the computers to support all the areas of learning. Provision for children with special educational needs is very good. There is also a very good programme for personal, social and health education that involves parents in looking at safety at home.

19 The school is effective in addressing its aim and mission statement, namely: “Our aim is that every child’s potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experiences offered by our school.” An appropriate statutory curriculum is in place, which provides a good range of learning opportunities. Attractive displays around the school illustrate the range of opportunities in the life of the school and also add to the sense of pride pupils have in their work. The governing body has approved policies for sex education and an awareness of drug misuse.

20 All subjects have a co-ordinator in place with policies and guidelines for all subjects. The school has addressed the issue of ensuring that religious education meets the locally Agreed Syllabus, which was highlighted in the previous report. All co-ordinators have a good understanding of where their subject area requires development. They check plans and a programme of lesson observations is in place for all managers to undertake. The school has fully and successfully implemented the National Literacy and Numeracy Strategies and teaching is well supported by good planning. The school uses very good assessment procedures, which identify individual targets and teachers provide clear guidance on how pupils can improve. All pupils therefore have access to the curriculum regardless of needs, gender, background or ethnicity. Teaching assistants are used effectively in classes to support pupils with special educational needs or English as an additional language and good use is made of a technician in the school’s information and communication technology suite.

21 The school has a very good range of extra-curricular activities organised by teaching staff and outside coaches. These include a newspaper and information and technology club, steel band, guitar club and choir, environmental club, lunchtime keep fit club, gymnastics, soccer, karate and tag rugby. Some of these clubs have been set up in response to perceived needs such as the words work club and team building club to help pupils develop more confidence and self esteem. Pupils thoroughly enjoy these activities, which enrich the curriculum and contribute to pupils’ personal development. Further enrichment is provided through visits and visitors to school. These include an annual residential trip by older pupils, visits to the Jorvik Centre, Merton Park and Beamish Museum and involvement in inter-school sport in basketball, netball, rugby and soccer. Visitors to school have included storytellers, an historical theatre group and the youth offending group from Billingham.

22 Provision for special educational needs is very good which is a significant improvement on the findings of the previous report. This is because it is regularly evaluated by the two special needs co-ordinators who implement improvements quickly and support all teaching and non-teaching staff. The provision is very well managed by the two co-ordinators, one for each phase in school. They are well supported by all the teaching staff to ensure that all targets are reviewed on a regular basis and annual reviews are undertaken in which both pupils and parents contribute. The school has successfully implemented the requirements of the revised Code of Practice.

23 The school has strong links with the local community and industry which make a good contribution to pupils’ learning. The local MacDonald’s have supplied the school with books for literacy and the staff come into school to listen to readers. The local community were involved in the Safer Routes initiative. Senior citizens enjoy coming into school to listen to reading. There are strong connections with the local secondary schools and college for work placements. Year 6 pupils visit their chosen secondary school for induction days and the head teacher regularly visits the school and is well known to the pupils.

24 At the time of the previous inspection, provision for pupils’ moral, social and cultural development was judged to be satisfactory, and spiritual development was judged to be unsatisfactory. In this inspection, provision for pupils’ moral and social development is very good. The provision for cultural development is good and spiritual provision is satisfactory. This represents good overall improvement since the previous inspection.

25 The provision for pupils' spiritual development is satisfactory. In religious education lessons pupils gain understanding and appreciation of the major beliefs in the world including Christianity. Assemblies meet all statutory requirements and explore different themes and issues during a particular week. For instance, in a Year 1 and 2 assembly "Sharing and Good Manners" were discussed with the pupils. During lessons, pupils were observed to be in awe of what they were learning. For instance in a Year 6 science lesson pupils had a sense of awe when weights were added to a structure to see if it would hold. However, during assemblies there is sometimes a lack of opportunity for pupils to adequately reflect on the particular themes and issues being discussed.

26 The school makes very good provision for pupils' moral development. All staff very effectively model, through the quality of their relationships with adults and pupils alike, principles of fairness and respect for others and their welfare. These are reinforced by the school's "Golden Rules" reward and sanction system, which offers all pupils clear parameters of what is acceptable and unacceptable behaviour in and out of the classroom. At the end of each term, there is a "Citation Award" for individual pupils from each class who have worked consistently hard with their attitudes and behaviour. Moral provision is also reinforced well in assemblies, for example, in a Years 3 to 6 assembly, a theme of "working together" was discussed with the pupils, making a positive contribution to their relationships.

27 The provision for pupils' social development is very good. Relationships within the school help to form positive attitudes towards good behaviour and self-discipline. In lessons, pupils are encouraged to work in groups and pairs, for example, in a Year 6 mathematics lesson on problem solving where they co-operated very well. Good opportunities are provided to participate in corporate activities, such as assemblies and performances. In the School Council, pupils from all classes engage in the democratic process and begin to exercise leadership. For instance, pupils formed a steering committee to make decisions on the environmental work being undertaken in the school grounds. Pupils have a range of responsibilities in the school and classrooms, such as patio wardens and litter pickers, which they carry out willingly and reliably. As part of the school's "Buddy System", Year 6 pupils were observed helping children in the Foundation Stage read their big books. Such activities help foster qualities of sensitivity and thoughtfulness.

28 The provision for pupils' cultural development is good. In art and design lessons, pupils examine the work of great artists such as Mondrian, and different ways of working in the subject such as Pointillism. Works of great composers are played in school assemblies for example, Chopin. The school's cultural values are reinforced in pupils' work, such as the display in the main hall about life in St. Lucia. A display of books and illustrations on different religious faiths, such as the one in a Year 3 and 4 classroom on Islam, help develop pupils' awareness of other cultures. A range of visitors is encouraged to provide cultural diversity and interest. For instance, an Indian story teller and writer spoke to the pupils about life in her country.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29 The head teacher takes the lead in setting an atmosphere of care, order and structure in the school. The standard of care provided by the teaching and non teaching staff is very good. Child protection procedures are in place and meet statutory requirements. There is a designated person who has received training and all staff are aware of their responsibilities and are kept up to date with child protection issues. All staff have received first aid training and pupils know who to go to if they are sick or injured. There are regular fire and toxic alert drills and appropriate fire notices are displayed around the school. Pupils are fully conversant with the procedures as was seen during the inspection when there was a toxic alert. Regular health and safety measures are in place and regular inspections are undertaken.

30 Teachers are conscientious in the supervision of the pupils in their class. There are very good relationships between the pupils, teachers and other adults in the school. Pupils' personal development is well monitored through the class teachers' knowledge of the pupils. The school expects and receives good standards of behaviour. The procedures for checking and promoting good behaviour are very good. Pupils move around the buildings in an orderly manner, they are polite and courteous. Pupils, staff and parents know the rules and sanctions and parents are informed of all instances of their child's inappropriate behaviour. Pupils know that any incidents of bullying, racism or oppressive behaviour will be dealt with promptly. This expectation means that the staff do not waste time dealing with misdemeanours and pupils can concentrate on their learning.

31 Procedures to monitor attendance are very good. The educational welfare officer monitors the registers regularly and parents are contacted when a pupil's absence or punctuality shows cause for concern. The impact of the very good procedures for attendance has not yet been fully felt in the school, as some parents do not always respond positively to the school's initiatives.

