

INSPECTION REPORT

ST. MARY'S RC PRIMARY SCHOOL

Tennyson Avenue, Grangetown, Middlesbrough. TS6
7AD

LEA area: Redcar & Cleveland

Unique reference number: 131909

Head teacher: Mrs. S. Lemmon

Reporting inspector: Mr. D. G. Ford
1553

Dates of inspection: 13th to 17th January 2003

Inspection number: 248870

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: Tennyson Avenue
Grangetown
Middlesbrough

Postcode: TS6 7AD

Telephone number: 01642 455309

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. J. McParland

Date of previous inspection: N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1533	Mr. D. G. Ford	Registered inspector	Art Design and technology	What should the school do to improve further? How high are standards? How well is the school led and managed?
11468	Mrs. J. A. Menes	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
32097	Mrs. J. Bennett	Team inspector	Mathematics Music	
30499	Mrs. T. Woods	Team inspector	Science History	How good are the curricular and other opportunities offered to pupils?
21458	Mr. P. Smith	Team Inspector	Information and communication technology Geography Foundation Stage	How well are pupils taught?
20006	Ms. J. Sheraton-Wright	Team Inspector	English Physical education	Pupils' attitudes, values and personal development

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Mary's opened in September 2000. It is average in size with 240 pupils including 31 part-time in the nursery. The school serves an area facing significant social and economic challenges and the proportion of pupils eligible for free school meals is over three times the national average. Attainment on entry to the nursery is well below expectations and the school has a small population of children whose first language is not English, including some refugees.

HOW GOOD THE SCHOOL IS

This is a very effective school. It is very well led by the head teacher, senior staff and governors who are committed to doing the best for all children at the school. Pupils enjoy school and they are well served by a hard-working team of teachers and support staff. As a result they make good progress in their personal development as well as in academic achievement reaching standards which are very good when compared with similar schools.

What the school does well

- The quality of the teaching across the school which ensures that pupils make good progress.
- The development of pupils' mathematical knowledge and understanding.
- The provision for pupils' personal growth, spiritual awareness, moral understanding and social development.
- The very good leadership and management committed to continuous improvement.
- The excellent attitudes of pupils and high standards of behaviour achieved.
- The family atmosphere of the school which is based on excellent relationships and which ensures that everyone feels included.

What could be improved

- The development of literacy skills, particularly those associated with writing, in subjects other than English.
- The use of assessment information to support pupils' planned learning.
- The use of the outcomes from the good monitoring systems to develop further the sharing of good practice in teaching.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was established in September 2000 following the amalgamation of St. Mary's Infant and Junior Schools. This is the first inspection of the new school. However, it is clear that the amalgamation process has been successfully accomplished and the school has made rapid strides in developing as an effective unit since it opened. It is well set to continue to improve.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	N/A	A	C	A*	very high A *
mathematics	N/A	A	B	A*	well above average A above average B average C below average D well below average E
science	N/A	A	C	A	

The majority of pupils start school with a limited range of academic skills. Pupils build well on these skills in the Foundation Stage and they make good progress across Key Stage 1 so that, by the time they are seven, standards are only slightly below national expectations across the curriculum. Pupils continue to achieve well in Key Stage 2 and when they leave school at eleven, the majority of pupils attain standards which are in line with those expected for their age. Standards attained by pupils in mathematics are above nationally expected levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are enthusiastic about school and are genuinely interested in their work. They are very keen to participate in all aspects of school life.
Behaviour, in and out of classrooms	Very good. Overall pupils are very well behaved, polite and considerate.
Personal development and relationships	Very good. Pupils develop very good awareness of their rights and responsibilities and the needs of others. Pupils are friendly and relationships with their schoolmates, teachers and other adults are very good.
Attendance	Satisfactory. The school has made significant improvements in attendance and punctuality through well-planned strategies.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good and often very good	Good and sometimes very good	Good, often very good and sometimes excellent

Teaching is a strength of the school. It is never less than satisfactory; it is good or better in around 70% of lessons and around 33% are very good or excellent. Lessons are well planned and managed. Teachers have high expectations of what pupils can achieve and match work well to meet the range of needs in the class. Lessons have a clear structure and pupils are kept well informed of what they are to learn. Teachers work hard to engage the interest of their pupils and they are very well supported by a strong team of classroom assistants. Pupils respond well, actively participating in lessons, working with concentration and demonstrating understanding of the purposes of their lessons. As a result pupils of all ages make real gains in learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It is broad and balanced and carefully planned to meet the needs of pupils. Proper attention is given to literacy and numeracy although literacy skills are not systematically reinforced in subjects other than English. The curriculum is very well supported by a good range of activities outside the school day as well as visiting specialists.
Provision for pupils with special educational needs	Very good. Pupils are well supported, the school uses a good range of intervention strategies and as a result pupils progress well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides very good opportunities for pupils to develop understanding of the wider world and their place within it.
How well the school cares for its pupils	Good. Staff know pupils very well and there are good systems to support pupils and monitor their development. However, information gathered is not all used systematically to inform planning for individuals.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very Good. The head teacher has a clear vision for the school. She provides positive and well-informed leadership and with her senior team manages the school very effectively. As a result the difficult process of amalgamation has been successfully accomplished. There is a strong, committed staff team well placed to continue to improve.
How well the governors fulfill their responsibilities	Very well. The governing body is well-informed and knows the strengths of the school and its priorities for development. It successfully meets its statutory responsibilities, effectively contributes to school improvement planning and maintains a good strategic overview of school development.
The school's evaluation of its performance	Very good. There are good systems for analysing performance data and a very good, structured approach to the monitoring of teaching and scrutiny of pupils' work. Outcomes are well used to help set priorities for development but there is scope for the further sharing of identified good practice in teaching.
The strategic use of resources	Very good. Funding is very well managed and effectively linked to school improvement plans. Spending decisions are well-researched to ensure that the school achieves best value. The school makes very good use of outside sources of funding.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The very good teaching.• The high expectations of pupils.• The progress that pupils make.• The leadership and management of the school.• The support for pupils personal development.	<p>A few parents had some concerns about:</p> <ul style="list-style-type: none">• Some aspects of behaviour;• The quantity and use of homework;• The range of activities outside lessons;• The way some problems are dealt with.

A very large majority of parents have positive views of the school. The inspection team strongly endorses those views but considers the concerns expressed to be unfounded. The school provides a good range of out-of-school activities, teachers set appropriate amounts of homework which they use well, behaviour is very well-managed and the systems for dealing with issues of concern are very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The majority of pupils start school at St. Mary's with a limited range of academic skills. This is particularly the case with pre-school levels of attainment in communication and language. Teachers in all classes have high expectations of what their pupils can achieve and therefore they make good progress across the school. By the time that they leave, most pupils have achieved the nationally expected levels in all subjects. In mathematics they often do better than this.
2. In the national tests, which pupils took in July 2002, results for seven year olds were well below national averages in reading, writing and mathematics although they were in line with results achieved by similar schools. However, results in the tests taken by pupils at age eleven were in line with the national averages in English and science and above that in mathematics. In addition a greater proportion of pupils than nationally attained the higher levels in science. These results were much higher than those of schools similar in background to St. Mary's. Data analysis shows that, from the age of seven, this group of pupils had made progress in English and science in line with the national average rate. They had progressed faster than national averages in mathematics. Results were better than this in the previous year but as the school has only been open since September 2000 it is not possible to make any judgements about trends.
3. Pupils currently in the school make good progress and by the time that they are in Year 6 they achieve standards that are at least in line with national expectations. Baseline assessment scores on entry to nursery show that pupils' levels of attainment at age three are significantly below average, particularly in the areas of language, communication and social development. They quickly develop good learning habits and make good progress across the Foundation Stage. However, at the end of that period achievements are still below the expectations defined nationally. The good progress continues in Key Stage 1, where further development of basic learning skills is properly emphasised, and by the time that they are seven the majority of pupils are working just below the expectations defined in the National Curriculum in all subjects. The consistent trend of good progress is maintained across Key Stage 2 where teaching is of a consistently high quality. This ensures that the large majority of eleven year olds achieve standards that are in line with the national expectations for their age in all subjects except mathematics and composing in music where they are higher. Standards in literacy at the end of Key Stage 2 are at least in line with what is expected nationally. Pupils read with competence and confidence, they are able to write legibly and correctly for a range of purposes and they can use spoken English well to explain a point of view. Pupils' numeracy skills are, if anything, more highly developed. They perform mental calculations with speed and accuracy, are very competent with number operations, have a good understanding of measuring and can apply their knowledge well to problems.

