

INSPECTION REPORT

ST CUTHBERT'S RC VA PRIMARY SCHOOL

Stockton-on-Tees

LEA area: Stockton

Unique reference number: 111683

Head teacher: Mrs M Metcalfe

Reporting inspector: Mr A Margerison
21666

Dates of inspection: 25th – 27th November 2002

Inspection number: 247136

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Parkfield Stockton-on-Tees
Postcode:	TS18 3SY
Telephone number:	(01642) 393532
Fax number:	(01642) 393532
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Eddy
Date of previous inspection:	October 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21666	Mr A Margerison	Registered inspector	English	What sort of school is it?
			Geography	The school's results and pupils' achievements.
			History	How well are pupils taught?
			Modern foreign languages	What should the school do to improve further?
			Special educational needs	
9572	Mr A Anderson	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
27773	Mrs F MacKenzie	Team inspector	Mathematics	How well the school is led and managed?
			Physical education	
32138	Mr T Plant	Team inspector	Science	
			Information and communication technology	
			Art and design	
			Design and technology	
12631	Mrs M McLean	Team inspector	Areas of learning for children in the Foundation Stage	How good are the curriculum and other opportunities offered to pupils?
			Music	
			Citizenship	
			Educational inclusion	

The inspection contractor was:

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

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Cuthbert's RC VA Primary School is situated near the centre of Stockton. It admits pupils aged from three to 11. Since the last inspection, there has been a significant change in staff with six teachers leaving the school and being replaced. Many pupils live locally, but although the immediate area is one of significant deprivation, they come from a wide variety of backgrounds including some more affluent areas such as Yarm and Eaglescliffe. There is an established traveller site close to the school and children from these families are integrated well into the school. These pupils account for most of the pupils who join and leave the school during the year. As at the last inspection, numbers fluctuate considerably from year to year. At the moment there are 196 pupils on roll, including 34 children who attend the nursery part-time. There is a small number of children from minority ethnic backgrounds including two with English as an additional language. No pupils are at an early stage of learning English. Over a third of pupils are eligible for free school meals (above the national average) and around a quarter of pupils have been identified with special educational needs, mainly for general learning difficulties, which is slightly above average. However, in the current Year 6 group a third of pupils are identified, most of whom are at the higher levels of concern. Two pupils in the school have statements of special educational needs. When children start in the nursery their attainment varies, but overall it is below that which is typical for children of their age. The school is part of an Education Action Zone.

HOW GOOD THE SCHOOL IS

St Cuthbert's RC VA Primary School is an effective school that values the contributions, welfare and achievements of its pupils. The school is very well led by the head teacher, provides a good education for its pupils and has many strengths, including the good quality of teaching. Provision for pupils' personal development, personal, health and social education are very good so pupils develop very positive attitudes to school. Pupils' standards of attainment by the end of Year 2 in reading, writing and mathematics are above national expectations. From a low starting point pupils achieve very well in the nursery and reception classes and achieve well overall to attain national expectations by the end of Year 6 in most subjects. The school no longer has any serious weaknesses in any aspect of its work and gives good value for money.

What the school does well

- Pupils attain good standards in English and mathematics by the end of Year 2. They attain good standards in art and design throughout the school.
- Teaching is consistently good, leading to pupils achieving well as they move through the school.
- Gifted and talented pupils, pupils with special educational needs and those with English as an additional language make good progress.
- There is very good provision for pupils' personal education, in particular their moral, social and cultural development, that results in very positive attitudes to learning, high standards of behaviour and very good relationships throughout the school between pupils and adults.
- The head teacher and senior staff provide very good leadership and the governors are very effective in fulfilling their role, so the school has improved very well over the last two years.

What could be improved

- Standards of pupils' investigative skills in science.

- Standards in geography and history by the end of Year 6.
- Provision for pupils with special educational needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 2000 when it was judged to have serious weaknesses in the leadership and management, teaching and pupils' standards of attainment. A subsequent inspection by Her Majesty's Inspector in February 2002 judged that the school had made good progress towards the key issues identified. Since then the school has continued to improve and overall has made very good improvements since October 2002. Due to the very clear leadership of the head teacher and governors the leadership and management of the school has improved dramatically. A systematic programme of monitoring teaching and learning, closely linked to the school improvement plan, has given the school very clear direction. Staff with responsibilities now have job descriptions and have time to fulfil their roles well. As a result the quality of teaching has improved well. Teachers and support staff have had access to relevant training so the teaching of English and mathematics has improved significantly and standards of attainment, particularly in Years 3 to 6 have begun to improve well. Information and communication technology (ICT) is used in many subjects although there are still some subjects such as science, history and geography where its use needs to be developed further. The school has established good systems for assessing the progress pupils make. In addition, the school's accommodation has been improved with the refurbishment of the foyer and the development of a very good library and computer suite study area. Resources for literacy, numeracy and science are now good.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	B	C	A	well above average A above average B average C below average D well below average E
mathematics	D	D	C	A	
science	E	E	B	A	

Standards of work seen in the current Year 6 class are satisfactory, but pupils achieve well as they move through the school. In the 2002 national tests for seven year olds, pupils' standards of attainment were well above average for reading and mathematics and above average for writing when compared to all schools. When compared to similar schools, as measured by the proportion of pupils eligible for free school meals, these results placed the school in the top five per cent of schools for reading and mathematics and well above average in writing. In the 2002 national tests for 11 year olds, the results for English and mathematics were in line with national averages and above average in science. However, when compared to similar schools, the results were well above average in all three subjects. For the three years 2000-2002 together, the school's results were below average when considering all three subjects, but the trend in the improvement of the results has been broadly in line

with the national pattern. In 2002, the school achieved its targets and exceeded them for the proportion of pupils who achieved the higher levels in science. Pupils achieve very well in the nursery and reception classes. They continue to achieve well as they move through the school so that the majority of pupils attain the standards expected for their age in most subjects including English, mathematics and ICT, by the end of Year 6. In science, pupils develop good knowledge and understanding of the subject, but their skills in planning and undertaking investigations is less well developed. Attainment in history and geography is below expectations due to the limited opportunities for pupils to record their own ideas and express their opinions on the topics studied. Standards in art and design are above expectations. The proportion of pupils in the current Year 6 group with special educational needs is higher than in 2002. By the end of Year 6 pupils with special educational needs, for literacy difficulties make good progress due to the high quality of support they receive in the smaller group teaching of English and mathematics in Year 6. Gifted and talented pupils, pupils from traveller families and those with English as an additional language make similar progress to the rest of the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and have very positive attitudes to learning. They are well motivated and work very hard.
Behaviour, in and out of classrooms	Good. Pupils understand and follow the established routines and meet the high expectations set for them in all areas of the school.
Personal development and relationships	Very good. Relationships are very good. Throughout the school, pupils respect each other, play and work together harmoniously and respect each other's values and beliefs.
Attendance	Attendance is below average. The rate of unauthorised absence results in pupils' attendance being below average, although it is currently improving.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching at the school is good. During the inspection, more than a quarter of lessons were very good, particularly in the nursery. This is very good improvement since the last inspection and one of the reasons why pupils' standards of attainment has begun to improve, particularly in Years 3 to 6. Teaching in the nursery and reception classes is consistently very good so children have a very good start to school and develop their basic skills in language, literacy and mathematics very quickly. Throughout the school, teaching of these basic skills of literacy and numeracy is good in English and mathematics lessons although pupils do not always have enough opportunities to practise these skills in other subjects. This is particularly apparent in science, geography and history. Teachers have high expectations of pupils' performance and behaviour in lessons and around the school so pupils' concentrate very well in lessons and are keen to do well. Pupils are consistently very well managed so they behave well. The support given to pupils makes sure all pupils, including those with special

educational needs and English as an additional language are fully included in activities and overall they learn well. ICT is used well in some subjects, but this is not consistent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for children in the nursery and reception classes is very good. It is good in Years 1 and 2. Provision for pupils' personal, social and health education is very good. The school has established excellent relationships with the local community.
Provision for pupils with special educational needs	Satisfactory. The provision is well managed, but targets in pupils' individual plans, particularly for those with emotional and behavioural difficulties, do not consistently identify what pupils need to learn next and are not always linked to specific teaching methods or provision.
Provision for pupils with English as an additional language	Good. Pupils with English as an additional language are well supported in lessons so they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual development is good. Provision for pupils' moral, social and cultural development is very good.
How well the school cares for its pupils	Good. The school cares well for pupils. Procedures for monitoring and promoting pupils' attendance and behaviour are very good. Procedures for assessing the progress pupils make are very good and the information is used well to set whole school and individual pupil targets, but there is no systematic approach to assessing what all pupils with special educational needs have to learn next. Pupils are very well supported in lessons by support staff.

The school has established very good links with parents so parents have a very high regard for the school and have a positive effect on the work of the school and their children's learning. The end of year reports to parents are satisfactory and include targets for English and mathematics, but overall do not give enough guidance on how their children can improve further in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher provides very good leadership and is the main driving force in giving very clear direction to the work of the school. She manages the school very well and is well supported by the deputy head teacher and those staff responsible for specific areas of the school's work.
How well the governors fulfil their responsibilities	Very good. Governors have a very clear understanding of the strengths and weaknesses of the school and, led by the chair of governors, have a very positive effect on shaping the direction of the school.
The school's evaluation of its performance	Very good. The head teacher and governors have a very clear understanding of what the school does well and how it needs to improve. These procedures have led to the very good improvement recently.
The strategic use of resources	Very good. Special grants from a range of sources are used very well to provide support for pupils and to develop the provision. Resources are used well in lessons. Spending is clearly linked to identified priorities. Achieving best value from spending is a high priority.

The clear vision of the head teacher and governors has led to significant improvements in the school environment since the last inspection. The range of experience and expertise of staff is very appropriate to the needs of the school. Accommodation is good. The new combined library and computer suite is a significant asset to teachers and pupils and the re-equipped classrooms are now bright and stimulating places for pupils to learn. Teaching and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Pupils are taught well and the school expects them to work hard and achieve their best. • The school is well led and managed. • The school helps children become mature and responsible. • They feel well informed about how their children are getting on and feel comfortable about approaching the school with questions. 	<ul style="list-style-type: none"> • The amount of work their children get to do at home. • The range of activities outside of lessons.

