

INSPECTION REPORT

ST. GABRIEL'S RC VA PRIMARY SCHOOL

Allendale Road, Ormesby, Middlesbrough.
TS7 9LF

LEA area: Redcar and Cleveland

Unique reference number: 111716

Headteacher: Mrs. M. Hoy

Reporting inspector: Mrs. E. Graham
16431

Dates of inspection: 16th to 20th September 2002

Inspection number: 247140

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Allendale Road,
Ormesby,
Middlesbrough.

Postcode: TS7 9LF

Telephone number: 01642 315538

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs. J. Hayes

Date of previous inspection: 3rd November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16431	Mrs. E. Graham	Registered inspector	Information technology	What sort of school is it?
			Art	The school's results and achievements
			Design and technology	How well are pupils and students taught?
				What should the school do to improve further?
12503	Mr. M. Cundick	Lay inspector		Attitudes, values and personal development
				How well does the school care for its pupils and students?
				How well does the school work in partnership with parents?
1550	Mr. M. Pinch	Team inspector	Mathematics	How good are the curricular and other opportunities?
			Geography	
			History	
			Equal opportunities	
28772	Mrs. B. Hudson	Team inspector	Science	How well is the school led and managed?
			Music	
			Foundation Stage	
32179	Ms. M. Armstrong	Team inspector	English	
			Physical education	
			Special educational needs	
			English as an additional language	

The inspection contractor was:

Durham Local Education Authority

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Gabriel's is an average sized voluntary aided Roman Catholic primary school and has 86 boys and 75 girls aged between four and eleven years. It has a nursery unit in which there are places for 39 children to attend part-time. At the time of the inspection 30 children were attending the nursery and a further 6 were in the reception class part-time. The school is situated in Ormesby in a neighbourhood that comprises a mixture of local authority and privately owned housing. There are high levels of unemployment in the area. All but a few pupils come from white British heritage families and there are a very small number of pupils for whom English is not their first language. There is little movement into and out of the school at times other than normal starting and leaving dates. The majority of children stay in the school for their full nursery and primary experience. 26% of pupils have special educational needs (SEN) that involve learning or emotional and behavioural difficulties or hearing impairment. 32% of pupils are entitled to free school meals, which is above the national average. When pupils start the school their attainment is below average, particularly in language. The school has recently experienced a number of staff absences. At the time of the inspection these problems had been resolved and the school had a full complement of permanent staff

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good quality of education for its pupils and helps them to achieve well. This is as a result of good teaching and the emphasis that the school places on providing for pupils' spiritual, moral, social and cultural development. Standards are in line with those seen nationally and pupils make satisfactory and often good progress in their work. The leadership and management of the school are sound and the governors have worked hard to make sure that the budget surplus is now being used to raise standards further. The school provides satisfactory value for money.

What the school does well

- Teaching is mostly good across the school.
- Teachers provide good opportunities for pupils to use ICT to improve their learning.
- Most pupils achieve well academically and in their personal development.
- The school caters well for pupils with SEN. They receive good support and make good progress.
- The school's provision for pupils' spiritual moral, social and cultural development is very good.
- Pupils enjoy school and show care and consideration towards each other and adults.
- Staff and governors work well together to improve pupils' learning.

What could be improved

- The consistent use of systems for monitoring and evaluating the work of the school, to further improve teaching and learning.
- The use teachers make of their assessments of pupils' academic achievements and personal development.
- The learning environment in the Foundation Stage and upper Key Stage 2 to better support pupils' learning.
- The school's consultation with parents to find out what additional information would help them to support their children's learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been satisfactory improvement since the school was last inspected in 1997. Standards in English, mathematics and science are similar at the end of both key stages and there has been considerable improvement in standards in information and communication technology (ICT) and satisfactory improvement in music. Pupils' attainment in all other subjects remains in line with standards expected nationally. Pupils' progress is satisfactory or better across the school. The quality of the teaching is now good overall. A good framework now supports the teachers' planning for lessons and this ensures that all the necessary work is covered at the right level. The school development plan is now satisfactory. Although the management roles of staff are now clearly defined, further development is still required to ensure that the subject leaders have sufficient information and use it effectively to highlight successes and aspects for development in their areas of responsibility. The school now has satisfactory procedures for assessing pupils' attainment but these are still not used consistently enough to improve pupils' achievements. For example, setting pupils' targets and sharing the aims of activities with them are not a regular part of learning in all classes.

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	
	1999	2000	2001	2001	
English	D	D	C	B	well above average A above average B average C below average D well below average E
mathematics	C	E	C	B	
science	D	D	B	A	

Pupils enter the school with attainment that is below national expectations. Attainment by the end of Key Stage 1 in recent years has been around the national average in writing but less good in reading. In mathematics it has been above the national average. Progress has been satisfactory in writing, good in mathematics but slow in reading, especially for boys. The national test results for 2002 and the work of children presently in the school indicate that they are now making good progress in the Foundation Stage, satisfactory progress in the first part of Key Stage 1 and good progress in Year 2. This is as a result of the school's efforts to improve reading and the good teaching they now receive. By the time they reach the end of Key Stage 1, their attainment is now broadly in line with national expectations in reading and writing and above in mathematics.

Attainment in the Key Stage 2 national tests was at national levels in English and mathematics in 2001 and higher in science. Levels of attainment in 2002 are lower in mathematics and science but higher in English, although as yet there are no national comparisons available. Pupils presently in the school are making good progress in the early part of Key Stage 2 and in Year 5. The achievement of a minority of boys in Year 6, whilst satisfactory, is slower than it should be because they have had a poor attitude to their work. Good teaching in this class is beginning to have an impact and by the time these pupils reach the end of the key stage their attainment is likely to be in line with national expectations. However, some higher attaining boys are not achieving as well as they might in mathematics because work is not always sufficiently challenging. Pupils with SEN are making good progress and those with English as an additional language very good progress right across the school. The school was close to achieving its targets in English but did not reach them in mathematics in 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and are keen to learn. Their attitude to school work is positive, they show care and consideration for others.
Behaviour, in and out of classrooms	Good. Most pupils behave very well in classrooms and around the school. A small minority of older boys display immature, disruptive behaviour and they are being helped to overcome this very well.
Personal development and relationships	Good. Pupils get on very well together and grow in confidence as they move through the school.
Attendance	Below the national average. The school has a range of strategies to improve attendance.

The pupils find their lessons interesting and respond positively to the praise and encouragement that their teachers give them. They show care and consideration for others and get on well together. Their behaviour is usually very good.

TEACHING AND LEARNING

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

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

Overall the teaching in the school is good and helps pupils with differing needs to make good progress. The teaching in the nursery and the reception class is good and provides pupils with a firm foundation for their learning in Key Stage 1. Much of the teaching in Key Stage 1 is satisfactory and often good or very good and builds successfully on skills acquired in the Foundation Stage. Teaching in Key Stage 2 is consistently good. Basic skills are well taught as are lessons planned to meet the national literacy and numeracy strategies. The teachers and teaching assistants provide good quality support for pupils with SEN and those for whom English is an additional language. Pupils' personal and social development is well supported through carefully planned and sensitively delivered circle time. The strengths in teaching far outweigh the weaknesses but there are areas that could be improved. Introductions to lessons and plenary sessions are not always used to best advantage. In some lessons, tasks for higher ability pupils tend to reinforce what they already know rather than extending their understanding. Better use could be made of the assessments that are made of children's work by sharing more information with them and setting individual targets to help them improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It is well planned and offers pupils a broad range of experiences. Its links with the diocese and local community are well used to enrich the curriculum. Visiting professionals, such as the school nurse, help the school to provide adequately for pupils' personal and social development and for aspects of health education.
Provision for pupils with special educational needs	Good. The curriculum for pupils with SEN is carefully planned to meet their needs. They are well supported by the support they receive in the classroom and the additional specialist help that is provided for many of them.
Provision for pupils with English as an additional language	Good. Pupils are included fully in the activities of the school and their progress is monitored carefully.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides very well for pupils' spiritual development by encouraging them to explore values and beliefs. It gives pupils a firm framework in which to make decisions about what is right and wrong. Their relationships are good because all the staff of the school encourage them to respect each other and act responsibly.
How well the school cares for its pupils	Satisfactory. The school is very effective at ensuring the safety and welfare of its pupils. It carefully assesses pupils' individual needs and supports them well. However, procedures for monitoring academic progress and personal development are under-developed.

The school has worked hard to make sure that the curriculum meets the needs of its pupils. The pupils use computers well to support their learning because teachers provide varied opportunities for them to experiment with the different facilities they offer. The school has developed satisfactory methods of checking how well pupils are doing and they now need to use the information to further improve pupils' progress. Improving its partnership with parents needs to continue to be a priority.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory. The senior management team, staff and governors work well together and have a strong commitment to the school's mission statement. Subject leaders have worked hard to make sure that the curriculum is interesting and relevant but there is a lack of consistency in how well they use monitoring and evaluation to improve standards and the quality of teaching and learning in the subjects that they manage.
How well the governors fulfil their responsibilities	Well. The governors have a clear understanding about the work of the school through their visits and the good information they receive from the head teacher. They are fully involved in deciding the main priorities for spending the budget.
The school's evaluation of its performance	Satisfactory. The school looks closely at how it is doing and at which aspects it needs to improve. Systems are not yet well enough developed or consistent enough to provide sufficient and regular information to teachers on what they need to do further to improve the quality of their teaching.
The strategic use of resources	Satisfactory. The governors ensure that they get value for the money that they have spent on improving the environment and raising standards. They have plans for using the well above average surplus to continue to support teachers in their efforts to raise standards and to continue the programme of improving the learning environment.

The head teacher and senior managers have developed satisfactory systems for managing aspects of the work of the school and are now in a good position to improve the consistency with which they operate. The head teacher and governors have worked hard to recruit staff of good quality and to improve the school environment.