4. The school's inclusive approach to education is reflected in pupils' achievements. There are no consistent variations between boys and girls. Pupils whose first language is not English and children from refugee families make good progress, as do those identified as having special educational needs (SEN). In order to maintain its high standards the school thoroughly analyses attainment and progress data to identify areas for development and to set properly challenging targets for the future. These targets focus both on the expected levels and the higher levels that pupils can attain and the school is making good progress towards meeting them. This approach helps to ensure that more able pupils build well on their prior achievements and this is reflected in the good standards of work being achieved currently in school as well as the outcomes of statutory assessments.

Pupils' attitudes, values and personal development

5. Pupils display excellent attitudes to school and to their work. This helps them to learn well in class and to make good progress overall.
6. Most pupils behave very well in lessons, in the playground and when moving around the school. There is a small minority of low-level disruptive behaviour in less stimulating lessons but this is well managed by teaching and non-teaching staff. Pupils respond quickly to instructions, display interest in their work and can often sustain concentration without direct adult supervision. For example, Year 6 pupils were able to sustain an industrious working atmosphere in literacy whilst working on features of a balanced argument and in science whilst investigating the separation of materials.
7. The majority of parents agree that their children like school and that their behaviour in the school is good. This very good behaviour is a result of good management by adults in line with the school's approach to encouraging positive behaviour. Pupils are very friendly and polite following the example set by the adults within the school. This is a result of the very successful personal and social education programmes being taught across the school. Pupils will hold doors open for adults, respond politely when spoken to and show respect for each other, the school's equipment and building.
8. There are very good relationships throughout the school which contribute to a strong sense of belonging and family atmosphere. Pupils get on very well with each other and with all adults in the school. They listen attentively to each other in lessons and can work collaboratively within small groups. Younger pupils can follow the rules of 'circle time' when pupils share ideas and talk about their own preferences. Pupils willingly take on responsibilities for school routines within lessons and around the school with, for example, Year 6 pupils working as librarians as well as distributing and collecting registers.
9. Attendance has improved significantly and is now in line with the national average. This improvement has been achieved through effective use of Education Action Zone (EAZ) funding to provide extra support. This enables an attendance officer to monitor attendance and late arrivals several times a week and follow up instances of unauthorised absence or high levels of authorised absence through home visits. The Education Welfare Officer (EWO) is well used to provide additional intervention if problems persist.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. The quality of teaching and learning is good and an important reason why pupils do so well in this school. There is no unsatisfactory teaching, more than two-thirds of the lessons are

good and one-third are very good or excellent. Teaching is most effective in the nursery, Year 2 and Year 6 but there is good teaching across the school. Teachers know their subjects and plan lesson effectively. They have high expectations of all groups of pupils in their class and this has a strong impact on pupils' learning, resulting in high standards at the end of Key Stage 2 when compared with similar schools. The teaching of basic skills is good and where needed, pupils who speak little English, are given good individual support by experienced staff.

11. In the nursery and reception classes, teaching is good and often very good. The teachers and support staff have a good understanding of child development and work very well as a team to create a warm and secure environment for children to start their education. Both classes are organised efficiently and managed well. The teaching of all areas of learning is good which is why the children make such good progress in this early stage of their education. Teachers' planning is full and detailed and prepared with support staff. This ensures that lessons have a clear focus and that children are progressively and systematically challenged. Staff place an appropriate emphasis on childrens' personal, social and language skills and have developed effective methods for ensuring that pupils make good progress in these areas. Teachers' skills, enthusiasm and very effective use of resources capture childrens' attention and maintain their trust, particularly during whole-class sessions. Wonderful moments occurred during a lesson where the teacher used puppets or brought out musical instruments that children had not seen before, to stimulate their learning, and immediately children were immersed in the learning activity.
12. Staff in nursery and reception have high expectations of children's behaviour. Pupils soon learn the rules and routines that keep them on task. At the start of lessons, teachers prepare children to 'listen and learn'. They encourage them to do their best and to be confident when attempting new learning. For example, when children in the nursery were learning to count to 5 and children in reception class were learning addition, teacher's praise, encouragement and assurances helped them persevere with difficult tasks and make good progress with their understanding. In many lessons, teachers vary the pace to suit the needs of individual pupils. This effectively enables children to build upon their previous learning though occasionally it results in insufficient time being left available for teachers to review some activities that children do on their own.
13. The teaching of literacy and numeracy has a good structure ensuring that pupils gain a secure grasp of basic reading and numbers skills. The aims for learning are made very clear at the start of lessons enabling pupils to focus their effort. These aims are usually returned to at the end of the lesson when learning is summarised and pupils review their achievements. The quality of teaching and learning in other areas of the curriculum is never less than satisfactory and often it is good. Teachers make effective use of 'circle time' to develop pupils' personal and social education.
14. In Years 1 and 2, the quality of teaching is never less than satisfactory and it is often good or very good. Teachers show a secure knowledge of the subjects they teach and use this to make lessons interesting so that pupils enjoy learning. This was illustrated well in a Year 2 information and communication technology (ICT) lesson when the teacher showed pupils how to alter the melody line in a programme called 'Music Explorer'. The teacher helped pupils with new vocabulary and through skilful demonstration and effective questioning, paved the way for them to make good progress with their musical compositions. In all lessons, teachers' direct teaching effectively promotes pupils' learning of skills.
15. In Years 3 to 6, the quality of teaching and learning is good in nearly three-quarters of lessons and very good or excellent in nearly half of them. Lessons are always well planned and give pupils a good mix of direct teaching to help them with new skills, group or individual activities for them to investigate or consolidate ideas and time at the end to review progress. Teachers manage pupils' behaviour very well and this ensures that pupils concentrate on their work throughout the lesson. On the few occasions where pupils'

behaviour is unacceptable, teachers deal with pupils firmly and sensitively so that others in the class can continue with their learning.

16. The teaching of English and mathematics is good in these classes and the very good teaching in Year 6 accounts for pupils' good achievements in national tests. The teaching of literacy is good and teachers provide lots of practice for pupils to read, write and develop their speaking and listening skills. In other subjects, such as science, history and geography teachers sometimes miss opportunities to improve pupils' writing because planning for these subjects does not include specific guidance or concept of writing to be developed. The quality of teaching in numeracy is good. Teachers develop pupils' grasp of number effectively by using interesting games and techniques and then challenge them to use their new skills in exciting activities. In the best lessons, such as in Year 6, teachers provide activities that enable pupils to investigate solutions to problems in imaginative ways. This works very well and enables pupils to enjoy mathematics and learn new skills.
17. The teaching of pupils with SEN is good and explains why they make good progress. The special educational needs co-ordinator (SENCO), who teaches pupils throughout the school, works closely with teachers and support staff to plan for pupils' individual needs and monitors their progress carefully. Pupils receive good support from committed, experienced and qualified teachers and assistants.
18. Refugee pupils and those with English as an additional language do well because the support they receive is good. Specialist support staff and class teachers ensure that these pupils have every opportunity to understand what is said to them and join in with class or group activities. In a physical education (PE) lesson, for example, the teacher and other pupils helped explain how to balance on hands and feet by matching new words to actions the pupil was required to do.

