

INSPECTION REPORT

ST MARK'S ELM TREE CHURCH OF ENGLAND

PRIMARY SCHOOL

Stockton-on-Tees

LEA area: Stockton-on-Tees

Unique reference number: 133301

Headteacher: Mrs J Appleby

Reporting inspector: R S Moseley
16886

Dates of inspection: 19-22 May 2003

Inspection number: 249049

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery and Primary
School category:	Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	St Mark's Close Bishopton Road West Stockton on Tees
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend J M Thomas
Date of previous inspection:	The school has not been inspected before

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16886	R S Moseley	Registered inspector	Science Physical Education Educational Inclusion	What should the school do to improve further? What sort of school is it? How high are standards? How well is the school led and managed?
13462	R Mothersdale	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23319	V Leary	Team inspector	English Geography History Design and Technology	
8316	J O'Hare	Team inspector	Art and Design Music The Foundation Stage	How well are pupils taught?
15600	C Richardson	Team inspector	Mathematics Information and Communication Technology Special Educational Needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mark's Elm Tree Church of England (voluntary aided) primary school is bigger than other primary schools, with 293 pupils on roll, consisting of 146 boys and 147 girls. This includes 46 children who attend part-time in the nursery. An average number of pupils, 12 per cent, are entitled to a free school meal. The school serves the local area. It consists of about 50 per cent local government housing and a mixture of social backgrounds. Attainment on entry is average. There are no pupils with English as an additional language and ten pupils who have ethnic minority backgrounds. The number of pupils that the school has identified as having special educational needs is 14 per cent, which is below the national average. There are three pupils who have a Statement of Special Educational Needs, which is average. This is a new school, formed after the amalgamation of an infant and junior school in September 2001.

HOW GOOD THE SCHOOL IS

This is an effective school, with many good and very good features. The school has developed a challenging climate for learning within a strong Christian tradition. Pupils attain above average standards in mathematics, information and communication technology, art and design and music by the time they leave the school. The quality of teaching and learning is mainly good, with a significant amount that is very good and some that is excellent. The school's provision for the teaching of pupils' personal, social and health education is outstanding. This has resulted in pupils having very good attitudes to their work. There are excellent relationships throughout the school. The school is very well led and managed by the headteacher and provides very good value for money.

What the school does well

- Teaching, which is mainly good with a significant amount that is stronger, is having a positive effect on pupils' learning.
- Attainment in mathematics, information and communication technology, art and design and music, is above average by the time pupils leave the school.
- The provision for children in the nursery and reception is very good.
- The provision for the teaching of pupils' personal, social and health education is outstanding.
- The pupils have developed very good attitudes to learning and they have excellent relationships with each other and with all the staff.
- The headteacher provides very good leadership and a clear educational direction for the school. She has ensured that staff from the two previous schools are working together well and have a strong commitment to strive for further improvements.

What could be improved

- The opportunities for pupils to write in depth and at length with quality, in all subjects.
- The use of computers to support learning across a greater range of subjects.
- The development of assessment procedures for science and the use of this information to plan work that more closely matches the needs of pupils.
- The production of a specific policy for child protection and to ensure that all staff are fully trained in the up-to-date procedures.
- The contents of individual education plans for those pupils with special educational needs, to ensure they have more concise and specific attainable targets.

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 first time the school has been inspected.

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	B	B
Science	n/a	n/a	C	B

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

The pupils' results in the National Curriculum tests at the end of Year 6 in 2002 were above average in English and mathematics. In science, they were average. When these results are compared to similar schools with a similar number of pupils who claim a free school meal, they show similar results in English and mathematics but higher results in science. The national tests and assessments for pupils at the end of Year 2 in 2002 indicate well above average standards in reading, writing and science and very high standards in mathematics. These high results in mathematics are in the top five per cent of all schools nationally.