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 enjoy school and it helps them to become more mature and responsible. ▪ They find the staff approachable. ▪ The teaching is good and children are expected to do their best. ▪ Behaviour in the school is good. 	<ul style="list-style-type: none"> ▪ A few parents would like the school to work more closely with them and to provide them with more information about how their children are getting on. ▪ Some parents do not agreed that the school is well led and managed. ▪ Some parents do not think their children are getting the right amount of work to do at home. ▪ Some parents would like the school to provide more activities outside lessons.

The inspectors agree with parents' positive views. Parents are provided with a range of opportunities to become involved in the life of the school but the school could consult them more on what additional information would be helpful to them. The range of activities outside lessons is satisfactory for a school of this size. Homework is set regularly but needs to be more actively monitored to make sure that it is relevant and that it is completed by pupils. The leadership and management of the school were found to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards have improved since the last inspection and are now at the levels expected nationally in all subjects and are higher in mathematics at Key Stage 1.
2. Test results reflect these improvements in standards, even though there have been some inconsistencies over time. For example, test results in reading have been low for several years but have improved in 2002 as a result of the school's focus on improving standards in reading, especially for boys. In 2001, the Key Stage 2 national test results were in line with the national average in English and mathematics and higher than the national average in science. They were above similar schools in English and mathematics and well above them in science.
3. Children in the nursery and reception classes make good progress in all areas of learning because their teachers have a good understanding of how children learn. This helps them to provide a wide range of relevant learning opportunities. For example, the children were encouraged to develop their physical skills through carefully structured activities in the hall. Later in the day they were given the opportunity to put together these movements in a sequence in the outdoor play area. On another occasion they learned about the triangle shape through a number of different activities involving music, mathematics and language work. By the time they reach Year 1 the attainment of some pupils is still below average in language and mathematical development but the majority have achieved the early learning goals.
4. Taking into account the low levels of attainment of pupils entering the school, the standards attained represent good progress in English, mathematics and science in both Key Stages 1 and 2. However, a small group of older boys are under-achieving in mathematics because they are not being stretched sufficiently. In addition the achievement of a minority of boys in Year 6 is slower than it should be because they have a poor attitude to their work. Good teaching in this class is beginning to motivate them to learn and their rate of progress is improving.
5. Pupils with SEN make good progress and those for whom English is an additional language make very good progress because their needs are carefully identified and well met by teachers and teaching assistants.
6. The school sets itself demanding targets that were only partially met in 2002.

Pupils' attitudes, values and personal development

7. Pupils enjoy school and are keen to learn. Their attitude to school work is positive and their behaviour is predominantly very good. They are generally focused, listen to instructions and apply themselves enthusiastically to tasks set. They work well both collaboratively and individually, listen to and appreciate contributions from others and are confident to ask questions to develop their understanding. They are polite and show care and consideration for others, with older pupils keen to provide support as "buddies" to early years pupils. Only minor incidents of poor, immature behaviour were noted, particularly among a small group of older boys, creating some disruption to lessons. These were effectively addressed by staff.

8. Pupils respect and appreciate the support provided by all members of staff. They respond well to the school's reward system that encourages them to do their best in their work and in their personal development. They also welcome the opportunities to develop their skills through the range of after-school clubs, visits, visitors and other extra-curricular activities on offer, particularly in the upper school.
9. Pupils play well together with no evidence of aggressive behaviour. They are also willing to share any concerns with members of staff, confident that any instances of bullying will be promptly and effectively addressed. There have been no fixed-term or permanent exclusions during the last academic year.
10. Attendance is below the national average. Good attendance, however, is recognised and encouraged through individual and class rewards but improvements are partly hindered by a significant number of term-time holiday absences. A number of persistent late arrivers are clearly monitored and supported by the school. The overriding opinion gathered from pupils is that they are confident in the care and support provided by the school and respond accordingly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. Overall the teaching is good and makes a significant contribution to pupils' good progress. It is much better than at the time of the last inspection when teaching was satisfactory with a significant amount of unsatisfactory teaching.
12. Teaching for nursery and reception children is good and provides them with a firm foundation for their learning in Key Stage 1. It effectively develops their self-esteem and confidence. Much of the teaching in Key Stage 1 is satisfactory and almost half of it is good or very good. Teaching in Key Stage 2 is consistently good.
13. A feature of the teaching across the school is the effective management of pupils. Some pupils display challenging behaviour and this is handled sensitively and firmly by both teachers and teaching assistants. The potential for disrupting learning is minimised.
14. Pupils with SEN are well provided for through the arrangements the school makes for teaching them in smaller groups in numeracy and for withdrawing them for small group teaching for literacy support. The learning support teacher and teaching assistants provide good quality support. Where they withdraw children for direct literacy support they demonstrate good knowledge of what needs to be taught and good skills in keeping pupils actively involved in the tasks. This helps them to learn successfully. Individual education plans (IEPs) for each pupil carefully set targets that focus on their needs and define how learning can be supported through alternative teaching methods and resources. These are helping teachers to meet the needs of children with particular problems very successfully. The teaching of these pupils is of consistently good quality and results in them making good progress in lessons.
15. Pupils with English as an additional language receive well-structured support and they make very good progress in their development of literacy skills. Care is taken to ensure that instructions are given clearly and questioning is used well to assess understanding. Teaching of pupils with English as an additional language is well supported by a good range of resources. The school library and individual classrooms have a variety of books and relevant visual aids that support the teaching of children from ethnic minority backgrounds and this helps their progress.

16. The school has begun to consider how to support the learning of pupils who are particularly gifted and talented. A small number of such children are carefully identified and have individual plans that identify strategies to be used to help them to learn. The use of projects such as the LEA "Thinking Skills" is having a positive impact on learning in Years 5 and 6. Teachers are beginning to recognise the needs of very able pupils, although there are still examples, particularly in Key Stage 2, when tasks do not provide sufficient challenge for more able pupils.
17. Teaching in English and mathematics is always satisfactory and often good and the basic skills are well taught. The national strategies for literacy and numeracy are in place and are having a positive impact on teaching. These lessons are usually carefully planned, taught at an appropriate pace and provide well for different groups of pupils. Teachers in classes that have been disrupted by staff absences in the past are working hard to improve pupils' learning. There is evidence of the better progress of older pupils in Key Stage 2 as a result of some good and very good teaching.
18. ICT is well taught. Pupils use ICT as a tool for learning in many subjects because teachers provide them with very well planned opportunities for using computers in lessons and because they have been taught the basic skills well. Teachers are beginning to use the new computer suite regularly but they need to experiment with ways of organising the class to make the most effective use of the support available.
19. Strengths in teaching far outweigh weaknesses but there are areas that could be improved. In literacy lessons, introductions are sometimes too brief to recap adequately on what pupils already know. Similarly the potential for plenary sessions to consolidate what has been learned is not always tapped. In mathematics and history lessons, tasks for higher ability pupils tend to reinforce what they already know rather than extending their understanding. While teachers use a number of methods for assessing pupils' work, this is not always used to plan work to help them improve. Marking does not always help pupils to understand what they need to do to improve their work.

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

20. The school provides a good range of learning opportunities in Key Stage 1 and Key Stage 2. The quality and range of the curriculum in the Foundation Stage is very good. The last inspection found that the curriculum was suitably broad and generally well balanced. However, insufficient opportunities were provided to develop skills in IT and to compose, listen to and evaluate music. These issues have now been successfully addressed.
21. The curriculum meets the statutory requirements of the National Curriculum and, overall, is well balanced. The use of IT across a range of subjects is developing well and there is clear evidence of opportunities for pupils to practise and develop literacy and numeracy skills in subjects such as history and geography.

22. Policies and schemes of work are in place for all statutory subjects and these were recently reviewed and updated in 2001 in the light of national changes to the curriculum and suggested schemes of work. The school is implementing the national strategies for literacy and numeracy making appropriate adaptations where necessary to suit school requirements. The school has a range of appropriate policies that take account of personal, social and health education (PSHE). It has chosen not to teach sex and relationships education through its PSHE programme, but statutory elements of sex and drugs education are addressed through the science curriculum and with the help of the school nurse. Pupils also take part in an out-of-hours mathematics club in conjunction with the LEA and join other local primary schools and a secondary school in singing and drama performances. In addition to occasional community activities and those that take place in association with the church, each year some pupils pay a residential visit to a rural centre where they take part in a range of outdoor experiences. The school offers a wide and varied programme of additional activities that serve to effectively broaden and enhance pupils' learning. The school makes good use of local initiatives such as the LEA Gifted and Talented Summer School.
23. The school's approach to equal opportunities is very positive. There is an effective policy that is enacted in the everyday life of the school. Pupils with SEN and those for whom English is an additional language have equal access to all activities, for example staff have received thorough training to make sure that a child with moderate learning impairment is fully included in dance lessons. Clear reminders to pupils of what is right and fair are embodied in the "buddy" system and the work of the school council. Pupils are prepared to stand up for themselves and their friends to promote their entitlement.
24. Links with the church and the local community are good. The main source of support and partnership is from the church and there is a strong ethos of pastoral guidance. This is available to teachers and pupils from the priest and other members of the diocese. The school has good associations with other schools and organisations in the community. They undertake joint projects such as "paint the subway" and exhibiting artwork.
25. Provision for these are made both within and alongside the statutory curriculum. This is enhanced by contributions from outside the school such as that of the school nurse who contributes to the school's health education programme and by the enrichment of pupils' personal and social development through circle time.
26. The provision for pupils with SEN is good. Planning for these pupils is very effective and good support is given by specialist staff, teaching assistants and teachers. Where there are pupils with statements, reviews are regularly carried out and the special needs co-ordinator ensures that good staff consultation takes place. There is a good system of planning, assessment and evaluation that provides valuable information for all staff, particularly in respect of IEPs for SEN pupils.
27. Occasionally pupils with English as an additional language attend the school, as is the case currently. Appropriate access is given to the full range of the curriculum, including literacy and numeracy. Pupils are fully integrated and are effectively and sensitively supported where necessary.