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

19. The curriculum is appropriately broad and balanced and fully meets the requirements of the National Curriculum. The school fulfils its stated aims in providing a friendly, happy and secure environment in which all pupils can learn. Since opening in 2000 as a primary school, new schemes of work have been written to reflect the full 3 to 11 age range, as well as the latest government guidelines. This is a significant achievement that reflects the commitment and teamwork of all teachers. It is, however, too soon in the life of the school for all schemes to have been properly evaluated so that they can be further improved. The school has successfully implemented the Foundation Stage Curriculum for children in the nursery and reception class, so that these pupils are prepared very well for their later learning.
20. The schemes of work provide a good framework for planning the curriculum. They are effective in helping teachers to plan lessons that meet the needs of all pupils, including those with SEN. The national strategy for literacy has been implemented effectively, although there are insufficient opportunities provided for pupils to develop their writing skills in subjects other than English. The effectiveness of the school's implementation of the national numeracy strategy is very good.

21. The quality and range of extra-curricular activities is very good. Pupils have opportunities to be involved in football and netball and receive regular coaching. They can learn to play the recorder and take part in clubs for tap dancing, country dancing, and ICT. During the inspection pupils thoroughly enjoyed their coaching session run by the local professional basketball club. Pupils also have opportunities to represent the school in special events for cross country running, athletics and swimming at different times of the year. The school's breakfast club gives pupils daily opportunities to learn and play popular board games with their schoolmates.
22. Other links with the community are also very good and work with the local church and the parish contributes significantly to the general life of the school. Teachers make very good use of the school's neighbourhood friends to enhance pupils' learning in subjects such as art and history. For example, grandparents and other family members are invited to talk about the past and share their memories. Pupils are also involved with local tree planting projects and enjoy the specialist coaching provided by Middlesbrough Football Club promoting fitness. The school works with a very good range of agencies, such as the local health and library services, the education psychological service and speech therapy service to the benefit of its pupils.
23. The curriculum is enriched with a good range of educational visits and visitors to the school. Visits are made to the seaside and local woods and pupils make good use of visits to the school's wildlife garden to improve their learning in science and art by closely observing plants and minibeasts. The school is currently planning a visit to York for Year 3 pupils, so that they can learn more about the Vikings. Older pupils visit Eden Camp to gain a better understanding of what life was like in Britain during World War II. Visitors are invited from the local community to help pupils understand more about the faith of Hinduism and the school makes good use of the skills of local artists to work on special projects to produce, for example, a stained glass panel.
24. The school's provision for personal, social and health education is excellent. Teachers and all other adults in the school work together very successfully with the result that pupils see excellent role models and experience a consistent, fair and caring approach at all times, within and beyond the school day. Personal and social development is successfully supported through a series of themes such as friendship, citizenship, healthy lifestyle and making choices. These make a very good contribution to helping pupils deal with their feelings about themselves and each other, as well as improving their understanding of the importance of exercise and a healthy diet. During assemblies pupils have excellent opportunities to think about themselves and their attitudes towards other people. They are encouraged to be thoughtful and kind, to take responsibility for their actions and to work together successfully both in and out of the classroom. The school has a clear policy for drugs awareness and uses guidelines issued by the Diocese to teach sex education through the wider topic of personal relationships.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. Teachers know pupils very well and take good care of them so that pupils feel safe in school, are able to concentrate upon their work and enjoy the variety of activities provided for them. Non-teaching staff relate well to pupils and provide effective supervision and care in case of accidents. Appropriate procedures are followed to ensure the health and safety of pupils and staff. The school has made satisfactory provision for child protection and the head teacher attends case conferences for pupils on the child protection register.

26. The school helps pupils to learn how to make healthy choices, for example through finding out which foods are good for them and which can be harmful. The weekly fruit stall is very popular and helps pupils to learn that food can be both nutritious and good to eat. Staff visit families before pupils join the nursery, and the school continues to work hard to keep in touch with parents so that information can be shared and staff can give pupils additional support when needed. The school nurse is regularly available for parents to speak to about their children's health. The breakfast club provides very good support for parents who need to go to work early and for children who are given a simple meal and a friendly, familiar routine to begin the school day.
27. The school promotes good attendance with parents by explaining how much a child can miss by frequent absence and late arrivals, and asking them to avoid taking children out of school for holidays. The importance placed on attending school is communicated to pupils through class rewards for the best attendance each week as well as rewards for pupils who have never, or seldom, missed school. The attendance records of individual pupils are monitored rigorously and those needing improvement are identified and action taken.
28. The school successfully promotes very good behaviour and discipline through its policy of praise and encouragement and a well-understood system of rewards and sanctions. An imaginative example is the special dining table, with flowers, and juice instead of water, for pupils who have behaved particularly well at lunchtime the previous week. Teachers and classroom assistants are very effective at managing pupil behaviour in the classroom and communicating their expectations for high standards of behaviour to pupils. Bullying and racial harassment are not acceptable in the school and teachers deal with incidents effectively so that pupils feel secure. Staff monitor and discuss behaviour and review and modify the behaviour policy in the light of experience.
29. Personal, social, health and citizenship education (PSHCE) lessons give class teachers an opportunity to observe how pupils respond to opportunities to express their feelings and reflect on their relationships with others. The school has a basic system to monitor and record pupils' personal development as part of the whole-school approach to assessment across the curriculum. Records are efficiently maintained but the information is not always used to plan the detail of the next stages of learning for individuals. Teachers encourage pupils to do better through praise and rewards and show them how they can improve through marking and discussing their work, and setting targets which are reviewed regularly. Pupils think about how they can improve and decide on their own personal targets. Pupils who may not be reaching their full potential have been identified in Years 5 and 6 and the school has made good use of urban renewal funds to provide a learning mentor to further support these children and help them with the transfer to secondary school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. The school works very hard to make personal contact with parents and encourage them to support their children's learning, attendance and behaviour. The great majority of parents are very pleased with the education the school provides, and the welcome they receive in school, so that an effective partnership is being built.
31. The school provides accommodation and an organiser for a mother and toddler group, open to the wider community, which enables families to become familiar with and known to the school, before they start in nursery. This building is made available for other community services for parents such as a story sack project and breast-feeding classes. The school also supports parents by running successful courses in 'Better Parenting' and providing a breakfast club in school from 8 a.m. each morning.
32. Parents receive very good information on their children's progress through termly meetings with teachers. Written reports are produced in a timely way to allow parents to be informed about targets set for their children, how they can help them to improve and when the targets have been met.

33. The school keeps parents informed about school activities and encourages them to support their children's learning through meetings, for example before children move into reception, and for those involved in end of key stage tests. Parents are made aware of the homework policy and how they can help their children at home. An invitation for parents to attend Year 6 booster classes with their children has had a good response. In addition the school holds courses for parents in family learning, these have been less well attended so far and so the school intends to canvass parents' views to establish how the structure and organisation of such courses might be amended to meet more closely the needs of parents.
34. A few parents help in school and are very effective, providing valuable support in nursery, and for example with the breakfast club and weekly fruit stall.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. The school is very well led and managed. The head teacher has a very clear vision for the school and this has been widely shared across the school community. The difficult process of leading the amalgamation of two schools has been managed very effectively by the head teacher resulting in a strong, unified staff team characterised by a common purpose and a commitment to high standards. The senior management team of the school work well together and between them they have an accurate overview of the quality of education provided. However, the programme of senior team meetings and the recording of outcomes are not formalised in the same way as full staff meetings and this reduces their effectiveness.
36. Since the amalgamation the governing body has developed its structure and processes to ensure that governors can play an effective part in the development of the school. The committee structure ensures that key issues such as finance, curriculum and appointments, are dealt with efficiently and named governors are quickly developing knowledge in specific areas of school life through discussions with co-ordinators and visits to school. Governors are well aware of the standards attained in the school through discussions on the data provided nationally and this usefully informs them during the development of the school improvement plan. Statutory responsibilities are well managed and governors take justifiable pride in their contribution to the development of the new school.
37. The head teacher and her senior team have developed a systematic approach to monitoring the quality of education through a planned programme of lesson observations and examination of pupils' work. Subject leaders are properly involved in this process and the outcomes are well used to inform future developments. In addition the head teacher and her management team thoroughly analyse performance data to identify trends, strengths and areas for improvement.
38. The school improvement plan is developed through a thorough process of audit, led by subject co-ordinators. The outcomes are considered by the senior management team to identify priorities for the future. The governors and staff consider these and then the plan is formalised to run from the beginning of the next financial year. Priorities in the current plan are appropriate and are clearly costed. Timescales are defined and priority leaders report on progress through a pre-planned cycle of staff meetings. This process has served the school well but the head teacher has rightly identified the need to refine the planning system to foster an approach which starts from the identification of whole-school issues to inform the thinking of individual co-ordinators.
39. The budget is prudently managed with governors giving due consideration to the principles of best value. Spending is carefully targeted to support the plan and other funding sources such as Single Regeneration Budget and Education Action Zone funding are used appropriately. The process of amalgamation has complicated budget management resulting in an accumulated underspend. However, there are clear plans for its use to continue improving the physical environment of the school, enhance levels of ICT resources and support staffing levels. Overall the school provides good value for money.

