

INSPECTION REPORT

**OUR LADY OF THE MOST HOLY ROSARY
PRIMARY SCHOOL**

Rievaulx Avenue, Billingham. TS23 2BS

LEA area: Stockton on Tees

Unique reference number: 111676

Headteacher: Mr. J. Lyons

Reporting inspector: Mrs. J. Stephenson
27384

Dates of inspection: 2nd to 6th December 2002

Inspection number: 247133

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: Voluntary Aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Rievaulx Avenue,
Billingham.

Postcode: TS23 2BS

Telephone number: 01642 552274

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs. P. McTimoney

Date of previous inspection: 1st December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27384	Mrs. J. Stephenson	Registered inspector	Art	How high are standards?
			Foundation Stage	The school's results and achievements
				How well is the school led and managed?
				What should the school do to improve further?
12503	Mr. M. Cundick	Lay inspector		How well does the school care for its pupils?
				How well does the school work in partnership with parents?
1575	Mr. M. Tones	Team inspector	Science	Pupils' attitudes, values and personal development
			Physical education	
			Equal opportunities	
			Special educational needs	
32094	Mrs. J. Bennett	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
			Information technology	
			Design and technology	
			Music	
32179	Ms. M. Armstrong	Team inspector	English	How well are pupils taught?
			Geography	
			History	

The inspection contractor was:

Durham Local Education Authority

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady of the Most Holy Rosary is a smaller than average sized Voluntary Aided Catholic school. It has 143 pupils aged between 4 and 11 years. At the time of the inspection only 6 pupils were in reception class. There is also a Nursery Unit for 39 pupils who attend on a part-time basis. The school is situated in Billingham in a mixed catchment area of private and local authority housing. All but a minority of pupils come from white British heritage families. There is little movement into and out of the school at times other than the normal starting and leaving times. The vast majority of pupils stay in school for their full nursery and primary experience. The number of pupils who have special educational needs (SEN) is above the national average and they receive additional support. The number of pupils with statements of SEN is below the national average. Only 9% of pupils are entitled to free school meals, which is below the national average. The school has very strong links with the parish and the local community.

HOW GOOD THE SCHOOL IS

This is an effective school with many strengths. The very positive atmosphere, excellent relationships and enriched learning opportunities result in happy pupils who are keen to come to school and eager to learn. Standards in English, mathematics and science at the end of Key Stage 2 are rapidly improving because of the good overall teaching and in particular the highly effective teaching in Class 6. Although teaching in the Foundation Stage and at Key Stage 1 is satisfactory overall with some good lessons, expectations of what pupils can achieve are sometimes too low and tasks are not always matched to pupils' differing levels of ability. Good progress has been made since the last inspection. Music and ICT standards are now above national average. The leadership and management of the school is good and governors work hard to make sure that the budget surplus is used to maintain current staffing levels and to provide additional support in classrooms to raise standards further. The school provides satisfactory value for money.

What the school does well

- Standards in ICT and music at the end of Key Stage 2 are good.
- Teaching in Class 6 is very good and sometimes excellent.
- Relationships are excellent and pupils work together very effectively to support each other's learning.
- Provision for pupils' spiritual, moral, social and cultural development is excellent.
- The head teacher provides good leadership and has a firm commitment to the school.
- There are excellent partnerships with parents and very good links with the community.

What could be improved

- Standards in science, particularly at Key Stage 1.
- The progress of higher attaining pupils in mathematics and science.
- The rigorous and consistent use of monitoring systems to improve standards further.
- Greater consistency in the use of assessment to help pupils improve their work.

The areas for improvement will form the basis of the governors' action plan. Most areas are already part of the school's development planning.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection (December 1997). The provision for ICT has improved considerably and training to improve teachers' knowledge and confidence has been successful. As a result standards are now good, particularly at the end of Key Stage 2. Music standards have also improved. Schemes of work are now in place for all subjects, although science and art guidance does not fully outline progression of skills. The school has satisfactory procedures for assessing pupils' attainment but these are not yet used consistently enough to improve pupils' attainment on a day-to-day basis. Some co-ordinators take a lead role in their subject although further development is still required to ensure a consistent approach. Funding has been used extremely well to resource the curriculum. Pupils' independence is now a strong feature of the school.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2001
English	E	B	C	B
Mathematics	D	B	C	C
Science	D	E	D	D

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

Pupils enter the school with attainment that is broadly in line with national averages. 2002 attainment at the end of Key Stage 1 was high in reading and mathematics and very high in writing. These results show an improvement from previous years and indicate that, overall, pupils made good progress. This reflects the school's efforts to improve the attainment of higher attaining pupils and the good teaching they received last academic year. Currently, pupils in the Foundation Stage and Key Stage 1 are making satisfactory progress and standards are in line with national expectations.

In 2002 Key Stage 2 pupils attained standards that were in line with national averages in English and mathematics. When compared with similar schools in English, they were better than the average school. Attainment in science was below the national average. Good teaching throughout Key Stage 2 is having a positive impact upon the progress made by all pupils. Overall, they are making good progress and in Class 6 they are making very good and sometimes excellent progress. The school has worked hard to develop and put in place effective strategies to improve boys' performance, particularly in English, and these are being successful. Pupils currently in school attain standards in English and science that are in line with national expectations and in mathematics they are above expectation. However, in mathematics higher attaining pupils sometimes do not achieve as well as they might because work is not always challenging. This is never the case in Class 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, work hard and are keen to learn. Relationships are excellent.
Behaviour, in and out of classrooms	Very good. Pupils are polite and considerate. They work and play very well together and show genuine concern for one another.
Personal development and relationships	Excellent. Relationships between pupils and between adults and pupils are characterised by respect and good humour. Pupils work extremely well together and support each other's learning. They develop well as independent and thoughtful individuals.
Attendance	Very good.

This is a major strength of the school. The head teacher has worked very hard with the whole school community to create a very positive learning environment in which pupils are valued as individuals. In return they respond very positively to their learning and work together in a mature and purposeful way.

TEACHING AND LEARNING

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

Overall the quality of teaching across the school is satisfactory. However, there are significant variations in teaching across the school. Most of the teaching at Key Stage 2 is good and in Class 6 it is consistently very good and sometimes excellent. This teacher has high expectations for learning and very good subject knowledge and these are major reasons for the rapid progress that pupils make by the time they leave school. A particularly good feature across the school is the teaching support provided for all pupils. Teaching assistants work effectively alongside teachers and with small groups of pupils. They know pupils very well and are therefore able to guide their learning, which results in them making good progress. Lessons are generally well planned and structured but sometimes tasks insufficiently extend higher attaining pupils in mathematics and science. Teaching in the Foundation Stage and at Key Stage 1 is satisfactory and sometimes good although expectations of what pupils can achieve are sometimes not high enough and assessment is not used well to plan the next steps in pupils' learning. Work is usually conscientiously marked but not all marking provides clear targets for future improvement.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Weaknesses identified in the previous report have been addressed. However, science and art schemes of work do not outline progression of skills or sufficiently guide the work of teachers. Very strong partnerships with the local and wider community are used very well to enrich the curriculum. There is very good provision for extra-curricular clubs, including a successful astronomy club for more able pupils.
Provision for pupils with special educational needs	Good. Identification and provision are of good quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Pupils are encouraged to be open-minded. They explore values and beliefs and the way in which they impact upon people's lives. The very positive school climate is one in which all pupils can grow and flourish, respect others and be respected.
How well the school cares for its pupils	The school is very effective at ensuring the safety and welfare of pupils. Procedures for assessing pupils' attainment are in place and the information is shared with pupils. However, pupils do not always understand their levels of attainment and what they have to do next to improve their work.

The school has worked hard to make sure that the curriculum meets the needs of its pupils. Very good links are made with the local and wider community, including business and industry.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher has worked very hard to create a very positive environment in which everyone works very well together. Effective deployment of staff is having a good impact on standards. The inexperienced senior management team work very well with the head teacher. This team will be further strengthened when the deputy head teacher takes up post in January 2003.
How well the governors fulfil their responsibilities	Good. The governors have a clear understanding about the work of the school through their visits and the good information they receive from the head teacher. They are fully involved in deciding the main priorities for spending the budget.
The school's evaluation of its performance	Satisfactory. There is a sound structured programme of monitoring and evaluation in place and the head teacher clearly understands the need to prioritise teaching and learning. However, systems are not yet well enough developed or consistent enough. There is a lack of clear focus to the monitoring programme and outcomes do not always inform school development priorities. Too many subject leaders are unsure of their role and responsibilities and the part they play in improving teaching, learning and curriculum.
The strategic use of resources	Satisfactory. The governors ensure that they get value for the money that they spend on improving the environment. Increasingly they are evaluating the impact of spending on pupils' attainment. They have plans for using the above average surplus to maintain staffing levels in the future when pupil numbers fall dramatically.