32 Pupils with special educational needs, including those who have statements of special need are well supported. Their needs are rigorously identified and met by teamwork that leaves nothing to chance in this area of provision. The progress of all pupils is checked continuously and conscientiously by the two special educational needs co-ordinators in each phase of the school, in close liaison with all teaching staff. Records are meticulously maintained and each pupil's progress can be tracked step by step over time. Effective links with outside agencies and specialists ensure that the programme outlined in all statements of special educational need is carried out and monitored. Procedures for the assessment of children in the Foundation Stage are very good. Staff keep detailed records and parents contribute to the record keeping. Teachers update the records regularly and note small steps in progress that they use to set new targets for children.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33 The large majority of parents are supportive of the school, as was the case at the last inspection. The views expressed by the parents in the questionnaires and at the parents' meeting were predominately positive.

34 Parents agreed that the teaching is good and that they would feel comfortable in approaching the school with problems or questions. A few parents and friends regularly help in the classroom and volunteer to help with the costumes for school productions, which makes a very positive contribution to pupils' learning. There is no parents' association, but the parent governors organise social events, such as discos for the children.

35 The quality of information that the parents receive about the school is very good. The prospectus presents key information in a straightforward manner, with annual updates and the Governors' Annual Report meets statutory requirements. Parents are kept up to date with school affairs through regular correspondence, including reminders about the need to encourage their children to adopt good habits for attendance and punctuality. Pupils' annual progress reports, which are issued during the spring term, inform their parents what they know, understand and can do. Parents appreciate the early report on their child's progress. There are three parent consultation evenings a year.

36 Parents support their children's learning at home by supervising any homework set for them and listening to them read, this makes a good contribution to pupils' attainment and progress. The majority of parents have signed the home school agreement, thereby demonstrating their support for the school. The parents of pupils with special educational needs are kept fully informed from the earliest stage of concern and are given good guidance as to how they can help their children at home with learning or personal problems. Parents are appropriately involved in reviewing their children's

progress towards the targets in their individual education plan. Links with parents have improved in the Foundation Stage. Staff plan more opportunities to involve parents in helping their children learn. Parents receive good information about what their children will learn and have responded positively by providing materials and resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37 The head teacher, deputy head teacher, assistant head teacher and key staff provide very good leadership and management. Together they maintain a family atmosphere in the school, which has a positive effect on pupils' learning. The standards of leadership and management have been improved significantly since the last inspection. There are very good descriptions of the roles and responsibilities of senior staff and this ensures that their work is not duplicated. The management plan for the school provides a clear framework for the head teacher, senior management team and governors to set out and check on the progress of all initiatives. The subject co-ordinators are now playing an important part in the development of the curriculum. They have written policies, adapted national guidelines for their subjects and they lead discussions with other staff and governors. The head teacher and subject co-ordinators regularly observe teaching and learning to check pupils' learning and progress.

38 Governors make a good contribution to the effective running of the school and are committed to raising standards further. The observation of teaching and learning by the head teacher and key staff is regularly discussed with governors who are well aware of the school's strengths and areas for development. The school has worked effectively to deal with the key issues from the previous report and is well placed to build on these. However, the changes in the characteristics of the area and the increased number of pupils who join the school at times other than normal entry dates is having a detrimental effect on standards. The school has recognised the fact that pupils' attainment needs to be raised further, especially in the core subjects, and so is targeting pupils' literacy skills which is beginning to have a positive effect. The head teacher and key staff give a clear educational direction for the school which is slowly raising pupils' standards. The analysis of pupils' results in National Curriculum tests is used by staff to target writing because it is a weaker part of pupils' language skills. The information shows clearly that pupils with special educational needs perform well when compared to their previous attainment and many reach the lower levels of national expectations by Year 6.

39 The governing body has a good committee structure that works effectively to support the school. For example, the governors receive reports on how the school improvement plan is progressing and they check on the progress of curriculum initiatives undertaken by the school. The roles and responsibilities of all staff have been under review and evaluation because of the implementation of the "performance management" initiative. The roles of the subject co-ordinators are clearly defined and they have opportunities to observe and evaluate teaching and learning in their subjects. Subject co-ordinators are well placed to implement changes in their subjects because of regular audits to check teachers' planning and they lead meetings to evaluate the success in teaching the curriculum to all pupils. The co-ordinators for special educational needs give good support to staff. They play an important part in assessing pupils' difficulties when they are first identified as needing additional help. The school policy is detailed and reflects the school's current practice taking into account the new national guidance for pupils with special educational needs.

40 The head teacher and governors work together closely and are managing recent changes well. For example, the school used the grants available and money from previous years contingency funds to enhance the resources for information and communication technology and the computer suite is used effectively to improve pupils' learning in the subject. There is clear direction for the work of the school, ensuring that strategic decisions determine the financial and educational development. The head teacher and governors work together to ensure that all decisions relating to the budget are

closely linked to the development plan, are manageable and that the principles of “best value for money” are applied rigorously. For example, the school compares its results with similar schools to assess how well pupils are achieving. The budget had a larger than recommended carry over figure last year but most of that was because money for repairs to the building was supplemented by the local education authority. As a result, the school used these funds to improve resources for pupils, including additional computers and the carry over figure is now well within guidelines. The staff meet regularly, both formally and informally, to discuss curriculum matters and to evaluate the progress being made in all aspects of school life.

41 The head teacher, staff and governors are all involved in preparing the school development plan. This working document is fully discussed before being adopted as the action plan for future years. It is an effective document, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It takes into account the changing nature of the school population and educational priorities are closely linked to financial planning. For example, the school is successfully developing the outside environment to provide a variety of interesting and exciting areas for pupils. The school knows its strengths and areas for development and has a good grasp on how to improve. All staff work hard to improve their own performance and the educational opportunities presented to pupils. There are clear targets for improvements. For example, the school is aware that the setting of targets for pupils in science and using information and communication technology more frequently to extend their scientific studies is an area for improvement.

42 The leadership and management of the Foundation Stage are very good. Whole team meetings make decisions about resources, organisation and the curriculum. The team is very committed to the needs of the children and to raising standards and some new initiatives, such as the links with parents, have yet to have full impact on the children’s learning. The Foundation Stage team has addressed all the issues from the previous inspection and there has been very good improvement.

43 The school has sufficient teaching staff and they are well deployed. Support staff play an important role in the life of the school and make a significant contribution to pupils’ learning. There is a designated senior management team with clearly defined roles and responsibilities. For example, all curriculum subjects have a co-ordinator. Procedures for the induction and support of new teachers are good. Teachers new to the school are well supported by all members of staff. Staff training is linked to priorities in the school plans for the future, which has focused recently on the development of literacy and numeracy. The importance placed on staff development is shown by the fact that the school has gained the prestigious “Investors in People Award”. Arrangements for performance management are in place and meet statutory requirements. The school administrative staff make a valuable contribution to the efficient running of the school. The management of special educational needs by the two co-ordinators in both the infant and junior phases is very good. They both provide very good leadership within the school. They ensure that parents are kept well informed, the register of pupils is kept up to date and all staff receive appropriate training so they meet the differing needs of all pupils. Very effective advice is given regarding the planning of individual education plans and records of pupils’ progress are very well maintained.

44 The school’s accommodation is good and meets the requirements of the curriculum. There is a dedicated computer suite as well as individual computers in classrooms and this is making a good contribution to pupils’ information and communication technology skills. The school benefits from two libraries, which are well used to improve pupils’ research skills and the two halls are of a good size for physical education lessons and to accommodate the school for assemblies and other collective gatherings. There is good disabled access into and throughout the school and good disabled toilet provision.