28. All pupils have access to the whole school curriculum. Additional activities that enhance and enrich the curriculum take place both during and after the school day. These include “booster” groups run by teachers to extend basic subjects after school hours. In addition, there are ICT, basketball, football and craft clubs that are held in the school.
29. Provision for pupils’ spiritual, moral, social and cultural development is very good. Core values are embedded in the ethos and climate of the school, which is a welcoming community with a strong sense of belonging. Spiritual aspects of pupils’ development are apparent through school assemblies and visits to church where pupils are given opportunities to reflect and wonder. They are made aware through references to God and through experiences involving sights, sounds and feelings inspired by art, music and drama. The daily act of collective worship fulfils statutory requirements.
30. Opportunities for pupils’ moral development are well addressed. Pupils and adults work towards achieving good standards of behaviour throughout the school. A strong sense of morality is inherent in the learning that takes place and pupils can readily distinguish right from wrong. Pupils are taught to take responsibility for their own actions and show concern for the well-being of others. Effective opportunities are provided in lessons and assemblies to discuss moral issues, such as the story told in church about forgiveness. Awareness of moral issues is also raised through the school's support of charities such as "CAFOD".
31. Provision for pupils’ social development is very good and adults, both in school and in the church community, provide positive role-models. They are encouraged to be independent and are given opportunities to take responsibility and help in school. Older pupils play with and acknowledge younger ones and thereby develop a wide range of inter-personal skills. Pupils are encouraged to work collaboratively in their classroom work, assemblies and in out-of-school activities, such as their musical work with pupils from other schools. Both through formal opportunities such as the “buddy” scheme and in less formal situations, pupils are taught to respect and care for others and their property.
32. Provision for pupils’ cultural development is good. Most pupils share a common cultural background and are given extensive opportunities through their work in school to appreciate their heritage through local studies. A range of other opportunities is taken to extend pupils’ cultural awareness. A number of world religions are effectively addressed, such as the Jewish, Sikh, Muslim and Buddhist faiths, in religious education (RE) lessons. Pupils listen to music and examine artefacts from other cultures in the course of lessons. They derive good opportunities to learn about other cultures through the school’s overseas charity work. Cultural backgrounds of people in the past, such as the Victorians, are also studied, valued and sometimes enacted in suitable environments such as Ormesby Hall.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school is very effective at ensuring the safety and welfare of its pupils.
34. Pupils are confident to confide in all members of staff, including teaching assistants and lunchtime supervisors, knowing that any instances of bullying will be promptly and effectively addressed. All staff are also alert to the signs of, and protocol for, reporting of any child protection concerns. They are also involved in contributing to the rewards system as part of the whole-school pastoral support strategy.

35. Both health and safety and first aid policies are in place, the first identifying areas of responsibility for oversight of premises, safety and security and the second providing clear guidance to staff on dealing with pupil accident or illness. Examples of appropriate care were duly witnesses during the inspection.
36. Registration takes place at the start of both morning and afternoon sessions in accordance with statutory guidance. Registers are completed manually. A separate record is also kept of late arrivals. Strategies are in place to reward good and pursue poor attendance, but attendance data is not recorded in an efficient and readily accessible form to provide a clear picture of attendance levels.
37. Pupils are aware of expectations with respect to good behaviour. They respect each other and there is no evidence of conflict. Staff maintain effective levels of control and have strategies for addressing any indiscipline as well as recognising and rewarding acts of kindness or positive attitude displayed by pupils.
38. The school's procedures for assessing pupils' attainment and progress are satisfactory. This is an improvement on the findings of the previous inspection where there were identified weaknesses. A useful cycle of assessment has been established by the co-ordinators in the core subjects and ICT, which includes the use of statutory assessments, optional assessments and the sampling of pupils' work. Satisfactory progress has been made overall in the development of assessment procedures in foundation subjects for example the co-ordinator for physical education (PE) has developed good systems where the achievements of pupils are identified and areas for further development highlighted. Careful records are kept of pupil progress in reading and in the main these are used well to support assessment procedures in English. Assessment procedures for pupils with SEN are good and the school uses the "Small Steps Programme" and "Haringay Behaviour Profile" well to assess the progress of pupils with learning difficulties and emotional and behavioural difficulties. In the main, the school makes satisfactory use of assessments in English and mathematics to group children according to their levels of attainment and to identify those pupils who need targeted support. Overall, this system works successfully, particularly when teachers plan lessons on the basis of the needs of their pupils according to levels of attainment.

39. Procedures for monitoring pupils' academic progress are under-developed. For example, the progress of pupils with English as an additional language is monitored on a daily basis by the class teacher, but there are no formal procedures in place for tracking the overall progress of different groups of pupils, including those with English as an additional language, and the gifted and talented. Teachers are beginning to share aims in learning with pupils and this helps pupils take control of their learning. For example in the nursery, where lesson objectives were made clear, a small group of pupils knew they were expected to put socks in order according to size and they were able to discuss smaller, biggest and larger. However, this approach is not used consistently throughout the school and opportunities are often missed to involve pupils in their learning from the beginning of the lesson. In Year 6 good procedures are in place to set individual targets for pupils to achieve in English and these are effective in focusing pupils on what they need to improve. However, these procedures are not yet embedded across the school and teachers do not use their assessments consistently to inform planning for the next stage of learning. Teachers are not consistent in their approach to marking pupils' work. At best, in both key stages, teachers ensure marking identifies what needs to be improved, but in many cases it is only supportive for example, of the regular use of the terms good or well done and does not urge pupils to do better. The school has identified the need to organise a review of marking procedures throughout the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school provides a number of opportunities for parents to become partners in their children's education. These include a number of training courses such as "Keeping up with children", updating their mathematics skills, "Learning Together", improving their ICT knowledge, and the "Better Reading Partnership". Use is also made of a "learning library" and "jolly phonics" for parents of nursery children. Mathematics games are also available as a lending facility so that parents can work with their children in improving their mathematical and language skills. Pupils are scheduled to take home reading books and spelling lists each week. Parents are encouraged to support pupils' research for project work.
41. Two consultation evenings are offered to parents in February and then July following the issue of pupils' annual reports. These are apparently very well attended and provide parents with opportunities to discuss their children's progress in detail with their class teacher and the head teacher if requested. There is also regular consultation with parents of pupils with SEN to review their IEPs. Induction evenings are organised for all new starters and the school operates a liaison network with the wide range of secondary schools available to pupils in Year 7. The school also provides a briefing evening for parents in preparation for national tests in Year 6, and the outdoor activity weekend for pupils following these tests.
42. The response to the parents' questionnaire and opinions at the parents' meeting were predominantly positive. There were, however, a significant number of concerns. Some parents did not consider that they were kept well informed about their children's progress. Some also suggested a need to increase the amount of work set to do at home. The choice and range of activities outside lessons was also questioned, together with overall management of the school. These concerns were examined and the conclusion is that some parents are indeed keen to receive more enhanced information on their children's progress and how they can assist them and the school needs to consult them on how this can be achieved.

43. Homework is regularly set but not always completed by pupils. This needs to be more actively monitored. The school is increasing the number and range of activities outside lessons, to widen pupils' experiences and improve both their academic, sporting and other skills.
44. A particular success of the school is its recruiting and training of parents as teaching assistants through a range of initiatives. They are integrated well into the teaching team and make a positive contribution to pupils' education. A number have also used their skills to acquire employment at other schools.
45. The school is actively involved in the life of the diocese and wider community and makes good use of local resources, visits and visitors to enhance pupils' personal and academic development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the head teacher and key staff are satisfactory. The senior management team, staff and governors work well together and have a strong commitment to the school's mission statement and Catholic heritage. The school has appropriate systems in place but they are not consistently applied. The information that is gathered is not regularly evaluated to help the school to make further improvements. An example of this is the attendance registers that are marked appropriately and pupils who are late are entered into a book but there is no other analysis of patterns in attendance. Since the last inspection satisfactory progress has been made on the key issues.
47. The management roles of staff have been discussed and are more clearly defined. The deputy head teacher has been in post for one year and is developing his role. He has been instrumental in developing the evolving role of the subject leaders. He recognises that further development is still required to ensure that the subject leaders have sufficient information and use it effectively to highlight areas of success and areas for improvement. Subject leaders are involved in some aspects of monitoring. They regularly review long and medium-term planning and collect evidence for portfolios of work. Teachers responsible for English, mathematics, science and ICT examine pupils' half-term assessments. However, the information gathered from this is not analysed and evaluated to identify subject-specific areas for development. The teachers are very willing to develop their role. The head teacher and deputy head teacher are including the Key Stage 1 and 2 co-ordinators into more of their discussions and this team is working well in sharing information and developing more consistent approaches with all of the staff.
48. The governing body is very good at fulfilling many of its responsibilities. However, the school's budget surplus is still above the recommended levels, even though the very high under-spend in 2001-2002 has been reduced significantly by appropriate spending on improving the learning resources and staffing. Since the last inspection the governing body has become more focussed in its involvement in the life of the school. They are knowledgeable, supportive and understand their role. They have a direct input into setting priorities for the school development plan and have a very effective system for monitoring progress towards these. They review new legislation prior to its implementation into school. The governors are kept informed of developments by the head teacher, by being in the school and accessible to the school community. They have a good understanding of the school's strengths and weaknesses.