The head teacher has developed satisfactory systems for managing aspects of the work of the school. From January 2003, he and the newly formed senior management team are in a good position to improve the consistency with which they operate. This will help them to focus on improving teaching and learning in order to raise standards further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents have very positive views about the school. • They are very pleased with all aspects of school life and are very supportive of the head teacher, staff and governors. • They appreciate the open, warm and welcoming environment and the commitment shown by the head teacher and staff. • They believe that the school offers a good range of learning opportunities through external visits and visitors as well as after school clubs. • Their children like school and are very well behaved. • There is good early identification of children's needs. • They feel very comfortable about approaching the school. • The systems for homework are good. 	<ul style="list-style-type: none"> • There were no negative comments.

Parents are very pleased with the way the head teacher manages the school and how it has improved under his leadership. They appreciate the very positive school environment and the way in which they are involved in their children's learning. They see the school as an extension of family life and are very pleased with the care offered by everyone. Inspectors agree with this very positive view. This is a strength of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards of attainment in English and mathematics have improved over the last two years. Variations in test results partly reflect the high levels of pupils with SEN in some cohorts and the absence of some pupils when taking the tests.
2. In 2002 Key Stage 1 tests there was a significant improvement. Reading and mathematics were above national average and writing was well above average. The number of pupils reaching the higher levels in all three areas was above average and boys' performance in reading and writing was particularly good. The steep upward trend over the last two years was as a result of the school's focus on improving standards, particularly for higher attaining pupils. When compared to similar schools pupils' attainment was very good.
3. At Key Stage 2, test results in 2002 for English and mathematics were in line with national averages. Standards in these two subjects have improved slightly over the last two years. The small dip in 2002 performance was due to one child being absent from the tests. Standards in science were below average. There has been a trend of under-performance in science over the last three years. Pupils' attainment in English was higher than it was in mathematics because more pupils achieved the higher levels. In 2002 tests girls' performance was much better than boys'.
4. In the foundation subjects pupils are mainly reaching national expectations. In ICT and music the standards that pupils reach at the end of Key Stage 2 are higher than expected. This is an improvement since the last inspection. Overall pupils' achievement is satisfactory
5. When children start school their overall attainment is broadly average in all areas of learning. However, there is a significant number of children attaining higher levels in speaking and listening, mathematical development and knowledge and understanding of the world. Overall children make satisfactory progress. In mathematics, higher attaining children do not make as much progress as they should because they are insufficiently challenged and activities do not always build on their prior learning. By the end of reception, children achieve expected levels in the six aspects of learning.
6. Current standards at Key Stage 1 are broadly in line with national expectation. This is slightly different from the high standards achieved in 2002. Reading, writing and mathematics are in line with expectations but in science they are below expectation. Some higher attaining pupils do not achieve as much as they should in both mathematics and science because teachers' expectations are not high enough and work is sometimes insufficiently challenging.

7. Current standards at the end of Key Stage 2 are in line with expectation for English and science. In mathematics they are higher. Pupil progress across the key stage is good overall. In Classes 5 and 6 pupils make good and sometimes very good progress in English and mathematics because of the high quality teaching and support. High expectations, very good subject knowledge and effective assessment systems to accurately identify pupils' differing levels of abilities, impact positively on the standards achieved. The recently implemented strategies to improve science standards are proving to be successful. Key Stage 2 pupils are now taught in single year groups and specialist teaching is brought in to enhance the quality of provision. The school has set challenging targets for improvement in all core subjects. Given the good and very good progress that pupils in Class 6 are making, these targets are achievable.
8. Pupils with SEN make good progress throughout their time in the school. Teachers have high expectations for them and teaching assistants provide clear, focused guidance.

Pupils' attitudes, values and personal development

9. Pupils' behaviour and attitudes to school are very good and have improved since the last inspection. Relationships are excellent. Pupils want to come to school because they feel safe and lessons are interesting and well organised to help them learn successfully. Pupils' attendance is very good. Pupils arrive at school punctually and there are no unauthorised absences or exclusions. They are eager to participate in the range of activities provided for them.
10. Pupils concentrate well in lessons, they work hard and are able to work together when required. Pupils are quick to applaud each other's success, they show courtesy and consideration and listen very well to each other as well as to adults. Very positive attitudes are particularly evident when pupils are given the opportunity to share ideas and talk about their experiences. Pupils respond very well to different points of view, religions and cultures. They learn to understand the impact their actions may have on others.
11. Pupils' behaviour in class and around the school is very good. Teachers generally have high expectations of pupil behaviour and are skilled in classroom management so that pupils are engaged in their work. Pupils understand how they are expected to behave and are eager to earn the rewards available for academic and personal achievement.
12. This is an inclusive school where all children are valued equally. Pupils feel safe from bullying or harassment of any kind because they feel they can approach any member of staff if it occurs, whether in or out of school, and be sure that it will be dealt with firmly and with understanding for their predicament. Staff are very good role models. They treat pupils with respect and foster excellent relationships throughout the school. This has a very significant impact on pupils' achievement and personal development, particularly at Key Stage 2. Pupils know where they stand and they are encouraged to be open, confident and friendly with each other and with adults. Older pupils willingly take on responsibilities to help with school routines and with younger children. For example Year 6 pupils take turns to be responsible for answering the telephone at lunchtime.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Although the standard of teaching is satisfactory overall, there are significant variations that affect the smooth progress made by pupils. It is satisfactory in Key Stage 1. In Key Stage 2 it is good overall with some examples of very good and excellent teaching seen in Class 6. In the Foundation Stage it is satisfactory but occasionally teaching is unsatisfactory. Where teaching is good or better, teachers set high expectations for all pupils and they show good subject knowledge that is used well to extend pupils' thinking. Where it is unsatisfactory assessment is not used well to plan the next steps in children's learning and pupils are not clear about what they are expected to do.
14. The teaching of basic skills is satisfactory in reception and Key Stage 1. In Key Stage 2 it is good. In the better lessons, teachers plan well in relation to the national strategies. They use clear explanation and demonstration to ensure pupils are clear about what is expected of them. In these lessons teachers refer back to previous learning well and they use good questioning to extend the knowledge of higher attaining pupils. This has particular effect in Years 5 and 6 where the teaching is based on high expectations and there is a very good level of challenge. For example, in an excellent Year 6 numeracy lesson pupils were able to use mathematical language such as 'diagonal', 'intersect' and 'bisect' accurately. Where teaching is good, there is a fast pace to lessons and pupils' contributions are used well to extend key teaching points. However, in some lessons in both key stages, particularly in numeracy and science, there is a lack of challenge for higher attainers. Teacher expectations at key Stage 1 are sometimes too low. This results in some pupils losing concentration and becoming distracted. When this is the case pupils are not productive and the pace of the lesson is slow.
15. Planning is satisfactory in Key Stage 1. In Key Stage 2 it is good. In the main, teachers plan carefully for the main focus of the lesson but they do not always include enough details of tasks to extend the more able pupils, particularly in science and mathematics. In both key stages teachers consistently set clear learning objectives which are shared with the children, resulting in them being sure about what they are expected to learn. The school has very effective systems in place to ensure teaching assistants are fully involved in setting learning objectives and planning work. Subsequently, they know children well and focus targeted support appropriately. This results in lower attaining pupils making good progress.
16. Teachers manage pupils very well in both key stages. Teachers set clear expectations of standards of behaviour and continually remind children of the importance of good behaviour. For example, before walking through school for PE pupils were reminded of the importance of not disturbing other classes along the corridor. Reception and nursery staff emphasise this aspect of children's development across each area of learning and give clear guidelines of how to behave in different contexts such as group work or independent play. Relationships are very good throughout the school and this impacts positively on the productivity of children's learning.

17. Teachers plan carefully to include visits out of school, particularly in PE, geography and history. Very good opportunities are planned for pupils to learn from first-hand experiences, which teachers use to extend learning in subsequent lessons. For example, the 'Class 6 Times' includes a variety of children's articles based on curriculum enrichment activities. The school also makes good use of visiting specialists and support teachers to enhance children's learning.
18. Teachers work hard to produce interesting resources which stimulate pupils' interest and sustain their pace of working effectively. Teachers use visitors and specialist staff well to extend pupils' understanding. For example, a visit to the nursery by the 'Owl Lady', who made a very strong contribution to the learning of young children. Standards of display are high throughout the school and teachers use them to celebrate achievement as well as a reference source for learning. On the whole, teachers manage time well and the pace of lessons is usually brisk, particularly in Classes 5 and 6. However, there are instances when the pace of work is slowed by the restless behaviour of some groups of lower attaining boys.
19. Teachers have high expectations of pupils with SEN and well-planned in-class support ensures they make good progress. Teachers refer to targets set out in IEPs when planning activities for pupils with SEN. Expectations of higher attaining pupils are often too low and there is not enough challenge for these pupils to reach their potential, particularly in mathematics and science. This is not the case in Class 6 where expectations for more able pupils are consistently high in all subject areas.
20. The quality and use of assessment is satisfactory in both key stages. Teachers listen carefully to pupils and use questioning well to identify gaps in learning. However, marking is used inconsistently across the school. At best it is supportive and praises pupils for the efforts they have made but it does not always precisely identify areas for future development. Despite there being a sound system for setting individual pupil targets for improvement, there is a lack of consistency across classes. This means that too many pupils do not fully understand their level of attainment and what they have to do to improve their work.
21. The school has good systems to ensure homework supports children's learning. Children are expected to take their reading books home each evening. Home/school reading records are used consistently throughout the school and very good systems are in place to give pupils responsibility for keeping these records up to date. Teachers provide clear guidance for parents on how they can support their children's learning. Homework is used particularly well in Class 6 where it is marked carefully with records kept of the quality of work.