The inspection findings indicate that for this year's pupils in Year 6, standards have been maintained at the same levels as last year in mathematics and science. In English, attainment is average and not as high as last year because this year's group of pupils have slightly lower abilities in aspects of writing and spelling. All these standards indicate that, from their average attainment on entry to the nursery, pupils are achieving soundly in English and science by the time they leave the school. They are achieving well in mathematics. The general ability of the pupils in the present Year 2 is also not quite as high as last year, with pupils attaining above average standards in science, reading and writing and well above average standards in mathematics. The higher standards attained in mathematics throughout the school are attributed mainly to a particular focus on the teaching of mathematics through the schools' link with the national Gatsby Foundation Project. The strong provision in the nursery and reception classes is making a contribution to the higher standards reached by the end of Year 2. Attainment on entry to the nursery is in line with that expected for typical three-year-olds, but children make good progress and attain standards that are above average by the time they move into Year 1.

It must also be remembered that many of the new initiatives introduced since the school was opened have not been in place long enough to raise standards even further by the time pupils leave the school. In addition, a number of pupils join Years 3 to 6 from other schools. These pupils tend to be lower attaining pupils and this affects the overall standards at the end of Year 6. Overall, the standards of work seen at the end of Year 6 are average and pupils are achieving soundly. At the end of Year 2, standards overall are above average and pupils are achieving well. Standards in literacy are average. In numeracy they are above average. The school has met or exceeded all the suitably challenging targets it set, and is on track to attain the 2003 targets. In art and design and music, attainment is above average at the end of Years 2 and 6 and pupils are achieving well. In information and communication technology, attainment is above average by the end of Year 6 and pupils are achieving well. In all other subjects, attainment is average and pupils are achieving soundly. Religious education was not inspected, as this is subject to an inspection by the Diocese.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all pupils are eager to learn and give of their best at all times. They are very responsive and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around the school is good. Pupils are polite and courteous to each other and to adults.
Personal development and relationships	Personal development is very good. Pupils develop a great deal of confidence by the time they leave the school. Relationships at all levels are excellent.
Attendance	Satisfactory, though a high proportion of parents take their children out of school for their holidays during term time. This can limit the progress these pupils make.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good. Of the lessons seen, almost all were good or better. There was also a significant amount that was very good and some that was excellent. There was no unsatisfactory teaching. The main reason why the teaching is judged to be good, rather than very good, is the limited amount of work planned to meet the needs of different abilities of pupils in some subjects. This can affect the rate of progress pupils make on occasions. However, this is usually done well in English, mathematics and in art and design, where assessment procedures identify the needs of pupils more effectively. Also, teachers are not yet effectively developing the use of computers to support learning in different subjects.

Strengths are the high level of teachers' expectations of pupils' work and behaviour and the methods and ideas teachers use. These ensure that pupils work hard, concentrate very well and persevere to the end of the lesson. Where appropriate, pupils are encouraged to take responsibility for their own learning with plenty of investigative work and research using books and documents. This is a considerable strength in the teaching and ensures that pupils become confident learners by the time they leave the school. Lessons proceed at a good pace. All these strengths encourage pupils' intellectual, physical and creative effort, ensuring that lessons are productive. Teachers' short-term lesson planning is of sound quality with clear learning objectives. These are shared with pupils so that they have a very good idea of what they are to learn. Where the planning indicates work set to meet the needs of different abilities of pupils, it is more effective. Throughout the school the teaching of literacy and numeracy is at least good and often very good. However, many of the skills developed in literacy lessons, like writing, handwriting and spelling, are not effectively transferred to pupils' bookwork in other subjects like science, history and geography.

Teaching and provision for children in the nursery and reception classes are very good. Sound assessment information is used to plan appropriate work and ensure the good progress of all children.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Teachers provide many opportunities to make pupils' learning opportunities, both in school and during the many visits out, rich and challenging. The school ensures that all pupils are included in all aspects of school life. Lessons that specifically contribute to pupils' personal, social and health education (PSHE) are a strong feature of the timetable and make an outstanding contribution to pupils' understanding of themselves and others.
Provision for pupils with special educational needs	Good. These pupils experience a full curriculum, both in class and when they are withdrawn for special support. The main strength is the very good support provided by classroom assistants. However, in some subjects, specific work is not planned and the individual education plans provided for some pupils are too broad and do not have short, clear and attainable targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All aspects of school life develop pupils' confidence and their skills of friendship and tolerance. The provision for spiritual, moral, social and cultural education is very good.
How well the school cares for its pupils	The school cares for its pupils very well. However, the school has yet to complete its child protection policy and train all staff in the up-to-date procedures.