The inspection team agrees with the vast majority of parents' very positive views of the school. The inspection team disagrees with the few parents who are concerned about work and activities out of school feeling that the range of activities provided is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Standards have improved well since the last inspection when the school was judged to have serious weaknesses. By the end of Year 6, pupils, including those from traveller families, achieve well to attain standards in line with what is expected of 11 year olds in all subjects except in geography and history, which are below average. Standards in art and design are above average throughout the school. Pupils with special educational needs, those with English as an additional language and those identified by the school as being gifted and talented make good progress. The school achieved its targets for pupils in Year 6 in 2002 and has set itself challenging, but realistic targets for the current year, which it is on course to achieve.

2 In the 2002 national tests for seven year olds, standards of attainment were well above national averages in reading and mathematics and above average in writing. When compared to similar schools, as measured by the proportion of pupils eligible for free school meals, standards in reading and mathematics were very high, placing the school in the top five per cent of schools nationally. Standards were well above average in writing. Taking the three years 2000-2002 together, pupils' performance has exceeded the national average in all three subjects. The performance of girls has exceeded boys, particularly in reading and mathematics.

3 In the 2002 national tests for 11 year olds, standards of attainment were in line with the national average in English and mathematics and above average in science. When compared to similar schools these results were well above average in all three subjects, with pupils making satisfactory progress from the results they attained in their tests for seven year olds. These results were a significant improvement on recent years, particularly in mathematics and science when pupils' performance was, overall below average.

4 Initial assessments carried out by teachers when children start in the nursery show levels of attainment in language, literacy, mathematics and personal development to be below average. Children achieve very well as they move through the nursery and reception classes because the teaching is very good. By the end of the reception class most children attain the expected levels for their age in all the six areas of learning with a significant number attaining above this in their personal development, communication, language and literacy, and mathematics.

5 The inspection finds that pupils in the current Year 2 classes achieve well to attain standards of work that are above expectations for their age, particularly in English and mathematics. Standards are also above expectations in art and design. In all other subjects, standards are in line with those expected by the age of seven. This confirms parents' views that pupils make good progress. Not enough evidence was available to make a judgement on standards in physical education. In English, most pupils are confident speakers in discussions. They listen carefully to their teachers and each other and respond well to questions. However, the good standards in English are mainly due to the standards of pupils' reading. Most pupils are confident readers and have a very secure understanding of how to use letter sounds to work out words they are not familiar with. About a third are fluent readers with a good understanding of how to use punctuation to make their reading interesting and expressive. When they are writing, pupils take pride in their work. Many pupils write in a neat, legible joined-up style with most words spelt correctly. In mathematics, most pupils have a good understanding of the relationships between numbers, addition and subtraction. All pupils make good progress and there is no significant difference between the attainment of girls and boys.

6 Standards in the current Year 6 pupils are at least in line with those expected at the age of 11 in most subjects except in art and design where they are above expectations and in geography and history where they are below. Pupils make good progress as they move through Years 3 to 6. These standards are an improvement on the previous inspection when standards in mathematics, science and (ICT) were below expectations and pupils made insufficient progress. There is no evidence of under-achievement by any group of pupils.

7 In English, by the end of Year 6 most pupils are confident speakers and listen attentively to their teachers and peers. Many pupils are fluent and confident readers and have a good understanding of how to use books, worksheets and the Internet to research topics. The majority write in a joined up style, but not all pupils' handwriting is easily legible and there are frequent errors in basic spelling and punctuation. They are good at writing about events and describing what happens, but not so competent when writing about how they feel or using information from different sources to express their own ideas and opinions. In mathematics, most pupils calculate accurately and work quickly, both mentally and when recording their work. They organise their work well and record in a neat, logical manner. Most pupils have a secure understanding of different shapes and can use graphs effectively to present information they have collected on, for example a class survey. In science, most pupils have a secure understanding of the expected areas of knowledge which reflects the good results the school achieved in the 2002 national tests for 11 year olds. However, their ability to use this knowledge to plan and complete investigations is not so well developed which has a negative effect upon the overall standards pupils attain. Standards in ICT by the end of Year 6 are in line with national expectations and have improved since the last inspection due to the better quality of teaching and the significant improvement in the resources available to teachers, including the establishment of a good computer suite.

8 In history and geography, standards are below expectations. Pupils have a secure understanding of the topics they study such as The Victorians and Britain since World War II. However, because they are not given enough opportunities to write about their own ideas and encouraged to express their own opinions through their writing, they do not develop these aspects of the subject well enough. In addition, due to the over-reliance in some classes in Years 3 to 6 on worksheets, a criticism at the last inspection, they do not have enough opportunities to practise their handwriting, which affects the progress some pupils make in this aspect of literacy. In art and design standards are above average, pupils develop a good knowledge of the work of different artists and how to use a range of media.

9 Gifted and talented pupils and those with English as an additional language make good progress mainly due to the high quality of support they receive in lessons from support staff. The Education Action Zone (EAZ) helps fund the teaching arrangements made in Year 6, where two teachers specialise in teaching literacy and numeracy to smaller groups. These arrangements and the very good individual support pupils are given offsets inconsistencies in some pupils' individual plans. Consequently, overall, pupils with special educational needs, most of whom are identified as having difficulties in literacy, also make good progress by the end of Year 6. However, the lack of clarity of the targets and the weaker links between the targets and teaching methods to be used affects the progress the small number of younger pupils with emotional and behavioural difficulties make. This is satisfactory.

Pupils' attitudes, values and personal development

10 Pupils' attitudes to the school are very good. Children of all ages quickly settle down in registrations, assemblies and in class, where they consistently demonstrate very positive attitudes to

their work. They are motivated, enthusiastic and eager to learn. They are proud of their work and achievements. Pupils are attentive to their teachers, willingly ask and answer questions, and freely offer their own ideas and opinions. Most parents agree that their children like school.

11 Standards of behaviour are good, and sometimes very good. The teaching and non-teaching staff, parents, and most of the pupils themselves have high expectations of the standards of behaviour that are acceptable in the school. Nearly all pupils behave well and consistently act in a mature and responsible manner. They move around the school in a quiet and orderly manner and their behaviour in the classrooms, at breaks and at lunchtime is good. A very small number of younger pupils with special educational needs for emotional and behavioural difficulties do not always behave appropriately in lessons. However, their behaviour is directly linked to their difficulties and does not reflect the behaviour of most pupils. There were no signs of any bullying or isolation of individual pupils, consequently pupils work and play in an environment completely free from oppressive behaviour. There have been no exclusions in recent years. Most parents agree that behaviour in the school is good.

12 The relationships in the school are very good. Pupils relate very well to their teachers, to other adults and also to one another. They are polite, courteous and welcoming to visitors. Pupils of all ages work very well together in the classrooms and play well together in the playgrounds. They collaborate well, share resources, take turns and listen to each other. Most pupils consistently show respect for their teachers, each other and the environment. During assemblies, pupils are respectful of the occasion, willingly join in hymn singing and bow their heads reverently during prayers.

13 The pupils' personal development is very good. They learn a very good range of social skills that are helping them to develop into well-rounded individuals. In classrooms, most pupils willingly take responsibility for their own work, and in lessons many worked independently. They respond well to the formal responsibilities they are given around the school, for example, the Year 6 "Buddies" help to look after the younger children during breaks and at lunchtime. The school council offers pupils the opportunity to make suggestions about how their learning environment could be improved. Pupils support local, national and international charities and are learning to be aware of others less fortunate than themselves.

14 The attendance rate is below the national average. However, attendance statistics are adversely affected by the externally imposed system of recording traveller children's frequent absences, and do not accurately reflect the attendance of the majority of pupils. The rate of unauthorised absence is broadly in line with the national average.

15 Pupils' attitudes to work, their behaviour, personal development and the relationships within the school are real strengths, and have a positive impact on the standards achieved. This is a significant improvement since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

16 The quality of teaching is good; this represents very good improvement since the last inspection and most of the weaknesses identified have been addressed. Overall, children in the nursery and reception classes are taught very well and pupils in Years 1 to 6 are taught well. This results in pupils learning well in lessons and achieving well as they move through the school. Throughout the school, lessons have a good pace and pupils' learning is promoted very effectively by the very good management of most pupils and the very effective organisation of lessons. This ensures that most pupils behave well in lessons and learn at a good pace, particularly in developing their basic skills in English and mathematics.

17 Children in the nursery and reception classes are taught very well so they make very good gains in learning. The teaching in the nursery is consistently very good. The teacher and the support staff work very well as a team. They place a very strong emphasis on developing children's personal skills and their basic skills in language, literacy and mathematics. Children quickly learn how to behave in school and settle in to the routines expected of them. For example, all children understand that they have to help tidy up at the end of each session. This forms the foundation for the good behaviour and very good relationships between pupils and with staff seen throughout the school. From a low starting point children quickly learn to recognise letters and letters sounds, to recognise and write their name and to count a few objects accurately. The very good rate of progress is maintained in the reception class. A key feature of the work is the very effective assessment of what children have learnt and the very good involvement of parents in helping their children at home. Consequently, the range of interesting activities provided for children maintains their interest and enthusiasm. Activities are well matched to children of different abilities so that by the end of reception most attain the levels expected for their age in all the areas of learning.

18 Teaching is good in Years 1 and 2. The very good management of pupils, the good pace to lessons and the very effective support given to pupils in lessons by support staff means that pupils achieve well and make good progress. Teachers continue to teach basic skills very well so pupils attain high standards in reading, writing and mathematics. Basic skills in science and ICT are also taught well so pupils develop a very good foundation to build on as they move through Years 3 to 6. Lessons are planned well, with a good match of activities to pupils' abilities. Teachers use questions well in many lessons to involve all pupils in class discussions and so they are well challenged and fully involved in activities. Teachers' high expectations of behaviour and how pupils present their work results in pupils having pride in their work, concentrating well and working well with little adult support. In literacy and mathematics lessons activities planned for when pupils work in groups are well matched to what pupils need to learn.