45 Resources in the school are good. The school makes good use of the storage opportunities offered to it in an old building. Money is spent wisely and is linked to the school’s priorities for

development. The head teacher and governors apply the principles of “best value” well. There is very good leadership and management and very good relationships in school. Expenditure is just above the national average and the quality of education provided in classes means that the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:

A. Raise standards in English by:

- developing similar assessment procedures and target setting for speaking and listening skills as those already in use for reading and writing;
- ensuring that teachers' marking of pupils' work shows exactly what they have achieved and sets specific targets so that pupils know what skills they are going to develop in the next stage of their learning.
(Paragraph's 5, 12, 38, 63, 64)

B. Raise standards in mathematics by:

- ensuring that teachers' marking of pupils' work shows exactly what they have achieved and sets specific targets so that pupils know what skills they are going to develop in the next stage of their learning;
- planning more opportunities for pupils to use their mathematics skills in other subjects, including information and communication technology.
(Paragraph's 5, 12, 38, 74)

C. Raise standards in science by:

- producing up to date guidelines for the subject to ensure that all aspects are appropriately taught;
- providing more opportunities, especially for Years 1 and 2, for pupils to record the results of their scientific studies;
- ensuring that teachers' marking of pupils' work shows exactly what they have achieved and sets specific targets so that pupils know what skills they are going to develop in the next stage of their learning;
- planning more opportunities for pupils to use their scientific skills in information and communication technology.
(Paragraph's 5, 12, 38, 41, 79, 80)

D. Continue to pursue vigorously the strategies already in place to improve pupils' attendance.
(Paragraph's 10, 31)

NB. The school has identified these issues in its own priorities and has a good action plan in place to address these matters.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	17	33	13	0	0	0
Percentage	5	26	50	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	32	282
Number of full-time pupils known to be eligible for free school meals	0	109

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	51

Attendance

Authorised absence	%
School data	6.0
National comparative data	5.4

Unauthorised absence	%
School data	0.8
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	20	22	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	13	16
	Girls	19	16	17
	Total	36	29	33
Percentage of pupils at NC level 2 or above	School	86% (81%)	69% (77%)	79% (83%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	17	17	17
	Total	32	32	33
Percentage of pupils at NC level 2 or above	School	76% (73%)	76% (71%)	79% (79%)
	National	85% (85%)	89% (89%)	89% (89%)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	28	31	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	22
	Girls	25	19	25
	Total	42	35	47
Percentage of pupils at NC level 4 or above	School	71% (63%)	59% (69%)	80% (77%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	22
	Girls	25	19	25
	Total	42	35	47
Percentage of pupils at NC level 4 or above	School	71% (63%)	59% (69%)	80% (73%)
	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	275	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	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	1	0	0
No ethnic group recorded	4	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.5
Number of pupils per qualified teacher	18.5
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	180

Qualified teachers and support staff: nursery

Financial year	2002
	£
Total income	797,879
Total expenditure	802,204
Expenditure per pupil	2,554
Balance brought forward from previous year	66,097

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	32
Total number of education support staff	2
Total aggregate hours worked per week	45
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Balance carried forward to next year	61,772
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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	4.5

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	365
Number of questionnaires returned	168

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	30	4	2	2
My child is making good progress in school.	54	40	3	1	2
Behaviour in the school is good.	46	47	4	1	2
My child gets the right amount of work to do at home.	36	48	8	4	4
The teaching is good.	54	41	2	1	2
I am kept well informed about how my child is getting on.	52	38	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	28	3	2	0
The school expects my child to work hard and achieve his or her best.	63	32	1	1	3
The school works closely with parents.	50	42	4	2	2
The school is well led and managed.	56	35	1	2	6
The school is helping my child become mature and responsible.	53	41	3	1	2
The school provides an interesting range of activities outside lessons.	39	38	9	5	9

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

47 The school has made very good improvement in the provision for children in the Foundation Stage since the previous inspection. Staff are well established and working well together as an effective team despite the physical distances between the nursery and reception classes. The staff provide a safe, calm and purposeful environment in which children feel secure. Good quality teaching has a positive impact on children's learning and they make good progress. The Foundation Stage is well organised to meet children's needs, taking into account their stages of development.

48 Most children enter the nursery with very poor skills in communication, language, literacy, mathematics, knowledge and understanding of the world. By the time they are ready to start in Year 1 their skills and knowledge in these areas remain well below expectations. This is because their ability to express their understanding is limited by their vocabulary and language development. However, there is good teaching in all the areas of learning and children make good progress towards their targets.

49 Children start in the nursery in September and January according to when their birthday occurs, and children move from the nursery to the reception class at these times. Children in the second reception class are all under five years old and the majority have been to the nursery at the school.

Personal, Social And Emotional Development

50 Many children start in the nursery with very poor skills in personal, social and emotional development and, by the time they leave the reception classes, their skills are below the expected levels. They achieve well because of the skilful teaching in nursery and reception classes. For instance, the second reception class children started in January and are confident in their surroundings but have great difficulty sitting quietly and listening to their teacher. This is despite the consistent reinforcement of expectations in the nursery and the reception classes. The well planned activities provide children with opportunities to take turns and share while exploring the activities on offer. Children are enthusiastic and interested but occasionally, in the reception classes, activities are not sufficiently open ended to ensure children stay and persevere with tasks, achieving the learning goal set for all children.

51 Personal and social development is planned for and promoted very well in all areas of learning. Children are secure and grow in confidence because of well established routines. For example, children recognise when activities will change because either music plays or the teacher uses a certain signal. This makes the management of children seem effortless. Adults are very good examples for children showing respect for each other and children and showing excitement in the activities they plan. This promotes children's interest and motivation to try new tasks. The very good support provided by all staff ensures that children achieve well at their appropriate level. There is a well planned induction programme for children new to the nursery and for those moving to the reception classes. This prepares the children well for the next stage in learning. For example, discussions provide a very good opportunity for the older nursery children to talk about their fears and to listen to others. Short literacy and numeracy sessions provide opportunities for children to practise formal learning skills in a group activity.

Communication, Language And Literacy

52 On entry to the nursery, the attainment of many of the children in communication, language and literacy is very poor for their age. They make good progress because of the high quality of teaching and by the time they are ready to start in Year 1, their attainment is well below average. Many children respond in single words when they start in the nursery and cannot describe objects or their needs. Teachers and teaching assistants are very good examples for children showing them that they value their contributions to discussions. Children find it difficult to sit and listen to adults and to each other but they enjoy stories and join in with simple refrains such as in “Jack and the Beanstalk”. In the reception classes, children share well known stories with the teacher but they have difficulty remembering important events in the stories such as “Titch” without a lot of prompting. Children have very poor handwriting skills and the teachers in the Foundation Stage provide a wide range of activities to develop children’s grip of pencils, paintbrushes and modelling tools. Children in the reception classes work hard at writing their own reading records including the date and title of the book they take home. This is a shared activity with parents at the start of the day, which is meaningful and reinforces the relationship between home and school. Although the higher attaining children in the reception classes recognise letters and write simple words the majority are unable to recognise many letter sounds and have difficulty writing their own name.

53 Teachers use elements of the National Literacy Strategy well in the nursery for older children and in the reception classes. They reinforce letter sounds in well known stories and rhymes and show children that print carries meaning when they write simple sentences. Children have a good range of purposeful activities to develop their vocabulary, reading and writing and very detailed records show their good progress in learning new words and sounds over time. The records are effective in highlighting children who may have special educational needs. Careful questioning by adults assesses the children’s understanding and provides very good opportunities to develop their communication in speaking, reading and writing.