Parents have a very good regard for the school and the school has set up effective links with them. The parents' association is good and has raised a considerable amount of money to help the school. However, there are only a small number of parents helping in the school with their children's education, although those who do are greatly appreciated.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. Within this, the headteacher is a very good leader. She has developed a strong sense of purpose amongst the staff in a relatively short time since the amalgamation of the two schools. She is enabling all staff to develop their own management and leadership roles well. She is very well supported by the deputy headteacher.
How well the governors fulfil their responsibilities	Good. The chair of the governing body is very supportive and works closely with the headteacher. Other governors are beginning to support the school well in many areas of the curriculum.
The school's evaluation of its performance	Very good. The headteacher, staff and governors are fully aware of the school's performance. They have a very clear idea of the aims, values and ethos of the school and the educational direction in which they wish to go.
The strategic use of resources	Very good. Resources are readily available and used well. Staff are well qualified and deployed effectively. All money is spent wisely and carefully and the school applies the principles of getting the best value for its pupils.

The school is operating under extreme difficulties at the moment, as it is in the middle of an extensive building programme. However, it is coping with the situation well and ensuring the best possible use of the buildings.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes the school. • Their child is making good progress. • Behaviour in the school is good. • The teaching is good. • They feel comfortable about approaching the school. • The school expects their child to work hard and achieve his or her best. 	<ul style="list-style-type: none"> • A few parents are not happy with the homework. • A few parents are not happy with the range of activities outside lessons.

Inspectors support parents' positive views. They also judged that the amount and type of homework are satisfactory and that the quality and range of extra-curricular activities are very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 National Curriculum tests for pupils in Year 2, pupils' attainment in reading, writing and science was well above average and pupils achieved very well. In mathematics, they reached standards that were very high and in the top five per cent of all schools.
2. In the 2002 National Curriculum tests for pupils in Year 6, the results in science were average and pupils achieved soundly. In English and mathematics, they were above average and pupils achieved well. Results in all three of these core subjects were above average when compared to similar schools.
3. The results of Year 6 pupils were not as strong as those of Year 2 pupils. However, the stronger teaching in the school takes longer to obtain results for the older pupils and the Year 2 pupils had good grounding in the very effective Foundation Stage. Also, there were quite a significant proportion of higher attaining pupils in the Year 2 year group. In addition, a few pupils join the school from other schools in Years 3 to 6. These pupils are usually lower attaining pupils, which tends to lower the overall standards at the end of Year 6. The particularly high results in mathematics in Year 2 are mainly due to the specific involvement in the national Gatsby Mathematics Foundation Project. The 2002 National Curriculum tests were the first tests taken by the school.
4. Children enter the nursery class in September and January, before their fourth birthday. They attend part time, either every morning or every afternoon, and transfer into the reception class in the following January or September. Most children begin in the nursery with attainment that is broadly average, with a significant proportion of children who have below average standards in personal and social development and in communication, language and literacy. They make good progress throughout the Foundation Stage so that, by the time they enter Year 1, their levels of attainment are above average in all areas of learning, except in physical development, where attainment is average. This is good achievement and is a direct result of the consistently high quality of education provided by teachers.
5. Inspection evidence shows that for this year's pupils in Year 2, standards are above average in science and English and pupils are achieving well. In mathematics, standards are well above average and pupils are achieving very well. For the group of pupils in Year 6, with a lower number of higher attaining pupils, standards are not as high as last year. They are average in English and science and pupils are achieving soundly. In mathematics, standards are above average and pupils are achieving well. Pupils at the end of Year 6 are not achieving overall as well as they are at the end of Year 2 but again the profile of the pupils in Years 3 to 6 is different from that in earlier years. This is mainly due to a proportion of lower attaining pupils who join from other schools. The school is fully aware of this and has evidence to show that pupils who have always attended the school tend to achieve as well as pupils in Years 1 and 2.
6. In English, standards in speaking and listening are above average at the end of Year 2 and Year 6. Pupils develop increasing fluency as they move through the school. This is seen not only in English lessons but in all subjects and especially in PSHE lessons, where pupils debate issues with great maturity and clarity. Attainment in reading is above average by the end of Year 2. Pupils read with understanding and predict with reasonable accuracy 'what will happen next'. Standards of reading in the present Year 6 are average. Most pupils read a range of texts with a satisfactory degree of fluency and expression. The higher attainers read in a lively and expressive style. Writing standards are above average by the end of Year 2. Attainment for this year's pupils at the end of Year 6 is average. Although a significant minority of pupils are able to produce lively, well-structured pieces of sustained writing of good quality, many others find this more difficult. Also, spelling standards are weak. The school is aware of this weakness and has identified this area for development on its school improvement plan. Presentation and handwriting skills are average. One