40. The accommodation of the school is used very well to support the curriculum and good use is made of all available spaces. Good quality decoration, thoughtful organisation of teaching spaces and very good displays provide a very effective environment for learning and there are imaginative, strategic plans for changes in the future. The school is generally well resourced and rightly plans to invest in updating and extending resources for ICT. Teaching and non-teaching staff are effectively deployed. New members of staff are supported well and there are sound systems to support professional development. Performance management of teachers is securely in place and the head teacher sensibly plans to extend it to non-teaching staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. Build on the current good practice and improve still further the progress that pupils make throughout the school by:
- Reviewing the structure of the curriculum to provide planned opportunities to develop literacy, and in particular writing skills, in other subjects'. (Paragraphs 16, 20, 71, 100, 104)
 - Developing systematic guidance for teachers to ensure that information gathered from pupil assessment is consistently used to plan for the next stages of learning. (Paragraphs 29, 73, 75)
 - Using the analysis of the outcomes of the school's monitoring systems to ensure that all teachers have the opportunity to learn from the best practice in the school. (Paragraph 82)
42. The school should also consider these minor issues:
- Refine the current systems for tracking progress in PSHCE so that objectives are more precise. (Paragraph 29)
 - Extend opportunities for reading for pleasure, and for research in particular, through extending the range of books and the use of the library. (Paragraph 70).
 - Formalise further the structure of senior management team meetings. (Paragraph 35).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	137
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	19	32	24	0	0	0
Percentage	4	14	23	18	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [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)	15	206
Number of full-time pupils known to be eligible for free school meals	0	113

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	16	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	15
	Girls	14	14	15
	Total	23	23	30
Percentage of pupils at NC level 2 or above	School	72 (90)	72 (90)	94 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	14	11
	Girls	15	14	13
	Total	24	28	24
Percentage of pupils at NC level 2 or above	School	75 (94)	88 (90)	75 (90)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	15	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	11
	Girls	10	13	13
	Total	21	22	24
Percentage of pupils at NC level 4 or above	School	81 (83)	85 (91)	92 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	10
	Girls	11	13	13
	Total	18	23	23
Percentage of pupils at NC level 4 or above	School	69 (77)	88 (95)	88 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	181	5	1
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	20:1
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	164

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15:1
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	7.5:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Financial information

Financial year	337,281.00
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	£
Total income	644,849.00
Total expenditure	619,992.00
Expenditure per pupil	2,737.00
Balance brought forward from previous year	96,194.00
Balance carried forward to next year	121,051.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	184
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	2	2	0
My child is making good progress in school.	60	36	0	2	2
Behaviour in the school is good.	70	16	8	2	4
My child gets the right amount of work to do at home.	68	24	6	2	0
The teaching is good.	76	20	0	0	4
I am kept well informed about how my child is getting on.	70	20	4	4	2
I would feel comfortable about approaching the school with questions or a problem.	72	18	6	4	0
The school expects my child to work hard and achieve his or her best.	80	16	0	0	4
The school works closely with parents.	64	24	2	4	6
The school is well led and managed.	72	20	0	4	4
The school is helping my child become mature and responsible.	70	24	2	2	2
The school provides an interesting range of activities outside lessons.	64	26	4	4	2

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

43. The provision for children in the Foundation Stage is good because the staff are enthusiastic and dedicated to work in the early years. The quality of teaching is good and often very good. Teachers effectively plan a curriculum that ensures continuity between the nursery and reception class. Where there are opportunities for adults other than teachers to contribute to lessons, children's learning is enhanced because activities are carefully planned and adults well prepared by the class teachers.
44. Many children's first experience of school is at the 'Rainbow Toddler Group' which is a well-established community resource on the school premises. The group is well supported by a member of the school staff and provides high quality learning experiences, particularly in relation to children's social development. Children enter the nursery after their third birthday and attend part-time. Relationships between teachers, support staff and parents are very good in the nursery and reception class and this creates a welcoming learning environment for all children.
45. Most of the children enter the nursery with levels of attainment that are well below average, especially in their speaking and listening. Many children struggle with numbers and find it difficult to work in small groups or follow routines. Their physical development is generally in line with that expected for their age. All children, including those with SEN or English as an additional language make good progress in the nursery and by the time they leave the reception class most have made good, and some have made very good, progress towards the early learning goals in all areas of learning though overall attainment remains below the nationally expected levels for their age.
46. The quality of teaching is good and promotes good progress in nursery and reception class. Teachers and support staff are very aware of the needs of young children and provide good opportunities to encourage children to organise some of their own activities and talk about what they have learned. Teachers prepare children to 'listen and learn' at the start of lessons and use resources imaginatively. Lessons are characterised by lively, well-paced introductions that capture children's attention and involve them in interesting activities. In one lesson, the teacher used puppets to encourage children to count to 10 and games, songs and rhymes to keep them actively involved in learning to add two numbers. Teachers have very good knowledge and understanding of the nationally determined early learning goals and the identified steps towards them. They have high expectations and teach the basic skills well. Children's behaviour is managed very effectively resulting in **very** good levels of concentration and progress in all areas of learning.
47. Resources are good for indoor and outdoor activities and they are used well to promote learning in personal, social development, speaking and listening, physical development and mathematics. The accommodation is good and well maintained to provide a safe and stimulating place to learn.

Personal, social and emotional development

48. Provision for children's personal, social and emotional development is very good. At the start of lessons, staff, children and parent helpers sit together to share what is planned for the day and any memorable things that have happened, such as visits away, birthdays or family news. In one lesson, everyone sat in a quiet, candle-lit corner of the nursery to think about the afternoon ahead and the teacher talked about the 'specialness' of each child. Children's welfare is given a high priority and adults offer immediate support if a child becomes upset.
49. There is good provision for children to learn about their relationships with other children and families through role-play. In the nursery, an area was set up so that children could act out the different roles taken by adults in their lives at work. Using a selection of dolls, clothes, kitchen utensils and tableware children are encouraged to explore their life at home and develop new understanding of themselves as individuals.
50. Everyday routines are very well established and as a consequence behaviour is very good. Activities are well organised and children feel secure as a result of consistent planning and organisation. Teachers, classroom assistants and parents work well together so that children learn to share, listen and talk about their learning. Children make choices and become increasingly independent. In the reception class, following the teacher's introduction to the lesson, children used activity cards that come with a sound-track to organise their own activities such as investigating number with jigsaws, pictures or with toys in the sand. In the nursery, children take some responsibility for personal hygiene and dressing as they prepare for play, painting and outdoor activities.