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

22. The school provides a good range of learning opportunities for children. The weaknesses in music, DT and ICT that were identified during the last inspection have been addressed. There are very strong links with the community and these are used well to extend and enrich the range of learning opportunities. The school provides a very good range of extra-curricular activities, capitalising upon local resources and specialist knowledge. The head teacher and staff have worked hard to create a positive climate within school in which children feel valued, can learn to give and receive respect and can make a positive contribution to the lives of others. The excellent provision made for pupils' spiritual, moral, social and cultural development is a strength of the school.

23. Long-term plans ensure that all statutory subjects are taught. National frameworks have been used for literacy and numeracy, to ensure an appropriate balance within these subjects. Schemes of work provide satisfactory support for teachers' planning, but sometimes they do not outline the progression in skills sufficiently clearly to guide the work of teachers, particularly in science and art. The school's commitment to providing a broad curriculum is reflected in the successful achievement of awards such as 'Arts Mark' and 'Healthy Schools Award'.
24. The school analyses pupils' results at the end of key stage tests and has reviewed the organisation of the curriculum in order to address identified weaknesses, particularly in science. The changes made have had a positive impact on pupils' achievements at the end of Key Stage 2.
25. The very good range of extra-curricular clubs and activities are valued by parents. The 'Early Bird ICT Club' is popular and is making a positive contribution to pupils' ICT skills. A very strong partnership exists between the school and the local and wider community that the head teacher and staff have worked hard to secure. This is evident in the current family learning project and in the astronomy club. The links with Middlesbrough Football Club are now very well established and contribute positively to children's learning. Staff play a key role in planning activities to ensure that they complement the curriculum, particularly in relation to personal and social development, PE and health education.
26. Provision for pupils' personal development is good. Pupils are encouraged to be open-minded, to share ideas and to respect the views of others. The school council enables pupils to contribute formally to the life of the school and provides a democratic structure through which pupils can channel their ideas and opinions. Satisfactory provision is made for health education, including sex education and drug misuse.
27. Pupils are given opportunities to explore and develop their own interests and the achievements of all pupils. They are given time to ask questions that are answered thoughtfully by staff. The very positive climate within the school allows children to grow and to flourish in the knowledge that their views and opinions will be respected. Pupils show respect and encouragement to others when they are talking about their work or attempting something new. Children are encouraged to seek knowledge and to share their discoveries. This is supported by the strategies that the school has adopted to promote independent access to reference materials. Behaviour within the school is based upon a very clear moral code. Children have a clear understanding of what is right and what is wrong and this influences all aspects of school life.
28. Very good links have been made with Ashtrees Special School. The involvement of pupils from both schools in joint working projects encourages co-operation and enriches the social opportunities for children to learn about the differing needs and views of others.
29. Excellent links have been established with other countries, including Uganda and Ghana. These projects not only help children to understand how other people's lives can be very different from their own but have also allowed them to provide help in tangible ways such as raising funds to buy a donkey for families in Ghana.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. Staff know pupils well. Each one is carefully assessed on entry into early years and any particular individual need is identified in consultation with parents. This process of review and setting of targets proceeds through their life in the school. Pupils are also encouraged to analyse their own performance and to report any individual concerns, such as bullying, through discrete questionnaires. Any problems identified are promptly and effectively addressed by staff.
31. A number of pupils are in care or with foster parents. Some have challenging behaviour. They are particularly well supported by both staff and pupils within the caring inclusive ethos of the school. The school makes appropriate use of strong links with support agencies, including social workers, psychologists and speech therapists, enabling staff to respond thoughtfully to individual needs.
32. Achievement and success are recognised and celebrated through display of pupils' work, 'Blessings' and 'Achievement Books'. Pupils are encouraged to participate in team sports and the life of the wider community. Teams compete in various tournaments in the wider north east region to extend pupils' experience beyond the local area. The school hosts its own football tournament, works closely with the neighbouring special school and provides musical performances within the community. Many pupils have been successfully involved in fund-raising for a number of overseas projects including Uganda, Ghana and Canada.
33. Pupils are encouraged to take on roles of responsibility, including the recently introduced school council, that has already influenced staff priorities on social and education resources. Termly elections to the council provide an opportunity for more pupils to be involved.
34. There is close supervision of attendance records and any late arrivals are promptly addressed by staff and support agencies. A key strength is that pupils enjoy coming to school and attendance levels are therefore above the national expectations.
35. There is a caring and respectful atmosphere throughout the school. Pupils are courteous, confident to talk to adults, contribute to discussions and work together extremely well. Behaviour is very good. Pupils value the support provided by staff and are willing to listen to the views of their friends.
36. The caring attitude of the school is reflected in its pro-active approach to health and safety issues. The caretaker takes particular responsibility for a regular audit of the premises and the prompt addressing of any identified areas of risk. Pupils care for their school by watching the premises during out-of-school hours. The result is the absence of graffiti and minimum damage to the school.
37. The school has recently developed an assessment policy that provides a satisfactory whole-school framework but further guidance is required to ensure that assessment information is systematically collected to provide an accurate picture of pupils' achievements. Information from statutory assessments, optional tests and teacher assessments is carefully analysed and used to identify development priorities as well as targets for pupils. Targets are shared with pupils and parents. Satisfactory tracking systems have been developed to monitor pupils' progress. However, the progress identified through tracking is not routinely shared with pupils and therefore they do not get regular precise guidance on what they need to do to improve.

38. Effective marking provides pupils with clear feedback on progress and targets for the next steps in learning but too often this is not the case. Monitoring of marking is insufficiently systematic to ensure consistency of approach.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. There is a very positive relationship between home and school. Parents are particularly appreciative of the leadership of the head teacher and accessibility of staff. They are encouraged to be involved in their children's education and are delighted at the extensive refurbishment work done to the premises since the last inspection to create a secure and stimulating learning environment. A real sense of community has been established.
40. Parents are actively involved as soon as their children enter nursery or reception, when an early appraisal is undertaken to establish individual education needs. Strategies are agreed and parents' supporting roles identified. This process continues through the pupil's life at the school, through detailed annual reports, twice-yearly consultation evenings and ad-hoc discussions when appropriate. Individual targets are set and regularly reviewed. Parents are kept informed on curriculum developments through regular newsletters and are invited to provide feedback on school performance. Staff are accessible in the playground at the start and end of each day for parent contact regarding individual concerns.
41. Parents are further encouraged to be involved in their children's education through a family learning programme organised by the school with a variety of courses covering literacy, numeracy, ICT and other aspects of the curriculum. Homework is well scheduled as an extension of work learned in the classroom, with information sheets issued to parents identifying what tasks have been set and how they might assist their children in research. This includes encouragement to read for at least 20 minutes per night with their parents.
42. Parents support the school's approach to homework as well as providing support on outside social and educational visits. A number are involved in the leadership of various extra-curricular activities, including sports coaching, astronomy and science clubs.
43. An active friends association focuses its activities on fund-raising and family social events to reinforce the sense of school community. Funds raised are targeted on a programme of work to further enhance the school premises and to enable the school's own budget to be focussed on learning resources.
44. A number of pupils are in care or with foster parents and carers are particularly appreciative of the support received for their children, especially those with challenging behaviour. There is a real sense of inclusion within a caring and nurturing environment that acts as very good preparation for their transfer to the principal receiving secondary school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership of the school is good. The head teacher took up post immediately after the last Inspection and since then considerable progress has been made in creating a very effective climate for learning. The school is warm, friendly and welcoming. Displays are colourful, bright and informative. Behaviour is very good and relationships are excellent. The improvements to the building have greatly enhanced and enriched the learning opportunities for all pupils. A significantly important outcome from these key features is that pupils are happy, keen to come to school and eager to learn.
46. The head teacher leads by example. He is very proud of the school and wants the very best for pupils and staff. This, alongside the purposeful and supportive approach he takes, ensures that the whole school community works together. The recently revised aims and values are very clear. They are reflected in everything that the school does. All pupils are valued as equals, including those who visit regularly from Ashtrees Special School.
47. The school improvement plan is an effective and useful working document. It helps everyone to have a clear view of what the school intends to do. Underpinning the plan is the determination that pupils in the school will get the very best deal the school can offer. Priorities, therefore, are mainly linked to raising pupils' attainment through improved teaching and learning. This approach has been successful, particularly in ICT and music. The detailed plan has a realistic number of appropriate priorities and it is closely linked with budget planning. A good feature is the three-year overview, which supports strategic planning and a detailed plan for the current year.
48. Management systems are sound. The school currently does not have a deputy head teacher. She will take up post in January 2003. However, this has given the head teacher an opportunity to begin to develop the skills of an extended senior management team. Team leaders play an important role in the day-to-day management to ensure a smooth running school. Opportunities to involve them in the self-evaluation programme have been limited, although they are very aware of the school's strengths and weaknesses. The team work well together and will be further strengthened when the deputy head takes up post.
49. There is a shared commitment to raising standards. The head teacher knows the strengths and weaknesses of all members of staff and has effectively deployed teachers resulting in rapid improvement in standards at the end of Key Stage 2. The head teacher regularly observes teaching. Outcomes are identified and fed back to individual teachers, although these do not always inform school improvement priorities. For example, raising teacher expectation to further improve standards, particularly in the Foundation Stage and at Key Stage 1, has been identified as an issue but has not yet been included in the overall plan. The head teacher and staff analyse English and mathematics data well to identify where to target additional support. Some subject leaders have a thorough understanding of their monitoring role. For example, the English co-ordinator regularly reviews planning and carries out termly work scrutinies. However, there is not a rigorous systematic approach for gathering information and using it to establish clear and accurate targets for the future.