reason for the lower standards in writing is the lack of opportunity pupils get to practise their writing, presentation and handwriting skills in subjects of the curriculum other than English.

7. In mathematics, the school has been invited to participate in the national Gatsby Foundation Mathematics Project. This has had a good effect on standards. By the end of Year 2, most pupils understand and work with numbers up to 1000. They are consolidating their two, three, four, five and ten times tables and recognise the required function sign to insert in an equation. They round up numbers to ten and work on mathematical problems with growing confidence. By the end of Year 6, most pupils have learnt a wide range of mathematical skills. They have a good understanding of number, including fractions, decimals and percentages, and are taught how to apply these in practical situations. For example, in a Year 6 lesson pupils were taught the meaning of buying items on hire purchase and how to calculate the true cost, given the percentage interest charged.
8. In science, standards are above average at the end of Year 2 and pupils are achieving well. They are average at the end of Year 6 and pupils are achieving soundly. At the end of Year 2, pupils have a good understanding of life processes and living things, materials and their properties and physical processes. A significant minority of pupils explain the results of their investigations well. For example, some pupils could give a good explanation of how sound travels through the air. They imagine the air around them to be like a 'sound soup', which brings vibrations from its source to our eardrums, where these waves vibrate the eardrum, like the seeds which bounced on the side-drum used in the experiment. By the end of Year 6, pupils have a satisfactory knowledge of all the components of science. However, because all pupils in the class usually do the same work, the higher attaining pupils and sometimes those with special educational needs do not make as much progress as they could. This is mainly because there are no assessment procedures in place to identify clearly just how well pupils are doing. Consequently, pupils do not always get work that challenges their needs. In addition, pupils are given little guidance on how to set out the results of their investigations in a logical and clear way. This makes it more difficult for them to revise or to have a clear picture of what they have learnt in the past.
9. In information and communication technology, attainment is average at the end of Year 2 and pupils are achieving soundly. Attainment is above average at the end of Year 6 and pupils are achieving well. As pupils progress through the school, they demonstrate increasing knowledge of most functions of the computer. By the time they reach Year 6, they are able to use a variety of functions on the keyboard, as well as a variety of CD-ROMS and the Internet, in a way which is above average. However, they get very little opportunity to use these skills across the curriculum, to support their learning in different subjects. This is mainly because teachers do not usually include these opportunities in their planning.
10. In art and design and in music, standards are above average at the end of Years 2 and 6 and pupils are achieving well. For example, in music, pupils in Year 6 competently read music and play tuned and untuned instruments to provide a backing for tunes played on the keyboard. They compose music and sing local folk songs with accuracy and enjoyment. Pupils listen to a good range of music and compare and contrast the music of different composers well.
11. In all the remaining subjects, at the end of Year 2 and Year 6, standards are average and pupils are achieving soundly. Religious education was not inspected as this is subject to a separate inspection by the Diocese.
12. Pupils with special educational needs are achieving soundly throughout the school. The lesson planning in English and mathematics in particular ensures that these pupils receive appropriate work. Pupils with special educational needs who have individual education plans do not benefit greatly from them as the targets are too broad and do not contain the smaller measurable steps required to help pupils make progress. However, progress is still made because of the very good support these pupils get from classroom assistants.