49. The school development plan is sound and has been improved on the lines of the suggestions made at the time of the previous inspection. It includes the plans for the current year and an overview of the following two years. It includes plans for staff and governor training and reviews the progress of each of the previous year's priorities. A realistic number of appropriate priorities were tackled in the 2001-2002 academic year. The plan shows clear priorities, action to be taken to meet a priority, the success criteria, the person responsible for the action and another person for the monitoring and evaluation. Costs are clearly identified.
50. The aims and values of the school are well reflected in the life of the school. The governors and staff worked together for a day to create the mission statement. The school's Catholic heritage permeates the whole school. The staff and governors, through their work, endeavour to foster a mutually caring atmosphere where each person is valued as an individual. They are committed to raising the standards for all pupils both in the curriculum and in their personal development. They are also committed to meeting the needs of all their community. Examples of the mission statement in practice include the use of discussion times in class (circle time), rewards to celebrate pupils' successes, the "buddy" system to support the more vulnerable pupils when they are outside and teachers sharing successes and concerns with parents or carers.
51. The school's procedures for monitoring, evaluating and developing teaching are satisfactory. However, these procedures are not sufficiently rigorous to ensure that the school maintains and further develops the higher standards that it has recently achieved. Although teaching throughout the school is good overall, the teachers are not aware of how some aspects of their teaching can be improved. Issues such as marking, individual pupil target setting and the presentation of pupils' work are not monitored, leading to inconsistencies and some unsatisfactory practice. The teachers have an appropriate system for monitoring the progress of pupils but the information is not analysed, evaluated and used to either inform themselves or the subject leaders of strengths and areas for development. Performance management is in place and the head teacher reports that it has had an impact on the quality of teaching. However, it is the performance cycle that dictates the monitoring of lessons and there are few opportunities for observing teaching outside this process. This means that the subject leaders are unaware of the quality of teaching in their area of responsibility. The link between the quality of teaching and standards is not always clearly seen.
52. The management and co-ordination of pupils with SEN is good. The staff know the pupils and many of their families very well. They are good at early identification, assessing needs and monitoring progress. The co-ordinator is allocated a small amount of non-contact time and she fulfils her responsibilities well. Future developments are clearly sign-posted in the special educational needs co-ordinator's (SENCO) development plan, for example the school plans to utilise the LEA SEN index to support staff through the moderation process. The school keeps parents or carers well informed about the pupils' progress towards the agreed targets. Recently more teaching assistants have been employed to help pupils achieve more. The teaching assistants provide very good support to the pupils and teachers. Many of the staff have received training in the "Better Reading Partnerships" and additional literacy strategies. Resources are adequate and readily available for use. The special needs support governor is knowledgeable and supportive. The new Code of Practice has been successfully implemented.

53. The head teacher and governors have worked hard to recruit staff of good quality and there is now a good match of teachers and teaching assistants to meet the needs of the curriculum. Care is taken to ensure that classes are provided with sufficient support. There is sufficient administrative support to meet the school needs. A good range of in-service training is undertaken by staff and governors and this is closely linked to priorities identified in the school development plan. The school has a useful and informative staff handbook and new staff are given good support in order to help them fit in with the style and expectations of the school.
54. The school's financial systems are good. The principles of best value are consistently applied. The school challenges its suppliers for the best price. The school budget has been appropriately managed and specific grants have been well used for their designated purposes. Financial decisions are taken carefully. A governing body committee is actively involved in spending decisions and monitors costs. The governors are very aware of a large under-spend and during the last financial year have tackled some major projects such as creating an ICT suite, replacing windows and some furniture. This year they have allocated money to employing additional teaching assistants to work with groups of children and to the refurbishment of pupils' toilets. This had reduced the balance to a more appropriate level, although it is still above average.
55. The school has good resources to support the teachers in delivering the curriculum. The accommodation matches the number of classes although in the Foundation Stage and Key Stage 1 some classrooms are small and access is more difficult. Some of the classroom furniture and resources are old and carpets in the upstairs classes would significantly reduce noise levels. Many of the wet areas could be upgraded and this could improve storage space. The school has plans to develop the outside areas.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to further raise standards, improve the quality of provision and the effectiveness of management, the head teacher, staff and governors should:
1. Take steps to ensure that systems for monitoring and evaluating the work of the school are used consistently to improve the quality of teaching and learning by:
 - regularly observing lessons and giving good quality feedback to teachers;
 - monitoring pupils' work more consistently;
 - making better use of the data derived from monitoring activities.
(Paragraphs 46, 47, 51, 85, 95, 100, 106, 111, 117, 123, 128)
 2. Improve the use teachers make of their assessments of pupils' academic and personal achievements by:
 - setting targets for individual pupils;
 - identifying groups of pupils who are underachieving;
 - improving the quality and consistency of marking;
 - using the information gained from assessments more consistently to help plan work for different groups of pupils.
(Paragraphs 19, 39, 60, 82, 94, 99, 100, 122)
 3. Improve the learning environment in the Foundation Stage and upper Key Stage 2 to better support pupils' learning.
(Paragraphs 55, 61)
 4. Improve the school's partnership with parents by consulting them about what additional information would help them to support their children's learning.
(Paragraphs 42, 43)

In addition to the above, the school should consider the following points when drawing up its action plan:

- continue its efforts to improve pupils' attendance;
- continue to develop teachers' awareness of the needs of able and talented pupils;
- continue to develop strategies to improve the motivation of boys;
- ensure that plans for spending the surplus budget are actioned.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	29	16	1	0	0
Percentage	0	10	56	31	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	185
Number of full-time pupils known to be eligible for free school meals	0	59

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	6	48

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

%

Unauthorised absence

%

School data	6.0
National comparative data	5.6

School data	0.0
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
	2001	8	11	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	9	9	8
	Total	15	16	15
Percentage of pupils at NC level 2 or above	School	78 (81)	84 (90)	79 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	7	7
	Girls	9	8	8
	Total	13	15	15
Percentage of pupils at NC level 2 or above	School	68 (77)	79 (81)	79 (61)
	National	85 (84)	89 (88)	89 (88)

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
	2001	12	13	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	11	12
	Girls	11	10	11
	Total	18	21	23
Percentage of pupils at NC level 4 or above	School	72 (72)	84 (58)	92 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	11	12	12
	Total	21	22	23
Percentage of pupils at NC level 4 or above	School	84 (67)	88 (69)	92 (81)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	160
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	26.4:1
Average class size	26.4

Education support staff: YR – Y7

Total number of education support staff	5.5
Total aggregate hours worked per week	165

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20.0:1
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	10:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
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

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2001/2002
	£
Total income	503,154.00
Total expenditure	491,021.00
Expenditure per pupil	2,443.00
Balance brought forward from previous year	88,585.00
Balance carried forward to next year	100,718.00

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	221
Number of questionnaires returned	95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50.5	41.1	7.4	1.1	0
My child is making good progress in school.	46.3	42.1	10.5	0	1.1
Behaviour in the school is good.	31.6	56.8	9.5	0	2.1
My child gets the right amount of work to do at home.	30.5	43.2	20	5.3	1.1
The teaching is good.	54.7	40	4.2	0	1.1
I am kept well informed about how my child is getting on.	42.1	36.8	18.9	0	2.1
I would feel comfortable about approaching the school with questions or a problem.	60	31.6	2.1	5.3	1.1
The school expects my child to work hard and achieve his or her best.	55.8	40	4.2	0	0
The school works closely with parents.	30.5	40	24.2	3.2	2.1
The school is well led and managed.	36.8	45.3	11.6	4.2	2.1
The school is helping my child become mature and responsible.	40	51.6	4.2	1.1	3.2
The school provides an interesting range of activities outside lessons.	30.5	32.6	15.8	7.4	13.7

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

57. The attainment of most children entering the nursery is below average. All children make good progress in the nursery and reception class. At the end of the reception year the attainment of the majority of children will be in line with national expectations. Teaching is good in both classes. The teachers make good use of the resources available to create appropriate learning experiences for the children. The staff have successfully implemented the Foundation Stage curriculum and satisfactory progress has been made since the last inspection.
58. On entry to the nursery the areas of the Foundation Stage curriculum in which most children's attainment is below average are personal, social and emotional development, communications, language and literacy, mathematical, knowledge and understanding of the world. In physical and creative development most children's attainment is in line with national expectations. In nursery the children make good progress towards achieving the national expectations. The reception teacher builds upon this so that by the end of the reception year the majority of children achieve the early learning goals.
59. Both teachers in the Foundation Stage have a good understanding of how young children learn. The teachers are able to plan a learning experience that covers a wide range of opportunities. An example of this was observed in the reception class when the teacher introduced the triangle shape. The children were encouraged to feel the shape, which helped them to describe it. The activity finished with some children playing the triangle instrument in time with a song. This helped children make good progress in mathematical, musical and social aspects of their learning. The staff develop learning experiences where the children can work individually, in small groups or as part of a larger group. The emphasis of their work is to develop children's vocabulary and spoken language. The teacher in the nursery is very good at extending children's language in the role-play area. In one example the children were "making tea" which through the teacher's appropriate intervention became a "tea" for a very special visitor. This developed children's vocabulary, and their thinking and imagination skills. Children with SEN and those who are higher attaining make good progress because staff are well deployed to ensure that individual children's needs are met.
60. Teaching is good in both classes. All staff and helpers are committed to children's learning. They create a caring environment in which the children feel safe and secure and are willing to learn. Good use of praise and encouragement by the staff helps the children to maintain their interest and motivates them. The skilled use of questions enables staff to improve the children's use of language and assess their understanding. The development of the children's physical skills is a strength. In one nursery lesson, children were encouraged to use the physical skills that they had developed, such as walking forwards and backwards and by the end of the lesson they could walk sideways and over an object. This was followed up in the outdoor area by putting these movements together in a sequence. Teaching can be improved by ensuring that in all activities the children do more of the talking than the adults; that the time the children work in a large group is reduced so that they can have greater access to choosing their own activity and that the teachers use of assessment information is more rigorous so as to identify areas for improvement.
61. Recently the reception class has been moved to the classroom next to the nursery. This has provided the teachers with the opportunity to work together in creating an early

year's learning environment. Nursery and reception children can more easily access the outdoor facilities and frequently share parts of lessons such as singing and when the school nurse came to visit. The provision and range of resources is good but the quality of some of the older equipment and furniture is poor.

62. The nursery and reception staff have a good relationship with parents. They share children's successes and areas of concern with the parents or carers as required. They provide regular newsletters and information booklets about the curriculum and how parents can help their children at home. Parents, carers and grandparents are welcome to work alongside their children. During the inspection a student, one parent and a grandparent made significant contributions to the children's learning.
63. Children are well behaved and are developing good attitudes such as concentration, co-operation and listening skills. As it is the beginning of a new school year all children have settled well into the reception class. The children new to the nursery have had the benefit of several visits prior to staying without a parent. This has helped them to quickly become adapted to the nursery routines.