50. Performance management has been effectively established and good systems are in place. Increasingly these are making a good contribution to improvements in teaching. The training received by teachers in literacy, numeracy and ICT has had a good impact on achievement, particularly at Key Stage 2.
51. The management and co-ordination of provision for pupils with SEN is good. The head teacher and staff know the pupils and many of their families very well. They effectively identify and assess needs early and systematically check progress. The school keeps parents and carers very well informed about pupils' progress towards agreed targets. Teaching assistants provide very good support and as a result pupils make good progress.
52. The working relationship between the head teacher and the governors is good. This has helped to create an effective governing body, which is supportive and fully involved in the life of the school. Governors have a clear understanding of their roles and they fulfil all of their statutory responsibilities extremely well. Many have undergone a range of appropriate training and some have taken on further responsibilities, including target setting, literacy, and numeracy. There is a good balance of skills and experience on the governing body and they use these to further support the work of the school. For example, the chair of governors is an ex-head teacher and she has recently worked with staff to review assessment procedures. All governors are very keen to sustain the very strong links with the parish and the community. The parish priest plays an active role in the pastoral care of pupils and staff. This further supports the very positive school climate. There is an effective programme of meetings in place that ensures the governors are fully informed about all issues and that they have a clear understanding of the school's strengths and weaknesses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to raise standards of attainment and the quality of education further, the governors, head teacher and staff should:

- (a) Improve standards in science, particularly at Key Stage 1 by:
 - providing more opportunities for pupils to develop independent investigational skills; (Paragraph numbers 92, 94, 95)
 - developing guidance that outlines clearly the progression of skills across the school to ensure a more consistent approach to teaching and learning. (Paragraph numbers 23,100)
- (b) Improve the progress of higher attaining pupils in mathematics and science by:
 - raising teachers' expectations of what pupils can achieve by ensuring that activities are sufficiently challenging to engage and extend pupils' thinking. (Paragraph numbers 14, 84, 89, 92, 93, 95, 96, 98, 99)
- (c) Take steps to ensure that systems for monitoring and evaluating the work of the school are used consistently to improve the quality of teaching and learning, particularly in the Foundation Stage and Key Stage 1 by:
 - developing a rigorous systematic approach for gathering information on teaching and learning; (Paragraph numbers 49, 90, 100)
 - making better use of the information to establish clear and accurate targets for improvement. (Paragraph numbers 49, 59, 90, 100)
- (d) Improve the use teachers make of their assessments of pupils' academic achievements by:
 - regularly setting and sharing targets for individual pupils; (Paragraph numbers 20, 37)
 - improving the quality and consistency of marking; (Paragraph numbers 20, 38)
 - using the information gained from assessments more consistently to help plan work for different groups of pupils. (Paragraph numbers 13, 54, 57, 92)

In addition to the above the school should consider

Some aspects of teaching in the Foundation Stage and at Key Stage 1 (Paragraph numbers 14, 55, 56, 66, 77, 89, 98, 99)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	19	17	1	0	0
Percentage	4	13	42	38	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19.5	143
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	6	34

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	14	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	8	7
	Girls	14	14	14
	Total	20	22	21
Percentage of pupils at NC level 2 or above	School	91 (94)	100 (97)	95 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	14	14	14
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	95 (94)	95 (97)	95 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	8	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	8	8	8
	Total	15	16	16
Percentage of pupils at NC level 4 or above	School	75 (88)	80 (80)	80 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	8	8	8
	Total	15	16	16
Percentage of pupils at NC level 4 or above	School	75 (88)	80 (80)	80 (88)
	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	0	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21:1
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	80

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19.5:1
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	9.75:1

FTE means full-time equivalent.

Recruitment of teachers

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

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.

Financial information

Financial year	2001-2002
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	£
Total income	425,958.00
Total expenditure	437,629.00
Expenditure per pupil	2,452.00
Balance brought forward from previous year	12,812.00
Balance carried forward to next year	1,141.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	140
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69.1	27.3	3.6	0	0
My child is making good progress in school.	61.8	36.4	0	1.8	0
Behaviour in the school is good.	72.7	27.3	0	0	0
My child gets the right amount of work to do at home.	53.7	40.7	3.7	0	1.9
The teaching is good.	64.8	35.2	0	0	0
I am kept well informed about how my child is getting on.	61.8	30.9	5.5	1.8	0
I would feel comfortable about approaching the school with questions or a problem.	67.3	29.1	0	3.6	0
The school expects my child to work hard and achieve his or her best.	74.4	25.5	0	0	0
The school works closely with parents.	49.9	41.8	3.6	5.5	0
The school is well led and managed.	60	32.7	1.8	3.6	1.8
The school is helping my child become mature and responsible.	67.3	29.1	1.8	0	1.8
The school provides an interesting range of activities outside lessons.	52.7	32.7	10.9	3.6	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. When children enter nursery their knowledge, skills and understanding are broadly in line with what is expected for their age, with a significant number attaining higher levels in speaking and listening, mathematical development and knowledge and understanding of the world. Teaching is satisfactory overall. Good opportunities are provided for children to extend their speaking and listening skills and to learn to co-operate with others. As a result, children make good progress in these areas. However, higher attaining pupils only make satisfactory progress in mathematics because they are not consistently challenged and activities are not always matched to their next steps in learning. Overall, children make sound progress and by the end of the reception year they achieve expected levels in all six aspects of learning, although a significant number of children continue to achieve higher levels in mathematics, speaking and listening and knowledge and understanding of the world.
55. In September 2002 a spacious Foundation Stage unit was created which incorporates the nursery areas, the reception classroom and the adjoining corridor. Staffing levels are appropriate and the flexible deployment of teaching staff within the unit is satisfactory. The accommodation is very good. Space has been used well to provide a good range of appropriate activities within the unit, however there is a need to further extend the range of opportunities for learning out of doors. The classroom environment is bright, interesting and well cared for. The quality and range of resources are good and these are well organised so that children can access them easily. There are sound opportunities each day for children to work at activities planned by adults and also those that they have chosen themselves. However, children rarely work at these self-chosen activities for extended periods because the organisation tends to give precedence to the planned adult led work.
56. Overall, teaching is satisfactory, although the quality varies significantly, ranging from unsatisfactory to good. When it is good children are given opportunities to investigate and explore, they are asked questions that develop their use of language and extend their learning and they are given time to think and to respond thoughtfully. In lessons that are unsatisfactory, the pace is too slow and children become bored. This is usually when the size of the group is too large or the time allocated to the activity is too long. Some activities are not well matched to children's abilities and higher attaining pupils are sometimes insufficiently challenged.
57. Much work has been done to ensure that all children access a broad and balanced range of activities. Appropriate planning systems are in place for adult-led activities and for the areas of planned play in which children can work independently. Satisfactory systems are in place for collecting and recording assessment information, however, this information is not used effectively to inform weekly planning. Consequently, activities are not consistently well matched to children's abilities and the strategies for differentiating planned play activities are not sufficiently well developed to challenge more able children. Staff work well together as a team and the nursery assistant makes a positive contribution to children's learning and personal welfare. All staff have high expectations of children's behaviour which is reflected in the way children relate to each other and respond to adults. Children enjoy coming to school and are warmly welcomed by staff. In group time they listen carefully, they concentrate on what is being said and they try hard to join in.

58. Provision for children in the Foundation Stage has changed since the last inspection. Children are no longer taught in separate nursery and reception classes and all teaching staff are new to the school. Appropriate decisions have been made about the organisation of the Foundation Stage and satisfactory progress has been made in reviewing available accommodation in order to develop an integrated unit.
59. The early years' co-ordinator is new to the post this term therefore her role is still developing. The leadership she provides is satisfactory overall. Clearer definition of the role is required, with increased opportunities for monitoring to ensure that a clear view of strengths and weaknesses is achieved to inform future development priorities.

Personal, social and emotional development

60. Children enjoy working together, co-operating and taking turns. For example, when playing with a parachute children worked well together to raise and to lower it, understanding that they needed to take it in turns to go underneath. They access equipment independently, for example they select materials to build three-dimensional models and they register in the morning and afternoon by matching their name to the appropriate peg. They ask for help when it is needed and ask questions in order to find things out. Resources are well organised to enable children to access them independently. However, children are not given enough opportunities to work at activities that they have selected themselves or to express their own ideas in order to develop their own thinking and learning.