Mathematical Development

54 On entry to the nursery, the attainment of many of children is very poor for their age. By the time they are ready to start in Year 1, they are still well below expectations but have made good progress in counting, recognising numbers up to 10 and learning vocabulary to describe shapes and sizes of objects. In the Foundation Stage, children have a wide range of practical experiences; making and counting the correct number of play dough leaves on a plant as well as making gingerbread people one more than a given number. This develops children’s manipulative skills well while reinforcing counting skills. Teachers focus very well on developing children’s understanding of mathematical vocabulary, focussing on it in planning and ensuring they use it correctly. Children begin to name simple shapes of triangles, squares and circles and, because of the constant reinforcement, learn to describe sizes. However, many find it difficult to see similarities and differences between shapes and need help to answer in extended sentences.

55 The work is well planned and children are encouraged to count and look for shapes in all the activities. For instance, in physical education they count how many skips they can do. The staff keep detailed assessments of children’s achievements and use these very effectively to plan appropriate activities in lessons to meet their needs.

Knowledge And Understanding Of The World

56 Children enter the nursery with very low attainment in this area of learning. The well planned curriculum helps them to build on their knowledge, giving them the vocabulary to describe and name different objects and develop their understanding of changes which take place around them. For

instance, they learn about changes that happen to a seed when it is planted and they name the different parts of the plant. They have limited experience of computers but quickly use the mouse accurately in a range of simple programs to support numeracy and literacy. In the reception classes the well planned guidelines for information and communication technology enable children to log on independently and select appropriate tools in paint programs. In this aspect, they are working within the expected level for children of their age. Using themes such as growing, children explore their environment and with very good support from staff, beginning to relate it to their own experiences. Higher attaining children in the nursery talk about their fears and recall books that have a similar story, while lower attaining children find it difficult to join in the conversation, recalling other events which are not related. Children are constantly encouraged to describe what they see, hear and feel both by touch and emotionally in different situations to develop their awareness of every day events.

57 Teachers plan effectively using a wide range of resources, giving children opportunities for independent learning. They also set appropriate targets for children in particular activities. Staff focus on language development in all activities and highlight the appropriate vocabulary and concepts. By the time children are ready to start in Year 1 their knowledge and understanding remains well below the levels expected for their age.

Physical Development

58 By the end of the reception year, children will still be below the expected level of attainment for their age. Many children still have difficulties with finer skills using small tools and equipment. This limits their development in writing and creative work. However, they have made good progress since their entry to the nursery when these skills were very poor. Children enjoy running and learning how to skip. They develop their use of space in the hall and work hard at jumping with two feet together, although many find this difficult. They use a range of larger toys outdoors and, with good support from staff, gain in confidence. However, during this inspection activities were limited for reception children because of the improvements being made to their play area. The staff made appropriate arrangements for the sharing of the nursery playground.

59 The quality of teaching for this area of learning is good. The staff plan effectively for the outdoor learning area using their very detailed assessments to encourage children to develop their skills.

Creative Development

60 This is an area of learning where children make good progress but remain below expected levels by the time they start in Year 1. Children start from a very low level of skill when they enter the nursery but the very well planned activities extend their knowledge of a wide variety of modelling, painting and musical awareness. This develops children's skills through all their senses and the very good use of questioning by staff ensures they talk about what they have learned. Very good use of role play in the reception class library and in the nursery role play of "Jack and the Beanstalk" provides excellent opportunities for children to develop their imaginations. With adult support, they sustain their role play for long periods of time and talk about their roles. In art and design activities, children enjoy painting but have limited skill to represent recognisable people or objects. However, in the reception classes they have good opportunities to mix colours and the display above the table very effectively helps children to explain what they have done to achieve a particular colour.

61 Staff use displays in the classroom effectively to support children's learning, and to show how they value their work. The classes are bright and well organised and the creative areas are easily accessible to children. This gives them independence in choosing materials for modelling and painting. Children show a developing musical awareness. In the nursery, children lack confidence to use their voices in singing songs and rhymes. However, they thoroughly enjoy using the musical

instruments and their eyes shine with joy at the sound story they make. In the reception classes teachers use songs and rhymes effectively to develop speech patterns and rhythms. Children gain in confidence and join in more enthusiastically when singing.

ENGLISH

62 By the age of seven and 11, pupils' attainment in English is below the level expected for their age. This is mainly due to a larger than normal proportion of lower attaining pupils, a higher number who have special educational needs and the high turnover of pupils, particularly in the present Year 6. As a result of good teaching, many pupils do as well as they can and make good progress. Nevertheless, standards have fallen since the last inspection. Pupils with special educational needs, including those with statements or English as an additional language, learn as well as others. There are no significant differences in the standards achieved by boys and girls.

63 The school's leadership and management give clear direction to move the subject forward. An analysis of data provides teachers with priorities to aim for in each year group and good individual targets are set for pupils. This means that pupils are aware of the next stage of their learning, however, teachers' marking of pupils' written work is inconsistent and does not always show exactly what pupils have achieved or what small steps they need to make to improve further. Nevertheless, the targets set for pupils give coherence to teachers' planning and contribute to a shared commitment to succeed. The English co-ordinator has already set in motion an action plan to extend this system of setting targets for pupils' speaking and listening skills and so raise standards further. The school's focus on writing skills ensures all pupils practise writing extensively for a wide range of audiences, particularly in Years 5 and 6. For instance, in Year 6 the priorities are to improve the range of sentence structures pupils use, to write in paragraphs and to use more varied vocabulary. This strategy is improving pupils' skills, for example, pupils' written work shows pupils writing play scripts as well as creative stories and the use of good descriptive language can be seen in a ghost story as a pupil wrote "I ventured down the long winding stairs". Fewer pupils than in most schools attain high levels of writing. Some use vocabulary in an interesting way to create effective poems, such as, "The pebbles clattered together like thunder".

64 By the age of seven and 11, pupils' attainment in speaking and listening is below the level expected for their age, although many have made good progress during their time in school. A minority of pupils express themselves confidently and clearly, or use a comprehensive range of vocabulary. For example, in answer to a question about how to find information in a book a pupil in Year 2 said "I look for a key word in the question". Teachers work hard to make lessons interesting so pupils are keen to listen and learn. Most listen attentively to their teachers and to others, but many do not contribute willingly and spontaneously in group and class discussions. The school is aware of this and has taken steps to initiate an assessment and recording system for speaking and listening skills in the same style as that in place for reading and writing. In lessons, pupils listen attentively to stories, poems, non-fiction texts and teachers' comments. Older pupils particularly enjoy contributing orally to practical lessons such as science and in the computer suite. For example, in a session at the end of a science lesson in Year 6, pupils described the different properties of materials they studied, they compared ideas and tested their assumptions with the teacher.

65 By the age of seven, pupils' standards of reading are below the level expected for their age. A few demonstrate a good degree of technical skill and understanding or read with well developed fluency and expression. There is a much smaller proportion of higher attaining pupils than in most schools which adversely affects standards in the school. When reading, most pupils use picture clues suitably. A significant number find using contextual clues difficult, because of their low comprehension skills. A few build a comprehensive sight vocabulary and use their good understanding of letter sounds to attempt new words. There is a very good reading recovery programme delivered in school which is having a very positive effect on participating pupils' attainment and progress in

reading. Pupils progress well as they get older, although this means that in Year 6 standards for many remain below expectations for their age. Pupils read a range of fiction and non-fiction books. Most enjoy reading, but a significant number do not know the names of popular children's authors or discuss aspects of books such as character and plot meaningfully. However, higher attaining pupils talk knowledgeably about authors and books they enjoy, such as the Harry Potter series. They read with expression and use punctuation pauses well to give emphasis to phrases. For example, the emphasis given to "banging" in the sentence, "The blood was banging in his ears" conveyed the message of the fear felt by the character. The range of books in use is good and a significant number of pupils read at home which makes a positive contribution to their attainment. A particularly good initiative is the way Year 6 pupils visit a reception class and read books with children. They are very keen to participate, explain what is happening in the story and ask sensible questions that encourage children's speaking skills.

