

INSPECTION REPORT

HADRIAN PARK PRIMARY SCHOOL

Wallsend

LEA area: North Tyneside

Unique reference number: 132141

Headteacher: Mr Kevin James

Reporting inspector: David Figures
10269

Dates of inspection: 3rd – 6th March 2003

Inspection number: 248909

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Addington Drive
	Wallsend
Postcode:	NE28 9RT
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Appropriate authority:	The governing body
Name of chair of governors:	Alan Brown
Date of previous inspection:	First inspection

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10269	David Figures	Registered inspector	English	What sort of school is it? The school's results and pupils' achievements; What should the school do to improve further?
9244	Michael Vineall	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents and carers?
17905	George Mitchell	Team inspector	mathematics; the foundation stage;	How well is the school led and managed?
29426	David Grimwood	Team inspector	science; information and communication technology	How good are the curricular and other opportunities offered to pupils?
14851	Graham Laws	Team inspector	history; geography	How well are pupils taught?
32385	Lesley Hastings	Team inspector	art and design; music; special educational needs	Pupils' attitudes, values and personal development
32323	Judith Puddick	Team inspector	design and technology; physical education; religious education; English as an additional language; educational inclusion	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a community primary school, above average in size, catering for 367 pupils between five and eleven years of age, with a further 52 pupils attending the nursery half time. It is a new school, having been formed in September 2001 as a result of school reorganisation, and serves a residential area of Wallsend with a significant minority of pupils coming from outside the immediate area of largely owner-occupied houses. It is part of a small Education Action Zone with other local primary schools and their associated secondary school. About fourteen per cent of pupils are eligible for free school meals, a proportion which is below average compared with other schools. Almost all pupils are of white European heritage. There is a very small proportion (less than one per cent) of pupils for whom English is an additional language and a smaller proportion who are at an early stage of learning English. Sixteen per cent of pupils have special educational needs; this is below average. Their needs include moderate learning difficulties relating to literacy and numeracy, visual impairment, and emotional and behavioural difficulty. Just over one per cent of pupils have statements of special educational need, a proportion which is well below average. The attainment of children on entry is average.

HOW GOOD THE SCHOOL IS

This new school provides a satisfactory standard of education. Standards achieved by pupils and the quality of teaching are satisfactory. Good leadership and management place the school in a very good position to improve. The value for money it provides is satisfactory.

What the school does well

- Standards in science, art and design, design and technology, history and religious education.
- Standards at the end of reception, because of the good quality of the provision for pupils in the nursery and reception classes.
- The behaviour of pupils, their attitudes to school and their personal development, because provision for pupils' personal development (including their spiritual, moral, social and cultural development) is good.
- The achievement of pupils with special educational needs, because of the good provision made for them.
- The leadership and management of the school.

What could be improved

- The monitoring and evaluation of teaching and learning.
- The assessment of pupils' standards and achievement.
- The level of challenge for more able pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Few conclusions can be drawn from the school's first National Curriculum test results because of the untypical circumstances of a new school. The standards of work at the end of Year 2 seen during the inspection are average in English, and above average in mathematics and science. At the end of Year 6, standards in English and mathematics are average. The school substantially missed last year's ambitious targets in these subjects. In science, standards are above average. Pupils are achieving satisfactorily during their time in the school. Pupils with special educational needs and those for whom English is an additional language achieve well.

Standards in art and design, design and technology, history and religious education are above average at the end of both Year 2 and Year 6, representing good achievement in these subjects. Standards are average and achievement satisfactory in all the other subjects, other than in music at the end of Year 6 which is not judged.

Standards when pupils leave the reception classes are above average. Pupils are on course to exceed the early learning goals for personal, social and emotional development, in communication, language and literacy and in mathematics. In their knowledge and understanding of the world and physical development, and in their creative development, standards are nearer to those expected of pupils this age. In relation to their attainment when they start school, their achievement is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and they work enthusiastically when they get there.
Behaviour, in and out of classrooms	Good, both in lessons and around the school. For most pupils this is the result of good self-discipline.
Personal development and relationships	Good. Older pupils in particular take their responsibilities seriously: the 'buddy' system works particularly well.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

The overall quality of the teaching is satisfactory and results in pupils learning at a satisfactory rate during their time in the school. The quality of teaching is good for pupils in Years 1 to 4 and there are significant strengths in the teaching of children in the nursery and reception classes. The teaching of English, including literacy, and mathematics, including numeracy, is satisfactory. All pupils benefit from the teaching including those with special educational needs and those for whom English is an additional language. The quality of teaching is good in science, art and design, design and technology, history and religious education. It is satisfactory in the other subjects.

The strengths of the teaching include the very thorough planning of lessons. Relationships with pupils are good, and teachers value the contributions pupils make, so encouraging pupils to think highly of themselves. The management of pupils' behaviour is also strong; this ensures an orderly and calm atmosphere in which pupils can concentrate and make progress. In some situations the organisation of lessons is not good enough and pupils are unclear what is expected of them; in others, the higher-attaining pupils are not challenged enough. When this happens, the pupils concerned do not learn as well as they should. Occasionally, the deployment of the teaching assistants is less effective than it could be and sometimes, when marking pupils' work, teachers do not state clearly enough what pupils should do to improve.

Teaching in the nursery and reception classes is good because the lessons are well planned and the work is thoroughly organised. This ensures that all children are challenged at their own level and learn effectively, making good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school's broad and balanced curriculum meets statutory requirements. It is enriched through the links with the local community and positive relationships with other schools and colleges.
Provision for pupils with special educational needs	Good. Relevant and detailed individual education plans inform the teaching and support the pupils well.
Provision for pupils with English as an additional language	Good. The few pupils concerned are supported by well-briefed teachers and teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides well for the development of pupils' spiritual, moral and social development.
How well the school cares for its pupils	Satisfactory. The school is a place where pupils' welfare is ensured. Assessment arrangements are good for English, mathematics and science but not for other subjects and are not yet sufficiently influencing

	the planning of pupils' work.
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The majority of parents think well of the school and they support it well. The school's energetic programme to engage parents in its work is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision for the development of the school, which is shared by senior staff and the chair of governors. Good management systems are in place, although the roles of some senior managers are not sufficiently clear, which inhibits their effectiveness.
How well the governors fulfil their responsibilities	Satisfactory. The new governors are enthusiastic and, through training, are actively developing their understanding of how they can best support the school.
The school's evaluation of its performance	Satisfactory. The school has made improvements as a result of its monitoring procedures but more work needs to be done to improve the quality of teaching and learning.
The strategic use of resources	Good. The school has little flexibility in its budget but makes thoughtful decisions so that money is spent to the benefit of the pupils.

The school is well staffed and learning resources are good. It occupies excellent premises which enhance its work very well. The principles of best value are observed well

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Pupils make good progress because much is expected of them and the teaching is good.</p> <p>Pupils are well behaved and become mature and responsible.</p> <p>Classroom assistants do good work and pupils, especially those with special educational needs, do well as a result.</p>	<p>The school should work more closely with parents.</p> <p>The information provided for parents about the work of the school and children's progress.</p> <p>Activities outside lessons.</p> <p>Bullying should be eliminated.</p>

The inspection team endorses parents' positive comments but not the others. The team considers the school works well with parents. The information available, both about forthcoming lessons and about how pupils are making progress, is good. Activities outside lessons are satisfactory for the school's size and stage of development. The inspectors made very extensive enquiries about bullying and concluded it was not felt to be a major issue by pupils, and that the school has good procedures for dealing with incidents as they occur.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The single set of results in the national assessments tests for the only Year 6 to have taken them does not provide reliable general information about pupils' standards. The low science result - attributable in part to staffing difficulties in Year 6 which are now resolved - triggered an intense study of the subject and how it was taught, resulting in a thorough review of the curriculum; the standards in the subject of the present Year 6 are above average as a result. The mathematics results, low in 2002 by comparison with schools where a similar proportion of pupils is eligible for free school meals, are likely to be average by the end of Year 6. English test scores were above average by a fraction of a point; standards in the present Year 6 are nearer the average for the age group. The good standards of pupils as they leave reception for Year 1 reflect the attainment of pupils when they join the school at the age of three, when their personal, social and emotional development and language development are ahead of their standards in other aspects of the nursery and reception programme.

2. Boys and girls of all levels of ability make good progress in the nursery and reception classes because of the carefully planned curriculum and the good quality of the teaching. The teachers and classroom assistants give pupils much individual care and attention and good standards of personal and social development follow. Pupils quickly gain confidence and soon learn to work and play with others. By the end of reception, pupils listen attentively and speak confidently; many also read confidently and are beginning to write sentences. Pupils achieve above-average standards in mathematics and average standards in knowledge and understanding of the world, helped by the careful planning of the topics. The satisfactory standards of pupils' physical development arise because pupils can choose from a range of planned indoor and outdoor activities. Varied and interesting creative activity (songs and rhymes are a constant feature - pupils' paintings, prints and collages are everywhere) leads to pupils achieving standards appropriate to their age in this area of learning. The nursery and reception unit is new: in its present form it dates from the occupation of the new building in April 2002. It is therefore too early to see the work of the unit reflected in standards achieved at the end of Year 2 and Year 6. Its work does, however, provide a good basis for standards to improve progressively as these pupils move through the school.