Communication, language and literacy

61. Good opportunities are provided for children to develop their speaking and listening skills. Staff use effective questioning and plan appropriate activities that encourage children to listen carefully, to ask questions and to use language in a creative way. For example, children listened very attentively to the music from Cinderella and related this to the story showing real anxiety as they heard the twelfth strike of the clock. They also listened carefully to the story of the 'Owl Babies' and were able to re-enact the story and record it for other children to listen to. Nursery children enjoy joining in with repeated phrases when they are sharing books with adults and children in the reception year. They are beginning to recognise common words and use their knowledge of letter sounds in their reading. They enjoy looking for books in the reference library to support their work on nocturnal animals and they talk excitedly about the pictures that they find.
62. Children are given opportunities to write for a purpose in their play. For example, they record telephone messages in the home area and 'write' letters in the post office. Children's writing is carefully displayed showing the value that is placed upon their early attempts. Children use marks and letter strings to represent words. More able children in the reception class are able to write some common words from memory and use their knowledge of letter sounds to make plausible attempts at more difficult words.

Mathematical development

63. Action songs and rhymes are used well to develop children's understanding of number and counting. Nursery children are able to count within and sometimes beyond 10. They are beginning to recognise numbers and use a number line to help them with their work. Reception children are able to count accurately within 10 and use their knowledge of number order to add one more to sets of objects. Appropriate activities are used that are interesting to children, but these are not always sufficiently challenging to ensure that more able children make good progress. Plenary sessions are unsatisfactory and are used only to revisit completed work.

Knowledge and understanding of the world

64. Children are interested in the world around them. Staff provide good opportunities for children to extend their knowledge, for example by arranging for a barn owl to be brought into school to support the topic on animals. Children listen carefully to explanations and descriptions and make accurate observations. They know the special features of birds and more able children can explain how owls feed and catch their food. Children enjoy investigating floating and sinking, they make thoughtful three-dimensional models and explore reference books to support their work.

Physical development

65. Children are able to use a range of tools and implements with increasing control. In movement lessons they are physically challenged. Action songs are used well to develop children's understanding of the different parts of their bodies and to move in different ways. They are learning to run, to skip and to change the speed of their movements. Staff make good use of the hall and the playground to involve children in physical activities, however, the range of outdoor activities that children can access independently is limited.

Creative development

66. Children have independent access to a range of materials for two and three-dimensional work. They enjoy painting and making models, showing good control when applying paint and glue. Children listen carefully to music, they respond to it by moving in different ways and they are able to make simple comparisons, for example they describe music as being happy or sad. They are able to hold percussion instruments appropriately and know that they are played in different ways. Children take part in an appropriate range of activities, however, adult-led activities are sometimes controlled too tightly by staff and do not allow enough opportunities for children to express their own ideas.

ENGLISH

67. By the end of both key stages standards in English are broadly in line with national expectations. Overall, pupils in Key Stage 1 make satisfactory progress. In Key Stage 2 pupils make good progress overall, with some making rapid progress in Class 6.
68. Annual variations in national test results are evident and partly reflect the relatively high levels of SEN in some cohorts. Since the last inspection results at the end of Key Stage 1 have fluctuated with writing being consistently higher than reading. 2002 test data indicates attainment in both reading and writing has improved significantly at the end of Key Stage 1. When compared to similar schools, pupils' attainment in reading and in writing is very high.
69. In Key Stage 2, results are variable, with overall standards fluctuating between below the national average to broadly in line. However, the overall trend of improvement at Key Stage 2 is in line with the national trend. 2002 test data shows girls outperformed boys in English although there were no significant gender issues over the previous two years. Pupils' attainment when compared to similar schools is high.
70. Good use of the literacy strategy is having a positive impact on standards. In both key stages teachers refer to the strategy framework when planning lessons and basic literacy skills are systematically taught throughout the school. Pupils make good progress when learning is consolidated in the plenary sessions, particularly in Key Stage 2. However, plenaries are not yet used consistently across key stages and opportunities are sometimes missed to reinforce the learning that has taken place.
71. Baseline assessment indicates that standards on entry to the reception class are above average in speaking and listening and average in reading and writing. By the end of Key Stage 1 speaking and listening skills are good. Pupils converse confidently with each other and with adults, recalling their experiences and talking about their work. Most pupils listen carefully to their teachers and, when working in groups or pairs, they listen to each other. This results in pupils knowing what is expected of them and carrying out their tasks confidently. Pupils are generally very articulate when speaking. They use very good vocabulary and express themselves fluently. Questioning is used well to assess learning and through the careful use of open-ended questioning higher attaining pupils are given opportunities to provide extended answers. The listening skills of a minority of lower attaining boys are under-developed and on occasions they become restless and unsettled and this slows down the overall pace of the lesson.
72. By the end of Key Stage 2 pupils' speaking and listening skills are very good. Pupils listen attentively and take account of the views of others. They are good at explaining their thinking and higher attaining pupils often give very complex answers to questions. The atmosphere of class discussions is encouraging and supportive and this is particularly noticeable in the first part of most literacy lessons when teachers introduce new skills or when previous learning is revisited. This results in pupils increasing their ability to contribute to discussions, as in a Year 5 lesson about antonyms, where pupils talked knowledgeably about the "genial and unfriendly" characters in *Oliver Twist*. Questioning is used very well to challenge higher attaining pupils and to move their learning on.

73. Standards in reading are in line with national expectations with higher attaining pupils working above. Pupils enjoy sharing books and listening to stories. By the end of Key Stage 1 higher attaining pupils read more complex texts fluently, showing understanding of plot and developing understanding of themes and characters. Average pupils have a good grasp of letter sounds and this helps them tackle words that are unfamiliar to them. Lower attainers, although slightly hesitant in their reading, recognise errors and are able to self-correct. They are able to talk about their favourite part of a story and predict what will happen next. Overall, reading sessions are well taught and they help pupils acquire the necessary skills. Those pupils who require additional help with reading are supported well in class by effective teaching assistants. Pupils benefit from a range of reading materials and their experience of reading non-fiction, and poetry in particular, has improved since the last inspection.
74. At the end of Key Stage 2 most pupils reach the expected level in reading and many attain more highly. They generally enjoy reading, read expressively and have good strategies for working out the meanings of unknown words. Pupils have a good understanding of the books they read and give insightful comments on characters and plots. They are able to find information from a wide range of sources and they are competent readers of fiction and poetry. Pupils are able to express preferences for authors and styles. A higher attaining Year 5 pupil said she found the style of the author Jacqueline Wilson interesting because suspense is built up as the plot unfolds. Lower attaining pupils receive good targeted support from teaching assistants and they choose to read challenging texts. The school makes good use of resources designed specifically for the literacy hour and there is a good range of books in classrooms and in the library. The school has focused appropriately on updating reading resources to raise the interest level and attainment of boys and extending the range of authors that are available to all children. By the end of the key stage pupils show a good understanding of a broad range of texts, for example a higher attaining boy in Year 6 was able to give an accurate interpretation of the phrase "overwhelmed by grief" within his reading of 'The Lord of the Rings'. Pupils are well supported by their parents and home/school reading diaries are used consistently throughout the school.
75. By the end of Key Stage 1 standards in writing are in line with national expectations with some pupils attaining higher. Pupils can write for a variety of purposes such as instructions, reports and responding to stories they have read. The highest attaining pupils use interesting vocabulary, choosing adjectives carefully for effect. Most pupils are able to write their own sentences and some write detailed, imaginative stories. They are able to present their work in well-constructed sentences and their use of punctuation is generally good. Spelling is usually accurate and reflects pupils' growing knowledge of spelling rules. Ideas are often developed into a sequence of sentences, with higher attainers using verb tenses accurately in their writing. Presentation of work is good overall. However, handwriting, although neat with well-formed letters, is often still in print.