Personal, social and emotional development

64. Initially children's attainment in personal, social and emotional development is below average. They make good progress and by the end of reception most children achieve the national standards. Children benefit from the good teaching skills in both classes. The staff provide a caring environment in which children feel secure. An example of this was when the nursery teacher ensured that a new child had plenty of access to a bike as this was something she had thoroughly enjoyed on her visits prior to starting nursery. Behaviour is mostly good and children are taught to respect themselves and each other. The good use of praise by the staff encourages children to develop self-esteem and confidence. This was particularly evident when children were baking. Through a good range of activities, the children learn to co-operate, share and take turns. An example of this was when the school nurse visited and children were chosen to hold the puppets for the story and a song about keeping their teeth clean. Children are encouraged to concentrate and sustain an activity and this was very evident when a group was asked to sort socks into pairs.

Communication, language and literacy development

65. Children in the nursery are attaining below national expectations in these areas. They make good progress in the nursery and reception class. Most children will reach the expected goals by the end of the reception class. Teaching is good and has a positive impact on children's learning. Children's responses show that they listen with attention and follow simple instructions. Children have many opportunities to engage in speaking and listening activities. The staff focus on developing children's vocabulary and spoken language skills through their conversations and good quality questions. The children learn how to listen to a story and to each other. In all situations children are encouraged to take turns rather than all speak at once. The children's listening skills were encouraged and developed when the teacher read, with good expression, the story of "The Three Bears". Children are encouraged to share and enjoy books. Most are aware that words and pictures carry meaning. Children are encouraged to see the link between writing and reading through observing teachers labelling objects and reading the words. In reception, a new scheme to develop the children's phonological skills is helping to improve children's early reading skills. Many children are keen to read and some have support from home.
66. Children's writing skills are developed through encouraging children to make marks on paper using a variety of mediums including pencils, crayons and paints. By the end of nursery some children are beginning to write some recognisable letters. By the end of reception most children are writing simple regular words and using letter sound knowledge to write more complex words.

Mathematical development

67. Children enter nursery with mathematical development below national expectations. They make good progress through nursery and reception so that by the time they enter Year 1 the majority has achieved the early learning goals. Teaching in both classes is good because staff use many opportunities to encourage children to count and sort. Children were observed counting the number of bricks used in a model and weighing the ingredients to make a cake. Good opportunities are created to help the children develop appropriate mathematical language. In the nursery, the children match pairs of socks and in the discussion learn to compare socks identifying the smallest, the biggest, one smaller than and one bigger than. They also learn about how many small bottles are needed to fill a larger bottle. This helps them to develop their mathematical language. In reception children learned that a triangle has three straight sides. In these activities it was the effective questioning by the teachers that had the greatest impact on the pupils' learning. By the end of the reception year, children can combine two groups of objects to make 10 and most can record numerals correctly. Children enjoy learning about numbers and mathematical vocabulary because it is taught through a range of practical activities.

Knowledge and understanding of the world

68. Children have many opportunities to develop their knowledge and understanding of the world in the Foundation Stage. By the time the children leave the reception class the majority will have achieved the early learning goal. Teaching is good because they make good use of resources, take children on educational visits and have people into classes to extend their experiences. During the inspection the school nurse talked to the children about keeping themselves clean. The session helped the children to understand that they could take responsibility for themselves and reinforced what they needed to do to keep healthy. In reception the children have made booklets about themselves as a baby and what they could do then. They have followed this up with a book about them now. They were looking at and developing an understanding of changes. In both classes the children have regular access to computers. In nursery the children used one program to explore and dress teddy for specific occasions. The children responded well to the good support, were able to talk about their choices and were interested in the choices their friends made. Teachers also make good use of everyday items to encourage children to observe and value things. The nursery teacher asked the children to feel and describe a raw potato. She then encouraged them to feel and describe boiled potatoes. This helped children to describe differences and make associations. The children also have experience of the traditional clothes from other cultures in the role-play area. All children are given opportunities to learn about their own environment, how to look after themselves and are beginning to appreciate the similarities and differences in a wide range of situations.

Physical development

69. Most children enter nursery with physical skills that are in line with the national expectations. They make good progress so that by the time they leave reception the children have attained and many are above the early learning goal. The quality and range of teaching in this area is very good. The nursery teacher provides some very good learning experiences during lessons in the hall and when children are working outside. In one lesson the children improved their jumping, walking and running skills. By the end of one lesson in the hall the children could confidently walk sideways crossing one foot over another. Equipment for outdoor play is good. All children use the facilities constructively, co-operate well and have due regard for each other's space and activities. In fine motor skills children are developing good standards of physical dexterity as they draw, cut, paint and write. When making shortbread people the children develop rolling out and cutting skills.

Creative development

70. Children's achievement is in line with expected levels in the development of creative skills. Progress in nursery and reception class is satisfactory. Teaching in both classes is sound with some good elements. Role-play is a well-developed feature of the curriculum and is used effectively to enhance children's imaginations and their ability to express ideas and feelings. Children participate enthusiastically. Adults make very good interventions to improve the children's communication skills. In one example, the nursery teacher developed an everyday teatime scenario into teatime for a special visitor. This engaged children in finding out what the visitor liked and did not like, deciding what they would make for tea and how they would serve it to their guest. In the nursery, children paint recognisable pictures of people and make models of houses. In reception they create more detailed painting and frequently make more complex models. Displays of children's work show that they are given many opportunities to create their own drawings and paintings. Children in both classes have a wide repertoire of songs that they sing to piano and voice accompaniment. They have access to a wide range of instruments which they enjoy playing. Children in the reception class use instruments to keep the beat of a tune. They can identify the actions needed to make a noise from the instrument.

ENGLISH

71. By the end of Key Stages 1 and 2 attainment in English is broadly in line with national expectations. Pupils make satisfactory progress overall with some pupils making good progress in reading and writing. This mirrors the findings of the previous inspection.
72. Annual variations in national test results are evident and partly reflect the small cohorts in some year groups. Since the last inspection results at the end of Key Stage 1 have fluctuated with writing being higher than reading. Attainment has been below the national average in reading but above in writing. 2002 test results indicate attainment has improved significantly in reading and writing at the end of Key Stage 1.
73. In Key Stage 2, results have varied with overall standards consistently below the national average. However, the overall trend of improvement at Key Stage 2 has been broadly in line with the national trend. Generally girls attain higher than boys in both key stages, except in writing where there is no significant differences.
74. Some of the recent improvement in standards is due to good use of the National Literacy Strategy. In both key stages teachers refer to the strategy framework when planning lessons and basic literacy skills are systematically taught throughout the school. Although a specific time has been identified to develop sustained writing in Year 6, this approach is not yet used consistently throughout the school. Pupils make good progress when learning is consolidated in the plenary sessions. However, plenaries are not yet used consistently across key stages and opportunities are sometimes missed to reinforce the learning that has taken place. Pupils with SEN respond well to the structure of the literacy hour and they make good progress. The use of well-planned additional support in the classroom and the effective direct teaching in withdrawal groups helps their learning.
75. Baseline assessment indicates that standards on entry to the reception class are below average in speaking and listening, reading and writing. When pupils enter the school they lack confidence in speaking and listening skills are poor. These limitations are soon addressed by effective teaching. By the end of Key Stage 1 most can converse with each other and with adults, recalling their experiences and talking about their work. Pupils listen carefully to their teachers and, when working in groups or pairs, they listen to each other. This results in pupils knowing what is expected of them and carrying out their tasks confidently. Questioning is used well to assess learning and through the careful use of open-ended questioning higher attaining pupils are given opportunities to provide extended answers. The listening skills of a minority of boys are under-developed and on occasions they become unsettled and tend to shout out and this slows the pace of the lesson.
76. By the end of Key Stage 2 pupils speak confidently to each other and to adults. They are good at explaining their thinking and higher attaining pupils often give more complex answers to questions, as was seen in a Year 5 poetry lesson examining tenses. The majority of pupils carry out their tasks confidently although there are times, throughout the key stage, when boys lose concentration and this has a negative impact on the development of listening skills. In both key stages the atmosphere of class discussions is encouraging and supportive and this is particularly noticeable in the first part of most literacy lessons, when teachers introduce new skills or when previous learning is re-visited. This results in pupils increasing their ability to contribute to discussions and showing growing confidence in the ability to express their ideas. By the end of Key Stage 2 pupils attain levels in line with national expectations.
77. Although standards in reading are below national expectations, pupils make satisfactory

progress overall. Pupils enjoy sharing books and listening to stories. By the end of Key Stage 1 higher attaining pupils read more complex texts fluently, showing understanding of plot and developing understanding of themes and characters. Average pupils have a good grasp of letter sounds and this helps them tackle words that are unfamiliar to them. Lower attainers still rely on word and picture clues and their reading is hesitant and lacks fluency and comprehension skills are under-developed. Classrooms have useful displays of key words needed for improving spelling and reading. Guided reading sessions are well taught and help pupils acquire the necessary skills. The highest attaining pupils in Year 2 know how to look for information in books. Those pupils who require additional help with reading are supported well both in class and in their withdrawal groups. Pupils benefit from a range of reading materials and their experience of reading non-fiction has improved since the last inspection because the range of books available in classrooms and the school library has been improved. The school has allocated funding appropriately to increase the range of books aimed at increasing the interest levels of boys. 2002 test data shows this has helped to improve their attainment. Pupils are well supported by their parents at home and overall home-school reading diaries are used consistently within the key stage.