66 Attainment in writing is below the level expected for seven and 11 year olds. In Year 2 higher attaining pupils show good ideas in their stories. They use interesting phrases to enrich their stories, such as, "I splash in puddles but I get wet" or, "They are horrible, dirty frogs". They write in simple sentences using suitable punctuation and joined handwriting. Many others, however, show little imagination, do not use capital letters or full stops and have a limited vocabulary. They enjoy lessons, such as when the teacher used a big dictionary to show pupils how to find words using initial letters. They built on their understanding of ordering letters and found "house" quickly recognising the "h" page in the dictionary. In Years 3 and 4, many pupils do not punctuate well enough for their age and sentences often do not start with a capital letter or end with a full stop. In Year 6, pupils write for an increasingly wide audience. They plan and redraft written work, including stories, drama scripts, instructions, narrative, poetry and letters. For instance, pupils in Year 6 wrote their own description of the play "A Midsummer Nights Dream" after a theatre visit that they clearly enjoyed. This type of activity has a very positive effect on pupils' interest in language and drama as well as encouraging more exciting writing. Year 5 pupils wrote letters to request information on rain forests to assist them with their display in the library, this practical application of skills improves pupils' use of formal styles needed for their letters.

67 The quality of teaching is good and sometimes very good. Teachers have a good grasp of the National Literacy Strategy and teach with confidence. As a result, pupils enjoy what they learn and make good progress often from a very low starting point. Teachers link literacy suitably with other subjects. For instance, in Years 3 and 4 pupils use computers to find information on animals for a book they are to write. Teachers ensure that pupils with special educational needs get the attention they need to enable them to learn at the same rate as others. A strength of the teaching is the way teachers hold pupils' attention and raise their interest with skilful questioning. There are very good relationships between teachers and pupils and so many pupils participate willingly in discussions, while teachers try to draw in those with less developed speaking skills. Teachers have very good management skills. They control pupils in a way that promotes a good learning atmosphere. There is a good balance between class, group and individual work in lessons. However, teachers do not consistently use the marking of pupils' work to show exactly what they have achieved and the small steps needed to improve further. When teaching is very good pupils learn quickly in a keen atmosphere. For example, in a Year 6 lesson pupils discussed a formal invitation to a ball. There was good challenge in the task that followed as pupils used a newspaper article to select the vital information they needed to write their own formal invitation for this particular event.

68 The subject co-ordinator provides very good leadership and has established clear priorities for its development. There are good guidelines for teachers that are followed to ensure all aspects of the English curriculum are followed. There are formal procedures for checking teachers' planning and observing lessons and good practice is shared with all teachers. The assessment of pupils' attainment, particularly in reading and writing, is good and the target setting for these two aspects is having a positive effect on pupils' learning and progress. These initiatives give the school good

capacity to improve standards. The school uses the good resources well. The libraries are good and used effectively to support pupils' learning in all subjects.

MATHEMATICS

69 By the age of seven and 11, pupils' attainment in mathematics is below the levels expected for their age. At the time of the previous inspection standards were judged as being in line with the national average at both Year 2 and Year 6. However, a number of factors have contributed to this decline in the results achieved. The school's socio-economic circumstances have changed significantly, which results in pupils entering school with very low English, communication skills and mathematical language skills. In the current Year 6, there is a high proportion of pupils with special educational needs, which is having a detrimental effect on the efforts of the school to improve standards in the subject. In addition, the high level of pupil mobility has an adverse impact on standards.

70 Despite all these negative factors all pupils achieve well in their mathematics. This is due to the successful implementation of the National Numeracy Strategy and the good quality teaching. The assessment procedures are very good and ensure that all pupils are set tasks that are well matched to their specific needs. The school places pupils in "class sets" so that teaching is targeted and focused to help improve groups of pupils at their particular level of attainment. The subject co-ordinator offers very good leadership and management of the subject, rigorously checks teachers' planning and pupils' work, along with lesson observations of colleagues in a bid to drive standards higher. The subject co-ordinator analyses statutory tests and optional tests to identify strengths and areas for development. As a result, "word problems" is an area for development and improvement across the school in this academic year. There were no differences noted between the performance of girls and boys. The school has made satisfactory improvement since the last inspection.

71 In Year 2, most pupils order numbers up to 100 and complete simple addition and subtraction calculations accurately. They identify two dimensional shapes, order months of the year in the correct sequence and use money over a £1.00. In a Year 1/2 upper set, high attaining pupils confidently identified odd and even numbers up to a 100, whilst others in the set needed adult help when identifying numbers up to 20. In a Year 1/2 middle set, high attaining pupils knew what was meant by "left", "right", "opposite" and "behind" when positioning items into the correct place on their worksheet. A few pupils in the set needed adult guidance and prompts to help them locate the correct place on their worksheet.

72 In Year 6, most pupils use the rules of number in basic calculations and multiply and divide using 10, 100 and 1000 accurately. High attaining pupils use decimals to two places, know and understand how to use equivalent fractions and decimals and identify angles in a circle using quarter turns. A few pupils round numbers to the nearest 10, but have difficulty in identifying fractions and negative numbers on a graph. In a Year 3/4 set, higher attaining pupils added and subtracted from numbers using 10, such as $11 + 2 + 10 = 23$, whilst lower attaining pupils needed adult guidance when calculating $2 + 10 = 12$. In a Year 5 upper set, pupils used co-ordinates to plot correctly regular and irregular shapes, including plotting pattern lines that were parallel or perpendicular in their graphs. With adult guidance, a few pupils in this set plotted regular and irregular shapes, but found plotting pattern lines on their graphs difficult. In a Year 6 set, high attaining pupils confidently used a protractor to measure accurately a degree size for an acute angle and an obtuse angle. Others used computers and the interactive whiteboard to estimate and measure accurately an acute angle.

73 In all classes pupils show a keen and positive interest in the subject and work well. They listen attentively and are eager to answer questions. This was seen in a Year 1/2 lesson, when pupils were keen to participate when taking numbers off a hundred square to help with their understanding of correct number order. Pupils use mathematical apparatus, such as whiteboards well to help develop

their knowledge and understanding of mathematics and numeracy. Behaviour and relationships are very good, with a good rapport between adults and pupils.

74 The quality of teaching is good. All teachers have a good knowledge and understanding of the National Numeracy Strategy. Planning is detailed and learning objectives are shared with pupils at the start of each lesson which makes a very positive contribution to their understanding of how they are learning. Lessons begin with a well matched and brisk session of mental arithmetic. This was clearly demonstrated in a Year 1/2 lesson, when the teacher used a counter stick skilfully to help develop pupils' confidence in counting up to 100 in 10s. Teachers take care to ensure that pupils of all abilities are fully involved and that questions asked are well matched to take pupils' learning forward beyond their prior attainment. For example, in a Year 6 lesson, the teacher used skilful questioning to ensure all pupils were fully involved in the problem solving activities. Work is carefully matched to pupils' needs in each set, lessons proceed with good pace and challenge, including an effective use of a verbal session at the end of each lesson. This was seen in a Year 5 lesson, in which the teacher asked different ability groups what they had learnt in the lesson when using a protractor to identify different angles. Well organised and suitably briefed teaching assistants make a positive contribution to the achievements of pupils with special educational needs or English as an additional language. Teachers' class management is very good and their positive relationships and high expectations of all pupils encourage learning. The marking of pupils' work is inconsistent. Better examples give pupils clear guidance of how to help them improve in the next lesson. Although information and communication technology is used to support pupils' learning, for example, in a Year 3/4 set, its use is inconsistent across the school.