76. Pupils in Key Stage 2 are developing the structure and coherence of their writing because they are given guidance on how to do this. They are given opportunities to write for a variety of purposes, for example persuasive writing, instructional writing and play-scripts. By the end of the key stage, pupils choose very imaginative vocabulary for effect and are confident in the use of similes and metaphors as in a very good poetry lesson in Year 6 where pupils used phrases such as “night is like a hungry heron” to create atmosphere. Pupils are able to use different forms of writing well, for example when reporting on scientific experiments and when preparing historical accounts. At the end of the key stage pupils write in more complex sentences that are organised into paragraphs. They plan their work effectively, draft and improve their writing and discuss their work sensibly with others. Spelling is used accurately and basic skills lessons are used well to reinforce spelling skills. By the end of the key stage most pupils are able to use a joined, fluent style of handwriting and the presentation of work is very good.
77. Teaching in Key Stage 1 is satisfactory. Planning is good and teachers track back to earlier objectives appropriately to ensure the needs of lower attaining pupils are met. Teachers work effectively with small groups and individuals and differentiated tasks build well on pupils’ prior attainment. The pace of the lessons is usually good although it is sometimes slowed by minor disruptions, often from a minority of boys. Teachers use questioning well to assess learning to ensure that pupils participate confidently in the lesson. For example, in a Year 2 lesson on instructional writing, pupils were able to follow instructions for making a Christmas decoration successfully. Lower attaining pupils are supported well by the class teacher and teaching assistants and they make good progress.
78. In Key Stage 2 teaching is good overall and some very good teaching was seen in Year 6. Planning is good with clear learning objectives shared with the children. In the very good lessons, teachers’ subject knowledge is particularly effective and pupils are challenged to analyse texts carefully. For example, in a good Year 5 lesson based on Victorian script writing, pupils were able to work collaboratively to write a play-script based on Victorian text. Teachers use different levels of questioning very well to assess learning and encourage children to put forward views and opinions. Relationships are very good and teachers are skilled at identifying areas where pupils are having difficulty. Extra help, often in the form of more detailed explanation, is provided and pupils make very good progress, as in a Year 6 lesson where good explanation of the function of an etymological dictionary resulted in pupils working successfully in pairs to find the origin of the words of the months of the year. In the main, marking is supportive but it does not always indicate what children need to do to improve their work.
80. Effective links have been made between English and other curriculum areas but particularly in history and geography. This is exemplified in Year 2 where pupils were able to write a structured historical account detailing reasons why Florence Nightingale’s parents did not want her to become a nurse, and in Year 6 when ICT was used well to support average attainers to find the meaning of words such as ‘juggernaut’ and ‘nickname’. Pupils in both key stages, but particularly in Key Stage 2, make good use of the newly designed libraries. They know how to use the library classification system and their information retrieval skills are good. This is an improvement on the previous inspection.

81. Pupils with SEN have detailed IEPs that are followed carefully in literacy lessons, resulting in good teaching that is focused on individual need. Teaching assistants give pupils opportunities to succeed and the well-planned sessions of additional literacy support help to revise their attainment. Good use of the initiative 'Talk and Write' has helped children who, although competent readers, have difficulties in writing.
82. Several school initiatives including the Family Learning Programme and Year 6 Booster Classes have had a positive impact on standards in the school. The school also makes good use of the local community to support developments in literacy, with a representative from a local company visiting school regularly to listen to children read.
83. The leadership of the subject is good and the co-ordinator and staff have done much to improve the school's provision for the subject. Monitoring is developing well, giving the co-ordinator a clear view of what still needs to be done. Planning for training and the use of resources is appropriate.

MATHEMATICS

84. Overall provision is satisfactory. 2002 test results for Key Stage 1 pupils were high when compared with national averages. Key Stage 2 results were average although fewer pupils attained the higher levels when compared to national averages. Current standards in school show that Key Stage 1 pupils are working in line with national expectation and at the end of Key Stage 2 standards are above expectation. This is because of the very high quality teaching in Class 6 and the rapid progress that these pupils make. Although standards in all other classes are in line with expectation, too often higher attaining pupils are not achieving as much as they could because there is insufficient challenge to their work.
85. When pupils start school in the Foundation Stage standards are generally in line with what is expected for their age although a significant number of higher attaining pupils are working above national expectation. For example, some young children in the nursery are already able to use numbers to 10 and sometimes beyond. Some pupils in the reception class are very able and can confidently apply their accurate counting skills to appropriate mental and written addition calculations. Overall, pupils make satisfactory progress and by the time they enter Key Stage 1 standards are still in line with national expectation.
86. At Key Stage 1 pupils continue to make satisfactory progress. Most of their work is targeted at developing number skills. Younger, more able pupils are able to recall addition and subtraction facts to 10. Lower attaining pupils can successfully achieve this because of the good support they receive from a teaching assistant. In Year 2 the majority of pupils quickly and confidently count in 2's. They can use their knowledge of the 2-x table to solve practical money problems. Lower attaining pupils are able to count in 2s to 10 and can make sets of up to 10 using real 2p coins. All pupils are given opportunities to apply their knowledge of addition and subtraction to problem-solving activities. There is effective use of mathematical vocabulary and higher attaining pupils in Year 2 understand a range of language including times, multiply and multiples. Pupils' work indicates that by the age of seven most are learning to measure length using standard units, tell the time and recognise properties of some shapes.
87. The majority of pupils in Class 6 are achieving above expected standards. They use their good knowledge of number to methodically solve problems, deciding the most appropriate operation for the calculation. The majority of these pupils understand the connections between mathematical ideas. For example, pupils confidently use fractions, decimals and percentages as a way of calculating. They have an excellent understanding of shape and their properties, and the majority of pupils can classify quadrilateral shapes by various sorting techniques. Pupils in this class consistently make very good and occasionally excellent progress. In Classes 4 and 5 pupils are attaining standards that are in line with national expectation and progress overall is satisfactory and sometimes good. Younger pupils have a good understanding of the relationship between the four rules of number and higher attaining pupils can work out and check problems by reversing the sum. Many pupils can use their knowledge of multiplication facts when solving problems mentally. Pupils in Years 4 and 5 have a sound understanding of the properties of two and three-dimensional shape. More able pupils can identify shapes, such as a hexagonal prism. Their understanding of angles is good and they can apply this knowledge to their work on equilateral and isosceles triangles.

88. Pupils in both key stages successfully apply their ICT skills to support their work in mathematics. Most pupils reinforce, practise and develop their number and data-handling skills by using computers.
89. Overall the quality of teaching is satisfactory. There are some examples of good, very good and excellent teaching at Key Stage 2 and these have a positive effect on pupils' learning. The successful implementation of the national numeracy strategy is having a good impact on the quality of teaching. Teachers in Key Stage 2 are using the national strategy's pilot lesson plans and are adapting them well to meet the needs of the pupils. These help teachers to focus on what is to be learned, to give clear introductions and to use questioning to good effect. In the very best lessons teachers have high expectations, very good subject knowledge and excellent relationships. For example, in Class 6 the teacher is able to keep the whole class working together for a considerable length of time, using questions effectively to challenge and to check understanding. This enables all pupils to have a clear understanding of ways to classify quadrilaterals using side and angle properties. Good use is made of teaching assistants who support and assist less able pupils. They make a good contribution to the progress these pupils make. Plenary sessions are planned for and teachers generally review and consolidate learning. However, there are missed opportunities to challenge the thinking, particularly of higher attaining pupils during these sessions, to take them onto their next steps of learning. This is because in all classes, except Class 6, teachers do not have sufficiently high expectations for more able pupils and too many activities tend to consolidate rather than extend their learning. This was particularly the case in a Key Stage 1 lesson where more able pupils were becoming bored with a counting in 2's game because they fully understood the concept and the game went on for too long. There are examples of good marking but this rarely extends to provide challenge or advice to help pupils improve their work.
90. The management of the subject is satisfactory overall. The new deputy head teacher, who is also a leading mathematics teacher, will take responsibility for the subject from January 2003. This will strengthen the senior management team and its approach to monitoring the quality of provision to further improve standards, particularly for higher attaining pupils.

SCIENCE

91. In the 2002 national tests for eleven-year-olds, standards were below the national average and those of similar schools. There has been a similar trend of under-performance over the last three years. However, the school's recent focus on improving standards in Key Stage 2 has been effective and, together with the very good teaching in Year 6, has improved learning so that standards are now in line with the levels expected nationally. In 2002, teachers' assessments of seven-year-olds indicated that standards were in line with the national average and well above for those reaching the higher levels. This is not reflected by the standards seen in pupils' work, which are below those expected nationally.
92. The system of assessing pupils' attainment and progress is not effectively enabling the school to pitch science activities at an appropriate level of challenge or to identify able and talented pupils who might attain the high levels of achievement. While 80% of eleven-year-olds reached the expected Level 4 and above in 2002, few attained the higher Level 5. This is partly because pupils' lack of independent investigation skills limits their achievement throughout the school, except in the current Year 6 where these skills are developing well.
93. Pupils do not make enough progress as they move up the school, apart from in Year 6 where progress is now very good. The school has set challenging targets for an improvement in standards and if pupils across the school progress at the same rate as those in Class 6, these targets should be achieved. Pupils with SEN make good progress.
94. By the end of Year 2 pupils of all abilities are developing a scientific vocabulary. For example, pupils know the word 'circuit' in relation to how electricity flows. All pupils recognise that living things grow and need food but some have a poor understanding of which foods are healthy and which are not. Average attaining pupils know that living things are found in various habitats, such as squirrels in woodlands. Higher attaining pupils name various sources of light and sounds. They know that "we hear though our ears" but have little knowledge of how sounds travel to the ear. Pupils have a poor understanding of how to plan and carry out practical investigations. For example, they struggle to explain what they have discovered from their investigations or what is a 'fair test' and they rarely suggest ways of improving what they have done.
95. By the end of Year 6 most pupils know why a bulb might not light up in a circuit. Apart from some lower attaining pupils, most have a clear understanding of forces such as gravity and the effect of friction. Average attaining pupils have a sound understanding of living things. All pupils identify such organs as 'flower' and 'petal' but few know a 'stamen' or 'stigma'. They are developing their understanding of what a food chain is. They know some of the characteristics of solids, liquids and gases, and how some materials can be dissolved using water at different temperatures. There are a few examples of scientific investigation but many pupils have a poor understanding of how to make predictions or conduct a 'fair test'. Recent strategies to introduce more investigations are improving pupils' skills. Pupils in Years 5 and 6 are now able to make predictions of "what might happen next", but only in Year 6 are higher attaining pupils able to give reasons for their choice. These pupils are starting to exceed the national expectation for their age.