3. The improvement of standards in science at the end of Year 6 follows much careful development and in particular work to strengthen pupils' ability to conduct investigations. It is helped by a special focus on the needs of particular groups of pupils. For example, the extra classes to boost standards help pupils, including those with special educational needs, consolidate their scientific knowledge through different well-calculated activities. The standards of the present Year 6 in mathematics are average because, as in English, the standards reflect the composition of the classes, where an unusually large proportion of pupils have special educational needs.

4. In some subjects the teachers' good knowledge of the subject matter and enthusiasm for teaching it result in a matching enthusiasm in the pupils. As a result standards in them are above average at the end of both Year 2 and Year 6. This is the case particularly for art and design and history. In art and design the co-ordinator's skill in advising teachers on techniques and a comprehensive and progressive scheme of work leads to their confidence in the subject, and the pupils' enjoyment and concentration are evident in the high quality of the work they produce. The special feature of history studies is the thorough planning of lessons, together with the range of visits undertaken in every year group which provide a

stimulating basis for historical investigation and enliven pupils' awareness of the period under study. Good standards in religious education arise from teachers' good knowledge of the subject and the co-ordinator's sensitive support. In design and technology, it is because the subject is taught well by teachers with good subject knowledge and it is well organised with a relevant sequence of activities through which pupils develop appropriate skills.

5. Where standards are average, subject co-ordination is - or has until recently been - uncertain and the curriculum insufficiently developed. Assessment, well organised for English, mathematics and science, has not recorded with sufficient formality what pupils know, understand and can do in most other subjects and so has not contributed information to planning future work of a suitable standard. In the case of information and communication technology, recent developments place this subject in a good position to improve, but they are too new for an effect on current standards to be seen.

Pupils' attitudes, values and personal development

6. Pupils' good attitudes, values and personal development are demonstrated by their interest in the activities the school provides, their sustained concentration and their keenness to apply themselves to tasks. In the nursery and reception classes, pupils' attitudes and behaviour are very good. For example, in a reception language and literacy session, pupils were eager to join in, responding well to the teacher's warm and outward-going style. In Years 1 – 6, pupils ask and answer questions willingly, join in discussions and contribute enthusiastically in lessons. In literacy lessons, for example, they join readily in the study of a shared text and are quick to answer questions and offer ideas. Most pupils are confident, friendly and relaxed. Pupils respond well to humour. They listen carefully and follow instructions promptly. Pupils have an appropriate sense of pride when they are praised for good work, behaviour and thoughtfulness.

7. The behaviour of pupils around school and in lessons is good. Breaks and lunchtimes are relaxed and comfortable with pupils playing easily together. Older pupils often play with and look after younger pupils, without being asked, in a natural and caring way and the school 'buddy' system is effective. Pupils have a clear understanding of the high standards of behaviour expected of them, responding accordingly. They fully understand the Code of Behaviour, which is given a high profile throughout the school and regularly referred to by teachers, support staff and pupils. In most lessons pupils' good behaviour ensures that learning takes place at a good rate. Just one pupil has been excluded since the school opened.

8. The good relationships between staff and pupils, and between pupils themselves, create a supporting and caring atmosphere in which pupils flourish. This was evident in a literacy lesson when spontaneous applause rippled round the group at a good contribution from a less able pupil. Pupils are valued as individuals for their contribution to the daily life of the school and there is a feeling of harmony throughout the school. These good relationships ensure pupils' responses and attitudes in lessons are positive and conducive to good learning.

9. Pupils of all ages and ability come eagerly to school and go through the school day happily. They enjoy having visitors to talk to. They are friendly and polite and very keen to talk about themselves, their work and their school. They respect each other's feelings, values and beliefs and show enthusiastic support for each other. Pupils work well together in pairs and groups, discussing tasks and arriving at joint decisions. Pupils also work well independently, which gives them confidence to offer ideas. They are not afraid to get things wrong because of the teachers' positive approach and their firm yet caring attitude. Pupils show a desire to finish their work and take pride in doing so to the best of their ability.

10. Attendance at the school is satisfactory: the rate of unauthorised absence is broadly in line with the national average.

HOW WELL ARE PUPILS TAUGHT?

11. Overall, the quality of teaching is satisfactory because, although in many lessons it is good or better, in a small proportion it is unsatisfactory. Teaching in Reception is strong, as it is in Years 1 and 3. Less successful teaching is in Year 5 and Year 6.

12. Teaching in the nursery and reception classes is good in quality because it is well planned, placing an appropriate emphasis on pupils' personal and social development and on their language. It ensures that pupils are presented with well-judged activities which are suitable for their individual needs and so they make good progress. Support for children with special educational needs is also good and helps to ensure that they are fully involved and making good progress.

13. The quality of teaching in Years 1 and 2 is good. Teachers have a good understanding of how young children learn and they are skilled in planning and teaching lessons that combine fun and encouragement with rigour and high standards. Teachers know their pupils well and interact effectively with them. This ensures that pupils work well together as, for example, in a Year 1 mathematics lesson where pupils responded eagerly to the teacher's structured use of questioning. Teachers are good role models. They set high standards, insist on neat presentation and challenge pupils to think beyond their own experience. For example, history lessons encouraged pupils in Year 1 to think deeply about the conditions in hospitals in the nineteenth century. On occasion, time is not used as well as it might be. Explanations can be too drawn out and summing up at the end of the lesson can be too prolonged or not focused enough on what has been learned. For example, at the end of a Year 2 English lesson, the various strands of the lesson were not brought together in a sufficiently coherent manner.

14. The quality of teaching in Years 3 and 4 is also consistently good. In these classes, teachers move briskly through the various stages of the lesson, reminding pupils regularly about the expected standards. The focus of the lesson is always clear, as in a Year 3 English lesson where the teacher created a genuine sense of discovery about 'imperatives'. High expectations were also evident in a Year 4 science lesson where a challenging approach captured pupils' interest and ensured that they made good progress learning about the conservation of volume in liquids.

15. In each of Years 5 and 6 the quality of the teaching is consistently good in one class but inconsistent in the other. This is often because class management is not fully secure. Teachers struggle to maintain interest and some disruptive behaviour occasionally adversely affects the atmosphere in lessons. A design and technology lesson in Year 5 was spoilt by noisy interruptions from a group of boys. In Year 6 a physical education lesson was not organised effectively. However, in other lessons, pupils enjoy the intellectual and creative challenges presented to them. In a very good literacy lesson the clear objectives were met admirably by pupils who knew exactly what was expected of them. In this lesson, work matched the ability levels of different groups well, and the pace of the lesson kept pupils involved at all times.

16. Teachers are more confident when they have good subject knowledge. This is particularly evident in English, mathematics and science. Pupils thoroughly enjoy history and art and design because the teachers show enthusiasm for these subjects. As teachers get to grips with information and communication technology, standards in this area are set to

rise, helped by the new facilities. Teachers understand that fully effective learning results from the use of investigation and research. Consequently, standards are being sustained by the insistence on pupils learning for themselves. However, there is still scope for greater challenge to motivate the more able pupils. For example, in a Year 2 science lesson, the higher-attaining pupils would have benefited from a more investigative approach and if questions directed to them had included more questions asking 'why'. Pupils with special educational needs are catered for well when they are withdrawn. Support for these pupils in normal classes is often good, but sometimes lacks attention to the specific targets in their individual educational plans.

17. Teachers work very closely together in year teams. Planning is usually very thorough. This is a key element to their success although in some subjects work is not always sufficiently matched to different ability groups. For example, a Year 3 mathematics lesson was carefully planned except that the activities were aimed at the class in general, without extending the more able pupils. Sometimes, as in a Year 5 design and technology lesson, expectations are not adjusted to take account of what the more able pupils are capable of, and so they do not make the progress they should.

18. More generally, classroom assistants are not always deployed to the best advantage and sometimes appear to have no role in teacher-led parts of lessons. For example, opportunities for them to observe pupils' responses, or assess the quality of pupils' engagement in the lesson are often missed. At other times their involvement is well planned, and their contribution to pupils' learning is effective as a result. The marking of pupils' work is inconsistent. Sometimes teachers make reference to precise individual learning targets printed in the pupils' workbooks, detailing when these targets have been achieved, setting new targets and explain what the pupil needs to do to improve. Less purposeful marking consists of ticks and encouragement with few suggestions for improvement or further study. Occasionally pupils are congratulated for mediocre work which is careless or poorly presented.