75 The leadership for mathematics is very strong and effective. The co-ordinator is very knowledgeable and enthusiastic and has established clear benchmarks throughout the school for improving standards. There is a good policy and guidelines follow national initiatives. There are very effective assessment procedures in place which track both individual and groups of pupils to help all the teaching staff in both their short and long term planning. Homework is given to all pupils, to help improve their achievements. Resources for mathematics are good, they are class based with some stored centrally and are accessible to staff and pupils. Mathematical displays are stimulating and informative and help spark pupils' interest in the subject.

SCIENCE

76 By the age of seven pupils' attainment is well below the level expected for their age. By the age of 11, pupils' attainment is below the level expected for their age. Standards have declined since the time of the last inspection. This is mainly because of the effects of pupils leaving and joining the school mid way through the school year and the large number of pupils with special educational needs. Nevertheless, during the last four years standards in science have risen broadly in line with the national trend, as a result of continual improvements in teaching and learning. However, the school is aware that standards need to be improved further. There are no significant differences between the standards achieved by girls and boys.

77 By the age of seven, pupils know the major characteristics of living things and higher attaining pupils describe the important parts of the human body and what plants require to grow and survive. They understand that different materials have different properties and that the sun is the major source of light. However, their skills of investigation and recording are well below average and a significant minority of pupils have difficulty using appropriate scientific language accurately. Nevertheless, taking account of the pupils' attainment on entering school they make sound progress overall, this includes pupils with special educational needs or English as an additional language.

78 Pupils continue to make steady progress as they move through the school and are often enthusiastic learners. Progress for all pupils by the age of 11 is good. At this age, they have a good

understanding of some topics, such as variation and adaptation. Year 5 pupils show good thinking skills as they describe the way a variety of animals in polar and desert locations have adapted to their environments over time. They have a reasonable understanding of solids and liquids when they investigate separation techniques such as filtration and evaporation. By Year 6, they have a sound knowledge of differences between substances and how to apply magnetic and electrical tests to differentiate between aluminium and steel cans. However, average and lower attaining pupils have difficulties explaining what they have observed using appropriate language and have underdeveloped investigative and recording skills.

79 The quality of teaching is good overall, although it varies from excellent to satisfactory. This is an improvement since the last inspection. The quality of learning is good, but varies with the quality of teaching. At its best, the teaching is very well paced, with excellent opportunities for lively discussion in which pupils listen and contribute very well. This occurred in an excellent Year 6 lesson, which introduced pupils to their new topic on materials. The teacher constantly assessed pupils' understanding through skilful questioning during group work and followed this up with a very lively demonstration at the end of the lesson to emphasise differences in the behaviour of aluminium and steel. In the least successful lessons pupils are insufficiently challenged and have too little opportunity to develop their scientific thinking. Most pupils show good listening and speaking skills during class discussions, for example, in Year 5 pupils followed an interesting film about adaptation in desert conditions. Many pupils worked hard to give clear explanations of the special characteristics of desert animals, such as the Sidewinder snake. In a follow up exercise they used a variety of texts effectively to record in writing such characteristics. In a majority of lessons pupils are interested and remain on task. However, there are occasional times when learning deteriorates. This is because pupils spend too much time listening, during an over long introduction to an investigation, when concentration lapses and fidgeting takes over; on other occasions it is because they are not entirely clear about what they are doing during investigation sessions. Pupils with special educational needs or English as an additional language are well supported by the very well briefed teaching assistants and, as a result, make good progress.

80 There is a sound policy and guidelines for the subject. Although the curriculum is broad and relevant, it does not yet reflect the best national guidance and is in need of review. This would help to identify more opportunities for using information and communication technology and for investigations, particularly in Years 1 and 2. Assessments are regularly used to assess progress and are used well for planning future work and providing learning targets for pupils. However, teachers' marking does not consistently provide pupils with guidance on how to improve their work.

81 The subject is effectively managed by an experienced teacher. Display is used well to enhance pupils' understanding and suitable opportunities are taken to enhance the curriculum by using the school garden and visits to a local river location. Pupils have a lively interest in the environment as a result of a very active ecology club and keen involvement in the landscaping of the school grounds.

ART AND DESIGN

82 It was possible to observe only a few lessons in art and design during the inspection. However, sufficient evidence was available through the analysis of pupils' work and teachers' planning, an evaluation of classroom displays and discussions with pupils and teachers. By the age of seven and 11, pupils' attainment in art and design is at the level expected for their age. This is similar to the findings of the previous inspection report. All pupils, including those with special educational needs or English as an additional language, make satisfactory progress as they move through the school.

83 Pupils in Years 1 and 2 mix a range of primary colours and draw and paint well from direct observation. They use a range of media to represent their ideas and observations and pay good

attention to detail in their presentations, for example, when pupils made pictures of dragons, monsters and giants from their stories in literacy. In a good link to information and communication technology, pupils studied the work of Mondrian and then used computer programs to create their own pictures in his style. This type of work makes a valuable contribution to pupils' skills when using information and communication technology in their art and design studies.

84 In Years 3 and 4, pupils use the outside areas to good effect and draw from real life when they sketch plants and trees. They produce very good pictures using the dot technique in the style of George Seurat. This work was well developed using computers and digital photographs to magnify areas of the picture to produce stunning, surreal pictures. Pupils' design work is developed well in Year 5, with three dimensional pictures using liquorice allsorts as the focus. They also use their observation skills well when using different grades of pencil to draw a picture of a bottle, delicately shading the parts away from the light. Design techniques are improved well in Year 6 when portraits are created by splitting a picture of a face in two and pupils accurately reproduce the missing half using pencils and crayons to ensure the features are accurately placed. The Monet style of painting was used well by Year 6 pupils creating their own "Bridge at Giverny" on the computer. During the year pupils enter a number of art competitions and three pupils received awards for their Fire Safety Posters, which shows the value placed by the school on developing pupils' art and design skills.

85 Teachers use resources well. For example, Year 5 pupils draw in their sketch books from real life when they closely observe flowers in a vase. They looked closely at texture, colour and form. Teachers have good subject knowledge of famous artists and use resources well to encourage pupils to appreciate the different styles and techniques used. For example, pupils in Year 3/4 broadened their cultural knowledge by studying "Pointillism" as developed by George Seurat and Paul Signac. Art from eastern and western cultures is studied in Year 5 with pupils gaining information on the rain forests for their display in the library. Teachers plan lessons well. There is a clear focus on what they want pupils to achieve. Whilst there is no specific planning for pupils of different abilities, extension activities are planned effectively. Teachers know pupils well and support and extend learning during lessons. Teachers have high expectations. For example, the task in Year 3/4 was very challenging when pupils painstakingly created their intricate picture using fine brushes to make their dots. Year 2 pupils use colour and patterning well to create a picture using fruit and vegetables. The teacher linked the work well to speaking and listening skills by asking them to describe the texture of the fruit and vegetables as well as their colour and shape. Teachers value and respect pupils' work. It is effectively displayed around the school enriching the learning environment.

86 The co-ordinator manages the subject well. Expertise is regularly shared with colleagues to support and advise. This good leadership includes the creation of the current guidelines, which effectively help teachers' planning week by week. There is a very clear vision for the development of the subject and the co-ordinator has a good knowledge of the strengths and areas for further development. For example, the new guidelines effectively link art and design to other areas of the curriculum and so enhance pupils' understanding and knowledge. Teachers use assessment on a half termly basis to keep an accurate check on progress. This helps teachers plan opportunities for pupils at a higher level and continue to raise standards. The co-ordinator and colleagues are committed to raising standards and they are well placed to do so.