96. At Key Stage 2 teaching is good overall. Teachers in Years 5 and 6 group pupils according to their levels of attainment. This is helping them to reach expectations and focus more specifically on pupils of differing abilities and to foster their good progress by giving them tasks that are more accurately matched to their needs. Where teachers have low expectations of pupils of different abilities, their learning is not as good as it could be. For example, in Key Stage 1, tasks do not challenge pupils when they are asked to identify “something in the home that uses electricity” or complete tasks that make sure pupils know that “we hear through our ears”.
97. Lessons are generally well planned, with activities and objectives made clear at the start. Teachers have a good understanding of the science they teach and therefore give clear explanations and instructions, enabling pupils to complete tasks effectively. Teachers use correct scientific terms when they talk to pupils. This effectively encourages pupils to use words such as ‘circuit’ when they talk in Year 3 about electricity.
98. The teaching of scientific skills is unsatisfactory. Most teachers lack confidence in teaching through practical investigations. Although pupils are well taught to make accurate observations in investigations, they are not sufficiently encouraged to plan how to design a ‘fair test’ or to make predictions rather than ‘guess’ what will happen next. Except in Year 6, teachers are not effective in helping pupils to build up their scientific knowledge and skills. For example, Year 4 pupils learn to identify foods that make up a healthy diet but the level of knowledge and understanding is little more than was expected when pupils were learning the same science in Year 2.
99. A significant strength of teaching throughout the school is teachers' good management of pupils, supported by very positive relationships. Teachers value pupils and welcome their ideas. This results in pupils' good behaviour, very good levels of concentration and enthusiasm for learning, combined with confidence to offer comments. On the rare occasions that pupils become restless, it is sometimes because the teachers' expectations are not high enough as in a Year 2 lesson on electricity.
100. There is currently no science co-ordinator and leadership of the subject is unsatisfactory. There is a good range of resources to support learning. Although ICT is used, for example to help Year 6 pupils to consolidate their learning, the school is aware that ICT needs to be planned more systematically to support pupils' progress. A science policy is in place but there is little guidance on how to teach science and therefore some aspects of science, such as the teaching of investigations, are under-developed. The curriculum is not planned in a way that ensures learning is built up as pupils progress through the school and therefore standards are not as high as they should be.

ART AND DESIGN

101. Pupils achieve standards that are in line with national expectation at the end of Key Stages 1 and 2. Their progress is satisfactory overall
102. Teachers, particularly at Key Stage 2, provide pupils with opportunities to work in a good range of different materials and media. Pupils are given activities that encourage them to explore and reflect and they respond positively by producing work of a sound quality of which they are very proud
103. Satisfactory improvement has been made since the last inspection. Art is now taught as a subject in its own right. Art skills are also reinforced and practised in other areas of the curriculum. For example, following exploration of Aboriginal art using dots and symbols, Year 5 pupils, in geography, made pictures of journeys to school in this style. However, at Key Stage 1 when teachers have identified two subjects to be taught in one lesson, there is a lack of clarity about the focus. The school has adopted the nationally approved guidelines as its scheme of work. Teachers' planning indicates that these are being adapted in an appropriate way to meet the needs of the school. However, there is insufficient practical detail of how to teach skills progressively across the school. This means that pupils are not systematically building upon their skills from one year group to another and this negatively affects the progress that pupils make. Pupils at Key Stage 2 have more opportunities to develop their skills. Year 4 pupils following a study of still life were able to produce their own work. They used techniques of hatching and cross-hatching to sketch and shade. Higher attaining pupils were able to experiment with light to give the illusion of three-dimensional form. This work was produced to a high standard. Some pupils are able to compose their own paintings. One more able Year 6 boy produced a very good still life painting based on fruit and he called it 'Tooty Fruity'. He successfully used vibrant colours that complemented each other. Most pupils have a sketchbook. These are used to develop skills of shading, texture and line. However, there is an inconsistent approach to the use of these books.
104. Teaching in both key stages is satisfactory. In a Year 4 class pupils were encouraged to think carefully about the features on their sculpture before painting it. The teacher used satisfactory questions to enable pupils to consider the painting of smaller features, such as eyelashes, for good representation. Higher attaining pupils successfully incorporated this into their work; particularly one girl who names her sculpture 'Miss Spotty'. Many pupils respond positively to their work and enjoy the experience. All pupils co-operate well in art lessons and openly encourage each other.

DESIGN AND TECHNOLOGY

105. Pupils achieve expected levels at the end of both Key Stage 1 and Key Stage 2. They make satisfactory progress through the provision of an appropriate curriculum. Satisfactory progress has been made since the last inspection when weaknesses in the subject were identified. The range of learning opportunities has now been extended beyond constructing and making, however, further development is required to provide pupils with greater opportunities for evaluating their work. The range of resources is satisfactory. It is good in upper Key Stage 2.

106. Schemes of work have been developed that provide a satisfactory framework for teachers' planning. Medium-term plans reflect an appropriate range of activities including opportunities for pupils to design, construct and evaluate, although opportunities for evaluation need to be extended further in order to improve standards in this aspect of the subject.
107. Pupils in Year 1 construct models using glue and sellotape. They are able to use scissors to cut a range of materials. More able pupils can suggest good and bad features and make suggestions about how they might improve their models. Pupils' attitudes are very good and they apply themselves well to the job in hand. Year 6 pupils use a range of technology skills to create a detailed scale model of the school. A range of information sources was used, including aerial photographs. Pupils demonstrate thoughtful selection of materials and attention to detail. The development of a food technology area has enhanced the opportunities for learning. Good links are made with literacy when pupils in Key Stage 1 write instructions for the preparation of sandwiches. ICT is used effectively by Year 5 pupils to communicate their findings from a DT project on bread.
108. Teaching is satisfactory in both key stages. Effective support for pupils' learning is provided through good questioning and the availability of appropriate resources. Planning is good with various elements of the lesson carefully defined.
109. Satisfactory progress has been made since the last inspection. Sound leadership is provided by the co-ordinator who has only recently taken on this role. There is an appropriate range of resources available, with particular strengths in upper Key Stage 2. Training for Key Stage 2 staff has strengthened teacher knowledge and confidence. The co-ordinator monitors planning and reviews standards through the analysis of pupils' work at the end of units of work. An action plan has been developed that is linked to the school improvement plan.

GEOGRAPHY

110. Attainment at the end of both key stages is in line with national expectations with some pupils working above in Years 5 and 6. All pupils make at least satisfactory progress in their learning as they move through the school, with some pupils making very good progress in Year 6. Pupils with SEN receive good targeted support and they make good progress.
111. Pupils in Years 1 and 2 look closely at the features of the local area and they consider different ways of making the environment better. They draw simple routes and are given opportunities to develop early planning and mapping skills. They know that India and Africa are a long way away and that the weather is often hot. By the end of the key stage, they accurately describe the kinds of clothes that are suitable for people to wear in hot and cold climates. They know the difference between physical and human features and understand the effect weather can have on different landscapes. Pupils are able to compare and contrast a very small island with their own environment and they are able to select information from books and other reference materials. For example, pupils in Year 2 used information from reference books to write a postcard to Barnaby Bear.

112. By the end of Key Stage 2, pupils are knowledgeable about the water cycle and they have considered the importance of water for vital purposes. They effectively use and interpret maps and talk confidently about the effects of climate and pollution on different locations. For example, Year 4 pupils used their knowledge of the local area to identify potential hazards on the route to school and they put forward viable solutions to counteract the dangers. They were well supported by a member of the Road Safety Team. In Years 5 and 6, pupils have an in-depth knowledge of the journey of the River Tees. Pupils understand the meaning of 'meander', 'estuary' and 'tributary' and higher attaining pupils use 'confluences' and 'floodplains' confidently in their geographical accounts. Display is used well to celebrate achievement and to reinforce geographical skills. The school's strong links with other countries, including e-mail links with a Canadian school and financial support for a donkey in Ghana, are promoted well through an attractive display in the main part of the school.
113. The quality of teaching and learning is satisfactory in Key Stage 1. In Key Stage 2 it is good overall. Lessons are well organised with a good range of activities that keep pupils interested and well motivated. Comprehensive planning ensures that tasks are well matched to pupils' abilities. Teachers demonstrate good subject knowledge and take opportunities to revisit previous learning. They give clear explanations and encourage pupils to use appropriate geographical vocabulary. High expectations are set in Years 5 and 6 and pupils work co-operatively in pairs and this results in focused, good quality discussions. At the end of Key Stage 2, pupils are given well-planned opportunities to use ICT to support their learning. Marking is supportive but it does not outline to children what they need to do to improve.
114. The co-ordinator has a good grasp of the strengths and weaknesses of the subject. Clear targets have been set for developing the subject further, for example staff training is planned on the use of ICT to support children's learning. Improving the quality of resources has been a priority for the school since the last inspection. Budget allocations have been used wisely to support all geographical studies and pupils now use globes, atlases and other reference materials confidently. There is regular scrutiny of planning and children's work, but currently no opportunity for the co-ordinator to gain a clear overview of the quality of teaching and learning across the school.