19. Teachers make the best use of the resources available. They take advantage of opportunities in the local community and weave different subjects into their plans so that pupils are constantly reinforcing skills that will serve them well in the future.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS

20. The sound curriculum is broad and balanced, appropriately covering all the subjects in the National Curriculum and religious education. This is because the school has adopted nationally recognised schemes of work in all subjects, modifying them to be relevant to the pupils at the school. This means that there is a unified approach to the teaching of each subject and that pupils' knowledge and skills are systematically developed, although the distribution of time within a year in some subjects, notably music, is uneven. The school has been successful to the extent that standards are already above average in science, art, design and technology, history and religious education. Computers are beginning to be well used to support learning across the curriculum. The national strategies for the teaching of literacy and numeracy have been satisfactorily introduced and are proving to be of particular help to those teachers with relatively little experience in these subjects. The curriculum for pupils in the nursery and reception is good. It is planned effectively to meet national guidelines.

21. The school provides a satisfactory range of activities outside school hours. These are designed to extend schoolwork and some offer extra tuition in mathematics and science. They also make use of the school's good new computer suite. However, the present

activities are aimed almost exclusively at pupils in Years 3 – 6 and involve relatively few pupils.

22. Teachers take considerable care to ensure that all pupils experience the same curriculum. Teachers of classes in the same year group plan together, making sure that pupils in each class learn the same things through similar activities. Work for pupils with special educational needs is well organised. Their individual education plans are well constructed, using small but attainable steps so that pupils progress well.

23. The school makes good use of the community to assist the learning of its pupils. A good range of visits to local museums and other places of interest helps to extend the programme for history and geography. The school makes extensive use of the local country park to support its environmental work and uses villages nearby to study as contrasting communities. Visitors such as music groups and the fire service help to enrich the programme. One particularly effective regular visitor is the local curate, who among other things, contributes well to school assemblies.

24. The school has effective links with other schools and colleges. Teachers from the associated secondary school lead physical education lessons and the pupils benefit from the expert tuition. Membership of the Educational Action Zone (EAZ) has brought a number of benefits, which are contributing to improved standards. For example, the new computer suite has been partly financed through the EAZ and is used effectively for the professional development of teachers and to improve pupils' attainment in information and communication technology.

25. The provision for developing pupils' spiritual development is good. This is because quality acts of collective worship offer periods for reflection and prayer. They are carefully planned with suitable music to create a tranquil atmosphere to which pupils respond with quiet and respectful behaviour. A genuinely spiritual moment was created by the curate when she showed younger children how a teddy bear that had been naughty could become clean again when he is truly sorry. Another occasion occurred in a history lesson when pupils in Year 1 suddenly discovered what the conditions faced by Florence Nightingale were really like.

26. Pupils' moral development is well promoted so that they have a keen sense of right and wrong. The school has a strong code of behaviour. Individual rules from the code provide themes in assemblies and the theme is followed up in each class, where teachers re-emphasise the rule which is prominently displayed. Generally, good behaviour follows, except occasionally, when pupils, especially higher-attaining pupils, are not given work which stretches them sufficiently. Personal, social and health education lessons provide opportunities for moral debate. In one instance, Year 6 pupils thoughtfully considered the issues of bullying and peer pressure. The school takes the issue of bullying very seriously, and among other measures the ideas surrounding the issue provided a stimulus for thoughtful poetry by Year 5 and Year 6 pupils. Good relationships amongst pupils, and between pupils and staff, provide a helpful context for pupils' good behaviour.

27. The school's contribution to pupils' social development is good. The well-established and democratically elected school council meets regularly and has made a number of suggestions about the smooth running of the school which have been adopted. Tackling whole-school issues, currently the development of the school grounds, helps pupils see beyond their immediate circle. Pupils are encouraged to think of those less fortunate than themselves through their good support of charities. This support is directly linked to learning about the area or people that the pupils are helping. For example, the sponsorship of a child in Uganda has led to correspondence and learning about the country. Support for

Bangladesh followed a talk from a local businessman with first hand knowledge of the country. Pupils' personal development is enhanced by the range of jobs they perform maturely. These include librarianship and acting as 'buddies', confidants to any younger pupils feeling friendless. Investigative work in groups and discussion opportunities in lessons offer numerous occasions for pupils to work together and develop social skills.

28. Provision for pupils' cultural development is satisfactory because although pupils gain an appropriate understanding of their cultural heritage through their work in art and design, history and geography and the visits they make to local museums and places of interest, opportunities for studying the cultural diversity of contemporary society are not as well developed as other areas.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school's good procedures ensure that pupils can work in an environment conducive to learning. Health and safety issues are handled competently: one of the governors has professional experience of this field and the headteacher regularly monitors the process. The school has sufficient staff with first aid qualifications and the supervision at breaks and lunchtimes is both sensitive and efficient. Thus, for instance, some boys trying to take over a girls' football game were quickly thwarted in a pleasant and friendly way, with good humour on all sides. Child protection is taken very seriously and is well led. All staff are well aware of their responsibilities and are well prepared to initiate any necessary action.

30. The pupils' generally good behaviour is influenced by good procedures that reflect a very positive approach to its promotion. Good behaviour is rewarded and pupils are clear about what is acceptable. They dislike contravention of the accepted norms when it occurs and appreciate the ability to pursue their interests without threat or danger.

31. The issue of bullying and the school's procedures for dealing with incidents, raised as a concern by a number of parents, was the subject of careful investigation involving interviews with parents, staff and, especially, pupils. While there are undoubtedly some incidences of unkind behaviour, pupils generally seem to take them in their stride and say problems are quickly and effectively dealt with. The school has very well articulated and widely understood procedures both to discourage oppressive behaviour and deal with any that occurs. Children know (largely through personal, social and health education lessons) what bullying entails and what they have to do if they encounter it. Time set aside for discussion is used to spread such understanding and the topic is raised more overtly when there are suspicions that bullying is taking place. Every experience of bullying reported is carefully investigated and recorded, along with all actions taken subsequently and the headteacher keep records of all related complaints made to him. The school maintains an open and friendly relationship with both children and parents: it is approachable and receptive to comments and suggestions.

32. Statutory assessment and reporting arrangements for pupils at the end of Year 2 and Year 6 are good. Following national tests in English, mathematics and science, pupils' results are analysed and the resulting information used to target areas of learning in order to raise levels of attainment. In the same subjects, regular tests track pupils' progress through each year and from these results pupils are given extra support if needed; for example Early Literacy Support in Year 1 or extra classes to boost pupils' attainment in English and mathematics in Year 6 in order to help pupils to achieve the expected standards before they leave primary school.

33. The school has good systems to track the progress that pupils make in English, mathematics and science. These provide an overview of pupils' attainment and progress by

classes and year groups but the information is used principally to identify pupils who need extra help. It is not yet used well enough to analyse in detail the needs of groups of pupils. Systems for tracking progress in other subjects are underdeveloped. Teachers record children's progress at least annually but this information is not collected by subject co-ordinators in order to determine standards across the whole school nor are areas for development established.

34. In order to ensure consistency when assessing pupils' work, teachers meet together in year groups to moderate each other's judgements. This works particularly well in English when writing samples are discussed and teachers are then clear about what they need to teach next in order to support the next stage of each pupil's learning. Using assessment in this way to inform planning, although good in English, requires further development in other subjects and overall day-to-day assessment is unsatisfactory. Since the assessment co-ordinator has already highlighted the linking of assessment to planning and marking as an area for development and made suitable plans to address it over the coming year, the school is well placed to make progress quickly in this area.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The substantial efforts made by the school to communicate with parents and keep them involved in its life are good. Newsletters regularly inform parents of current matters and especially good initiatives take place to give parents insight into their children's work – not only through the printed word but also by holding coffee mornings and evening meetings to explain, in detail, work to be tackled and how parents might help. In addition, successful pupil-and-parent sessions have been held on mathematics. Reading and homework diaries are used as another means of communication. 'Parent Mail' is an e-mail service, conveying all information going out from the school, to which some 70 parents subscribe.

36. Reports to parents provide a detailed diagnostic account of achievement in all subjects and in the personal development of the children: teachers give a good individual appraisal of each child's strengths and weaknesses. A section for targets is included but this is not used consistently. Targets are discussed at the second of three parents' evenings arranged each year. These are well attended. Parents are also consulted on key issues from time to time and the school is responsive to points they make. For instance, the issue of danger from cars in the school grounds, raised at a meeting of parents, was quickly addressed.

37. These measures to engage parents, together with a genuinely 'open door' approach by all staff, result in good involvement by many parents in the work of the school. Help is readily given: a recent appeal for parents to work in school produced nearly 40 volunteers. After training, parents now act as additional teaching assistants. Three active parent governors take a very close interest in school life and are themselves taking advantage of the appropriate training courses.

38. The contribution of parents to their children's learning at school and at home is satisfactory, but with initiatives drawing many parents into a closer relationship with the school and a more active role, it is well placed to improve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The quality of leadership and of management is good because the headteacher has a clear and appropriate view of the school's direction, shared by the deputy headteacher and the chair of governors. They have skilfully built on the positive qualities developed in the previous first school, while making good provision for the older pupils in the new primary school. They believe, for example, that it is important to maintain the levels of responsibility and independence offered to Year 4 when they were the oldest pupils, and make further provision to develop the skills of pupils in Years 5 and 6. They are also keen to ensure positive relationships not only amongst pupils but also among staff, who were reorganised into the school from more than one discontinued establishment. The new school has thus got off to a good start, and is in a good position to make further progress.