19 In Years 3 to 6 teaching is good and has improved well since the last inspection so in most subjects pupils continue to learn well. Teachers have a good subject knowledge in most subjects, particularly in English and mathematics. Basic skills of speaking and listening, reading, writing and number are taught well in English and mathematics lessons so pupils become confident speakers, listen very attentively to their teachers and each other in discussions. Most lessons are very well paced so all pupils are fully involved in the activities and teachers use a good range of resources which ensures that pupils are very interested and motivated to learn. The very brisk pace and the very effective links between different parts of the lessons were the key features of the excellent lesson seen in Year 3. The teacher constantly returned to the aims of the lesson and the end of each section. As a result, pupils were very clear about what they were doing and why, what they had learnt and what the next steps were in the lesson. Activities provided for pupils in groups were highly appropriate and built very effectively on the work that they had done in the first part of the lesson. At the end, the teacher then returned to the aims for the lesson and involved pupils in a short discussion to find out how they felt they had got on.

20 The rate at which pupils acquire the knowledge and understanding in most subjects is due to teachers' good subject knowledge. In science for example, pupils develop a secure understanding of the subject which enables them to attain good standards in national tests. Similarly, in ICT, teachers' understanding of how to teach the basic skills of the subject has improved well since the last inspection so the lessons in the computer suite are good and pupils develop a secure understanding of the basic skills of the subject. In other subjects, such as art and design, the good standards pupils attain are directly due to the good subject knowledge of teachers and the interesting methods they use to interest pupils in the subject.

21 However, teachers do not consistently give pupils enough opportunities in all subjects to practise all their basic skills and to work on their own using their knowledge. For example, in science they are not given enough opportunities in all classes to practise the skills of planning and undertaking investigations. Consequently, many pupils are not so very confident in this aspect of the subject. In geography and history, worksheets are used too frequently as the basis for written activities which limits the opportunities pupils have to express their own ideas and opinions. This has a negative effect on the standards pupils attain in these subjects and the opportunities they have to reinforce and consolidate basic literacy skills such as their handwriting, punctuation and grammar. ICT is used appropriately in some other subjects such as English, but this is not consistent. Pupils are not given enough opportunities to practise their skills to present their work using ICT or to research topics using the Internet in subjects such as science, geography and history.

22 In Year 6, the arrangements for teaching pupils English and mathematics are very effective. Two staff, who specialise in these subjects, teach all the pupils in the year group in two smaller groups organised according to ability so all pupils make very good gains in their learning in their final year. Additional support arrangements in science, partly funded by the EAZ has a further positive effect on the quality of pupils' learning in the upper years of the school.

23 In reading, writing and mathematics pupils with special educational needs learn well. This is mainly because they receive very effective individual support from classroom support staff in English and mathematics lessons and the smaller groups in Year 6, supported by funding from the EAZ, enables teachers and support staff to spend more time with pupils. However, in some lessons in Years 3 to 6 teachers do not use pupils' individual education plans sufficiently when they are planning activities in lessons to make sure that enough opportunities are given to pupils to work on their targets. This is due to the lack of clarity in some of the targets in the individual plans, which do not give teachers enough guidance on what these pupils need to practise, and the over-use of worksheets in some topics within subjects such as history and geography.

24 Pupils with emotional and behavioural difficulties are also well supported in lessons, but, a few younger pupils on with special educational needs for emotional and behavioural difficulties do not always behave appropriately. Support staff respond well to these pupils, but they do not use a sufficiently broad range of methods to manage their behaviour. This is partly due to the weak links between the targets in their individual plans and the teaching methods used by adults which gives them insufficient guidance on how to help pupils improve their behaviour.

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

25 The curriculum is good. The requirements to teach all the subjects of the National Curriculum and religious education are met. This is an improvement since the last inspection when ICT was not meeting requirements. There have been several other improvements to the curriculum. These are impacting well on the quality of teaching and learning. They also make a positive contribution to pupils' personal development.

26 The curriculum for children in the nursery and reception classes is very good. It covers all the areas of learning expected for children of this age. Particular strengths are the provision for children's personal, social and emotional development and the emphasis placed on developing children's basic skills of communication, literacy, language and mathematics. As a result, children are very well prepared for entry into Year 1.

27 The curriculum in Years 1 to 6 offers a broad and balanced range of experiences covering all subjects. The curriculum is planned well and is regularly checked which ensures a consistency in planning lessons across the whole school. Teachers have received further training in literacy, numeracy and ICT. As a result, the structure of lessons and the quality of teaching in these subjects has improved since the last inspection. Pupils in Years 3 to 6 now have good opportunities to use the computer suite and are regularly taught French. These developments have improved the range of experiences offered to pupils.

28 The provision for pupils with special educational needs is satisfactory, but has some major strengths. The school's procedures follow the guidelines of the 2001 Code of Practise. There are individual plans in place for all pupils in Years 1 to 6. These plans are inconsistent. In the best examples, targets are clear and concise giving teachers and support staff clear guidance on what pupils need to learn next and how they can be taught. These plans generally are for pupils with reading difficulties so in this area most pupils make good progress. The small group teaching in Year 6 of English also has a significant effect on the rate at which these pupils learn in their final year in school. However, the targets in some individual plans are too broad. Although they give teachers guidance on what pupils need to learn next they do not link the teaching methods effectively enough to the targets. This limits teachers' ability to use all subjects effectively to reinforce pupils' skills, particularly in handwriting, punctuation and grammar. For those few pupils with emotional and behavioural difficulties the individual plans do not give teachers and support staff enough guidance on a range of specific methods to manage and improve these few pupils' behaviour.

29 The school enriches the curriculum well through a good range of extra-curricular activities. This is an improvement since the last inspection. These include a variety of visits, visitors and first hand experiences to support the curriculum. A local historian accompanies pupils on a visit in their local town of Stockton, pointing out important Victorian features. Extra-curricular activities include art, drama, choir, homework and sports' clubs. However, these are restricted to pupils in Years 3 to 6, even though some of them take place over lunch-time. Members of staff lead many extra-curricular activities, but outside specialists, for example Middlesbrough football club and the local authority music team provide effective specialist coaching. A volunteer from the parish Church is teaching some pupils to learn to play the recorder. The school has established very good links with a local multi-ethnic primary school. Pupils share extra-curricular activities such as theatre visits, produce music events such as the Christmas pantomime and some sports clubs and events. This link not only broadens pupils' experiences, but also makes a very valuable contribution to their awareness and understanding of the way of life of the different cultural groups who live in their local area.

30 Pupils all have equal access and opportunity to the curriculum. This provision is very good because it reflects the school's policy of 'treating equally every child as special and a child of God'. The school uses the results of assessments well to ensure that pupils are grouped and supported to enable them to receive their entitlement to all aspects of the curriculum. The school has recently identified gifted and talented pupils in English, mathematics and science and through the funding provided by the EAZ there are a number of initiatives in place in the school, which enrich the curriculum and support learning for these pupils.

31 Another improvement since the last inspection is the very good programme of personal social and health education. This covers drugs awareness, aspects of sex education and contributes well to pupils' understanding of citizenship. For example, pupils in Year 5 learn about the important role of the emergency services in the community, and they are taught strategies for keeping themselves safe. The personal and social education programme provides opportunities for pupils to value themselves, and each other. For example, in Year 4 pupils were talking about what they thought they were good at, and also suggesting attributes of their classmates.

32 Links with the community are very good and extremely effective. The school uses external resources very well. There are strong links with the local Roman Catholic parish and the diocese. A high level of funding is provided by outside agencies, for example, the Stockton Deanery Education Action Zone, which funds support for improving attendance and improving standards of attainment. The Traveller Support Service provides very good literacy, pastoral and home-school liaison support. A Community Liaison Officer runs family literacy courses in the school. All these agencies have a positive impact on pupils' academic attainment and personal development. There are good links with the receiving secondary school that ensures smooth transition to the next stage of the pupils' education. Links with the partner primary schools are very good. For example, joint social and educational activities have been organised to enable Year 6 pupils to meet each other before moving up to secondary education.

33 Provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection and is very good. Although there is no whole school agreement on planning for spiritual, moral, social and cultural development across the whole curriculum, the personal, social and health education programme makes a very good contribution to these aspects of pupils' development.

34 Provision for spiritual development is good. In collective worship the school's Catholic ethos and focus for worship provides good opportunities for pupils to reflect on the theme of worship. Pupils are encouraged to join in prayers and to think about the consequences of topical issues, such as the Firemen's strike. Displays around the school show how pupils have thought carefully about occasions, such as Remembrance Sunday. In Year 5, pupils have written their own prayers for their parents. These are used well. At the end of the school day, one pupil selects a prayer and the class join in. The school's motto "Delight in the Good" is supported by a tree of 'good thoughts' in the school's entrance area. Pupils have written their own good thoughts, such as "I will try my best at every task I come across", and displayed them as leaves on the tree.

35 Provision for moral and social development is very good, and is a strength of the school. Through assemblies, and the Catholic ethos of the school, pupils are taught to respect and value each other. They are expected to behave well, and they know the difference between right and wrong. There are clear simple rules displayed around the school. These effectively promote and support the safety and welfare of pupils. Pupils try to gain house points to receive a 'golden' reward in the school's Friday assembly. In personal and social education lessons, pupils listen to what each other have to say and they respect each other's opinions. There is an effective 'Buddy' system when Year 6 pupils support younger pupils at playtimes. The recently set up school council of elected pupils from Years 2 to 6 has already succeeded in implementing some improvements suggested by pupils. The school has a system of 'houses' from reception to Year 6. Pupils are proud of their own house, and are encouraged to earn 'house points'. Year 6 pupils are elected as House Captains and take these responsibilities seriously. There are also monitors with responsibility for setting out the hall for assemblies. These pupils undertake their responsibility sensibly without the intervention of teachers. In lessons, pupils are often given chances to work co-operatively in pairs or small groups. They value each other's suggestions in these situations. Pupils are often involved in raising funds for charities. Through these activities they develop an understanding of the plight of those less fortunate than themselves. Pupils in Years 5 and 6 go on a residential visit. This provides further opportunities to develop an understanding of the importance of team-work, and self-reliance.