DESIGN AND TECHNOLOGY

87 No lessons were seen in design and technology but sufficient evidence was available to allow judgements to be made. The quality of work produced by pupils at the ages of seven and 11 is in line with the expectations for their ages. Since the time of the last inspection standards have been maintained.

88 By the age of seven, pupils make good progress using a variety of materials and joining techniques in their work. They use simple planning sheets effectively to draw their intended products and say what they will need to make them. Pupils produce sound designs and finishes for fabric puppets. They mark, cut out and join the fabric with higher attaining pupils using effective sewing techniques. They observe vehicles outside the school in order to design and make a range of colourful vehicles and offer simple evaluations of their efforts, with comments such as “the wheels fell off”.

89 By the age of 11, pupils, including those with special educational needs, make good progress in their handling of different materials, tools and designs. In Year 4, pupils design, mark, cut and join well when making purses which are finished carefully. They know how the electrical components of a simple torch are joined to make a circuit. By Year 5, pupils continue to make good progress, for example, in the design of musical instruments and moving toys using simple cam mechanisms. By Year 6, pupils make thoughtful comments when designing and making slippers of good quality. They produce consistently well finished items and pupils’ evaluative comments indicate they are aware of ways to improve them further. For example, one pupil remarked that she thought that the slippers were not healthy for feet because of their flatness, whilst another commented that the material used could fray and become dangerous.

90 Teachers’ planning indicates that the curriculum is consistently well planned and provides good access for all pupils to achieve their potential. There is a policy and guidelines for the subject which ensure that the work covers all aspects of the statutory requirements. This is an improvement since the last inspection. Although no evidence of the design and use of control mechanisms was seen, the school has plans to incorporate this element into future teaching plans. The subject is well led by an experienced teacher.

GEOGRAPHY AND HISTORY

91 By the age of seven and 11, pupils’ attainment is in line with the levels expected for their ages in both subjects. During the inspection, due to timetabling arrangements, only a limited number of lessons were seen in either subject. Judgements about attainment in both subjects are supported by a scrutiny of pupils’ previously completed work, a review of teachers’ planning and discussions with the subject managers, teachers and pupils. Throughout the school, pupils achieve well in developing the key skills and ideas associated with these subjects. Standards have been maintained since the previous inspection.

92 Pupils in Years 1 and 2 develop a secure understanding of the passage of time and distinguish accurately between past and present. For instance, pupils in Year 1/2 know and understand the major events at the time of the Crimean War, they know that how soldiers were cared for by Florence Nightingale is totally different than that found in modern hospitals. Pupils’ geographical skills are developed by comparing the local area of Redcar with Struay in the Scottish Islands. Pupils in a Year 1/2 class gave reasons why they would like to live at Struay with comments such as, “I would like to play in the sea”.

93 In Years 3 to 6 pupils build effectively on the skills they have acquired in both subjects. For example, in a Year 3/4 lesson high attaining pupils knew and understood that historical evidence comes from contemporary sources of the period when deciding which were rich or poor people in Tudor times. Lower attaining pupils needed some adult guidance when classifying their evidence into either rich or poor sources of evidence. Year 6 pupils know and understand that there were differences between how the Celts and the Romans lived. They have researched the lifestyle of Boudicca and give reasons for her revolt against the Roman occupation, including how Roman historians recorded the event. In geography pupils develop their skill by undertaking studies of physical features in this country and other parts of the world. For example, pupils in Year 6 have undertaken a river study at Codbeck near Osmotherley, to develop their understanding of the “Water Cycle”. They accurately

identify features of a river, such as source, basin and waterfall, and record the temperature of both the water and air. Pupils in Year 5 study the effect of human intervention in the Rain Forests of the world. High attaining pupils know and understand that certain animals in the Rain Forest will become extinct because of human intervention and exploitation and that the environment is in decline. Lower attaining pupils needed adult guidance to see the connections of human intervention and the threats to the animals and environment. Year 3 and 4 pupils study the physical features of St. Lucia and list the damage that a tropical storm creates.

94 Pupils have positive attitudes to their work in history and geography. They are keen to share their work and findings with other pupils when working in groups. This was seen in a Year 5 geography lesson when pupils were researching information to help complete their "Rainforest Poster". They use their literacy skills appropriately in both subjects, for example, they understand "evidence" and "source" in history and "extinction" and "decline" in geography. This, and the encouragement to use their speaking and listening skills, makes a positive contribution to the development of their literacy skills. The teaching of history and geography makes a positive contribution to pupils' moral, social and cultural development. For example, visits to the Jorvik Centre and Ripon help with this provision.

95 The quality of teaching is good. Lessons are characterised by good planning and activities that take pupils' learning forward in both subjects. Teachers have good and secure subject knowledge and hold pupils' attention well in lessons. This was clearly demonstrated in a Year 1/2 history lesson, when the teacher described the conditions that Florence Nightingale found in the military hospitals during the Crimea War. Teachers use questioning and intervention well to develop pupils' knowledge and understanding of both subjects. This was seen in a Year 5 geography lesson when the class teacher moved around the class giving pupils advice and offering suggestions when they were using reference books to find information about tropical rainforests. All adults manage pupils well, which helps build up a positive relationship between staff and pupils, which in turn enables pupils to learn well in lessons. Although teaching staff use information and communication technology to support learning, for example, a Year 6 class research the Anglo Saxons from a website, there is not yet a consistent approach to this across the school. The quality of marking is variable, with the better examples taking pupils' learning forward whilst some consist of a tick and one word comment. There are good displays of pupils' work for example, the one on Florence Nightingale in a Year 1/2 classroom and in a Year 5 classroom where a rainforest is located on a world map.

96 Both subjects are led and managed well. There are good policies in place for each subject and guidelines reflect national advice. Both subjects have good whole school assessment procedures in place and planning and pupils' work are checked each half term to ensure pupils are improving in each subject. The geography co-ordinator has undertaken lesson observations of colleagues and it is intended that the history co-ordinator will undertake them in the next academic year. Resources for both subjects are good and are stored centrally or in class bases. Effective use is made of the local environment to support learning and there are good links with the British Trust for Conversation Volunteers, who have undertaken environmental work in the school grounds.

INFORMATION AND COMMUNICATION TECHNOLOGY

97 By the age of seven and 11, pupils' attainment in information and communication technology is in line with the levels expected for their ages. Since the last inspection the standards of attainment have been maintained and the overall quality of provision has been greatly improved.

98 By the age of seven, pupils use text of different font and size confidently. They use graphics programs to combine text and images and prepare block graphs to represent a survey of favourite foods. They know the computer can be used to control objects and use this idea when controlling a floor robot. In Year 2, pupils use a modelling programme to build a human body from its various parts

and label it effectively. Most pupils log on and off the computer and use the mouse competently, but few can use the keyboard confidently or print their work without assistance.

99 By the age of 11, pupils make good progress, including those with special educational needs or English as an additional language, across all strands of the subject. In Years 3, 4 and 5, pupils are confident to manipulate and combine text and colour images in a number of ways. They have a sound knowledge of the keyboard, know how to use passwords and to print and save their work. Pupils use a number of Internet sites to support their studies in history and geography. Pupils in Year 6 competently research the lifestyles and artefacts of the Anglo Saxons using a BBC site. They use the computer confidently to produce various graphs and spreadsheets to sort and display data, such as surveys, shopping lists and personal details. Many pupils handle multi-media software competently to produce good quality "Powerpoint" presentations on a variety of topics. Although no work on control was observed, the school has included this in its future planning. In the Computer Club many budding journalists in Year 6 independently produce good quality articles and pictures for the school's half termly newspaper.