40. It is supported by a management structure which ensures that everyone has a voice in the running of the school. The senior management team includes co-ordinators from each section of the school, who meet regularly so that information can be passed both ways - from classroom to managers and vice versa. Pupils also have a voice: the school council, with elected representatives from all classes, helps pupils develop an understanding of the democratic process and ensures that they feel they are able to influence the development of the school. The outcome of these strategies is a calm and purposeful school, where the overwhelming majority of lessons are focused on clear objectives and marked by pupils' good behaviour. Despite this, problems about relationships do sometimes occur. The school has good procedures for dealing with such incidents, which are carefully logged and managed in a sensitive manner.

41. A small minority of lessons do not proceed smoothly. The school has effectively monitored and evaluated science teaching, with the result that science standards have improved, but monitoring systems have not extended beyond this or identified all the areas for development and there are occasional lessons where pupils' behaviour deteriorates and the pace of learning is too slow. Further, the absence of assessment information in sufficient detail for many subjects results in inadequate monitoring of pupils' standards and progress in these areas.

42. The roles of the deputy headteacher, the nursery and reception co-ordinator and the subject co-ordinators are clearly defined; consequently, they operate effectively and have a positive impact on pupils' education. For example, the recently appointed nursery and reception co-ordinator is improving teaching and learning in these classes, causing children's standards to rise in all their areas of experience. The roles of some co-ordinators who are responsible for groups of classes, however, are not clearly established; so they do not function as efficiently as they might, particularly in supporting teachers who have not had wide experience of primary practice.

43. The governing body is clearly committed to the development of the school and satisfactorily fulfils its statutory duties. It is led by an experienced chairperson who, like others, uses his personal expertise to the benefit of the school. Many of the governors are new to the role but, through training, they are actively seeking to improve their knowledge and skills so that they can improve the quality of their work in monitoring and evaluating the school's progress.

44. The school is experiencing financial problems due to the very high teaching staff costs, which are well above average, and which derive, in part, from transitional arrangements following the recent reorganisation of schools. Senior managers and governors recognise that they will have to deal with the deficit in their budget and they have outline contingency plans for this eventuality. However, this means that in the meanwhile

there is little money available for curriculum development. It is necessarily deployed with great care to ensure that every purchase is made to the best advantage. Good use is made of money from other sources; for example, the Education Action Zone has helped to provide a computer suite, which is significantly improving pupils' skills and knowledge in information and communication technology. The school is providing satisfactory value for money because it enables pupils to make satisfactory progress at a cost per pupil very close to the national average.

45. The headteacher and staff have used an analysis of their practice to draw up a list of priorities for the school development plan, which is helping to focus funds on important areas. The plan is well constructed but is insufficiently linked to quantifiable data in relation to standards. Nevertheless, the school seeks to obtain the best value in its spending. Money identified for pupils with special educational needs is well spent in the provision of staff and learning resources, which help to ensure pupils' good progress.

46. Resources for teaching and learning are generally good, although the library is short of books to support pupils' independent learning. The spacious accommodation is excellent and provides a first class environment in which pupils can learn. There is a well-appointed outside play area for children in nursery and reception classes, which aids their physical development.

47. Teachers attend training which is well matched to their development needs and this, alongside the work of subject co-ordinators in, for example, art and design, and design and technology, helps to raise pupils' standards above the average. Newly qualified teachers are well supported by mentors and the school provides well for students in their initial teacher training.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to consolidate the good progress made since the school opened in 2001, and to improve pupils' standards and achievement, the governors, headteacher and staff should:

1. Improve the monitoring and evaluation of teaching and learning; (paragraphs 41, 42)
2. Improve the quality of assessment, particularly in subjects other than English, mathematics and science, and the use made of the resulting information; (paragraphs 32 - 34)
3. Ensure that the more able pupils are appropriately challenged. (paragraphs 15 -18)

In addition, the governors, headteacher and staff should consider the following:

Develop the role of the classroom assistant to provide additional support to teachers and pupils in teacher-led sections of lessons. (paragraph 18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

70

Number of discussions with staff, governors, other adults and pupils

53

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	17	31	20	2	0	0
Percentage	0	24	44	29	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	369
Number of full-time pupils known to be eligible for free school meals		51

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	10

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	23	33	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	23
	Girls	30	30	32
	Total	49	51	55
Percentage of pupils at NC level 2 or above	School	89 (n/a)	91 (n/a)	98 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	22	23
	Girls	31	29	31
	Total	50	51	54
Percentage of pupils	School	89 (n/a)	91 (n/a)	96 (n/a)

at NC level 2 or above	National	85 (85)	89 (89)	89 (89)
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Percentages in brackets refer to the year before the latest reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	28	30	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	19	24
	Girls	24	24	24
	Total	46	43	48
Percentage of pupils at NC level 4 or above	School	79 (n/a)	74 (n/a)	83 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a	n/a	n/a
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
182	1	0
0	0	0
2	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.5
Number of pupils per qualified teacher	23.6
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	119

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	24
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	864235
Total expenditure	905460
Expenditure per pupil	2298
Balance brought forward from previous year	0
Balance carried forward to next year	-41225

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

421

Number of questionnaires returned

143

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	3	1	0
My child is making good progress in school.	52	43	3	0	1
Behaviour in the school is good.	39	52	3	0	6
My child gets the right amount of work to do at home.	33	50	11	1	2
The teaching is good.	53	41	3	1	0
I am kept well informed about how my child is getting on.	31	51	17	1	0
I would feel comfortable about approaching the school with questions or a problem.	53	35	9	3	0
The school expects my child to work hard and achieve his or her best.	56	41	1	0	2
The school works closely with parents.	40	42	16	2	0
The school is well led and managed.	41	38	12	2	5
The school is helping my child become mature and responsible.	41	50	5	2	2
The school provides an interesting range of activities outside lessons.	17	43	22	9	8

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

49. When children start in the nursery, their skills and knowledge cover a wide range. For example, some speak clearly and confidently, whilst others have difficulty forming words and speak hesitantly; some relate well to other children and others have difficulty forming relationships. Overall their levels of development are around average. During their time in the nursery and reception, children make good progress, particularly in language and literacy, mathematics and in their personal, social and emotional development because of the good quality of teaching and learning in these aspects. In all other areas of development teaching is satisfactory and children reach levels of development similar to those found in most schools by the end of the reception phase. The overall quality of teaching is good. Lessons in all the areas of learning are successful because of the excellent planning, which takes proper account of children's different needs, with plentiful and well considered apparatus directed at the lesson's objectives. Questioning is strong: questions are well targeted, always require thought on the part of the child and leave plenty of time to articulate a reply

Personal, social and emotional development

50. Teachers see this as a very important part of child development, believing correctly that children who are well adjusted will stand a better chance of progressing in other areas of development. They work very hard to ensure that children feel welcome and valued. Every child is treated with care and attention with careful assessment and recording of their progress in all areas of development. Any issues identified are quickly addressed, with the help of outside agencies when necessary. Great emphasis is placed on relationships and treating one another caringly. Teachers provide many opportunities for children to work and play in groups; for example, outside play, singing and role play involve sharing and working together, with staff often joining in.

51. The outcome of this provision is that children quickly learn to behave very well, get along with one another and relate well to adults. They operate with increasing confidence inside and outside the classroom, choosing activities, maintaining interest and often talking to one another as they work. It is not uncommon, even in the nursery, for children to work together for extended periods, without the need for adult supervision. By the time they reach the end of reception, children are engrossed in their learning, as one put it, excitedly, 'What are we going to do next?' Reception pupils enthusiastically joined in the activities provided in a literacy lesson, for instance. Concentration, with enjoyment, were very much in evidence and children, eager to please, worked very hard and made good progress. They often help one another, as when one child explained for the puzzled teacher that his friend was indicating the last sound in a word, rather than the first sound that had been requested.

Communication, language and literacy

52. Teachers' recognition of the importance of language development is evident in every aspect of their work. They provide superb models by speaking clearly and simply, reading with expression and showing their pleasure in poems and songs. Classrooms are full of opportunities for children to read and write; sentence captions, word displays, writing corners, offices and readily accessible books are integral parts of bright, welcoming and interesting environments.

53. Children in reception make rapid progress helped by the good – sometimes very good – quality of the teaching. The English sessions also make particularly good use of support staff and parents, who are well briefed for their tasks and play a significant part in promoting pupils' language development.

54. Accordingly, by the time they are at the end of the reception year, many children are working at a level beyond what would be expected. They listen attentively, often for long periods; a significant number read confidently and are beginning to write sentences, spelling some common words correctly. Their speech is confident and clear and the more able express complex ideas, using a wide range of words. In the nursery, teaching quality is good: pupils achieve well, but some start from a lower base and standards at this stage are nearer those expected of children the same age.