78. By the end of Key Stage 2 most pupils reach the expected level in reading and several attain more highly. They generally enjoy reading, read expressively and have good methods of working out the meaning of unknown words. Pupils have a good understanding of the books they read and give insightful comments on characters and plots. They are able to find information from a wide range of sources and they are competent readers of fiction and poetry. Most pupils are able to express preferences for authors and styles, for example a higher attaining pupil in Year 6 said he found the style of the author of the Harry Potter books boring because the plot and story ending was so predictable. Lower attaining pupils receive good targeted support from teaching assistants although they still read hesitantly and have difficulty de-coding words. The school makes good use of resources designed specifically for the literacy hour and there is a good range of books in classrooms and in the library. The school has focused appropriately on updating reading resources to raise the interest level and attainment of boys and extending the range of authors that are available to the children. By the end of the key stage pupils show a good understanding of a broad range of texts. Pupils make good use of the school library for a variety of purposes and their information retrieval skills are good overall. This is an improvement on the previous inspection.
79. Overall standards in writing are in line with national expectations. By the end of Key Stage 1 most pupils can write for a variety of purposes such as describing, reporting and responding to stories they have read. The highest attaining pupils use interesting vocabulary, choosing adjectives carefully for effect. Most pupils are able to write their own sentences and some write at adequate length. By the end of Key Stage 1 many are able to present their work in well-constructed sentences and they show a sound knowledge of capital letters and full stops. Spelling is usually accurate and reflects pupils' growing knowledge of letter sounds. Although handwriting is legible and joined, the presentation of work is variable across year groups.

80. Pupils in Key Stage 2 are developing the structure of their writing because they are given guidance on how to do this. They are given opportunities to write for a variety of purposes, for example persuasive writing, instructional writing and character studies but there is limited evidence of creative writing. Pupils are able to use different forms of writing well, for example when reporting on scientific experiments and when preparing historical accounts. By the end of the key stage pupils write in more complex sentences which are organised into paragraphs. They plan their work effectively, draft and improve their writing and discuss their work sensibly with others. Pupils usually refer to their knowledge of spelling rules when writing and most choose words imaginatively and for effect. By the end of the key stage most pupils are able to use a joined, fluent style of handwriting but too often the presentation of independent writing is untidy.
81. Teaching in Key Stage 1 is satisfactory. Teachers work effectively with small groups and individuals and tasks usually build well on pupils' prior attainment. The pace of the lessons is usually good although minor disruptions including the unsettled behaviour of a minority of boys sometimes slows learning. Teachers use questioning well to ensure that pupils learn and participate confidently in lessons. On some occasions the introduction to the lesson is too brief and opportunities are lost to recap on previous learning. Lower attaining pupils are supported well by the class teacher and teaching assistants and they make good progress.
82. In Key Stage 2 teaching is good overall and some very good teaching was seen in Year 3. Planning is usually clear and identifies the intended learning but there is limited evidence that the results of ongoing assessments are used in planning future work. Teachers use questioning well to assess learning and encourage pupil participation in class discussions. Relationships are good and teachers are skilled at identifying areas where pupils have misunderstood or are having difficulty. Extra help, often in the form of more detailed explanation, is provided and pupils make steady progress. A small minority of Year 6 boys displayed challenging behaviour and this slowed down the pace of some lessons. However, good behaviour management skills were used by the class teacher and high expectations were set for future lessons.
83. Strong links have been made between English and other curriculum areas but particularly in ICT and geography, for example in Year 1 the story "Rosie's Walk" was used well to support the development of skills in planning a simple route map. In Year 6 good links are made with the work the pupils had done on prayers and poems from different cultures. The work of higher attaining pupils was particularly good and one pupil drafted a poem entitled "Eskimo Joy" that incorporated his perceptions of life in a multi-cultural society. Displays of pupils' work in both key stages reflect the development of effective cross-curricular links. For example in Year 2 strong links with history are evident in pupils' accounts of a visit to Captain Cook's museum. In Year 5, ICT is used well to support children's descriptive writing based on the story of "Jason and the Argonauts".
84. Pupils with SEN have detailed IEPs that are followed carefully in literacy lessons resulting in good teaching that is focused on individual need. Teaching assistants give pupils opportunities to succeed, for example when a group of Year 1 pupils participated in a "Star Wars" word game where they practised sight-reading words from the reception year high frequency word list. The pace of the lesson was good, pupils enjoyed the language game and they made good progress.

85. The management of the subject is satisfactory and a comprehensive co-ordinator's action plan is in place. The newly appointed co-ordinator has identified appropriate priorities for staff training, including useful strategies for use in guided reading sessions to increase the motivation of boys. However, the current lack of designated non-contact time means there is insufficient opportunity for the co-ordinator to monitor the effectiveness of the school's work or to check that agreed strategies are being implemented consistently.

MATHEMATICS

86. Pupils' attainment in mathematics is above the national average at Key Stage 1 and in line with it at Key Stage 2. Since the previous inspection, attainment has improved in Key Stage 1 and is similar in Key Stage 2. Learning is good in Key Stage 1 and satisfactory for most pupils in Key Stage 2.
87. When pupils start school they enter the Foundation Stage with lower than average mathematical ability. They make good progress through the key stage because of good teaching and attainment for many is average by the time they reach Key Stage 1. In this key stage pupils continue to make good progress, particularly in Year 2, and by the end of the key stage their attainment is overall above average. This is also because of good teaching and effective application of the National Numeracy Strategy.
88. In Key Stage 2 many pupils make sound progress but a minority of higher attaining pupils do not achieve as well as they should because the work is not always sufficiently challenging. Overall, however, levels of attainment are in line with the national average by the end of Year 6.
89. This is reflected in the national test results. 2001 tests show pupils' attainment at Key Stage 1 was above average as was the percentage of pupils who attained higher grades. Results for pupils at Key Stage 2 were in line with the national average but the number of pupils attaining higher grades was significantly below the national average. At both key stages standards attained in national tests were above average when compared with those for similar schools. Early indications from the 2002 national tests are that standards are continuing to rise at Key Stage 1 and are well above average, whilst at Key Stage 2 they have fallen below their previous average level. It is likely that this has been caused by the lack of consistent teaching that the oldest pupils are reported to have received at that time, due to staff absences. Pupils with SEN make good progress against their targets.
90. By the end of Year 2 the majority of pupils are achieving expected levels. Most can count accurately to a hundred in ones, fives and tens. More able pupils recognise number sequences, numbers that are greater than and less than others and those that are odd or even. The least able, youngest pupils have difficulty recognising and naming some numbers between 11 and 20. Pupils are beginning to understand how number systems work with respect to place value. In their discussions there is effective use of mathematical vocabulary. Pupils' work indicates that by the end of Key Stage 1 most are learning to use money, tell the time, recognise the properties of shapes and calculating effectively and with confidence. Their work also shows that pupils can gather simple data and represent their findings on a bar chart.
91. By the time they are eleven the majority of pupils achieve expected standards. In Key Stage 2 pupils build systematically upon their earlier learning. Much of the work is rightly linked to developing numerical skills. However, in Year 4 pupils begin to apply these skills to simple problem-solving using money. More able pupils can solve problems accurately using mental methods and describe their strategies with correct mathematical vocabulary. Middle ability pupils can solve similar problems by neatly presented written methods, as can less able pupils with suitable help. Throughout the key stage pupils effectively extend their range of mathematical knowledge and skills. Most pupils in Year 6 can understand and use angle measures in degrees and can identify, estimate and order acute and obtuse angles.
92. Pupils in both key stages are successfully applying their ICT skills to support their work

in mathematics. All pupils reinforce, practise and develop their data-handling skills by using computers.

93. The overall quality of teaching in mathematics is good at both key stages. There are many examples of good practice that have a positive effect on pupils' learning. The successful implementation of the National Numeracy Strategy is having a positive impact on the quality of teaching. The mathematics framework is used effectively in teachers' medium and short-term planning that identifies clearly what pupils are expected to learn. In most lessons teachers use a good range of styles and a variety of tasks and as a result most pupils enjoy their work and are keen to do well. In a lesson in which Year 6 pupils were learning to estimate angles, good direct teaching and effective use of resources led to pupils quickly increasing the accuracy of their work.
94. In the best lessons, teachers give clear explanations, have high expectations of pupils and challenge them with a range of tasks matched to their ability. Pupils generally respond well but where explanations are too long or there are very occasional minor disruptions such as those caused by a small number of boys in Year 6, pupils become restless. Good use is made of teaching assistants who support and assist less able pupils and make a significant contribution to their progress. Teachers always plan for a plenary session at the end of lessons in which they review and consolidate what has been learned, however, they do not always discuss with pupils what they will learn next. Teachers praise and encourage pupils to good effect but in the marking of pupils' work this rarely extends to providing challenges or advice to help them improve their work. Although teachers regularly assess pupils' work they do not always use this to help individual pupils to make better progress. Sometimes tasks for those of higher ability are not sufficiently challenging and tend to consolidate rather than extend their understanding.
95. The management of the subject is satisfactory overall. The subject leader monitors teachers' planning and a sample of pupils' work. He analyses national test results and has organised half-termly assessments in mathematics across the school. However, in order that the information gathered is better used to improve pupils' progress in Key Stage 2, the school now needs to ensure that the data identifies those pupils who are under-achieving in mathematics and that work at an appropriate level is planned for all pupils, especially the higher attainers. This needs monitoring by more regular observation of teaching and giving teachers feedback on their effectiveness.