36 Provision for pupils' cultural development is very good. Visits in the local area support their understanding of their own culture well, particularly the importance their town had in the Victorian era with the invention of the railways. Pupils learn about the work of well-known artists and musicians. The school makes sure that the culture of travellers' children is celebrated. Parents of these children

are welcomed into the school. For example they provided a mini fairground in the school yard. Pupils' understanding of cultures other than their own is promoted very well. The links with a local multi-ethnic primary school broadens their understanding of cultures in this country other than their own. Pupils have learnt about Indian and African music through visitors to the school. In a Year 5 geography lesson, pupils were learning about how people live in Africa. Teaching emphasised diversity well, explaining to pupils that not all African people were without food and water. These good opportunities not only impact on pupils' understanding of the richness and diversity within their own culture, but about cultures and faiths throughout the world. For example, through the school's Catholic religious education programme, the school recently held a Judaism week.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37 The school provides effective care for its pupils. The head teacher places a very high priority on pastoral care and provides excellent leadership in this aspect. All members of staff are very caring, dedicated and totally committed to the welfare of the children in their charge. They are very approachable and totally supportive. The members of the non-teaching staff are well deployed and give very good support for both teachers and pupils. This has a positive impact on standards achieved, particularly for pupils with special educational needs and English as an additional language.

38 Although some of the pastoral policies, for example, child protection and health and safety, are too general and lack specific guidelines, all staff consistently demonstrate a sound knowledge of the school's welfare procedures. Procedures for child protection are good and fully understood by all teaching and support staff. The governing body and the head teacher take their health and safety responsibilities seriously, and all the required health and safety checks and inspections are systematically carried out and properly recorded. Conscientious teachers and teaching assistants, who are alert and vigilant, supervise pupils very well at breaks and experienced midday supervisors undertake lunchtime supervision conscientiously, and the standard of care is high. The school has secure procedures in place to ensure pupils' welfare when they are using the Internet.

39 The school has very good procedures for promoting and monitoring discipline and good behaviour. All staff have very high expectations of what constitutes acceptable behaviour, and discipline is administered conscientiously and consistently throughout the school. This has a positive impact on the high standards of good behaviour maintained throughout the school. Although attendance is below average, procedures for recording and monitoring absence are very good. Registers are completed correctly, reasons for non-attendance recorded consistently, and absences rigorously followed up. Very good use is made of external support in promoting good attendance.

40 The school has made good progress towards meeting its target to establish reliable and effective systems for tracking pupils' progress. The assessment co-ordinator is very competent and has a clear overview of assessment and recording. There is an effective policy agreed by staff and governors and this has been put into practice.

41 The school has very comprehensive procedures for assessing pupils' academic progress and attainment in English and mathematics. National and other standardised tests are used very appropriately and the results are recorded and carefully analysed. The information is used very well to identify improvement and areas for development. Similar procedures are being developed in some other subjects. For example, science is assessed through end of topic tests and there are plans to assess ICT in a similar way, using integrated tasks at the end of each term.

42 Procedures for monitoring and supporting pupils' academic progress are sound. Individual pupil profiles contain comprehensive cumulative records. These are passed on at the end of each year

and are used to set individual targets in English and mathematics. Year group targets are displayed prominently in classrooms so pupils know what they are working on. In lessons, teachers and support staff respond well to pupils, giving them constructive advice and support. However, although pupils' written work is marked regularly, teachers' comments tend to be supportive, rather than the helpful ones that tell pupils what they have done well or how work might be improved. The comments rarely refer to each pupil's targets so they are not always clear how they are getting on and what they have to concentrate on. Similarly, the lack of reading diaries for older pupils limits the ways in which teachers can ensure pupils, particularly those with special educational needs, know how well they are doing and how they can improve further.

43 The school effectively identifies pupils who have special educational needs and those who are gifted and talented, though the identification of the latter is at an early stage. Staff know pupils well so in many cases the information from the school's test are sufficient to enable targets in pupils' individual plans to reflect their needs and to give teachers guidance on how to teach these pupils what they need to learn next, particularly where pupils' reading is the main area of concern. However, for pupils with behavioural, emotional or social developmental problems there is not a systematic approach to establishing the degree and context of the difficulties to inform the targets and strategies in the individual education plans. Consequently, the links between the targets and the teaching methods in pupils' individual plans are not sufficiently close. This limits the range of methods teachers and support staff use to manage and improve the behaviour of these few pupils so they tend to react to pupils' behaviour.

44 The high quality of the procedures for monitoring attendance and child protection and the personal knowledge that adults have of each pupil means that procedures for monitoring and promoting pupils' personal development are very effective. Pupils with statements of special educational needs have good support. The provision outlined in statements is fully implemented and carefully monitored by the special educational needs co-ordinator through regular review meetings. However, pupils are not yet fully or systematically involved in the setting of their own targets so they are not always clear about what they are working on and the school cannot formally take into account their views.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45 Relationships between the school and parents are good. The school enjoys the support of most of the parents. There is a very strong parents and friends association that runs a weekly coffee morning and raises considerable funds for the school. For example, over the last three years, parents and friends have raised the necessary funding to set up and equip the school's excellent computer suite. There is a small number of parents who currently help in the classrooms and many volunteers to accompany the pupils on out of school trips. Most parents are involved in their children's work at home where they support homework and home reading. Parents are offered the opportunity to attend family literacy courses with their children. The current course is well attended and these parents are developing a good understanding of their child's learning in literacy.

46 The majority of parents expressed a high level of satisfaction with most aspects of the school. Some parents expressed concerns about the lack of school-organised activities outside lessons. The inspection team judged the provision for extra-curricular activities to be good overall, but agreed that there is currently a lack of opportunity for the younger pupils. A significant number of parents disagree that their children get the right amount of homework. The inspection team did not support these parents' views and judged the use of homework throughout the school to be good.

47 Home-school communication is satisfactory. Day-to-day communication is good. The head teacher and her staff are very welcoming and approachable. The school sends out regular,

informative newsletters and individual letters about specific events and activities. It publishes a comprehensive, informative prospectus. However, the current edition omits some of the statutory information that is required, such as rates of absence, the special educational needs policy and parents' right to withdraw their children from religious education and acts of collective worship. The governors hold an annual meeting with parents and publish an informative annual report. Parents are given an annual progress report and are offered the opportunity to attend appropriate consultation meetings to discuss their children's work and progress with their teachers. Reporting of literacy, numeracy and science is good. Pupils' annual written reports clearly state progress made and point out areas for improvement. However, the reporting of other subjects lacks detail and is very brief.

48 Parents of pupils with special educational needs are appropriately involved in the setting and review of their children's individual plans. However, the lack of home-school books for older pupils limits some parents' ability to communicate easily on a day-to-day basis with school and teachers' ability to give them guidance on how they can help their children at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49 The leadership and management of the school, provided by the head teacher and senior staff, are very good. The head teacher has a clear vision of the direction of the school and it is her excellent and clear leadership that has resulted in the improving standards and the very good improvement in the school's work since the last inspection. The school's mission statement in the school's life and work is reflected in all aspects of the school. The school is a very welcoming, caring environment in which pupils feel secure and safe. All members of staff play a very positive part in promoting and maintaining this very positive ethos, to the benefit of all the pupils throughout the school. The commitment of all staff to improving standards and the quality of the education provided for pupils is excellent.

50 As the recent report conducted by Her Majesty's Inspectors of Schools summarised, the school has taken significant steps over the last two years to improve the management structures, and to define staff roles and responsibilities more effectively. For example, all curriculum co-ordinators now have negotiated job descriptions. Although a significant number of staff are new to the school since the last inspection, their contribution to the management of the school is good. Several staff are new in post this term, including the co-ordinators for special educational needs and history and geography, but they have a clear understanding of what needs to be improved and have begun to make a positive contribution to their areas.

51 The governing body are a strong support to the head teacher and the school. The Chair of Governors leads the governing body very well. His enthusiasm and commitment to the school emphasises the camaraderie, and team-work that have underpinned the improvements in standards over the last two years. Governors have a very good understanding of the strengths and development needs of the school and are fully involved with the formulation of the school improvement plan, and the school self-evaluation document. Those governors with specific areas of responsibility such as health and safety or finance are well qualified and take their responsibilities very seriously. Each governor is linked to a curriculum subject and a class, and is involved in supporting developments in that subject which sometimes involves participating in in-service training. Governors are now focusing upon continuing to improve the school accommodation, and to build upon the achievements within the curriculum.

52 A comprehensive programme of monitoring the implementation of all aspects of the curriculum has been introduced, and the governors now play a strong part in all aspects of school developments. The curriculum monitoring, evaluation and development undertaken by the senior staff

is now good. This team scrutinises teachers' plans, and provides feedback to teachers. Monitoring of the work recorded for all subjects, in pupils' exercise books, is undertaken on a regular basis. The head teacher and advisers from the local education authority, have made observations upon lessons in literacy and numeracy, and provided feedback to teachers. This work is now being taken over by the school's suitably trained co-ordinators. The senior staff also monitors the learning that takes place, and takes appropriate action, if staff require in-service training in a particular area. The school has good systems in place to check on how well it is performing. It uses well the analysis of the results of national tests and, for example, targets funding to provide extra classroom support where needed.

53 The school has effective procedures in place for the performance management of teaching staff. Clear objectives for them are set every autumn, reviewed in the spring, and monitoring of teaching and learning, with an agreed focus, takes place in the summer. These responsibilities are shared equitably by the head teacher and deputy head teacher. There are good induction procedures in place for new staff, and the match of teachers and support staff to the demands of the curriculum is good.

54 The well-structured school improvement plan gives a very clear indication of the school's main priorities for development. This plan is very effectively based on the information gained from the close analysis of the school's examination results in core subjects with a very clear focus on improving standards. Details are specified as to how objectives will be achieved, and how the senior management team will monitor developments. Budget allocations are linked appropriately to this development plan. The principles of best value are used well and the school budget has been managed very efficiently over the last two years so the school is no longer operating a budget deficit. The school has obtained additional funding, from a variety of sources, to bring in specialist or support staff to enhance the teaching and learning, or to allow existing in-house expertise to be deployed more flexibly. This development work has focused most recently upon literacy, numeracy and personal, social and health education. The grants obtained for school developments have been suitably disbursed and monitored, and are linked to priorities in the school improvement plan. Funding from the EAZ has been used very effectively to provide, for example, specialist teaching of English and mathematics in Year 6 which has had a positive effect on standards.

55 The school accommodation meets the needs of the pupils well. The school has made major improvements in the classroom decoration and furnishings since the last inspection, although there are plans to make further improvements, for instance to build ramps to ensure suitable access to the building for the disabled. Teaching accommodation is clean and very well maintained, and the teachers display pupils' work effectively to produce a stimulating and attractive learning environment. There is now a well-equipped computer suite and a spacious library area which has had a good effect on the quality of teaching and learning in ICT.