Mathematical development

55. The environment and activities in the nursery provide a range of well planned mathematical experiences, which support children's development. Games, counting toys, number songs and rhymes, water and sand play are all examples of activities that provide early experiences of number, shape, volume and capacity. Occasionally, a specific activity is led by an adult, such as when children made play dough shapes with a repeating pattern of counters, which helped introduce children to the notion of sequencing. In reception, such things as mathematical displays and hopscotch games outside are supplemented by more formal numeracy lessons, where teachers' activities are very well designed to introduce or reinforce mathematical ideas.

56. This provision ensures that children are well on track to exceed expected levels by the time they leave the reception classes. In the nursery, children's progress is slower because of their half-day attendance and their standards are average. Reception children count on and back, estimate sensibly, know numbers to 10 and beyond, take away and add, and measure with cubes. It appears that one class has a naughty animal that keeps disturbing the number line. Fortunately, the children very quickly recognise when the numbers are out of sequence and tell the teacher how to put them right. A sense of fun and eagerness to learn are characteristics of the children's approach to mathematics.

Knowledge and understanding of the world

57. Teachers provide a wide range of suitable activities which support this area of experience well. Construction sets of different scales, weather stations, computer programs and role-play areas, among others, all help children to develop an understanding of the world around them. One session in the nursery involved planting seeds. The children were surprised at the size and smell of the seeds; they handled them carefully and after discussion used compost and plant pots to get them ready for growth. In the reception classes, children explore early scientific and technological ideas; for example, they made model boats and tested how well they floated, effectively acquiring knowledge and skills that form a foundation for later work in the national curriculum.

58. Through activities such as these the children develop an appreciation of how their senses can be used to explore the environment. They begin to understand their own and other people's lives and learn how science and technology can affect how people live. By the end of the reception stage, they are well on the way towards the level of knowledge and skill that would be expected of children this age.

Physical development

59. As with other areas of experience, teachers plan well for children's physical development. Classrooms contain activities which, whilst intended to teach an area of knowledge, also help to develop children's co-ordination. For example, tissue-paper collages develop ideas about design, the nature of materials and also skills in controlling brushes, glue and fine paper. The well-designed outside play area provides opportunities for children to learn to share equipment and play together, whilst developing their skills in making large movements. Reception children are also provided with well-planned lessons in the hall. In one instance, children improved their ability to interpret music through movement. They went on a 'bear hunt' through long grass, led by the teacher, who modelled suitable movements so well that the children made clear progress in their own skills. Support for children with special educational needs is good and ensures that they are fully involved and making good progress.

60. The children are clearly on the way to achieving standards in line with those to be expected by the end of reception, helped by teaching which is good in quality. In a gymnastics session, pupils had no time to lose concentration because of the teacher's good management of the lesson. Good modelling of different ideas helped the children develop their own. Children control small and large equipment, move with co-ordination and with an awareness of other people. They join in with class games in the outside play area and show how well they can co-operate with others. A focus on health and fitness helps them appreciate the importance of diet and exercise.

Creative development

61. Music, dance, poetry, painting, modelling and printing are all evident in the work of the nursery and reception classes. Children receive a wide and interesting diet of creative activity. Songs and rhymes are a constant feature, children's paintings, prints and collages are everywhere, celebrating their work and demonstrating the importance given to this area of experience. Creative expression through language is encouraged as children read and listen to interesting, lively stories, and play games which require an imaginative response. A music session in the nursery was very well handled with good co-operation between the teacher and the nursery nurse; as a result, the children developed their skills in playing musical instruments loudly and quietly and even began to appreciate how a conductor operates.

62. Children develop all the required skills to the level expected by the end of the foundation stage because of the good provision. Some of their paintings are of high quality, notably, nursery children produced well observed cat pictures which demonstrate good sense of line and colour. They learn how to employ mouse and keyboard to create imaginative images using the computer.

63. The unit is very well led by a talented and enthusiastic co-ordinator whose very appropriate plans for future development put it in a good position to improve still further. The important role of parents is fully recognised and they are kept fully informed about their children's experiences so as to be involved in them and contribute to the progress they make.

ENGLISH

64. Standards in English at the end of Year 6 are in line with those to be expected of pupils this age. They are influenced by the composition of the age-group which has a comparatively large proportion of pupils with special educational needs, and are broadly consonant with the results obtained by Year 6 pupils in 2002 which were above the average for the year but only by a fraction of a point. At that time girls did better than boys, but by a

smaller margin than that seen in the national picture. Pupils' achievement during the time they have been in the school is thus satisfactory. The very small number of pupils for whom English is an additional language achieve well because they are well supported in their classes.

65. A number of factors contribute to this situation which, now they are securely in place, put the new school in a good position to improve standards in the subject. The National Strategy for Literacy has been successfully implemented and is used well by teachers in planning their lessons. The quality of teaching, satisfactory overall, has strong features particularly in Years 3 and 6. Assessment arrangements, now secure, are increasing their role in influencing what is taught. For example Year 6 pupils have an assessment sheet with their returned work which identifies the strong features of their writing and advises on what has to be worked on to improve.

66. In the best lessons, warm supportive relationships make pupils want to please and facilitate good, sometimes very good, behaviour. Explicit expectations, spelled out for each group, ensure pupils are extended at their own level. 'What I am looking for' on the part of the teacher and, of the pupils, 'What am I learning today,' are key features of the classroom display which further ensure clarity of understanding, so pupils get on without fuss and work productively. The teacher's extensive subject knowledge leads to a very good use of the day's text to extend previous work and introduce new ideas. The good use of questioning keeps pupils well focused on what is to be learned. Some areas remain for development in some classes in Years 3 – 6 however, where pupils do not learn as successfully as they should. Most significant among them is the level of challenge to higher-attaining pupils, whose behaviour deteriorates when they are not fully engaged.

67. By the end of Year 6, pupils' skills of speaking and listening are good. The best, confident and articulate, express themselves well. Pupils almost always listen with care to the teacher and each other. Standards of reading are above average. The best readers have a wide interest in books and have well-considered opinions on what they read. Other good readers clearly enjoy books but are not able to explain why and their reading is in a narrow range of styles. In the middle range of ability, pupils read the words accurately but the less able readers make mistakes and find talking about the content of what they read difficult. Pupils' library skills are weak, although most know how to find information using a book's contents and index pages.

68. Writing standards are average. The best writing is good in a number of different styles. It is competent and accurate, containing many of the features expected of pupils in Year 6, but it lacks the zest and flair for words often seen in the best writers of this age. In the middle range of writing ability pupils are generally accurate, though the spelling of common words is not always secure. The comparatively large proportion of lower-attaining pupils and those with special educational needs often have good ideas and an enterprising choice of words, but their composition skills do not match, so that they make too many mistakes in spelling and grammar.

69. Pupils read well for their age by the end of Year 2. The best and the middle ranking readers read accurately and confidently, although only the more able can answer questions about what they read. The lower-attaining readers read mechanically and sometimes inaccurately. Pupils of all abilities need help to use the index to find out information. Pupils generally listen well, and are good talkers. Writing standards are nearer to those to be expected of pupils at the end of Year 2. At its best, pupils' writing displays plenty of ideas and a sense of communication with the reader. There is a lively choice of words through which character begins to emerge. Most pupils can construct a good basic sentence, but many,

especially those of middle and lower attainment including those with special educational needs, have yet to acquire a wide enough vocabulary to be fully successful writers.

70. This under-developed vocabulary also prevents pupils taking full advantage of the teaching, the good quality of which in Years 1 and 2, includes some very good practice. Lessons are well planned, with work suitable for different groups in the class, except for the higher attainers who are sometimes not challenged enough. Lessons are especially effective when the teacher sets good objectives for each lesson and expresses them in terms the pupils can understand and know exactly what they should be doing. This enables them to concentrate and make progress so that, when the teacher sums up by praising pupils' achievement, they leave the class feeling good about themselves and English. In one such instance several Year 1 pupils on their way out to play having enjoyed the English lesson were heard to comment, 'That was good, that.' On the occasions when the teacher is not clear what the pupils are to learn the pupils also are confused and do not make enough progress.

71. The quality of marking is an area remaining to be developed. Teachers rightly praise pupils for good work, but by and large they do not give pupils enough guidance about what they could do to be better next time or set them targets to aim for. Without this extra dimension teachers do not provide themselves or the pupils with a record of the progress made over time. Classroom assistants are not always deployed to the best advantage and sometimes appear to have no role in teacher-led parts of the lessons. Opportunities for them to observe pupils' responses or assess the quality of pupils' engagement in the lesson are often missed. At other times their involvement is planned with precision, and their contribution to pupils' learning is effective as a result.

72. Teaching in other subjects supports pupils' writing well. For instance, the higher-ability Year 2 pupils writing about Guy Fawkes established a good sense of mystery in the story. A school-wide environment project on the development of the school grounds gave good opportunities to combine writing for a purpose with other disciplines. Pupils write clear reports for science and are skilled at using information and communication technology to present work of all kinds. The co-ordination of the subject is satisfactory, though stronger in Years 1 – 4 than for Years 5 and 6. Ambiguity over the responsibility for monitoring pupils' progress leaves some potential gaps in the school's provision. Resources are good and support pupils' achievement well, except for the library, which does not have the number or range of books required to support the kind of independent learning of which many of the pupils are capable.