SCIENCE

96. Attainment is in line with national expectations at the end of Key Stages 1 and 2 and learning is satisfactory in Key Stage 1 and good in Key Stage 2. Attainment at Key Stage 1 has been up and down over recent years but teachers' assessments for year 2 pupils in 2002 showed a significant rise in attainment. Inspection evidence for pupils presently in Year 2 indicates that they are likely to reach national expectations by the end of the year. Good teaching, particularly in Year 2, improved resources and a greater awareness of the National Curriculum requirements, have contributed to the improvement in standards in Key Stage 1. Since the last inspection Key Stage 2 results have shown a steady increase with a significant rise in 2001. It has been very good for the higher attaining pupils. These improvements are due to improved resources; teachers have increased their subject knowledge and have provided a more practical focus to lessons.
97. In Key Stage 1 pupils' learning is satisfactory. They test, observe and discuss their findings. This was reflected in a Year 2 lesson when the pupils examined a wide range of foods and classified them into those that were healthy and those that were not as healthy to eat in large amounts. From the evidence of last year's work, pupils gain a good understanding of scientific knowledge and vocabulary. They learn how to classify things into groups using living and non-living as a set of criteria and natural and manufactured as another set. They identify how shapes can be changed through bending, twisting and stretching. They understand forces at an appropriate level for their age. In a Year 1 lesson pupils were investigating the sense of touch. Occasionally the more able pupils devise ways of recording experiments such as when they studied the changing state of ingredients as they were made into a cake. Too often all pupils, regardless of ability, complete the same work sheets. The quality of learning for pupils with SEN is good. They frequently receive additional coaching by the class teacher or teaching assistants. In lessons, pupils respond well to the practical, hands-on experiences and this helps their concentration. However, the handwriting and illustrations the pupils produce to record their work is sometimes of poor quality.
98. Pupils, including those with SEN, make good progress in Key Stage 2 because they find the practical approach taken by their teachers to the teaching of science stimulating and interesting. They are given good opportunities to apply their scientific skills in individual and group situations. A good example was observed in a Year 5 lesson in which pupils were expected to apply fair test principles to an experiment to test if air had weight. Pupils use the skills they have learned in mathematics effectively in science to record and analyse their results. They are often encouraged to develop their own ways of recording information. This sometimes results in untidy work.
99. Teaching is sound in Key Stage 1 and good in Key Stage 2. The strengths in the teaching are the practical approach teachers use to present the work to pupils. An example of this occurred in a Year 6 lesson when pupils were sorted into a variety of groups according to criteria. This helped their learning as it enabled them to see and feel how a classification system worked. The good questioning skills enable pupils to deduce answers. The management of pupils' behaviour is positive and supportive and relationships are secure. Teachers' subject knowledge is good and this enables them to provide clear accurate explanations of new vocabulary. The teaching assistants make a good contribution to supporting pupils' learning. Teaching could be improved by a more consistent approach to sharing with pupils what they are to learn and the marking of pupils' work so that they know how they can improve.
100. The school has adopted the national guidelines for science, which includes the

teaching of drugs and sex education. This, along with a new scheme of work, has increased teachers' knowledge and provided them with a more consistent approach to their planning. The influence of the subject leader on using a practical approach to teaching science is evident throughout the school with consequent benefits to pupils' learning. Most teachers effectively complete the record sheets and the half-term assessments. However, the information that this generates is not used to improve the quality of pupils' learning. Marking of pupils' work is supportive but does not help pupils know how they can improve. Within the school a more consistent role to subject leaders' monitoring, assessing and evaluating teaching is evolving. At present it is not fully in place, resulting in the subject leader having insufficient information to ensure that areas for development can be accurately established.

ART AND DESIGN

101. Few art lessons were seen during the inspection but samples of pupils' previous work, teachers' planning and displays across the school indicate that the standards that pupils achieve are in line with national expectations for age at the end of both Key Stage 1 and Key Stage 2. Their progress is satisfactory overall across the school with good progress being made in Years 2 and 3 as a result of some good teaching that encourages pupils to use computers very well to help them learn. Pupils with SEN are making good progress.
102. Across the school, teachers provide pupils with opportunities to work in a good range of different materials and media and give them activities that encourage exploration and reflection. Pupils respond by producing work of sound quality of which they are proud.
103. The school has recently adopted the nationally approved guidelines as its scheme of work and teachers' planning indicates that these are being suitably adapted to meet the needs of the school. This is a considerable improvement since the previous inspection when schemes of work were not developed and planning lacked clarity. The focused planning is helping to improve the way in which skills are being developed progressively across the school. For example, in Year 1 pupils are taught to work with a range of textiles to produce simple weaving which is incorporated into effective collages of seaside, town and country scenes. In Year 2, pupils investigate more complex forms of weaving from a number of different cultures and try out some of the techniques in their own work. By the time they reach Year 3, pupils are able to use the computer to research the work of famous artists. They are beginning to show a good awareness of colour and many of them can describe what they feel about the work of other artists in their written reports. They are using their observations well to develop their own work.
104. Teaching is good in both key stages and the examples seen contributed well to pupils' spiritual and cultural development. A lesson in Year 6 helped pupils to understand the American Indian tradition of catching their dreams in woven rings. Pupils were provided with good opportunities to discuss the purpose of the dream catchers and then were carefully taught the technique for making them. Celtic music was used by the teacher to create a calm and soothing atmosphere while the children worked. The majority of the class responded positively, produced work of good quality and obviously enjoyed the experience. A small number of boys were less responsive and required some firm management by the teacher.
105. The management of the subject is satisfactory. Resources are good and appropriate units of work have been chosen from the nationally approved guidelines. The co-ordinator is aware of standards in the subject through the informal monitoring of displays of pupils' work. The school has no systems for monitoring teaching and learning in art.
106. The subject has not been the focus for development among the school's many other priorities and the subject co-ordinator has had limited opportunity to influence the teaching and learning or to monitor standards in the subject. She has ensured that long-term planning and resources have improved and in these respects satisfactory progress has been made since the last inspection.

DESIGN AND TECHNOLOGY

107. The standards that pupils achieve are in line with national expectations at the end of both Key Stage 1 and Key Stage 2 and have been maintained since the last inspection. Most pupils are making good progress as a result of good teaching that gives them a variety of opportunities to develop the skills that enable them to design their own products and to make them to a high standard using a number of different materials.
108. Topics are carefully chosen that build on the work that children have done in previous years. From early in Key Stage 1, they are taught to look critically at products that already exist as a starting point for their own designs. Good examples were seen in Year 2 work in which children had examined how a variety of puppets had been made before they designed their own to represent characters from "Smokey Saves The Day".
109. By the end of Key Stage 1 most pupils can plan what they want to make on paper and many can use a computer drawing package to develop their ideas. Higher attaining pupils produce good quality drawings and label them accurately to indicate dimensions and materials they will use. Most pupils are able to produce adequate plans that result in products of a satisfactory standard but a small number of lower attaining pupils are unable to label their drawings adequately because they do not have the necessary literacy skills. The very good support they are provided from teaching assistants and voluntary helpers ensures that lower attaining pupils and those with SEN are able to translate their designs into products of which they are justifiably proud.
110. Good teaching in Key Stage 2 supports the steady progress of all pupils in the subject. Planning and preparation for lessons is always thorough; time is taken to teach particular skills and provision is made for children with particular requirements. For example, in one good Year 4 lesson, which was part of a series of lessons on designing and making containers for coins, the teacher carefully taught pupils a variety of different stitches from which they might choose to stitch together their purses. She gave them time to practise their new skills and provided particular advice to left handed pupils so that they were able to adapt the method for their own needs.
111. The management of the subject is sound. Resources have been improved since the last inspection although there are insufficient appropriate resources to teach about some aspects of control in Key Stage 2. Teachers are well supported by the co-ordinator through a clear, progressive scheme of work. Opportunities to monitor teaching and learning are presently mainly informal but the co-ordinator has an accurate view of standards achieved through his examination of pupils' work across the school.

GEOGRAPHY

112. During the inspection two lessons were observed and pupils' work and classroom displays were examined. At the end of Key Stage 1 and Key Stage 2 standards are in line with those expected for pupils of their age and some aspects are good as they were at the time of the last inspection. Pupils have a satisfactory range of skills and knowledge by the end of Key Stage 2 and some pupils attain higher levels. At Key Stage 1 younger pupils are beginning to understand geographical vocabulary and the relationship between places. They are becoming increasingly aware of where they live in the world and of the names of associated places and countries.

113. Younger pupils are beginning to develop mapping skills. They can plan and follow routes both on the ground and through stories. They can describe landmarks and the more able can remember their order along a route. A visit to the seaside was used effectively to demonstrate a contrasting environment which pupils were able to compare successfully with their own in terms of both human and physical features. This work is suitably extended through a "Barnaby Bear" project by which Year 1 pupils explore locations round England and Year 2 pupils extend their knowledge world-wide. This forms a suitable introduction to a range of cultures, environments and climates.
114. At Key Stage 2 pupils extend their mapping skills and by the time they are eleven some can read grid references with confidence. Pupils' skills and knowledge are broadened to include topics such as the rain forests, river systems and the water cycle. Younger pupils in Key Stage 2 continue to study the local area and extend their knowledge to social and environmental issues of which they gain good understanding. Older pupils' work includes the practice of literacy skills in extended written work and effective use of ICT in the analysis of geographical data that they collect.
115. Pupils with SEN make satisfactory and often good progress in geography and are well supported by teaching assistants in their work.
116. The quality of teaching was good in the two lessons observed. Teachers gave clear explanations and instructions to ensure that pupils understood what they were learning. Both in the classroom and outside, pupils respond well and enjoy geography. This is partly because of teachers' enthusiasm and good subject knowledge. Lessons are well planned and organised allowing teaching and learning to proceed at a suitable pace. In both outdoor and classroom lessons, teachers asked challenging questions about landmarks and routes as well as the environment. This enhanced pupils' understanding of the relationships they observed. From evidence seen in pupils' work it is apparent that they make good progress, particularly in mapping skills. They use opportunities to extend their knowledge by asking relevant questions and researching information from a range of sources.
117. The co-ordinator for geography has a positive effect on the teaching and learning that takes place by encouraging work at an outdoor centre, local walks, river trips and seaside visits. Strengths in some aspects such as mapping are beginning to develop and the revised policy and scheme of work are usefully providing a positive direction for staff. The provision for monitoring and assessment in geography is under-developed and does not provide sufficient indication of pupils' individual progress. A useful range of resources is being developed and extended to support effective learning.

HISTORY

118. At the time of the inspection only one history lesson was observed. Pupils' work and classroom displays were examined, together with teachers' planning and photographs of past work and activities.
119. Standards in history are in line with national expectations at both Key Stage 1 and at Key Stage 2 as they were at the time of the last inspection. Pupils, including those with SEN, enjoy history and make satisfactory progress.