56 The learning resources now available to support the curriculum are good in most subjects although those for history and geography are in need of up-dating to fully reflect the current topics taught and the changes around the world in recent years. The co-ordinators have clear budgets to disburse in each area. The school's use of new technology is good, and enables the management to function efficiently.

57 Taking into account the good progress that pupils make, the consistently good standard of teaching and the very good leadership given to the school by the head teacher and governors, St Cuthbert's Roman Catholic Primary School is an effective school that has made very good progress since the last inspection. It no longer has any serious weaknesses in any aspect of its work, is well set to improve further and gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58 In order to improve the quality of education provided for pupils, the head teacher, governors and staff should:

Raise standards in science by the end of Year 6 by:

- providing consistent opportunities for pupils to plan and undertake investigations in lessons;
 - providing more opportunities for pupils to use their ICT skills in investigations, to analyse the information they obtain and to present their work.
- (Paragraph numbers: 7, 21, 89, 92, 111)

Raise standards in geography and history by the end of Year 6 by:

- identifying clearly in lesson planning what pupils of different ability will learn;
 - providing opportunities for pupils to express and write about their own opinions and ideas;
 - developing procedures to evaluate what pupils know, understand and can do and using this information to plan lessons and activities;
 - ensuring resources are adequate to teach the planned curriculum;
 - providing more opportunities for pupils to use ICT in lessons to present their work in a range of different ways.
- (Paragraph numbers: 6, 8, 21, 56, 78, 105, 106, 107, 111)

Develop the provision for pupils with special educational needs by:

- developing a systematic procedures to assess what pupils, including those with emotional and behavioural difficulties, need to learn next;
 - ensuring targets in pupils' individual plans consistently identify what pupils need to learn next;
 - ensuring that all elements of individual plans recommended in the 2001 Code of Practice for special educational needs are clearly identified and that pupils are fully involved in setting and reviewing their targets;
 - extending the use of reading records to inform and involve parents in their children's learning.
- (Paragraph numbers: 19, 23, 28, 42, 43, 79, 80)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	19	10	0	0	0
Percentage	2	35	41	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	17	162
Number of full-time pupils known to be eligible for free school meals	-	60

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	36

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	8	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	7	7	7
	Total	19	19	20
Percentage of pupils at NC level 2 or above	School	90% (88%)	90% (82%)	95% (88%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	7	7	7
	Total	19	20	20
Percentage of pupils at NC level 2 or above	School	90% (88%)	95% (88%)	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	11	10	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	11
	Girls	-	-	8
	Total	16	17	19
Percentage of pupils at NC level 4 or above	School	76% (86%)	81% (66%)	90% (89%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	13	17	19
Percentage of pupils at NC level 4 or above	School	62% (86%)	81% (69%)	90% (89%)
	National	73% (72%)	74% (74%)	82% (82%)

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

** Where the number of boys or girls is 10 or less, figures are omitted.*

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
142	0	0
15	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
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	18
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	145

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	1
Total aggregate hours worked per week	60

Financial information

Financial year	2001-2002
----------------	-----------

	£
Total income	560,621
Total expenditure	544,436
Expenditure per pupil	2,821
Balance brought forward from previous year	11,256
Balance carried forward to next year	27,441

Number of pupils per FTE adult	15
--------------------------------	----

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	162
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	73	28	0	0	0
Behaviour in the school is good.	55	41	0	4	0
My child gets the right amount of work to do at home.	31	55	12	2	0
The teaching is good.	73	26	0	0	2
I am kept well informed about how my child is getting on.	65	29	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	80	14	4	0	2
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	57	37	2	0	4
The school is well led and managed.	73	18	0	0	10
The school is helping my child become mature and responsible.	75	26	0	0	0
The school provides an interesting range of activities outside lessons.	43	37	4	6	10

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

59 The provision for children in the Foundation Stage (nursery and the reception class) is very good and has improved since the last inspection. Children are involved in the life of the school. Parents at the meeting held before the inspection commented on how they liked the way their children are included in whole school productions.

60 Children enter the nursery after their third birthday and join the reception class either in September or January in the year of their fifth birthday. Although some children only get two terms in the reception class, teachers in both classes work closely together to provide a continuous programme of learning throughout the Foundation Stage.

61 The nursery nurse and part-time classroom assistant are deployed very well, and they take a full role in teaching. They make a very effective contribution to the children's learning. Children with special educational needs and English as an additional language are supported well and they make good progress in relation to their earlier learning.

62 When they enter the nursery, the children's attainment covers a broad range, but is often below what can be expected for children of this age in all areas of learning. A few children have speech difficulties, and they are supported well by a teacher from the local authority. Standards improve well throughout the Foundation Stage. Most children are likely to attain the learning goals identified for their age by the time they transfer to Year 1, with about a quarter of these children on course to exceed these goals in their reading, writing and mathematical skills. Attainment in personal, social and emotional development is a particular strength: all children are likely to attain the learning goals, with many children exceeding these.

63 Teaching has improved since the last inspection, and is now very good. The nursery teacher is the co-ordinator for the Foundation Stage, and she ensures that the staff work closely together as a team. They meet each week to plan and to discuss how well individual children are doing.

Personal, social and emotional development

64 By the end of the reception, most children achieve the levels expected of them. All the Foundation Stage staff give a high priority to providing a safe, secure and stimulating environment that supports the children's personal, social and emotional development very well. This enables the children to make substantial progress and, by the end of the reception year, many exceed the standards expected for their age in this area of learning. They settle quickly into routines and achieve very well. Very good teaching in both classes establishes good routines and clear expectations of behaviour. As a result behaviour is often very good. From starting in the nursery, children are encouraged to show initiative and to be increasingly independent. They respond well, work together as friends, share equipment with each other and tidy equipment away. They do their best to dress themselves independently after physical education lessons. In the reception class, children gained independence as they were taught how to carry mats in their physical education lesson. Relationships are very warm and supportive. This provides effective examples for the children. When a group of children in the reception class were preparing a meal to take to the 'bear's cave', one child said to another "I'm going to tell – you're not sharing the drink". The other child quickly replied "Sorry".

Communication, language and literacy

65 These areas are often taught very well in both the nursery and reception class. As a result, children achieve very well from their low starting point on entry. By the end of the reception year the majority of children attain standards that match those expected for their age in this area of learning, and about a quarter of these children are on course to achieve above the early learning goals in the basic skills of speaking and listening, early reading and writing. Learning experiences are planned very carefully to promote and extend children's speech in particular. Children make very good progress and in the reception class some children eagerly answer questions. Most children are attentive and they learn to put their hands up to answer questions. However, even in the reception class, some children find it hard not to answer when the teacher directs a question to another child.

66 Teachers successfully encourage children to enjoy books. The nursery book area is well organised to encourage children to sit quietly, and comfortably, choose books and 'read' either independently or with a friend. Children confidently choose books and share these with each other. One child, in the nursery, mimicked the teacher and held the book "so you can see the pictures". In the reception class, many children recognise a few commonly used words. One child knew that when you see an exclamation mark "you have to say it in surprise". Work on recognising letter sounds is begun in the nursery and good opportunities are provided throughout the Foundation Stage to reinforce these as often as possible. Parents are actively involved in supporting their children's reading through selecting books with their child to take home and share. There is clear guidance for parents in children's 'home/school' reading books, and many parents write useful comments. Children are regularly given homework to support their recognition of letter sounds, and new words.

67 In the nursery, early writing skills are developed well as children 'write' in their role-play area. They learn to recognise a few letters of their own names. In the reception class many children form letters correctly when copying their own names or the day of the week. A few children are beginning to write some commonly used words starting with a capital letter and ending with a full stop in simple readable sentences, although words are not yet spaced properly.

Mathematical development

68 The children's mathematical development is often below the standards expected for their age when they start in the nursery, but they make very good progress throughout the Foundation Stage. As a result many children reach the learning goals identified for their age at the end of the reception year, with about a quarter of them reaching beyond these. Teaching in this area of learning is very good and enables children of all abilities to achieve very well. In both the nursery and reception class staff reinforce counting skills in activities whenever possible. Children learn the correct mathematical vocabulary for simple shapes and size.

69 Mathematical skills are practiced well in activities such as songs and number rhymes. In the reception class, most children can count from zero to 20. More able children recognise numerals and can quickly add orally 'one more than' or subtract 'one less than'. Children use the computer for counting and matching games and, in the reception class, some children enjoyed counting how many times the frog jumped up. They are starting to record some of their work, such as drawing repeating patterns using dots and/or shapes and recording estimates of how many cubes will fit into different sized containers.

Knowledge and understanding of the world

70 Teaching is mainly good in this area of learning in both the nursery and reception class. This ensures that children make good progress, but many have a limited range of experiences before starting in the nursery. As a result of this good progress most children are on course to reach the early learning goals identified for their age by the end of the reception year. Children make careful observations of changes in the weather. They learn about different sorts of weather and help teachers to record this day by day, using terms such as 'cloudy' and 'sunny' and recognising the weather symbols for these. Teachers use the local area well in lessons to help children learn about different sorts of houses, the main landmarks in the area and what different buildings are used for so they develop a secure understanding of the area where most of them live. Many children work confidently with computers. They have sound basic skills and know how to move objects on screen using the mouse to move the cursor or drag items into position. In the nursery, children are fascinated using the 'colour magic' program of three colours to make patterns. In the reception class children predicted accurately what colour they thought objects would be when looked at them through different coloured cellophane, and a few children recorded their predictions.

Physical development

71 Teaching is often good and children make good progress throughout the Foundation Stage. Most children attain the expectations for their age by the end of the reception year. Good teaching gives children ample opportunities to make their own choices and they are given time to persevere when handling materials. They are guided well in the skills of cutting, folding and sticking. In the reception class, some children manipulated staples carefully and safely.

72 Outdoor activities are well planned to develop children's co-ordination and use of space. Support staff are deployed effectively to encourage children who are less confident. Reception class children use the nursery outdoor play area and wheeled toys. In the hall, children use space well and walk, run, hop and skip changing speed. Support staff worked very well with reception children ensuring they took turns and behaved sensibly and safely when moving across mats. Children are learning how to set out equipment in the hall. However, the teacher did not use the warm-up activities before physical exercise to teach children the impact exercise has on their bodies, and the need to warm up their muscles.