Communication, language and literacy

51. Children enter the nursery with very limited communication skills. They make good progress but are still below the nationally expected levels when they move into reception class. By the time they leave the reception class, progress has been maintained and most children's attainment is closer to what is expected for their age. This is the result of good teaching throughout the Foundation Stage.
52. In the nursery and reception class children are encouraged to talk and listen and new vocabulary is introduced in such a way as to give children lots of opportunities to repeat it and use it more widely. Teachers use songs and rhymes to reinforce children's use of language. For example, in the nursery the teacher sang 'Five little ducks' to help pupils learn the names of numbers to 5. By using actions, repeating and emphasising how to pronounce new words, pupils were able to eventually join in with the song and match the names of numbers to the 'ducks' on the number line. Children know how to handle books appropriately and respond to rhymes such as 'Humpty-Dumpty' and 'Jack and Jill' by joining in with phrases that are repeated by the teacher. Higher attaining children recognise the groups of sounds and make new nonsense words such as "van-san" to illustrate their awareness of rhyming words. By the end of reception class, most children copy writing with reasonable accuracy and high-attaining children are beginning to write short sentences independently and read simple stories with adult help.

Mathematical development

53. Provision for childrens' mathematical development is good. Teachers provide a good range of activities to help children make good progress and enjoy their lessons. By the time children leave the reception class, the majority reach standards just below those expected for their age. Higher attaining children achieve the nationally described early learning goals.
54. In the nursery, children develop their understanding of numbers to 5 in a variety of ways, for instance, recognising the number of 5 on 'ducks in the water, ordering them on a number line, singing a number rhyme and counting on their fingers'. When in the 'home corner' they

count cutlery and plates when setting the table for dinner. In reception class, children count with reasonable accuracy to 10 and high-attaining children count to 20, but all children struggle when they are asked to identify a missing number in a short sequence, for example, 9,10,11 – 13. Children recognise simple number patterns and sort objects by properties such as size, colour and shape.

55. Overall teaching is good and often very good. Teachers vary their approach to meet the needs of different groups in their classes which results in children making good progress. Children are very well prepared for the mathematics curriculum in Year 1.

Knowledge and understanding of the world

56. Children make good progress in their knowledge and understanding of the world, particularly in ICT skills and their knowledge of their immediate environment. Teaching is good, especially in providing children with basic ICT skills so that they can experience stories, number games, art and music on the computer.
57. Teachers make use of the local environment to make children aware of their heritage, people at work, health and road safety, and local amenities such as shops, park and library. They use the ICT suite to give children opportunities to develop their skills at controlling the mouse, drawing on the screen and following simple adventure stories. Teachers use this area of learning very effectively to enhance children's language, communication, personal and social development.
58. By the end of reception class, most children are near to achieving the nationally defined early learning goals and all children are very well prepared for the ICT curriculum in Year 1.

Physical development

59. On entry to school most children are attaining levels expected of them for their age. By the end of this key stage, all pupils have made good progress and are achieving the early learning goals because of the very good range of opportunities for indoor and outdoor play and good teaching.
60. The nursery and reception classes provide many opportunities for children to develop their fine motor skills using scissors, pencils, paintbrushes and the computer mouse. Children are taught how to use equipment safely and correctly when, for example, scissors or the computer mouse are not being held correctly. In the ICT suite, adults guided a nursery child's hand controlling the mouse and helped him 'click' onto objects so that the program responded to the child's instructions.
61. The school has a very good range of outdoor equipment that enables children to use many skills, such as running, jumping, climbing and balancing. In addition, children visit the school hall regularly to practice their skills, sometimes along to music. Very effective demonstration and support by teachers result in good levels of attainment by children who copy adults very closely.
62. Reception children, observed during break time, practice their skills and demonstrate good control and awareness of other children around them. Some children can throw a ball, run and skip into places and participate in organised games.

Creative development

63. Children make good progress in their creative development because of the good range of activities and the imaginative use of resources used by teachers to capture children's

attention and imagination. Children use role-play areas imaginatively, listen to and join in with music and have a wide range of opportunities to paint, draw and make models. By the time they leave reception class, all children are close to achieving the early learning goals.

64. In the nursery, children paint and make models related to their topics. In one lesson, children were working with a parent to make a model of a 'pig' to add to the class display of the story of 'The Three Little Pigs'. Children were helped to cut small pieces of wood, to glue pieces together and finally paint the model ready for display. They were delighted with their finished product. In reception class, children mix colours and create pictures using a range of materials.
65. In both classes, children sing enthusiastically. They are shown how to hold instruments correctly and to take care of them. All children take part in music lessons and there is good provision from classroom assistants and parents to support the significant number of children with SEN.

ENGLISH

66. Results in the 2002 national tests show that standards attained by pupils at the end of Key Stage 1 were well below the national average in reading and writing. At the end of Key Stage 2 standards were broadly in line with the national average. Pupils' attainment at the end of Key Stage 1 was broadly in line with similar schools for both reading and writing. At the end of Key Stage 2 attainment was well above that achieved in similar schools.
67. Pupils currently in school achieve standards that are slightly below national expectations at the end of Key Stage 1 and in line with national expectation at the end of Key Stage 2. This represents good progress across both key stages as pupils build on very limited pre-school language skills. This good progress is due to the good quality teaching and to the schools focus on literacy, including the use of the national literacy strategy.
68. By the end of Key Stage 1 standards in speaking and listening are slightly below national expectations. In Year 1 and Year 2 teachers continue to build on the very good work established in reception and nursery. Pupils listen carefully and show good concentration skills, particularly in whole-class activities. They contribute well to class discussions and respond appropriately. However, the majority are unable to extend the length and complexity of their sentences. Staff are good at extending pupils' vocabulary by providing good examples of spoken English and explaining the meaning of unfamiliar words. Teachers regularly use 'circle time' activities effectively to encourage listening, taking turns in a conversation and increasing the participation and confidence of reluctant speakers. By the end of Key Stage 2 pupils have made good progress in speaking and listening and standards are in line with national expectations. Pupils listen very carefully, respecting the contributions of others. They participate appropriately and with confidence in whole-class sessions. Thus in a Year 6 lesson excellent questioning skills were used by the teacher to extend and develop pupils' speaking and listening skills through the discussion of the structure of a balanced argument based on the topic "Should dogs be banned from parks?"
69. Standards in reading at the end of Key Stage 1 are slightly below the national average. This represents good progress as pupils build on below-average pre-school skills. This is because of sound teaching, good support from teaching assistants and the effective use of the national literacy strategy. In a mixed Year 1 and Year 2 lesson pupils were able to change the letters in simple words to create new words. This helped to develop their knowledge of letter sounds and their word-building skills. Most pupils enjoy reading. They are able to re-tell a story and predict what will happen next in simple terms. Higher attaining pupils can predict what will happen next in greater detail. Most pupils use phonic skills to tackle unknown words and read with confidence. Pupils make good progress across Key Stage 2 and by the time pupils are eleven standards are broadly in line with the national average. All literacy lessons begin with well-planned reading sessions which contribute well to the progress made. Most pupils read with fluency and expression. They use their phonic knowledge and the context of the story well to correct errors and tackle unknown words. Higher attaining pupils use their grammatical knowledge to read complex sentences with appropriate phrasing and expression. Most pupils have satisfactory comprehension skills, enjoy reading and are able to name their favourite books. Higher achieving pupils can also name their favourite authors and say why they like certain types of books. Most pupils can use a contents page and an index and Year 6 pupils were able to explain how to use the school library which has books classified under the Dewey system. However, due to the organisation of teaching services, pupils have insufficient access to the library.