MATHEMATICS

73. The national test results in mathematics for pupils in Year 2 in 2002 were above average; those for pupils in Year 6 were barely average and below those of pupils in schools with a similar proportion of pupils entitled to free school meals. A number of factors, now resolved, contributed to the relatively modest performance of that generation of Year 6 pupils. The standards of the pupils at present in Year 6 can be expected to be better than in 2002 although they are not likely to be above average. Pupils thus achieve satisfactorily overall. Pupils with special educational needs benefit, in class lessons, from having activities specifically designed for them and, in some cases, by being supported by well-prepared classroom support assistants and they make good progress.

74. The progress of pupils is inconsistent in different parts of the school. It is good in Years 1 to 4 and reflects the quality of teaching in these classes. Progress is not so good in the classes of older pupils, largely because teachers lack sufficient experience of teaching mathematics, either because they have previously been specialist teachers of other subjects,

or because they are new to teaching. This lack of experience can be seen in the occasional error in subject knowledge, when pupils are given the wrong information. Planning is not always secure and does not always allow a thorough development of pupils' learning. So, for example, pupils are told the formula for finding the area of a rectangle, rather than discovering this for themselves, so that subsequent work on area involves manipulation of figures rather than understanding the idea of area. Furthermore, class management is not always secure in some classes, so that pupils are not focused on their work, with the result that productivity and rate of learning is too slow.

75. Nevertheless, pupils make sound progress overall and individual pupils show considerable talent. For example, a Year 5 pupil, knowing the formula for finding the area of a rectangle, used the knowledge to devise a method for calculating the area of a triangle. Pupils in Year 6 have additional classes, when they are taught in relatively small groups with pupils of similar abilities. These well-planned lessons cover the same ground but at just the right level of difficulty and most pupils benefit from the increased amount of individual attention they receive.

76. The quality of teaching is satisfactory overall and good - occasionally very good - in the classes for younger pupils. On these occasions, very good planning and preparation enable teachers to use a sequence of different approaches to the teaching of a topic, thus helping the learning of different groups of pupils. For example, in a very good Year 1 lesson studying odd and even numbers, pupils used a good range of resources and techniques to aid their learning as when they chanted numbers: quietly for 'odd', loudly for 'even'. They then worked independently on tasks well matched to the different ability levels in the class. Some pupils worked on related programs on the computer. Finally they consolidated their learning by watching a short video on the subject. Good questioning challenges pupils' thinking, 'If you add two even numbers, what sort of number do you get?' asked the teacher in the same lesson. Teachers encourage pupils to explain the strategies they have used in solving problems, thereby obliging them to think about how they reach the answer and, at the same time, giving ideas to others. Class management in good lessons is secure and this enables teachers to adopt a practical, lively approach, encouraging discussion amongst pupils as they investigate sometimes open-ended questions.

77. The National Numeracy Strategy has been well implemented and this has led to a uniform approach and systematic development of skills, further helped when one teacher in each year group plans the lessons for both classes. The commercial scheme is helpful in this regard. The use of printed workbooks has the advantage of ensuring that pupils all cover the same material and that time for learning is maximised because pupils do not spend time writing out sums. However, pupils of different abilities sometimes spend most of the lesson doing similar tasks and the more able pupils are insufficiently challenged. Pupils have fewer opportunities to practise presenting their work in a tidy, systematic fashion. This sometimes results in older pupils, for whom workbooks are not provided, presenting their work in an untidy manner and making elementary errors in calculation.

78. The marking of pupils' work is variable in quality. Where marking is good, teachers make reference to precise individual learning targets printed in the pupils' workbooks, detailing when these targets have been achieved and setting new targets. Less purposeful marking consists of ticks and encouragement with few suggestions for improvement or further study. Occasionally, pupils are congratulated even though work is careless and poorly presented.

79. Mathematics is effectively managed and this contributes to pupils' rising standards. The co-ordinator has a good overview of work and standards in Years 1 to 4 where the programme for mathematics is secure and well resourced. There is not yet such a good

development of work and grasp of standards of teaching and learning in Years 5 and 6, largely because the co-ordinator has limited opportunities for monitoring standards in these classes. Additional sessions for Year 6 pupils have yet to be monitored to check on the most effective times for the sessions or the most effective deployment of staff, both teaching and support assistants, in the sessions. Pupils' responses to national tests are analysed to identify areas of weakness in learning so that these may become a focus for future teaching. Pupils' progress is tracked using nationally recognised assessment material, although the school has yet to make full use of the good information gathered.

SCIENCE

80. The 2002 national tests for Year 6 showed pupils achieving results that were below the national average and well below the average of schools where a similar proportion of pupils is eligible for free school meals. The school recognised that development was urgently needed and, as a result of measures taken following a programme of observation of teaching and learning and the careful analysis of pupils' tests by the two co-ordinators, the quality of learning improved, particularly in the approach to investigational work. Pupils are now on track to achieve above-average standards by the end of Year 6.

81. This is because the overall quality of teaching and learning is good throughout the school; a few lessons are very well taught. A consistently good feature is the planning of lessons; clear objectives are identified and appropriate activities devised which interest and motivate the pupils, whilst focusing on key scientific ideas and skills. A very good example was seen in a lesson for Year 5 pupils who were studying the nature of gases. The teacher used an electronic microscope to illustrate the existence of air (gas) in materials and the way in which gas can be produced when a chemical reaction takes place. In the subsequent discussion and written work there was a focused emphasis on key words related to the properties of gases. The teaching was successful in helping pupils to acquire understanding of an important scientific idea and to appreciate how information and communication technology can be used to enhance an investigation.

82. Pupils achieve well throughout the school. They develop knowledge well across the range of the National Curriculum and improve their investigational skills because of the emphasis given to this aspect of science. Opportunities offered for pupils to work out their own recording systems play a particularly important part in this; teachers sometimes supply a format for recording investigations but at other times they allow pupils to develop their own ideas, which helps them to consolidate their understanding and practise their literacy skills. It also enables teachers to assess pupils' achievement accurately. Whilst pupils' knowledge grows as the result of a sequence of lessons, good gains are also made in single lessons. In a lesson for Year 4 pupils, for instance, the teacher demonstrated the effect of pouring a set volume of liquid into differently shaped containers. Many pupils predicted that the volume of liquid would change; that it would be smaller in larger containers and greater in smaller ones. They were delighted and interested in the carefully demonstrated outcome and made real progress in their appreciation of how liquids behave.

83. The school also improves pupils' understanding by giving focused attention to particular groups. These 'booster' classes help pupils to consolidate their knowledge. A good example in Year 6 helped all pupils, including those with special educational needs, to develop skills in interpreting the results of an investigation and was marked by the clear questioning by the teacher and support assistant. Another lunchtime session made use of an internet-based revision program, which motivated pupils and allowed them to work at their own rate, revising their knowledge and providing another example of the effective use of information and communication technology.

84. Work with the younger pupils is equally effective; lessons in Years 1 and 2 were characterised by the teachers' calm, positive approach which helped promote pupils' very good behaviour and high levels of concentration. Indeed, through the school, pupils are clearly very interested in their science lessons, helping to provide a secure base upon which teaching and learning can be built.

85. Teachers make regular assessments of pupils' progress and use this information to identify those who need extra support. There are times, however, when higher-attaining pupils are not fully challenged; for example there is insufficient use in some lessons of questions which require pupils to explain their ideas. Good use is sometimes made of pupils' questions to prompt investigative work but this is not a consistent feature: higher-attaining Year 2 pupils, for example, would benefit by a more investigative approach. Nevertheless, the school has made good recent progress and is well placed to continue to raise standards.

ART AND DESIGN

86. Standards at the end of Year 2 and Year 6 are above those to be expected of pupils the same age and achievement is good. This is because pupils build up a comprehensive range of skills through their experience of a good variety of media including paint, pastel and crayon, although three-dimensional work is under-represented in their experience.

87. Pupils in Year 2 have good drawing and cutting skills and the higher-attaining pupils show good detail in their drawings. Good flame paintings and careful collage work of the Great Fire of London, inspired by a visit from an actor as 'Samuel Pepys', show pupils have a sound grasp of the use of colour and the ability to let it tell a story. Year 1 pupils make well observed paintings in the style of Kandinsky's concentric circles. In Years 3 to 6 skills develop well as pupils get older. For example, skills in printing develop from making detailed drawing of a pattern, through making string prints, creating negative prints in polystyrene and on to making lino prints in Year 6.

88. Pupils of all ages and abilities take good care and give good attention to detail, evaluating their work and suggesting ways of improving it. They make detailed observational drawings of flowers and still life in pencil and pastel, drawings and monoprints of birds, careful Rangoli patterns and designs for Greek Masks and vases. Through this work and by studying the work of established artists, the subject contributes well to pupils' cultural development. Information and communication technology is used well to make interesting images.