100 All pupils learn well and sometimes very well. They listen to instructions carefully and persevere until they have mastered a skill. They work independently on a variety of tasks and often use what they have learned in different situations, for example, when using different websites for research. Pupils behave very well in the computer suite and share with their peers. They handle equipment carefully and show respect to the teacher and other adults.

101 The quality of teaching is good across all year groups and is sometimes very good. Since the last inspection the quality of teaching has improved significantly, reflecting greater confidence gained from appropriate training and greatly improved facilities. In the best lessons, teachers make very good use of the computer linked large screen to introduce a topic and explain the lesson objectives. They share their very good knowledge very effectively with pupils during question and answer sessions and this helps to clarify pupils' understanding. All lessons are well planned and the pace is frequently lively and expectations high. Teachers and teaching assistants support lower attaining pupils and those with special educational needs or English as an additional language well. As a result, they make good and sometimes very good progress. Relationships are very good and are characterised by teachers sharing a good sense of humour and pupils behaving with respect and enjoyment.

102 The subject is well managed by an enthusiastic and experienced teacher. The information and communication technology policy and guidelines reflect the latest guidance and ensure that all pupils have good access to the curriculum. The quality of resources is very good. The school's computer suite is very well used by all pupils and the support provided by the school's technical support assistant is highly valued by staff. Teachers make very good use of the four recently installed interactive whiteboards. Since the time of the last inspection the quality of resources has improved greatly. The after school Computer Club is over subscribed and provides very valuable opportunities for pupils to enhance their skills and knowledge.

MUSIC

103 The school has maintained the standards seen at the previous inspection. These are in line with expectations for pupils who are seven and 11 years old. The quality of the singing has improved and there is good use of computers and new technology to support the learning of composing and notation. Although no teaching was seen during the inspection for Year 1 and 2 pupils, the quality of teaching for older pupils in two lessons was at least good. The co-ordinator's role has developed well to include checking of planning and assessments. Improvement since the previous inspection has been good.

104 The curriculum covers the full range of the National Curriculum and the co-ordinator's monitoring file of pupils' work shows that teachers plan for all aspects. In a Year 5 lesson, the quality of teaching was excellent. Team teaching provided excellent support for pupils to sing in three and four parts, and to achieve the challenging learning goals for the lesson. The pace of the lesson was rigorous but the teachers' attention to details of pitch or tempo in particular songs raised the level of attainment to above expectations. Year 5 pupils play percussion instruments with concentration and persevere with difficult rhythms. Pupils listen to an appropriate range of music in assemblies as they enter the hall but there are insufficient opportunities to discuss what they hear. This limits the development of pupils' spiritual response to mood created by music.

105 Peripatetic teachers visit the school regularly to teach flute and violin to older pupils. However, fewer pupils are taking lessons since the charging policy changed. The school looks for different after school activities such as percussion clubs and dance clubs to enrich the curriculum and these are met with enthusiasm by pupils. The school makes very good use of consultants and in service work to develop the skills of all staff and these contribute effectively to the standards pupils achieve. Good assessment procedures are in place to record pupils' attainment at the end of units of work. However, they are new and not yet used effectively to develop the curriculum. Despite the fact that there is temporarily no co-ordinator, the subject is in a good position to maintain its standards.

PHYSICAL EDUCATION

106 By the age of seven and 11, pupils' attainment in physical education is in line with that expected for their age and pupils achieve well. This is because of the high quality of teaching which focuses on developing pupils' skills. There has been good improvement since the previous inspection, particularly in the co-ordinator's role and this has contributed to the high standards of teaching.

107 The quality of teaching is good. Good curriculum planning supports teachers' subject knowledge and they have confidence to teach basic skills well. Teachers make explicit their high expectations of behaviour and the quality of pupils' work. Lessons are purposeful and pupils work hard to improve their skills in ball control in hockey and tennis training. Where the quality of teaching is very good, teachers use pupils as examples of good practice and provide opportunities for the class to see how they can be more successful. Pupils have very positive attitudes in lessons and the majority are fully involved. Only occasionally, a pupil is unco-operative but teachers have very good management skills and all pupils are fully included in lessons. Pupils with special educational needs or English as an additional language have good and sensitive support, with changes being made to resources or the activity to ensure they achieve the learning goals. All pupils work hard and understand the need to practise to improve. They play co-operatively in small team games.

108 The curriculum is well planned providing good opportunities for pupils to develop their skills in a range of sports and physical activities. There were no opportunities to see gymnastics or dance during the week of the inspection but the co-ordinator's file shows that a range of dance and gymnastic lessons takes place regularly. There are good extra curricular activities for all ages; the younger pupils practising skills while older ones take part in team games. Pupils are enthusiastic to take part in after school activities and attend regularly. The school places an appropriate emphasis on learning to swim and all pupils swim at least 25 metres before they leave Year 6. The subject makes a good contribution to pupils' social development as they learn to co-operate and support each other. There is good on-going assessment in lessons and teachers use observations to adapt the lessons to pupils' needs. There are good assessment procedures for the end of units of work. However, these are new and not yet fully used to adapt the curriculum.

109 Leadership and management of the subject are good. The co-ordinator is well qualified and enthusiastic and has developed the role well since the previous inspection. There is a good overview of the subject and through checking and simple questionnaires the co-ordinator is aware of the needs

of teachers in developing the curriculum. Resources are very well organised and easily accessible to staff and pupils, they are of good quality and sufficient for whole class teaching.

RELIGIOUS EDUCATION

110 Standards have risen since the previous inspection and are now in line with expectations for pupils who are seven and 11 years old and pupils achieve well. The co-ordinator's role has developed very well and the curriculum is now fully in place to meet the requirements of the locally agreed syllabus. There has been very good improvement in the subject since the previous inspection.

111 The quality of teaching is good. Three lessons were seen during the inspection and these ranged from satisfactory to very good. Teachers have good subject knowledge, well supported by guidelines and there are good resources available. Teachers' detailed planning shows how they involve pupils, building on their previous knowledge and understanding. Teachers manage pupils very well and involve pupils in discussions, encouraging them to listen to each other's contributions. They are particularly good at getting pupils to discuss their feelings and responses to events in stories and in their lives. Pupils are eager to contribute although many have difficulty expressing their ideas. Very good use of role play to illustrate the lives of religious people, such as Moses, helps pupils understand events and the feelings of different characters. They are enthusiastic to try and are fully involved in the action. Teachers make very good use of resources to support their lessons and pupils appreciate the richness of some of the resources, such as the Qur'an and they gasp with wonder as it is removed from its covering. Pupils are very interested to find out about the lives of others, which they show by the searching questions they ask. For instance, pupils have good opportunities to question a practising Christian. Their questions are searching and relate to how having a belief affects her life.

112 The curriculum is broad and covers three major religions providing good opportunities for pupils to reflect on their own beliefs. Assemblies are appropriately planned and pupils have additional opportunities to hear moral and religious stories that add to their knowledge of the Bible. Pupils reflect during assemblies on their own lives but these times are often too short. In the younger pupils' assemblies they have nothing to focus on, such as a picture or a candle, and this means that they are sometimes restless which reduces the effectiveness of spiritual development. Good assessment procedures are in place for units of work but these are newly in place and have not yet had an impact on the curriculum.

113 Leadership and management of the subject are very good. The issues from the previous inspection have been fully addressed and the resources are now good. There is a shared commitment and understanding by all staff to raise the standards of pupils' work and the subject has an appropriate place in the curriculum.