Creative development

73 Teaching is sometimes very good and children make good progress throughout the Foundation Stage. Many are on course to reach the identified learning goals for their ages in most aspects of this area of learning. For example, in the reception class, children carefully mixed powder paints to make the colour orange. They knew that if they added more red they would make a darker shade. They use brushes and other simple tools such as scissors confidently to make simple models and decorate them using paints, crayons and other materials such as fabrics. Children enjoy music making, and instruments are readily available for them to experiment making sounds. The nursery nurse encouraged a small group of children to listen carefully to the different sounds musical instruments make by playing an instrument behind a child's back. The child then had to name the instrument. Children enjoy joining in singing and action songs. They listen well and clap out repeating musical patterns.

74 Children play imaginatively creating their own games with small figures and models, and in role-play activities. They use large and small blocks and other construction materials and plan and make buildings and models, such as castles, houses and robots.

ENGLISH

75 Pupils' standards of attainment are above average by the end of Year 2 and average by the end of Year 6. All pupils achieve well as they move through the school. Standards have improved well since the last inspection.

76 Pupils make good progress in developing their speaking and listening skills, especially in understanding what they hear and their inability to express their ideas and opinions. They learn to answer questions about the topic of the lesson, wait their turn to speak, and listen to the teacher and each other. They are very well motivated by the teaching and so many pupils really enjoy their English lessons, and are very keen to join in with the spoken activities. Pupils' reading develops very well. Most pupils have a good sight vocabulary and very secure understanding of how to use letter sounds to work out unfamiliar words. Many pupils read with some expression. Higher attaining pupils read stories that are funny or exciting, read fluently and put the right expression in their voices when they see italic letters, an exclamation mark or a question mark, for example. Lower attaining pupils struggle to build up words, are hesitant and tend to read without expression. They do not understand all of what they read, but use the pictures to try to make sense of the story.

77 Pupils take great care with their writing and have pride in their work. Most pupils write in a clear and legible joined up style and they use basic punctuation such as full stops and capital letters accurately. They learn to write in different styles. Stories are well-structured and organised into sentences with some interesting words used to describe the characters and events. Most words are spelt correctly, but most errors are logical mistakes. Higher attaining pupils spell most words correctly, use words well to connect up simple sentences, and use more difficult punctuation such as speech marks and other punctuation correctly. Lower attaining pupils' handwriting is neat with most letters correctly formed and legible. They use full stops and capital letters to organise their work although there are some errors. Their stories are organised into simple sentences, but have a clear beginning, middle and end.

78 By the end of Year 6, most pupils continue to make good progress from the end of Year 2 and attain the standards expected for their age. A good proportion attain higher than expected levels, particularly in reading. This is good improvement from the last inspection, particularly in the proportion of pupils who attain higher than expected standards. They listen to what they are told, understand what is explained to them, and enjoy what is read to them. Many pupils listen closely, make good suggestions of their own in discussions, and have sensible ideas that they have thought about carefully. Most pupils are happy to read aloud to the rest of the class, and they put good expression into their voices. Higher attaining pupils read fluently from a variety of sources, including stories, newspaper and magazine articles, poems, plays, and reference books and can express their opinions about the characters or plot. Lower attainers struggle to read some passages, but are persistent and use their understanding of letter sounds well to build up words. Pupils learn to write in different styles, such as poems, imaginative stories or biographies. Most pupils write in a joined up style, but a number of pupils have not developed a fluent, individual style and there are some errors in their use of punctuation such as speech marks. Their stories are organised carefully into sentences and have clear structure, although in some cases the 'thread' of the plot is lost towards the end. Higher attaining pupils' handwriting is neat and fluent. Their stories are several pages long, and the grammar, punctuation and spelling are generally sound. Other pupils write less, and need more guidance with their ideas, or how to build up descriptions of characters. Almost all pupils know about the different parts of a book, such as the index, contents and what a glossary is. They confidently use a dictionary or thesaurus to find alternative words or to check their spellings. Most pupils know how to use reference books or the Internet to find information on a particular subject, although some lower attaining pupils and those with special educational needs have to be helped sometimes.

79 Pupils' work and teachers' planning shows that English is taught well and so pupils learn effectively and make good progress. A consistent strength in teaching is teachers' very good management of pupils' behaviour. They have high expectations that pupils will pay attention during the main part of the lesson, and so pupils behave well and concentrate hard throughout lessons. Teachers and other classroom staff have very positive relationships with the pupils and this helps to motivate pupils to want to do well in their learning. Support staff make a very important contribution to group activities and frequently help lower attaining pupils and those with special educational needs very well during class discussions by prompting them or re-phrasing questions. Lessons are generally planned well. The planning for the excellent lesson in Year 3 clearly outlined exactly what pupils of different abilities would be learning in each part of the lesson so activities were highly appropriate to their needs. At the start of lessons, most teachers tell pupils what they will be learning about. However, the aims for the lessons are not so explicit in some teachers' planning, particularly that for group activities, frequently noting what pupils will do rather than clearly identifying what they will learn. This particularly affects pupils with special educational needs. Targets, strategies and teaching methods outlined in their individual plans are not consistently reflected in planning or the activities they are given in all lessons so it is difficult for teachers to accurately assess how well pupils have learnt. These pupils make good progress overall as they move through the school due to the high quality support they receive from support staff in most classes and the smaller group teaching of English in Year 6 which is partly funded by the EAZ. In these lessons teachers and support staff are able to work with each pupil more so they make very good progress. Where pupils with special educational needs are withdrawn for specialist support they benefit from very good individual support that is carefully linked to their needs which has a significant impact on the progress they make, particularly in reading.

80 Handwriting is taught well in special lessons and teachers have a very secure understanding of how to teach grammar and punctuation so pupils develop a secure understanding of these basic skills. This is reflected in the pace at which the quality of their handwriting develops in these lessons. In whole class activities, teachers use the text well as the focus and generally, they use questions well to include all pupils in the discussions. Teachers and support staff respond well to pupils in lessons, guiding and praising their work, and teachers mark pupils work regularly. However, not enough use is made of their aims for the lesson or pupils' own targets as the focus for the marking so it is not consistently made clear to pupils how they can improve their work. Reading is taught well in Years 1 and 2 leading to the good standards pupils' achieve. However, in Years 3 to 6 some of the good practice used effectively with younger pupils is not continued. For example, reading diaries are used well in Years 1 and 2 to involve parents and to record the progress pupils are making. With older pupils, the diaries are purely a record of what books pupils have read so there are some missed opportunities to give parents guidance on how they can help their children at home. This particularly affects pupils with special educational needs, many of whom have literacy-based difficulties. Pupils' reading, speaking and listening skills are all reinforced and extended very well through their learning in other lessons. However, there are not enough opportunities in some subjects such as science, geography and history for pupils to express their own ideas and opinions through a range of written activities.

81 This subject is led and managed very well. The co-ordinator is very well organised. She has very good oversight of the teaching, planning, assessment of pupils' progress and staff training leading directly to the good improvement since the last inspection. The co-ordinator works very well with the head teacher, the governor for literacy and other staff to decide on the priorities for each year, based on a very careful assessment of how well pupils' standards have developed.

MATHEMATICS

82 Over the last year, there has been a trend of improvement in standards in this subject, particularly for pupils in Years 3 to 6. This improvement in standards can be attributed to the generally good or very good teaching, and to the developments in curriculum provision, which have been undertaken since the time of the last inspection.

83 These include the effective introduction of the National Numeracy Strategy, with associated staff training. The quality and range of resources has been developed and specifically there are more opportunities for data handling and ICT, which is now used with greater frequency to enhance the teaching and learning in this subject. Other initiatives, such as the setting arrangements in Year 6, where pupils are grouped according to ability funded by the EAZ, have been undertaken, in order to provide more effective support for all pupils. Pupils, including children from traveller families and those with English as an additional language make good progress as they move through the school. Pupils with special educational needs also make good progress, due to the quality of learning support they receive and the teaching arrangements in Year 6. A recent analysis of pupils' performance, related to gender, indicated that in mathematics, girls' performance in recent years has been consistently below the national average. The school is aware of these outcomes and is taking steps to address this issue.

84 Teaching of mathematics is good. Lessons are well planned, conforming to the National Numeracy programme, and aims for learning are shared with pupils. The pace and timing of lessons are mainly good and the plenary sessions at the end of lessons are used effectively to assess pupils' learning within the session. Homework tasks are generally linked to class-work, and resources are used well. For instance in a Year 1 class the teacher's good use of resources, and constant reinforcement of earlier knowledge, helped pupils learn basic numbers, counting forwards and backwards to 100, in tens. The best lessons build upon the teacher's assessment of what pupils have learnt in previous lessons so tasks are very well matched to their different levels of ability. There are good relationships between teachers and pupils and they give good encouragement to pupils, and use effective strategies, such as 'Thumbs up', and allocation of house-points to reward them for trying hard. Teachers use praise as well as making useful comments in their marking. They also give good advice to pupils to encourage presentation skills. In a Year 2 class, there was good emphasis by the teacher on the estimation of length, in metres and centimetres, and pupils were starting to acquire a realistic grasp of estimation of heights and widths of common objects. ICT is used well in lessons. For example, in Year 6 pupils' learning was promoted by the use of a 'Powerpoint' program which had been adapted to represent work on co-ordinates. This lesson offered suitable challenge for pupils, working through different ICT activities at their own pace.

85 In those lessons in which pupils' progress was satisfactory, as opposed to good, there was evidence that some pupils needed more activities to reinforce what they had learnt in previous lessons. For instance in a class lesson on measuring, not all pupils were able to measure curved lines in centimetres and needed to revise measuring in straight lines, before moving on to this next step. Pupils generally have good attitudes to learning, listen well to the teachers and to each other, and try hard. In those few situations where this did not apply, the task was either too difficult or insufficiently challenging for some pupils.

86 The teachers have a good grasp of pupils' progress and maintain ongoing assessment records to set appropriate group targets for pupils. The annual reports to parents indicate that pupils' progress is tracked well, and that teachers are aware of the next steps for learning. Classroom assistants and teachers give good support to special educational needs pupils. Numeracy skills are developed satisfactorily in other subjects although in science and geography lessons in Years 3 to 6 the number of opportunities are fewer due to inconsistent use of activities that require pupils to work on their own, to investigate and record their own ideas.