89. The good quality of teaching provides opportunities for pupils of different levels of ability, including those with special educational needs, to succeed. For example, in a very good lesson in Year 2, the teacher provided plentiful resources, and explained very precisely what pupils were expected to do and the techniques to be adopted. As a result, pupils understood exactly what was expected of them and worked with a genuine but controlled enthusiasm at the tasks they were given. A good lesson in Year 4 was characterised by a calm and purposeful working atmosphere brought about by the teacher's good explanations and clear instructions. Pupils made good progress in learning new processes and produced careful, detailed work.

90. The good standards are also the result of the effective management of the subject which puts it in a good position to improve. The well-qualified co-ordinator supports colleagues with a comprehensive and progressive scheme of work, providing guidance on techniques and the use of tools and materials. A portfolio of examples of pupils' work, with a good range of drawing and painting showing progression in use of colour and fine detail, gives teachers insight into what can be expected of the pupils. However, there is no formal

assessment of work as the year progresses, based on looking at samples of work to give an overview of pupils' learning over time, although a judgement is made at the end of year for the pupils' annual report. The subject co-ordinator does not monitor the standards achieved by the pupils or the quality of the teaching they experience to ensure they are making as much progress as they should.

DESIGN AND TECHNOLOGY

91. Standards in design and technology at the end of Year 2 and Year 6 are above those expected for pupils of this age. This is because it is taught well by teachers with good subject knowledge and the subject is well organised with a relevant sequence of activities through which pupils develop appropriate skills. Strong links are made with other subjects, particularly mathematics, information and communication technology, history and art. The subject is given prominence throughout the school with every classroom having an attractive design and technology display that celebrates the pupils' good achievement.

92. The quality of teaching is good because teachers plan lessons well and ensure that good use is made of time so that pupils work purposefully at a logical sequence of tasks. Pupils thus learn to plan their work carefully and evaluate the completed product. A very good Year 4 lesson, for example, moved at a good pace so that there was time at the end of each section of the lesson for a process review and an evaluation. Teachers' good knowledge of the subject enables them to explain well and provide just the right resources to promote pupils' learning.

93. As a result pupils are enthusiastic about the subject. They enjoy explaining their work: Year 4 pupils talked confidently about linked, arched and linear levers and readily demonstrated how each one leads to a different action. Younger pupils comment on ways they could improve their work, 'I could make the paint shiny', 'I could add a grill'; while older pupils are more reflective and consider the fitness of a design for its purpose. The higher-attaining pupils go on to recognise the need, for instance, to 'make a fairground ride more balanced so it won't wobble' and to 'take more time' to improve the quality of their work. In the rare unsuccessful lesson pupils do not learn as well as they should because inconsistent management of their behaviour leads to some pupils being distracted from the main purpose of the lesson.

94. Standards are good also because pupils progressively cover a wide range of topics appropriate to their stage of development, ranging from making simple moving pictures in Year 1 to designing complex working models such as those of fairground rides in Year 6. In Year 2 they design and make puppets, trying different ways to attach the front to the back. The beautifully illustrated, professionally bound, nursery rhyme books made by children in Year 4, exemplify children's skills in using mechanisms to make pictures move in different ways.

95. The co-ordinator's clear guidance and support helps teachers to raise pupils' standards. However, teachers assess and mark children's work in different ways making it difficult for individual pupils to know how they are progressing. Furthermore, the co-ordinator has insufficient opportunity to monitor pupils' progress or to gain a school-wide view of standards and the quality of the teaching which helps pupils achieve them.

GEOGRAPHY

96. Pupils at the end of Year 2 and Year 6 reach the standards expected for their age and, including those with special educational needs, make satisfactory progress.

97. In Year 1, the journeys of story character Barnaby Bear provide an appropriate focus for study. He visits comparatively local places like Sedbergh and major cities such as London. These visits provide the basis for pupils to learn about hills and streams and study features like Big Ben and Tower Bridge. In one class, pupils wrote in simple terms about going through the Channel Tunnel to see the Eiffel Tower and eat baguettes. Pupils in Year 2 use the imaginary island of Struay to draw comparisons between different types of housing and transport used on the island and nearer home in Wallsend.

98. When pupils in Year 5 broaden their horizons with work on world geography, they produce interesting investigations, although a significant amount of their written work is based on factual recording. For example, their study of rivers concentrates on recording names rather than discussing the effects water has on the landscape. Research skills are developed well in Year 6. In assessing tourism in mountainous areas, a pupil commented that the study has helped in 'Learning about different cultures'. Higher-attaining pupils begin to demonstrate a mature appreciation of geographical patterns, using the Internet and photographic evidence in projects about the Rocky Mountains and the Himalayas. However, the work of lower-attaining pupils is frequently unfinished.

99. In each year group, teachers plan together to make sure that pupils in both classes are catered for equally but work is not always planned to cater fully for the different needs of the pupils. Much work is based on acquiring knowledge rather than developing understanding and this affects the progress of the higher-attaining pupils in particular. The timetabled link with history means that, as in Years 3 and 4, there is often a long gap between teaching successive geography modules so that the development of geography skills is affected adversely. Good benefits derive from visits to Tynemouth, Newburn, Alnwick and Winmarleigh Hall by extending first-hand observations and investigation.

100. Teachers make relevant links with other subjects. For example, map-work skills are developed when plotting where the Roman invaders landed. Creative writing and information and communication technology are used alongside geography studies to mutual advantage. For example, pupils in Year 3 write letters as if from different locations, such as Barbados and Hawaii. The school's sponsorship of an African child provides a good practical link to the subject. The project on developing the school's grounds brings geography together with many other disciplines.

101. The newly established leadership of the subject places the school in a good position to make progress. More rigorous assessment is rightly a high priority, so that the school has better information about pupils' standards from which to plan future work. Marking is insufficiently helpful, consisting mostly of ticks and occasional supportive comment. It does not provide pupil and teacher with a record of what has been achieved over time.

HISTORY

102. Standards are above average at the end of Year 2 and Year 6. Pupils of all levels of ability, including those with special educational needs, achieve well. Teachers' enthusiasm for history promotes a consuming interest in the subject in pupils throughout the school.

103. There is a strong emphasis on the recording of factual information. For example, pupils in Year 1 know key details about life in Victorian times. In a very good lesson about Florence Nightingale they began to recognise how social conditions have changed since then. Pupils were fascinated when the teacher skilfully wove in the experiences of a modern nurse – a parent who had talked to the class about her profession in the previous week. The planning and thorough preparation of resources in a Year 2 lesson about Guy Fawkes

epitomised the reasons for the above-average standards. Accordingly, pupils can not only recall facts, but also conduct meaningful research. In another example, pupils have undertaken research into the childhood of older members of their families to discover about life at the end of the second World War from first hand evidence.

104. By Year 6, pupils have developed a sound sense of chronology benefiting from the concentration on this throughout the school. They are also beginning to see connections with other subject areas. For instance, they compile accurate graphs about the 1851 census. Creative writing is well supported in their work about children in Victorian times. A higher-attaining pupil imagining himself working in a coalmine wrote, 'By the end of the day my knees and elbows were streaming with blood.' Nevertheless, pupils of all levels of ability tend to undertake the same tasks, and the potential for the higher attainers to make additional progress is not fully realised.

105. One of the subject's strengths in promoting good standards is the range of visits undertaken in every year group. These provide a stimulating basis for historical investigation. For example, Year 3 visits Arbeia Roman Fort. The research generated from this visit enlivens pupils' awareness of the period. The visits to school of characters such as 'Sven the Viking' also stimulate interest in the topic.

106. The above-average standards are brought about by the good quality of teaching. Teachers' good knowledge of the subject matter enables them to prompt pupils' learning with well-directed questions. Planning is good and teamwork in the different years ensures that both classes cover the same ground, although the over-reliance on worksheets in some classes results in pupils not always working at the level of which they are capable. In the best lessons the teacher takes time to ensure that pupils understand the objectives for the session. Resources are well-chosen. In a Year 2 lesson pupils found a film about Guy Fawkes fascinating and it set the scene for good research work into the period. Good classroom management results in good behaviour and a calm, effective working environment in which pupils get on well. Areas for development, however, include the marking of pupils' work, which is inconsistent through the school. In some instances, helpful comments probe and encourage pupils to think for themselves. In others the marking gives encouragement but does not analyse or point to ways for pupils to improve. Furthermore, assessment arrangements are not sufficiently rigorous and work is not sampled regularly. Teaching is not yet monitored regularly, and as a result the co-ordinator does not acquire the information needed to develop the subject or further extend pupils' standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. Standards in information and communication technology are average at the end of Year 2 and at the end of Year 6. Pupils of all levels of ability are making satisfactory progress. Those with special educational needs, who often benefit from individual help, also make satisfactory progress.