70. The school supports the development of reading skills through a consistent approach to home reading. Pupils are given reading homework on a regular basis and they have a reading record in which parents can make comments. However, reading books are allocated from the structured reading scheme with less use made of library books. This helps pupils to improve their technical reading skills but it provides insufficient opportunities for reading for pleasure. Key Stage 1 classrooms have reading areas but in most cases the choice is limited. The library is not timetabled for class use and is therefore under-developed as a resource. Teachers keep satisfactory reading records outlining the books read and comments about the child's reading. The school uses additional initiatives very effectively to support the less able readers. Initiatives such as 'Better Reading' and 'Reading Recovery' as well as intervention strategies associated with the national literacy strategy, contribute to the good progress made by pupils.
71. Standards in writing by the end of Key Stage 1 are below national expectations. By the end of Key Stage 2 they are in line with them. This represents good progress across the school. By the age of seven, the majority of pupils are able to write short, simple sentences with some use of capital letters and full stops. The higher attaining pupils are able to write longer pieces with a more consistent use of capital letters, full stops and with a logical sequence to their writing. Pupils' spelling of monosyllabic words is accurate and handwriting is usually clearly shaped with higher attaining pupils showing accurate letter formation and consistent size. By the time they are eleven, pupils are confident in their choice of language and are beginning to write more complex sentences. Most pupils use capital letters, full stops and question marks properly and punctuation within sentences has improved. The school policy for the teaching of handwriting is consistently applied and presentation of work, particularly in Key Stage 2, is good. By the time they are eleven pupils' handwriting is joined, legible and well-presented and spelling is satisfactory. Opportunities for pupils to apply and extend their writing skills in other curriculum subjects are limited. Some use is made of ICT within English but this is inconsistent across the school.
72. Pupils with SEN make good progress across Key Stage 1 and Key Stage 2, as do pupils for whom English is an additional language. Teaching assistants make a valuable contribution through their support for individuals and for groups of pupils within literacy sessions and through the delivery of intervention programmes.
73. The quality of teaching is satisfactory overall in Key Stage 1 and good in Key Stage 2. Teachers' planning is good in both key stages and teaching assistants make a good contribution to learning across the school. There is a whole-school approach to the management of the literacy hour, which begins with a whole-class group reading session and guided reading. When teaching is very good or better, teachers have good subject knowledge and understanding, expectations of pupils are very high, there is very good use of questioning techniques to extend learning and the teachers know their pupils. As a result work is very well matched to pupils' prior attainment. Pupils' work is regularly marked and indicates if pupils have achieved the learning objective for that piece of writing. However, teachers' comments do not always tell pupils how they can further improve their work.
74. Pupils' attitudes are very good and often excellent. They are keen to participate and to learn. They maintain concentration and are good listeners during whole-class sessions. They can work collaboratively within pairs and groups and remain on task without close adult supervision. Relationships are very good and this enhances pupils' confidence and their willingness to participate.

75. The literacy co-ordinator has effectively overseen the successful implementation of the national literacy strategy whilst helping to manage the issues around the amalgamation of two schools. The school has focused on the raising of standards in all areas of literacy and this is having a positive impact on the progress of pupils across the school. Since the amalgamation of the two schools the purchase of new resources has supported teaching and learning. However, there are an insufficient number of fiction and non-fiction books made available for pupils within their classrooms, particularly in Key Stage 2. Pupil tracking systems are in place using statutory and optional test data as well as annual reading and spelling tests and termly writing assessments. However, information is not always used to greatest effect to inform teachers' planning for individual pupils. The subject is well managed overall.

MATHEMATICS

76. This is a strength of the school. Pupils' understanding of mathematics when they enter school is below what might be expected for their age. They make very good progress because of good, often very good and sometimes excellent teaching. By the end of Key Stage 1 pupils' attainment is in line with national expectations, and at the end of Key Stage 2 it is higher than expected for their age.
77. Standards in 2001 at Key Stage 1 were in line with schools nationally and at Key Stage 2 they were well above. In 2002 standards dipped at both key stages but at Key Stage 2 they remained above other schools nationally and well above similar schools. In Key Stage 1 standards in 2002 tests were below national averages but remained in line with similar schools. Both boys and girls achieve well and pupils with SEN make good progress because of the effective support which they are given.
78. By the time they are seven the majority of pupils can add and subtract numbers to 20 and can use a number line effectively to work with numbers up to 100. They are developing sensible strategies to help them to add 3 numbers, some with 2-digits and they can apply this knowledge to simple problems. Pupils are able to recognise numbers up to a 100 in both words and numbers, with higher attaining pupils using their understanding of place value to work beyond a 100. Pupils can count on and back in 10s and are developing a good understanding of mathematical vocabulary such as 'estimate', 'compare', 'more than', 'less than'. They are able to use this to formulate mathematical sentences such as, '30 is smaller than 37'.
79. By age eleven pupils have a good range of mental strategies which they use very effectively, and are able to use correct mathematical vocabulary to explain their methods. For example, in order to find the answer to 3.26×5 they suggest multiplying by 10 and halving the answer. Year 5 pupils can explain that multiplying by 4 is the same as doubling and doubling again. They tackle mathematical problems with enthusiasm and confidence, delighting in the healthy competition which exists within the classroom. They have a good understanding of place value, working confidently with numbers above a 1000. They have good knowledge of addition, subtraction, multiplication and division, can work with decimal and negative numbers, and use estimation and the reverse of calculations to check their answers. Pupils understand the relationship between fractions, percentages and decimals and can express the remainder from a division calculation as a fraction, reducing it to its simplest form by cancelling. Pupils can name and classify quadrilaterals and can use co-ordinates to create them.
80. Teaching is good overall. In Key Stage 2 it is very good and in Year 6 it is sometimes excellent. Lessons are well planned and proceed at a brisk pace. They begin with a mental session which encourages both the rapid recall of number facts and the use of mathematical knowledge to solve problems. For example, in a Year 5 class pupils were asked to calculate a quarter of £2.00 and to work out how many stamps in 23 books of 10. In some lessons the pace is too fast for a small number of pupils and this impedes their progress. Teachers understand the subject well enabling them to give clear explanations that help to advance pupils' understanding. For example, when a Year 6 pupil was unsure about the strategy for halving a number they were asked to think about the number of pieces they would have if an orange was halved. This enabled them to relate the process of halving to dividing by 2. Teachers use praise very effectively which maintains pupils' interest and ensures that they remain on task. Resources are used well, for example, small whiteboards allow pupils to record and share their answers and enable teachers to check for understanding. Homework supports and extends the work done in school and is used well to provide a starting point for future lessons.
81. Support staff are deployed well and they make a very positive contribution to pupils' progress. Staff work very hard with questions, prompts and praise. Good challenge is

offered to pupils, encouraging them to use their own strategies to solve number problems before new methods are taught. As a result pupils have an excellent attitude to their work. They are enthusiastic and confident and remain well focused throughout lessons. Good links are made with other subjects, for example when Year 3 pupils learn about money through real-life shopping, reference is made to healthy lifestyles. Similarly in a Year 4 art lesson in which pupils create patterns, the teacher makes good use of accurate symmetrical language which consolidates learning.

82. The co-ordinator provides good leadership through monitoring and support. Access to additional training has equipped her to provide appropriately for more able children and her good subject knowledge enables her to provide good support for other staff. However, although teaching is monitored the results are not systematically used to share best practice across the school.