87 The co-ordination of this subject is good, and the co-ordinator, supported by the senior staff and governors has been very pro-active in ensuring that the National Numeracy Strategy has been well implemented, with appropriate teacher in-service training. Grouping pupils by ability in Year 6 has also improved most pupils' learning, in that this system allows teachers to match the level of challenge of work more closely to pupils' abilities and to work with each pupil more closely. Good procedures for monitoring teaching and learning, including the scrutiny of teachers' planning and lesson observations, are undertaken and suitably followed up. The school's analysis of examination results and the outcome of curriculum monitoring helps the school to decide on its priorities for improvement, for instance ICT developments. As well as providing a homework club, the school has also introduced booster classes for some pupils and plans to develop this in Year 6.

SCIENCE

88 Standards have improved since the last inspection and are in line with expectations by the end of Years 2 and 6. Overall, pupils of all abilities achieve well as they move through the school.

89 Since the last inspection good progress has been made towards meeting the school's targets for improvement in science. Progress has been made in most areas and a revised policy and guidance on what should be taught now forms a good basis for work in this subject. There are two aspects still needing specific attention – the improved use of ICT to support work in science, particularly sensing and monitoring and increased opportunities for pupils to write and record independently.

90 Pupils make good progress in Years 1 and 2. This is because the Year 2 teacher often gives pupils work at a higher and more challenging level. Pupils progress from learning about the external parts of the human body in Year 1 to studying the effect of a healthy diet and exercise on the human body. Pupils sort materials by their properties in Year 1. This increases in Year 2 to knowledge of how materials are best suited for different purposes, for example glass for windows. Pupils extend the learning about the sources of light to making simple electric circuits in Year 2. From Years 3 to 6 most pupils continue to make good progress in learning the factual knowledge of the subject. For example, by the end of Year 6 they develop a secure understanding of topics such as the human body, forces, gravity and the solar system. The high proportion of pupils achieving the expected level and above in last year's national tests reflects this emphasis placed on developing pupils' knowledge. However, not enough emphasis is placed in all classes and topics on developing pupils' ability to use this knowledge to undertake investigations. The oldest pupils understand the principles of a fair test and know how to use basic equipment to set up an experiment with the support of an adult. However, except for higher attaining pupils they are not secure on working out how to record the results of the tests or write about what they have found out.

91 In Years 1 and 2, teaching and learning are good. Lessons are well prepared with clear aims for what pupils will learn. Teachers give straightforward instructions and demonstrate good questioning skills. Pupils' work is checked as they do it and they are given good advice and support. Teachers summarise key points at the end of lessons, show examples of good work and make informal assessments of pupils' learning through questions. Written work is marked regularly. Most comments are supportive, but others are more useful in letting pupils know what they have done well or how they could improve their work. Pupils in Year 2 showed that they have secure understanding of basic investigation skills. They could measure the size of hand spans accurately in centimetres and record their results on a table. They could also record data using tally marks and total the frequencies correctly, more able pupils could also display the information on a given bar graph framework.

92 Teaching and learning in Years 3 to 6 is good with some very good teaching seen in Year 4. The quality of teaching is based on teachers' good subject knowledge which enables them to plan lessons that are well structured and have clear learning intentions although the emphasis tends to be developing pupils' knowledge and understanding of the topics. They have high expectations of pupils and manage them very well. Lessons are organised effectively so pupils behave well, concentrate hard and are enthusiastic about their work, co-operating well with each other when they are asked to do practical tasks. Support staff have a very clear role and support pupils with special educational needs, those traveller families and with English as an additional language very well which ensures these pupils are fully involved in lessons. Questions effectively develop lessons and enable teachers to check what pupils have learnt by the end of the lesson. There are good examples of investigative work being done in Years 3 to 6. For instance Year 3 pupils were investigating the amount of stretch in a pair of tights and a majority of Year 4 pupils could draw circuit diagrams using the correct symbols. However, overall, there are not enough opportunities for pupils to develop their investigative skills, to record results and to write about what they have done in their own way. ICT was used in some lessons to record results on graphs or tables, but overall not enough use is made of the resources available in the school in lessons.

93 The co-ordinator has a clearly defined role and leads the subject well. The co-ordinator monitors teaching and learning by checking teachers' planning, sampling pupils' work and observing lessons. End of topic tests are used well to monitor pupils' progress in science. However, the assessment information is not well used to inform lesson planning, particularly in planning investigations in Years 3 to 6.

ART AND DESIGN

94 Art and design is an improving subject and standards are good by the end of Years 2 and 6. The policy and guidance on what should be taught has been completely revised very recently and a new co-ordinator appointed. The planned curriculum is broad and balanced and gives a good basis for work in art and design so that pupils' knowledge and skills develop well in the key topic areas of drawing, painting, collage, sculpture and textiles.

95 By the end of Year 2, standards are above those expected. Pupils have a secure understanding of how to use colour. By looking at the work of different artists, such as Van Gogh, they learn how to use different brush styles to produce variation in tone and texture.

96 The varied styles of different artists are studied and pupils' work across the school depicts the key features of a broad range of different artists' work. Consequently, by the end of Year 6 standards are above expectations. They have a wide knowledge of the styles of other artists such as Paul Klee, Georges Seurat and Pablo Picasso and are able to work in a broad range of different media such as paint, pastels and pencil to produce work in these artists' styles. They have a good understanding of how to use line and tone using pencil to create shade and texture, and higher attaining pupils have a secure understanding of drawing in three-dimensions using perspective appropriately.

97 Only one lesson was seen but this and samples of pupils' work displayed in school gave sufficient evidence that teaching and learning are good. Display has been a specific focus for the whole school and this is reflected in the good quality seen around the school. In a Year 3 lesson teaching and learning were both judged to be good. Pupils were block printing using wood and string. The teacher clearly demonstrated how to apply paint to a block and later asked pupils to repeat her instructions before they started their work. The teacher used subject specific vocabulary correctly, for example 'rotation' and 'translation' and ensured that pupils understood their meanings. Most pupils were able to make well-defined prints using their blocks, though one or two had problems because they

had overlapped the string or put on too much paint. The teacher assessed work in progress and gave immediate advice and support. The concluding part of the lesson was also used effectively to review what had been done and how well. Teachers use a good range of different methods to teach pupils the different artists styles and techniques. For example, in Year 2, pupils' understanding of how Van Gogh created texture in his work was reinforced by asking pupils to translate the swirls and patterns in the painting into three-dimensions using coils of salt dough.

98 The subject co-ordinator has recently taken up the post, but has a clear plan of what needs to be done to develop the subject further. The subject makes a sound contribution to pupils' cultural development through the involvement of some outside artists such as an Indian artist who worked with older pupils on batik and tie and dye activities.

DESIGN AND TECHNOLOGY

99 Standards in design and technology are broadly in line with what is expected for pupils by the end of Years 2 and 6. Scrutiny of pupils' work and a discussion with Year 6 pupils shows that all pupils achieve satisfactorily as they move through the school.

100 A good range of work was seen from different year groups. The co-ordinator has photographs showing the work done across the school over the last four years. These show that pupils across the school have a broad and balanced range of opportunities to develop their skills, knowledge and understanding in the different aspects of the subject such as making a fruit salad, masking a simple sliding mechanism, and designing packaging. Every pupil has a design and technology book to record their work and ideas and these are passed on as pupils move through the school. However, teachers place a stronger emphasis on the making part of the subject and pupils have fewer opportunities to design and evaluate their work. Consequently, most pupils make satisfactory progress in developing their skills to use simple tools such as saws, scissors, needles and thread and manipulate materials such as wood and fabric. By the end of Year 6, pupils make a specific item they have designed, such as a pair of slippers, that fulfils the original aim of the task. However, most pupils are not so confident to work out how their work could be developed and improved by looking at their design and how they used the materials and tools.

101 Only one design and technology lesson was seen during the inspection, but there was sufficient evidence from pupils' previous work to support the judgement that, overall, teaching and learning is satisfactory. In the lesson seen in Year 2, teaching and learning were good. This reflected the teacher's good knowledge and understanding of design and technology. In this lesson pupils were making puppets and were able to follow their own designs. They were given help to choose appropriate materials if they needed it and could cut out card and other materials to the correct size and shape. More able pupils had correctly labelled their designs. The class teacher used the plenary session well and challenged pupils to identify the key elements in their designs and suggest any improvements they could make. Pupils also use topic evaluation sheets to write about their work.

102 The co-ordinator for the subject leads the subject well. The co-ordinator has good subject knowledge, organises the resources available for teachers well and supports colleagues effectively. The accommodation for teaching the subject has developed well recently with the complete refurbishment of the food technology room. This was achieved at minimum cost to the school as the new units were donated by a local warehouse and then fitted by the caretaker during the summer.

GEOGRAPHY and HISTORY

103 Standards in geography and history are in line with expectations by the end of Year 2 and pupils make satisfactory progress. However, in some aspects of both subjects pupils do not make sufficient progress in Years 3 to 6 so that by the end of Year 6 standards are below expectations. No judgement was made at the last inspection on standards in either subject.

104 By the end of Year 2, pupils have secure understanding of where they live. They know where Stockton is on a map of the United Kingdom, know the capital cities and countries of the United Kingdom and draw simple maps of their route to school. They have secure understanding of different types of weather and how this affects how people live. In history, they clearly understand that life changes for people over time. They use appropriate words such as 'old' and 'new' when they are talking about the subject and in their writing. They know some famous people from the past and what they achieved such as Florence Nightingale.

105 By the end of Year 6, pupils' knowledge of places and different environments is secure and they have good understanding of different types of climate around the world. However, pupils' understanding of maps is below that expected for this age group and they do not have clear understanding of how different climates and environments affect the lives of people who live there. In history, pupils' knowledge of different periods of history such as the Tudors and Romans develops satisfactorily. They have a secure understanding of how people in the past lived and what life was like for different groups of people such as the rich or poor. The oldest pupils have a secure knowledge of the main events of World War II including the Blitz. They know that children were evacuated from cities to escape the bombing, but they do not have a secure enough grasp of the topic to express their ideas on how people felt or how such events affected their lives.