108. The school has made considerable improvements in its provision for information and communication technology recently and is now well placed to improve pupils' standards further. The most significant is the comfortable, spacious and well resourced computer suite which has made possible whole-class teaching. For example, teachers can now project an enlarged image of the computer screen to show pupils clearly and precisely the steps they should take to perform operations. However, teachers do not give pupils sufficient opportunity to practise on the computers in the classrooms the skills learned in the computer suite, although they develop other skills using resources such as the electron microscope and the digital video camera. Year 5 pupils, for example, used the microscope to study the gas

content of different fabrics and sponges. Higher attaining Year 6 pupils used the digital video camera to film a moving sequence, to insert into their multi-media presentations.

109. Recent staff training has improved teachers' confidence and the quality of the teaching. This has been further enhanced by adopting the national model scheme of work, a measure which has helped to unify the approach to the subject, and to promote the systematic development of pupils' skills. It also ensures that all aspects of the subject are studied although, as yet, the control element of the subject is under-represented. The quality of teaching is accordingly satisfactory overall, and there are examples of good teaching. The good lessons are characterised by teachers' thorough planning. They give clear instructions to pupils and support them well, giving advice but encouraging them to solve their own problems, thereby encouraging independent learning. Occasionally, teachers do not plan work to match the different ability levels in the class; this leads to pupils of lower ability becoming confused and losing heart. Generally, class management is good and teachers employ good strategies to ensure that pupils focus on the task at hand, work productively and at a good pace. However, occasionally unsatisfactory behaviour limits learning. In a Year 6 class, for example, the teacher was not able to complete the concluding stage of a lesson, when pupils should have evaluated the quality of each other's presentations, because of the inattention of a section of the class.

110. Skills in information and communication technology are also developed through other subjects. Extensive use is made of computers by groups of older pupils studying French and science in out-of-school clubs. In literacy lessons, pupils are beginning to use computers to draft their work, rather than just to make fair copies of it. Year 5 pupils wrote descriptions of monsters as part of their work on legends. They use features like spellcheckers confidently and are able to manipulate text. Year 2 pupils combine pictures and text, print their own work and save it. They design posters about the care of teeth in their personal, social and health lessons. Computers are being used throughout the school to support learning in art. Use of the internet for research is still in its infancy, largely because of technical problems, but Year 5 pupils have used it to support their work on the Ancient Greeks and Year 6 pupils have researched the nature of mountains. However, pupils have had few opportunities to e-mail from school, although many are confident with its use and are able to discuss its relative merits and limitations, as compared to the postal system.

111. The subject is led by two knowledgeable co-ordinators but they have few opportunities to monitor teaching, learning and standards so their potential to work at raising standards is limited. Good assessment procedures have been established, although these are too recent to have had a measurable effect on standards.

MUSIC

112. Pupils' standards by the end of Year 2 at all levels of ability are in line with those to be expected of pupils the same age and they achieve satisfactorily. Year 6 pupils experience no music in the spring term or the early part of the summer term and so it is not possible to judge the standards of these pupils.

113. In Year 2 pupils play well using the teacher's notation, and respond to the teacher's conducting, playing and keeping silent as directed. They know the names of a good range of both tuned and untuned percussion instruments. Pupils sing enthusiastically and for the most part tunefully. They clearly enjoy music and behave well, concentrating hard, and listening with care to the teacher's instructions. The quality of teaching in Years 1 and 2 is satisfactory. They question well, in one instance helping pupils identify how instruments make sounds. They manage lessons well so that pupils can participate constructively in making music. Teachers are less skilled, however, at coaching pupils so that they build on previous work

and improve their performance. They miss opportunities to use the skills of additional adults available to them in the classroom.

114. In Years 3, 4 and 5, pupils' work is securely at standards appropriate to pupils their age. Pupils' singing is satisfactory although teachers do not always exploit opportunities to help pupils develop the quality of pitch, rhythm and articulation. Pupils in Year 5 recognise and explore ways in which sounds combine to form concord or discord. All Year 3 pupils learn to play the recorder and listen well to the teacher playing phrases, without seeing her hands, and echo the phrases accurately. Pupils follow standard musical notation when performing and compose using non-standard and standard musical notation. The quality of teaching in these year groups is satisfactory, with some good features, according to the specialist skills of the teacher. Class management is strong, and pupils behave well, listening carefully to the teachers' clear instructions. Teachers generally demonstrate well so that pupils understand what is expected of them.

115. Assessment arrangements are unsatisfactory as it takes place only at the end of the year in preparation for the pupils' annual reports. This means that neither teachers nor co-ordinator have more than an informal view of how individuals and groups are progressing and so they are not able to adjust the future programme of work to match emerging needs. Similarly, there is no monitoring of the teaching and learning in the subject, so that the support available in the classroom for non-specialist teachers in music is of necessity less effective than it could be. While the curriculum is satisfactory overall, the allocation of time to the subject in Year 6, concentrating tuition at the beginning and end of the year is not conducive to the steady and progressive development of music skills.

PHYSICAL EDUCATION

116. Standards at the end of Year 2 and Year 6 are similar to those expected for pupils of this age. Teachers plan and teach appropriate skills and activities throughout the school and because of this pupils make satisfactory progress and enjoy the subject. In Year 3 and Year 5 pupils attend swimming lessons and most can swim at least 25 metres, the distance expected of them, before they leave the school.

117. The quality of the teaching is satisfactory, leading to satisfactory achievement. In lessons where teaching is good, progress is also good because pupils' behaviour is managed well, allowing lessons to proceed briskly. Teachers are clear about what pupils need to do in order to improve their performance. For instance in a good lesson in Year 2, pupils developed their skills well because they were taught the importance of control, given targets for improvement, and then the opportunity to practise controlling a ball in a focused way to achieve the target. In less successful lessons inadequate management of pupils leads to inappropriate behaviour on the part of the pupils and pupils do not learn as they should. Pupils are not encouraged to reflect on their learning or evaluate their performance in order to see how to improve. In some lessons pupils do not warm-up properly and so are not adequately prepared, mentally and physically, for the main teaching session. In others there is no winding down or cooling off at the end so that pupils move straight from activity to sitting still.

118. Good use is made of national and local initiatives to enrich the school's physical education programme, with specialist football coaching, Multi-Sports, dance and basketball available as a result. The National Coaching Scheme benefits Year 6 pupils by providing weekly lessons for them at school ;and the EAZ initiative makes additional coaching available. The school makes good use of a parent's relevant skills to coach the football squad thus enabling pupils to participate in inter-school matches.

119. Assessment of physical education is currently underdeveloped making it difficult to track the impact of teaching on attainment; consequently the school has no overall view of the standards achieved. The school rightly recognises that further development is required in the subject and as an initial step is working towards the nationally recognised Active Mark.

RELIGIOUS EDUCATION

120. Pupils at the end of Year 2 and Year 6 achieve higher standards than those expected of pupils the same age and they make good progress as a result of the good teaching they experience. These good standards are also the result of clear subject co-ordination, thorough planning and focused teaching by teachers with good subject knowledge. Pupils as a consequence work hard and are enthusiastic about the subject. The school follows the locally agreed syllabus for religious education.

121. High expectations from teachers encourage pupils to take a pride in their work and presentation is nearly always good. Younger pupils record their learning as stories, pictures and diagrams. Older pupils recognise the impact of religious festivals on feelings, noting how a person being confirmed might 'feel frightened and excited' at the same time. By Year 6, pupils write at length about the Festival of Holi and higher ability pupils begin to acknowledge the representation of religious ideas by symbols. Middle and lower ability pupils more frequently focus on what a symbol is rather than what it means. Teachers make links explicit between religious education and other subjects, particularly history, English and information and communication technology, as demonstrated by Year 6 pupils who created multi-media presentations of their views about objects special to them. The marking of children's work, however, is inconsistent. Where it is good children are given helpful feedback about how they might improve in future. Where it is less than satisfactory, it does not assess the pupils' subject understanding, but rather comments on the literacy and other aspects of the presentation.

122. Teaching during the inspection reflected the theme of Lent; a carefully constructed debate helping older pupils to understand difficult concepts such as self-denial and absolution. In Year 1, pupils were encouraged to imagine what it would feel like to fast for forty days and nights and through careful questioning were able to relate this to 'being very, very hungry', 'having rumbly tummies' and 'feeling ill'. Good multi-cultural awareness was evoked in Year 3 through a lively discussion about Mardi Gras. The safe, supportive atmosphere promoted throughout the school is particularly evident in religious education lessons. Pupils in Year 3 reflected openly about 'feeling ashamed' and 'having big rows with mum and dad', knowing others would not ridicule them. In less effective lessons however, the teacher's role tends to be too prominent, reducing pupils' opportunity to participate, and activities do not challenge the higher attainers enough with the result that they are not sufficiently involved with what is being taught.

123. Although class teachers maintain pupils' end of year records, assessment during the year is weak and information is not collected by the co-ordinator which can be used to gain an appreciation of standards throughout the school. Planning is monitored to ensure pupils are studying appropriate topics, but systems for monitoring pupils' progress against expected standards are underdeveloped.