SCIENCE

83. Pupils enter the nursery with below average levels of understanding. They make good progress across the Foundations Stage and Key Stage 1 because of the good teaching. All pupils build successfully on their prior attainment, including those with SEN. By the end of Year 2 pupils' attainment is slightly below national expectations and at the end of Year 6 it is in line with them or higher. This reflects the good progress made and is in line with the 2002 test results that show standards to be well above the average levels achieved by pupils of this age in similar schools.
84. By the age of seven pupils know that the heart and lungs are inside the body and that the skeleton is made from hard bone that helps keep our bodies upright. They can record their observations about materials and comment in simple terms about how those materials change when heated. Pupils know that some foods are healthier than others and can give examples. Higher attaining pupils can, for example, predict accurately that an ice cube placed on a windowsill will melt more quickly than one placed in a cooler area of the classroom or one placed in a fridge. They can give reasons for their predictions in good sentences. By the time they are eleven, pupils can sort materials into solids, liquids and gases. They can select and use equipment in order to separate solids from liquids. Pupils use tables and diagrams competently to record their observations and measurements. They can explain how to change the pitch of a sound by tightening and loosening the strings on a guitar, and change the loudness of sound by striking a triangle and drum hard or gently. Higher attaining pupils can use the correct scientific vocabulary to describe in detail the changes to water when it is boiled in a kettle or placed in a freezer.
85. The quality of teaching is good. This is because teachers plan lessons well and have good subject knowledge. They use their questioning skills effectively to make sure that pupils understand. They use resources well, including the deployment of classroom assistants to support lower attaining pupils. Teachers make good links between science and other subjects. During the inspection for example, pupils were asked in an art lesson to name the parts of a plant before drawing them. Similarly in personal and social education pupils were asked to think back to their work about the human body to answer questions about the benefits of healthy eating and exercise. Teachers give time for pupils to listen to information, carry out simple investigations and discuss their ideas so that pupils can practise and improve some of their skills in literacy and numeracy. However, opportunities to reinforce writing skills and use of ICT in lessons are less well developed. Homework is used effectively to reinforce pupils' learning of important concepts.
86. Overall pupils have very good attitudes to their work. They show interest and enthusiasm, particularly in relation to work about the human body and when carrying out investigations. They are eager to answer questions and take an active part in their lessons.
87. The management of the subject is good. The co-ordinator has a good understanding of the strengths and weaknesses of pupils and monitors teaching and learning through the school's programme of lesson observations.

ART AND DESIGN

88. Standards achieved in art are in line with national expectations at both key stages. Pupils enter the nursery with sound pre-school creative skills although they are not able to articulate their ideas clearly. As pupils move through the school they build steadily on these skills making sound progress in their artistic development.
89. By the time that they are seven pupils have satisfactory representational skills. They use pencils, crayons, paints and collage well in their pictures. They are beginning to develop an understanding of quality and are able to use simple techniques of shading and colour mixing to achieve their intended effects. Pupils are able to plan their work, drawing on a range of techniques. They are keen to try new ideas, building on previous work. Thus for example, in a theme on 'Mother nature' observational drawings of leaves and twigs were enhanced by good use of shading and smudging – skills taught in a previous lesson. Higher attaining pupils in Key Stage 1 make good use of a range of colour mixing techniques and are able to explain why they have tackled the task the way that they have. By the end of Key Stage 2 pupils have developed their skills in line with expectations for their age. They can paint, draw and construct patterns with creativity and care producing work of good quality. They are also proficient in modelling using a range of malleable materials and they are confident in the techniques demonstrated in a range of work from famous artists.
90. Art and design is well taught. Teaching is never less than satisfactory, it is usually good or very good. Lessons are well planned, tasks are clear and well explained with very good references to previous work. Thoughtful questioning helps pupils to develop their own ideas and teachers make good use of demonstration to model high quality work for pupils. Techniques are carefully taught and accurate technical vocabulary such as 'still life', 'illustration' and 'collage' is generally used. Teachers use ICT well in art, both to provide computer-generated images for pupils to evaluate and to allow pupils to experiment with art-based computer software. Teachers support children well as they develop their work and provide useful prompts to initiate discussions which result in pupils reconsidering and modifying their ideas.
91. Not surprisingly pupils respond extremely well to this high quality teaching. They work with enthusiasm and imagination. When necessary they collaborate effectively and assess each other's work with maturity and discrimination. They enjoy art and develop their skills and understanding progressively. They are able to judge the quality of their work and respond well to suggestions for improvement.
92. The subject is well managed, there is good support for teachers from the co-ordinator and there is a good range of equipment and resources to support all aspects of the subject.

DESIGN AND TECHNOLOGY

93. Due to the structure of curriculum and the timing of the inspection no design and technology (DT) lessons were observed during the week. Judgements are based on the scrutiny of work, discussions with pupils and teachers, and observation of displays around the school. Standards in DT are in line with national expectations at all key stages. A good start is made to the subject in the nursery where it is particularly well supported by a talented parent helper.

94. Pupils of all ages develop their design and making skills using a good range of materials. They make satisfactory progress in both designing and making. They are competent in the use of simple tools and they are able to evaluate, successfully, work that they have completed. When discussing their work pupils demonstrate a sensible approach to the design process. By the time that they are eleven they understand some of the links between function and design. They can evaluate existing artefacts and develop specific features of them into their own work.
95. The subject is effectively managed and well resourced. Good use is made of practical areas to support DT work.

GEOGRAPHY

96. Geography is taught in alternate half-terms and only one lesson in Key Stage 2 was observed during the inspection. A review of past work and discussion with pupils and staff indicates that standards in both key stages are in line with national expectations. Scrutiny of pupils' work and teachers' planning indicates that there are suitable opportunities for learning provided in lessons and on educational visits. Pupils make satisfactory progress overall.
97. By the end of Key Stage 1, pupils have begun to explore the local area and know about Grangetown and its location in relation to Middlesbrough. They describe in writing and with pictures local features in the area such as the Transporter Bridge, Eston Hills and River Tees. The work of higher attaining pupils shows a clear understanding of the differences in contrasting areas and their map work shows good attempts to use a key to represent features in their local area. All pupils can produce simple pictorial diagrams of a journey at a suitable level for their age.
98. In Years 3 to 6, pupils learn to use more specific geographical vocabulary and by the end of the key stage they describe weathering processes and how the wind, rain, sea and ice shape the landscape. Year 6 pupils accurately describe the physical processes of chemical erosion and the effect of the temperature and the sea on shaping the coastline. In Year 4, pupils accurately use terms such as 'extreme' and 'seasonal' in a geographical context when trying hard to explain weather conditions in relation to farming. However, pupils' work on the investigation of physical processes on the landscape lacks local examples derived from field trips and from practical work in lessons.
99. In the one lesson observed in Year 4, the quality of teaching was satisfactory. The lesson was soundly planned and pupils responded enthusiastically to the teacher's questions. Activities were well matched to pupils' different levels of attainment and the teacher used her subject knowledge effectively to help them understand the potential for damage to crops and property on farms faced with severe weather conditions. Pupils with SEN completed their activities with good support from the class teacher and made good progress in the lesson.
100. The school uses national guidance to support teachers in planning the geography curriculum. Though there are too few opportunities planned for pupils to further develop their literacy skills whilst studying geography, the co-ordinator has planned to address this in future medium-term curriculum plans. Pupils with English as an additional language and those with SEN are fully included in all class and group activities.