HISTORY

115. By the end of Year 2 and Year 6, pupils' attainment is in line with national expectations with some pupils working above by the end of Key Stage 2. All pupils, including those with SEN, make at least satisfactory progress in their learning with some pupils making good progress in Years 5 and 6.
116. In Years 1 and 2, pupils learn effectively about the passage of time. They compare homes from the past with those of present day and have developed an accurate time line sequencing homes in chronological order. Through an extended study of the life of Florence Nightingale they have compared the lives of famous people. For example, one pupil compared the lifestyle of Florence Nightingale with that of Henry VIII. Pupils can also differentiate between living conditions over one hundred years ago and at the present time. They show a developing understanding of some of the changes over time relating to the care of people, as in Year 2 where pupils have compared hospitals in Victorian times with those of the present day.

117. By the end of Key Stage 2, pupils show an increasing factual knowledge of features of the history of Britain and other countries. In Years 3 and 4, pupils study the Romans as invaders and know about how the changes that the Romans made affect our lives now. Older pupils have a secure knowledge of life in Victorian times and describe differences in the lifestyles of rich and poor families, as in a Year 5 lesson about Victorian family traditions at Christmas where pupils learned how to make a figgy pudding. Pupils in Year 6 work on a comprehensive study of social and technological changes since 1930. They are able to talk confidently about the impact of immigration and emigration laws and have a good knowledge of the British Commonwealth. Pupils have a secure sense of chronology and appreciate how books, photographs and the Internet can be used as different information sources to support historical enquiry.
118. The quality of teaching and learning is satisfactory overall. In Key Stage 2 it is good with some very good teaching seen in Years 5 and 6. There is effective and detailed planning of the subject and pupils in both key stages are able to talk confidently about what they have learned in their historical studies. Pupils are interested in history and they contribute well to class discussions. They are keen to investigate and undertake research and good direct teaching support enables lower attainers to make good progress. Marking of pupils' work indicates teachers write supportive comments but they do not always identify what children need to do next to move their learning on.
119. Pupils take a pride in their work and presentation skills are good overall. Good cross-curricular links made between history and English, as in a Year 4 lesson where pupils look at dialogue, stage directions and scene setting within work on script writing in Victorian novels.
120. The co-ordinator is committed to extending the curriculum in history. The co-ordinator has devised clear targets for developing the subject further and for monitoring planning and scrutinising pupils' work. There are sufficient resources to support the teaching of all historical topics. The Key Stage 2 library for example, contains a wealth of relevant books and pupils use ICT well to select historical information.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Standards of attainment have improved since the last inspection. By the end of Key Stage 1 they are in line with what is expected nationally and where they were previously unsatisfactory by the age of eleven, they are now good. Changes in school management have recently improved the progress of developments and have identified ICT as a priority. The completion of the ICT suite will allow the school to fully develop a suitable and up-to-date curriculum for ICT. Suitable resources have been acquired and the school is well placed to take the subject forward and raise standards.
122. Very good teaching ensures progress in the development of relevant skills for pupils in Year 6. Plans indicate that this will be extended across the school. This has not yet had sufficient time to impact upon standards of attainment by the end of Key Stage 1. The effective use of teaching assistants makes a valuable contribution to pupils' progress.

123. Pupils' have access to a good range of ICT opportunities across the school. Their skills are built up systematically as they progress through the school and support the development of basic skills in literacy and numeracy. Children show interest in and enthusiasm for this subject. They listen attentively, respond to instructions and pose questions when they need additional information. By the end of Key Stage 1 pupils can confidently use a keyboard to word-process descriptions of the models of houses they have made. They can log on and use a mouse to perform satisfactory operations. Lower attaining pupils however, are still developing these skills and need high levels of support.
124. Older pupils in Key Stage 2 use good word-processing skills to create texts for a 'Power Point' presentation to parents. They can edit, move and colour text to good effect. Pupils make good progress, for example when higher attaining pupils use their knowledge and skills to change the sequence of slides improving the quality of their presentation. Teaching assistants make a valuable contribution in helping pupils make progress.
125. The co-ordination of subject is good. Strengths include up-to-date hardware, a well-structured action plan and the provision of an ICT technician to support staff and pupils. There is an appropriate focus on using ICT across subjects and recent training has raised staff confidence and future training needs have been identified. A sound system of assessment has recently been implemented. The co-ordinator monitors planning and is developing a view of pupils' skills by teaching in different year groups.

MUSIC

126. Good progress has been made since the last inspection when weaknesses were identified. Standards are now in line with expected levels at the end of Key Stage 1 and pupils achieve above expected levels at the end of Key Stage 2. Children make satisfactory progress in Key Stage 1 and by the end of Year 2 they achieve the levels expected for their age. Progress in Key Stage 2 is good overall and consequently by the end of Year 6 pupils achieve above the levels expected nationally.
127. Children in Key Stage 1 use a range of percussion instruments to accompany singing. They are able to begin and end their playing together and they maintain a steady beat. Their singing is good. Pupils in Key Stage 2 are able to listen carefully and recall what they have heard. They join in enthusiastically and are able to put body actions to the beat of music, relating this to the number of beats in the bar. Pupils in upper Key Stage 2 evaluate their performances, identifying areas for improvement. They understand terms such as chord, unison and ostinato. They perform to a very high standard, combining the singing of traditional rounds with a range of accompaniments using untuned percussion.

128. Teaching is satisfactory in Key Stage 1. In Key Stage 2 it is good or very good. The involvement of specialist music teachers in Key Stage 2 makes a very positive contribution to the range of musical opportunities and the progress that pupils make. In Class 6 teaching is particularly effective because the class teacher and music teacher work as a team, planning and delivering lessons together. In Key Stage 2 lessons are carefully planned and staff have high expectations. Clear explanations and effective questioning are used to consolidate understanding of musical terms. Pupils become very enthusiastic and teachers skilfully channel this into active participation in the lessons. Individual pupils are encouraged to take a role in leading others. When this occurs pupils offer one another mutual encouragement, reflecting the very positive relationships that exist within the school and the trust that exists between pupils and staff. Music is used well in assembly to create an atmosphere conducive to worship. Pupils are given opportunities to listen to a wide range of music. This contributes positively, both to their knowledge of instruments and their distinctive sounds and to pupils' cultural development.
129. The co-ordinator provides satisfactory leadership. The range of resources and the breadth of learning opportunities, particularly in Key Stage 2, are now satisfactory.

PHYSICAL EDUCATION

130. Standards of attainment are in line with national expectations by the end of both key stages. Most pupils are aware of issues related to health gained from exercise. Pupils exercise vigorously and can explain that this causes rapid breathing and the heart to work harder. Pupils, particularly girls, can invent a variety of appropriate ways to move and use good posture and balance. By the end of Key Stage 2 they are skilful at evaluating performance and to adjust what they have devised to improve their actions. For example, working out how to move in a group to make a 'symmetrical shape'. Children's basic fitness levels are good. Pupils' progress, including those with SEN, is good and sometimes very good when planning and refining the quality of movement. This also applies to the progress they make as they move through the school and become increasingly independent when finding their own ways of improving their performance. Throughout the school, pupils' attitudes to PE are good and in gymnastics very good. All pupils dress appropriately and they change for PE efficiently. They work well in groups and in pairs in virtually every context.
131. The teaching of PE is good and sometimes very good. Lessons begin with very appropriate 'warming-up' sessions and finish with activities to allow pupils to 'cool down'. The best lessons are seen when the teacher maintains a brisk pace of activity and pupils are given periods of practice to learn and adjust to new movements or skills. This quality is especially evident, for example, in the way pupils are encouraged to recognise the various qualities of different symmetrical shapes. Lessons have vigour and the pupils work very hard. Good use is made of frequent changes in the pace and type of activity. This maintains pupils' interest and provides plenty of opportunity for the development of skills. Teachers give clear instructions and comment accurately on performances. Good use is made of demonstrations where pupils learn to recognise elements of good performance. For example, pupils were asked to evaluate the quality of 'synchronised movement'. By watching the demonstration that followed, other pupils were helped to make significant improvements in their performance. An effective feature of PE is the way the development of numeracy and literacy skills are built into lessons. For example, in a Year 6 lesson an understanding of shape and was effectively developed and the meaning of the word 'negotiation' was explored.

132. The subject is appropriately managed. The curriculum is well designed and is extended with a very good range of out-of-school sport and with worthwhile activities in the playground during the breaks in the working day. Middlesborough Football Club provides good support for the development of PE. The school takes part successfully in competitive team events with other schools, which are well supported by parents. Swimming forms a regular part of the curriculum, which is based on the local education authority scheme.