120. Younger pupils experience a wide range of activities and by the end of Key Stage 1 they have a good knowledge of events and people in history such as Grace Darling and her rescue and George Stephenson and his railway engine. They are also beginning to understand sequences of events and can identify the difference between older and newer. Some are able to place objects and events on a simple time line. A significant part of pupils' learning in history is achieved through role-play and by gaining "hands-on" experiences. They can discuss the use of a range of household objects in the context of their purpose and their age. Pupils also enjoy dressing-up and role-play in which they experience some aspects of life in the past. The factual content of pupils' written work is satisfactory and where they have provided their own illustrations rather than colouring outline prints this has proved more successful.
121. At Key Stage 2 pupils further develop their skills and knowledge of history. They have a wider understanding of periods and events and their relationships to each other in time. They study aspects of life in Greek, Roman and Victorian times and can relate customs and lifestyles found in these times. It is evident from classroom displays and pupils' extended writing that they are developing effective research skills. Their extended writing also provides good opportunities for them to practise and refine their literacy skills. Pupils understand the advantage of using a range of media to support their learning in history. They are currently devising an ICT "Power Point" presentation through which to present part of what they have learned about the Victorians to others.
122. The quality of teaching in the lesson observed was good. There were clear objectives for both the historical and ICT aspects of the lesson. The teacher made effective use of the technological resources to promote pupils' learning in history. Pupils can effectively research and present material in a well-sequenced and attractive form. They respond well to the teacher's high expectations and pupils make good progress in both aspects of their work. They complete written tasks neatly. They are often asked to complete the same tasks and while less able pupils' work is sometimes well supported by classroom assistants, that of the most able is occasionally limited by lack of challenge. Pupils' written work is carefully marked by most teachers and suitable praise is offered where it is deserved. However, there are few comments that encourage pupils to seek further information or develop their skills in history.
123. The co-ordinator is new to the post and has yet to provide appropriate support for colleagues. The school has a suitable subject policy and scheme of work that has recently been revised. An appropriate range of resources is being developed and good use is being made of ICT to support learning in history. This is a significant strength. The provision for monitoring and assessment of pupils' progress is unsatisfactory. It is currently carried out too infrequently to either inform development of the curriculum or pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Standards are now in line with national expectations at the end of Key Stage 1 and Key Stage 2 and all pupils are making good progress in the subject. This represents good improvement since the last inspection when standards were below average and progress was unsatisfactory at both key stages. The new computer suite, backed up by computers in each classroom, is helping teachers to use ICT as a resource for learning in the majority of subjects.

125. All pupils, including those with SEN, make good gains in their learning in Key Stage 1 as they use ICT for different purposes. Most pupils know how to select and access programs, they can use the keyboard confidently, they can control a mouse well and they can add text to the designs they have produced using the computer in art and design and technology. In a Year 2 class, for example, as a result of a careful demonstration by the teacher, many pupils were able to use bullet points to write instructions for making a wheeled vehicle; they inserted a picture of their chosen vehicle; added a title, saved and printed their work.
126. As pupils move through Key Stage 2 good teaching provides them with a wealth of new opportunities for learning. Many of them also attend the computer club which is offered to Years 5 and 6 on one evening after school and to Years 3 and 4 on another. As a result, pupils become much more confident to experiment with various facilities offered by the computer. In a Year 4 English lesson pupils edited their work using the thesaurus program; Year 5 used the computer to draft plans for their stories and used the spell checker to correct their work. In a Year 6 history lesson pupils showed good levels of skill when they worked on a "Power Point" presentation to produce a slide show about life in Victorian times for the rest of the class. Older pupils make good use of the digital camera to record images they want to use in their artwork. Opportunities for them to design and model control systems are limited by the resources that are presently available but the school recognises the gap in provision and has plans to improve it. Pupils with SEN use ICT effectively to support their learning across the curriculum. For example in a Year 5 literacy lesson centring on the "War of the Worlds", pupils worked alongside higher attaining pupils to develop skills in the use of bullet points and entering and saving their work based on character writing. As a result, they made good progress during the lesson.
127. Teaching of ICT is generally good across the school. Some teachers are still experimenting with ways of organising and managing a class in a computer room to ensure that they give lower attaining pupils and those with SEN sufficient support, and able pupils challenging enough tasks to enable them to make good progress. Good examples were observed of different strategies to support learning in a number of lessons. For example, pairing low and high attaining pupils; grouping pupils around a number of computers with a teaching assistant in support or providing suitably adapted tasks for very able pupils. Occasionally one or two children struggle to keep up with the pace of the lesson and teachers now need to consider ways of supporting them while maintaining the challenge for the rest of the class.
128. The subject is well managed. Teachers have been encouraged to improve their own skills as a result of recent training. They receive good levels of support from the subject co-ordinator in the school and from the LEA support services. As a result, teachers feel confident to use the full range of available technology in their teaching and are enthusiastic to take on more as national funding programs come on stream. The attainment of pupils in ICT is assessed regularly and the co-ordinator has a clear action plan to develop the subject. Opportunities to monitor the quality of teaching and to give teachers information on how they can improve are presently limited.

MUSIC

129. Attainment is in line with national expectations for Key Stage 1 and Key Stage 2. Pupils' progress in both key stages is satisfactory. Since the last inspection the progress on the key issue has been satisfactory. Teachers' subject knowledge has improved as a result of the Tees Valley Music Service providing in-service training and working alongside teachers in lessons. The school has improved the resources, including a new scheme of work and instruments. Pupils now have more access to music from other cultures and times. They are more familiar with the names of composers. Pupils perform more often within school and church and also take part in music projects with other schools. Many are proficient at composing. They use an ICT program and also instruments to make music. Pupils are encouraged to evaluate their own work as was evident from a good quality display of Year 4 work. It was only possible to observe a small number of music lessons and those lessons that were observed were satisfactory.
130. All pupils have a range of hymns and songs that they can sing. Most pupils sing in tune and many are enthusiastic whilst they are singing. The pupils sometimes use percussion instruments to accompany songs. Many pupils enjoy performing and are willing to contribute in Church and in productions. Their knowledge of music increases as they progress through the school. Pupils across the key stages develop an extensive range of musical vocabulary. In Key Stage 2 they are learning to write and read music. They enjoy composing and have many tunes stored on the computer. They can name composers such as Beethoven, Mozart, Bach, Paul McCartney and Andrew Lloyd-Webber. There are equal opportunities provided for pupils with SEN and those children learning English as an additional language. The school enhances pupils' experience of music by inviting musicians to perform. They have listened to people playing musical instruments and also to a singer. They experience music from other cultures. This is most frequently linked to topics such as when the children study rainforests, music from Brazil is studied. Pupils say that they enjoy their music lessons, in particular when they can compose. They handle instruments with care.
131. The music subject leader has recently left the school. At present the head teacher is overseeing the development of the subject. Assessment procedures are in place but the information is not used to analyse successes and areas for development. Resources are good and pupils have easy access to instruments. There are opportunities for pupils to learn a range of instruments from visiting specialists. Music contributes well to the spiritual and cultural development of the pupils.

PHYSICAL EDUCATION

132. Attainment at the end of Key Stages 1 and 2 is in line with national expectations. This includes standards in swimming. These standards are the same as reported in the previous inspection. However, the school is in a good position to raise standards even further following the implementation of a well thought-out action plan. Teachers cover a well-balanced programme of work based on the nationally approved guidelines. The co-ordinator has introduced a new assessment system that is effective in highlighting areas of strength and areas where individuals and groups of pupils need to improve. This is helping teachers to plan work that provides appropriate levels of challenge.

133. In Key Stage 1 the teaching is satisfactory. Pupils enjoy this subject and co-operate well. They respond well to challenges with different ways of carrying out their tasks. For example, Year 1 pupils show confidence in using different parts of their bodies when making wave movements in time to music, praise and encouragement is used well to motivate pupils and able pupils are able to initiate imaginative sequences. Recap on previous lessons is used well to reinforce learning and warm-ups form an integral part of lessons. This results in a smooth transition from one lesson to the next although a minority of boys is boisterous and this can slow down the pace of the lesson. There is very good support for pupils with English as an additional language where care is taken to ensure instructions have been understood.
134. Teaching in Key Stage 2 is good overall. Boys and girls work well together and play a full part in all games. Quick warm-up sessions are used effectively and opportunities are used well to reinforce previous learning. Teacher demonstrations are well planned, for example in a Year 5 football lesson the teacher displays good dribbling skills and the pupils model this in their own work. Pupils make good progress in lessons because teachers structure the tasks carefully to extend their learning, for example in a Year 4 games lesson pupils practise small ball skills then move on to apply these skills in paired tennis activities. Generally pupils work energetically and they focus on improving skills although in Year 5 there were instances of off-task behaviour, mainly from a small group of boys. In swimming, the school focuses on ensuring all Year 3 pupils are able to swim 25 metres and all pupils are trained in personal safety and survival. A substantial number of pupils can swim at least 100 metres. An effective recording system is in place to monitor pupil progress in swimming.
135. In both key stages teachers dress appropriately for the lessons, setting a good example to pupils. All teachers promote safe working procedures, for example when collecting in equipment and setting out apparatus. When teaching is good, emphasis is put on improving concentration and encouraging pupils to be critical of their own performance and the majority of pupils respond well to the high expectations which are set. Support for pupils with SEN is good and the school strives to ensure pupils are included in all PE activities. Opportunities are used well to enable pupils to cool down and review the progress they have made.
136. There is a good range of extra-curricular activities, both after school and at lunch-times. These activities, which include football, netball, aerobics and basketball, motivate pupils and provide them with opportunities to extend their skills. The school also makes good use of visiting specialists to support pupils with the development of skills in dance, basketball and cricket. The role of the co-ordinator has developed well since the last inspection and she has begun to monitor the progress of pupils in lesson time and at out of school clubs.