HISTORY

101. By the age eleven, pupils attain standards that are broadly in line with those expected nationally. Pupils, including those with SEN, make satisfactory progress.
102. Pupils in Year 2 have a sound knowledge of the story of Captain Cook and write in simple terms about the reasons for him wanting to become an explorer. Pupils have a satisfactory understanding of what life at sea was like at that time. Higher attaining pupils can carry out simple research to find out about the countries Captain Cook explored and some of the discoveries he made. They can put important events into chronological order, so for example, they were able to recount logically the life of Grace Darling and they knew that she is famous for her courage.
103. In Year 6 pupils clearly enjoy their work in history. They talk enthusiastically about their work and can construct ideas from evidence and artefacts. Thus, for example, in their study of Ancient Egypt pupils take on the role of the famous archaeologist Howard Carter and write about discovering the tomb of the Pharaoh Tutankhamen. They can describe some of the differences between the lifestyle of the Pharaoh and that of ordinary people living at that time. Similarly Year 5 pupils talk about photographs of their trip to Eden Camp and how they learned more about life for a child in Britain during World War II.
104. Teaching is satisfactory overall. Teachers use their subject knowledge to guide discussions when lessons are introduced. They plan activities that involve pupils in finding information for themselves. During the inspection pupils in Year 3 used books and pictures to draw and label Viking boats so that they could make comparisons with the boats used by the Anglo-Saxons. Through effective questioning and prompting older pupils are able to suggest that they can draw on the memories of older people in their families and in the community, as well as ICT, to research important events in a past decade. Links are made to other subjects such as art. For example pupils in Year 4 paint Henry VIII paying attention to the detail of his rich clothing so that they learn more about life in Tudor times. Teachers also give practice in literacy skills by providing regular opportunities for pupils to listen to information and discuss their ideas. However, opportunities to reinforce skills in writing are less well developed.
105. Pupils' attitudes to the subject are good overall. Relationships are very good between teachers and pupils. This helps pupils to persevere with their work and allows teachers to maintain a calm and supportive atmosphere during lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. In both key stages, attainment is in line with what is expected nationally for pupils aged seven and eleven. However, standards are rising. The school has recently installed a new and well-resourced computer suite, but there has been insufficient time for this to make a full impact on pupils' attainment and the lack of computers in classrooms limits the impact of ICT in other subjects. The staff are receiving suitable training and the subject is well managed. The plans to replace old computers and the enthusiasm of staff and pupils means that the subject is in a very good position to move forward, accelerating pupils' learning and progress.

107. The overall quality of teaching is good. Well prepared lessons, the appropriate use of software and interactive teaching technologies result in high achievement and good progress. Computers are used in a well-balanced way to extend pupils' ICT skills and to support their learning in other subjects. For example, in Year 2, pupils showed good skills to control the 'mouse' to produce fine line drawings of plants as part of an art project. During the lesson, pupils confidently used 'drop-down' menus to select drawing tools and techniques to produce imaginative drawings. Pupils made good progress and one boy, whose pencil control was very poor, produced a first-class drawing on the computer. In Year 6, the teacher skillfully used a programme called 'Music Explorer' to help pupils apply the skills they learned in their music lesson to compose melodies and rhythms by altering the tempo. Pupils' learning in both key stages is enhanced when teachers provide opportunities for pupils to experiment with ICT techniques and then demonstrate and explain their results. Carefully planned lessons from a well-structured scheme of work ensure that pupils build firmly on work that has gone before. Pupils are often organised to work with a partner which promotes collaboration and a sharing of ideas. In one lesson in Year 3, pupils who struggled to read instructions on the screen were helped by their partner but were then able to help identify the 'families that musical instruments belonged to' from the menu on the screen. Teachers have high expectation of pupils in the computer suite and good behaviour contributes to their progress because pupils work well together and stay on task.
108. The youngest children in the Foundation Stage spent time usefully in the ICT suite and at a computer in the nursery extending their knowledge and understanding of the world and developing their ICT skills, such as greater control of the computer mouse. By Year 2, pupils log on to the network, re-open files, edit and save work. They use a variety of programmes to draw, write and amend text with increasing skills and confidence.
109. By the time they are eleven, pupils can combine text and graphics successfully in designing packaging for their healthy eating project in science. They use databases and spreadsheets confidently to support their work in geography, history and science. Pupils develop a good range of ICT skills, but do not yet have the opportunity to communicate by e-mail as the school has not yet been able to put adequate safeguards in place. Low achieving pupils and those with SEN generally complete less work but their progress, as for other pupils, is good overall because of the good support they receive from teachers and teaching assistants.
110. The curriculum is well balanced and the subject is effectively led and managed. The co-ordinator has a thorough subject knowledge and works hard to advise other teachers. She has made a significant contribution to the development of the subject since the school amalgamated and to the improved standards in both key stages. However, more needs to be done to plan opportunities to use ICT in other subjects to further improve pupils' language, communication and number skills.

MUSIC

111. By the end of Key Stage 1 pupils achieve the standards expected for their age. By the age of eleven standards are in line with national expectations although pupils achieve more highly than that in composing.
112. By the end of Key Stage 1 pupils are able to name and play a number of un-tuned percussion instruments such as triangle, Indian bells and cymbals. They know how to hold the instruments correctly and understand that they make sounds of differing length. They enjoy singing nursery rhymes, hymns and simple songs and join in with confidence, linking sounds and actions. They listen carefully to a range of music and they are able to identify some of the instruments played.
113. By the time they are eleven pupils recognise and can name differing music styles. They understand that music can be used to create a mood and can suggest the type of music which

might be used for worship and how it would be different from the music played at a party. They can name some classical composers and know about some of their major works. Pupils are able to compose music using ICT to support them, and they are able to use correct technical vocabulary such as tempo and pitch. They can add interest to their compositions by adding notes, inserting rests and varying melodies. Pupils are very enthusiastic about music and value the opportunity to work with visiting specialists.

114. Teaching is never less than satisfactory and sometimes it is excellent. The involvement of music specialists in Key Stage 2 make a very positive contribution to learning and as a result pupils make sound progress. In the most successful lessons teachers are very skilful and use their excellent subject knowledge to help pupils to systematically build upon their skills. Explanations and demonstrations are of high quality and enable pupils to very quickly improve. As a result pupils are able to play instruments with increasing rhythmical accuracy. They show awareness of other members of the group, express opinions about their work, and respond to the instructions of a conductor. In lessons which are otherwise satisfactory, pupils are given too few opportunities to be actively involved in playing instruments and performing.
115. Good links are made with other subjects. For example, during a Year 5 history topic focusing upon changes in home life since the 1950s, pupils extend their historical knowledge by exploring the changing music styles across the decades. Similarly, pupils use their ICT skills to enable them to compose music, to evaluate and improve their work, and to share it with others.

PHYSICAL EDUCATION

116. Standards in PE are in line with expectations for age at the end of Key Stage 1 and Key Stage 2. Achievement overall is satisfactory. For those pupils who are interested in sport there are a range of after school activities including football and tap-dancing. The school also participates in inter-school activities including swimming and netball. Coaches from The Teesside Mohawks Basketball Club and from Middlesbrough Football Club visit the school to work with older pupils. Through PE the school further develops social skills and contributes to the pupils' excellent attitudes and behaviour seen in the school during the inspection.
117. By the end of Key Stage 1 pupils are beginning to link skills and actions in stretching and balancing activities. They can move across apparatus in a variety of ways and using different parts of their bodies. Pupils are able to use space safely in dance activities and can follow instructions with developing control and co-ordination.
118. By the end of Key Stage 2 pupils can talk about the effects of exercise on their bodies. They concentrate on activities and demonstrate developing precision and control in ball skills. Year 4 pupils demonstrated developing levels of co-ordination and control whilst performing the 'Clapping Dance'.
119. The quality of teaching is satisfactory overall. Where teaching is good, lessons are well structured with a warm-up session and cool down period at the end, instructions are clear, pace is appropriate, demonstration is used and support is given to groups of pupils as they work to help improve their performance. In some lessons insufficient attention is given to obstructions around the room that could be safety hazards and demonstration is not used sufficiently to help pupils improve their performance.
120. Pupils' attitudes and behaviour are very good in PE. They listen attentively and follow instructions promptly without fuss. They are able to work co-operatively in mixed pairs and in groups and show enthusiasm for what they do. Overall pupils work well together, have

good attitudes to teamwork and display sporting attitudes. For example Year 6 pupils shook hands at the start of the game and applauded the winner at the end.

121. The subject is soundly managed, however, there are inconsistencies in the amount of time allocated for each class for PE activities. Most classes have at least one and a half hours of PE each week, whilst Years 3, 4, and 5 have only one hour each. This is below the recommended time. Key skills in PE are assessed on a termly basis. It is unclear how this information is used to inform teachers' planning. The monitoring role of the PE co-ordinator is underdeveloped. She has had less opportunity than others to evaluate the quality of teaching and learning in this subject in order to identify areas of strength within the school and areas for development.