106 Teaching is satisfactory in Years 1 and 2. Teachers provide pupils with appropriate activities in lessons so that they develop a secure grasp of the basic skills in both subjects. There are some links made between activities in literacy lessons and geography or history by using similar stories or books. Throughout the school teachers manage pupils very well so they behave well and develop very positive attitudes to the subjects. In Years 3 to 6 some teaching is sound and the topics that are planned for are taught so that pupils acquire the knowledge and understanding of most of the aspects of the subject. However, teachers do not place sufficient emphasis on all the basic skills to be taught in geography and so there are gaps in pupils' learning. They do not give pupils sufficient opportunities to write about what they have learnt in their own words. In some classes there is still an over-reliance on worksheets that are not, in many cases, varied enough to take into account pupils of different abilities. ICT is also not used enough in lessons to produce graphs and charts of surveys or to present their work in different styles.

107 The co-ordinator for both subjects took up the post recently and has little opportunity to make any significant impact on standards or the quality of teaching and learning. However, he has a secure understanding of what needs to be done to develop the subjects and has begun to re-organise the resources. He has identified that in aspects of both subject the resources are not sufficient or appropriate to teach the planned topics. For example, some atlases are out of date. There are no systematic procedures in place in either subject to assess what pupils have learnt which limits teachers' ability to provide activities that allow pupils to develop the full range of the skills of the subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

108 Standards in ICT are improving and meet the expectations for pupils at the end of Years 2 and 6. Pupils produce good quality work and achieve well in all other aspects of ICT. Pupils thoroughly enjoy their ICT lessons and respond well. There is a whole school commitment to ICT

development and a lot of time and money has been invested in it since the last inspection. The development of the computer suite has been a significant improvement to the accommodation and resources.

109 By the end of Year 2 pupils reach national expectations. They are confident in using the mouse, are familiar with the keyboard and know how to print their work. Pupils of all levels of attainment, including those with special educational needs and English as an additional language, make good progress in their learning of basic skills and develop confidence particularly in using a computer for word-processing when they use different fonts and colours to enhance their work. They understand how to open programs, save their work and how to print out copies of what they have produced on screen. As pupils move through the school they become even more confident in their use of computers. Year 3 pupils import pictures from a clip art program and combine these pictures with text. They learn how to change the pattern and shape of the text using 'Wordart'. By the end of Year 6, pupils have good keyboard skills. They know how to enter, save and edit text effectively to produce, for example, attractive and interesting magazine covers. They learn how to use databases and spreadsheets to store information and to produce graphs and charts to present the data based on class surveys of, for example, classmates' diet as part of a project on healthy eating. Most pupils have a secure understanding of how to use the Internet to research topics and use on-screen-menus and key words well to focus their search on specific areas or subjects.

110 Based on lessons observed and other examples of pupils' work seen, teaching and learning are at least satisfactory throughout the school. All of the staff have completed a nationally recognised training package and there has also been additional in-house training. As a result, teachers have good subject knowledge, practical skills and are confident in using the computer suite to teach pupils the basic skills of the subject. In a Year 1 lesson, pupils were reinforcing numeracy learning and they were able to use the mouse and keyboard well. The teacher and support staff helped all pupils well so they were all fully involved in the activities. Teachers have clear aims for their lessons so as pupils get older they steadily develop the skills, knowledge and understanding of the subject. For example, most pupils in Year 3 are confident to log on to their computer and load programs independently but there is good adult support available for those few pupils who need some help. Year 5 pupils showed equal expertise working with a spreadsheet whilst Year 6 pupils were using the keyboard and mouse confidently to add graphics to their Powerpoint presentation. At present, there are no procedures in place to assess what pupils have learnt and can do in lessons. Consequently, in most classes pupils are given the similar activities to do. This results in a lack of challenge for higher attaining pupils in some lessons and lower attaining pupils need to be well supported to be fully involved in lessons. However, the school is soon to be introducing a systematic procedure to assess what pupils can do and have learnt at the end of each topic to provide teachers with sufficient information to plan a range of tasks more effectively.

111 The subject is well led and managed and very good progress has been made since the last inspection in developing the quality of teaching and learning and resources. The co-ordinator has a good understanding of ICT and a clear view of the school's priorities. Funds have been well spent and private fundraising has raised an extra £25,000 to develop ICT in the school including the creation of a combined library and computer suite. Sixteen computers are now available in the suite enabling even the largest class to work in pairs. The curriculum offers a good range of experiences for pupils to develop their subject skills and to practise them in English and mathematics. All classes are timetabled for two lessons a week, one specifically aimed at the development of skills, the second towards supporting work in English and mathematics. However, there are insufficient opportunities for pupils to use ICT to support their learning in other subjects. The co-ordinator monitors and evaluates the subject by checking teachers' planning and sampling pupils' work. There is a named governor for ICT and also a governors' review day. In the last two years the review day has seen the co-ordinator give

a talk and demonstration lesson for governors and a Powerpoint presentation by Year 6 pupils. This reflects the strong commitment of the governors to the subject and is a good example of how the teaching staff ensure that the governing body are fully informed about the day-to-day activities of the school and develop a clear understanding of the progress the school is making.

MODERN FOREIGN LANGUAGES

112 Pupils in Years 3 to 6 are taught French for half an hour each week by a specialist teacher who visits the school. Pupils of all abilities make good progress and so standards of attainment are broadly in line with those expected for pupils by the age of 11. The emphasis in lessons is on spoken French rather than written, which promotes pupils' speaking and listening skills and helps them develop greater confidence in speaking out loud and contributing their own ideas.

113 Due to good teaching, pupils develop a secure understanding of basic language such as how to greet people in French and how to answer simple questions about their name and their age. The teacher manages pupils very well so they behave very well and try very hard to get the answer correct and to use a good accent. A good mixture of English and French is used by the teacher, which reinforces pupils' basic language skills and the general conventions of conversational French. Activities develop pupils' skills well by gradually building from a simple word or phrase to ones that require them to ask and respond to simple questions.

114 The lessons broaden pupils' experiences well and give good opportunities for all pupils to achieve a basic start in French, which prepares them well for transfer to secondary school. The subject also makes a good contribution to pupils' cultural development as they learn about life in France.

MUSIC

115 Standards in music are at least satisfactory by the end of Year 2 and Year 6. Those pupils who learn to play musical instruments achieve better than this. They read musical notation and combine playing instruments with other music and singing.

116 By the end of Year 2, pupils sing tunefully and with confidence. They know the words, and actions, of several songs. By the end of Year 6, pupils listen carefully and recognise the difference between rhythm and pulse. One pupil explained "The pulse remains constant, whereas the rhythm may change". Most pupils sing unaccompanied with good attention to the melody. Some pupils play instruments and maintain the pulse whilst singing and whilst other pupils clap the rhythm.

117 Teaching is good. Teachers are confident and they use a range of strategies, which impact well on pupils' learning. In Year 3, the teacher used resources well to challenge pupils. By the end of the lesson pupils of differing abilities identified higher or lower pitch and recorded what they had heard, either pictorially or by using hand signals. Pupils are managed very well in lessons. As a result, their behaviour is very good. They are confident when singing in front of classmates.

118 Music is led and managed very well by the co-ordinator who is a music specialist. Pupils in the choir are coached well and pupils are prepared very well for their part in musical productions at summer and Christmas. Good opportunities are available for those pupils who wish to learn to play brass or stringed instruments from outside specialists. The co-ordinator from the EAZ has been working successfully alongside teachers to introduce a new music programme throughout the school which has further broadened the curriculum. As part of this programme, teachers have received training, and this is reflected in the good teaching seen.

119 Resources for music are good, and a programme to support the use of ICT has recently been purchased. Music contributes very well to pupils' cultural development. Pupils learn songs from other cultures. An African musician spent time working with each class of pupils, and this ended with a concert of African music and song to which parents were invited.

PHYSICAL EDUCATION

120 Judgements are based on two lesson observations in Years 3 and 6, the scrutiny of policy documentation and scheme of work, an examination of teachers' planning and a discussion with the subject co-ordinator. There is insufficient evidence to make a judgement about standards by the end of Year 2, but standards in by the end of Year 6 are satisfactory, with some strengths, particularly in those areas in which specialist provision is made. There are no differences between the attainment of boys and girls. Pupils, including those with special educational needs, make satisfactory progress.

121 During Years 3 to 6, pupils' knowledge, skills and understanding are developed well. By the end of Year 6, pupils have developed a range of ball skills, and are keen to participate in games activities. Although no dance or gymnastics lessons were observed at this stage, during this inspection, there is evidence of a sound curriculum structure in the scheme of work to support the teaching of these areas. The wide range of in-house and extra-curricular activities made available to the pupils, including football and hockey, are a strength of this subject and suitable rewards, in the form of certificates, are made. All pupils in Years 3 to 6 have opportunities to participate and clubs are well attended. The co-ordinator has plans to work with a nearby school to start a netball club. Pupils' progress in swimming is good, and the teaching is differentiated to cater for pupils of all abilities, from non-swimmers to those who are very skilful and can swim in a range of styles. Consequently, most pupils swim at least the required 25 metres by age 11. The school competes successfully in inter-school galas.

122 The teaching in physical education is satisfactory. Teaching emphasises the importance of safe routines, and promotes fitness, and awareness of healthy lifestyles. Teachers' subject knowledge is secure and they encourage pupils to be aware of following rules, and the reasons for rules. Teachers' planning and assessment of activities is satisfactory and they maintain appropriate pace in lessons, with a good mixture of activities. In lessons, teachers evaluate pupils' work and encourage improvement, but pupils are not consistently asked for their opinion on their work or that of their peers.

123 The subject is well managed and led, and the co-ordinator has reviewed the school policy and introduced a local scheme of work. This framework provides good guidance for teachers' lesson planning and assessment and ensures the progressive development of pupils' knowledge, understanding and skills, in the areas of gymnastics, dance and games. The co-ordinator has been instrumental in accessing local funds to provide in-service training for teachers. She has appropriate plans in place for the ongoing development of resources and the monitoring of teaching and learning. The co-ordinator has also been pro-active in promoting a number of developments to the benefit of pupils in the school such as developing links with other local schools and with Middlesbrough Football Club, and is undertaking a course herself on 'Active Mark' Awards.