Pupils' attitudes, values and personal development

13. The pupils' attitudes to learning are very good. Pupils are very proud of their school and excited about the completion of the new building. They enjoy being part of the creation of a new school and the fact that their ideas about their school may influence their future education. Many of the extra-curricular clubs have come from suggestions made by the School Council, as has the setting up of the Healthy Tuck Shop. They respond with enthusiasm to the opportunity to discuss new ideas in lessons. Pupils in Year 6, in a circle time discussion, talked openly and refreshingly about the changes that are taking place in themselves and their lives as they grow older. Pupils appreciate the effort that has gone into their friends winning Rainbow awards and join in the applause vigorously when these awards are given in Praise Assemblies. They waste no time in getting started in their lessons. Pupils in Year 1 and the reception class all changed for their physical education lesson without help, quickly, and with each one moving onto the floor of the hall to start their warm-up sequence without any urging from their teacher. There is a very active take-up of all of the extra-curricular activities, with clubs such as the Cookery Club being so popular that there has to be a limitation on numbers for each session.
14. Pupils' behaviour is good, with no exclusions in the previous or current school year. Pupils have learnt to take responsibility for their behaviour and most pupils respond well to the positive behaviour management applied in the school. Pupils talk thorough the choices that they need to make to avoid the awarding of a yellow or even red card as a behavioural sanction. In discussion with pupils they do not feel that bullying is an issue or threat in the school. The introduction of a wide range of traditional games and sports equipment at lunchtime by the lunchtime supervisors has had a significant impact on improving the behaviour of many of the pupils in the playground. In the dining hall pupils are orderly and well behaved. Pupils' good behaviour has a very positive impact on their learning, as there are relatively few disruptions in lessons.
15. Personal development is very good, and relationships are excellent in the school. Pupils enjoy taking responsibility in school with many pupils in Year 6 volunteering for roles as lunchtime monitors, and supporting the lunchtime supervisors with their jobs. Each classroom has its list of jobs to be carried out by pupils. The 'Womble' Award for the tidiest classroom is strongly competed for amongst pupils and pupils are also eager fundraisers for a number of local and national charities. Pupils are proud to represent their class as School Council members and take pride in presenting their views. They demonstrate a commitment to improving their own skills, for example, by training for sports clubs, rehearsing for music groups, learning how to cook biscuits for their families, or completing their homework on time. The excellent relationships and the role models of the staff in the school support pupils very well. All around them pupils see people who seek to provide them with a stimulating yet safe environment for learning. 'We love this school,' a group of pupils said, 'and everyone here loves us and the teachers are our friends.'
16. Overall, attendance is satisfactory, despite the attendance rate for the 2001/2002 academic year being above the national average and unauthorised absence in the school in the same year being below the national average. Attendance rates remain similar for the current academic year, but are very significantly affected by the large number of holidays that are taken in school time. These will account for a quarter of the absences in the current school year and will have been taken by a third of the pupils. Punctuality of pupils to school is also an issue that concerns the school, and this is especially significant amongst Year 6 pupils, where a small number of the pupils are regularly late to school. The school feels that the lateness and the high amount of holidays taken during term time can affect the progress these pupils make.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching and learning in the school is good, with a significant proportion that is very good and a small proportion that is excellent. In the nursery and reception classes, teaching and learning are consistently very good. No unsatisfactory lessons were observed. The high proportion of good, very good and excellent teaching is having a positive impact upon standards, pupils' achievements and learning.

18. A spirit of teamwork and a corporate approach is one of the reasons for the consistently good quality of teaching, which is maintained throughout the school. The teachers' subject knowledge and understanding are very good overall. The regular monitoring of lessons by the headteacher and subject leaders and constructive feedback to class teachers result in continuing improvements in the quality of teaching and subsequent learning for pupils. The teachers manage the National Literacy Strategy effectively, and The National Numeracy Strategy is very well applied, resulting in pupils' above average standards by the end of Year 6. The excellent relationships that exist throughout the school and the very good management of pupils all result in good and often very good learning.
19. The quality of teaching of English and mathematics is good and often very good or better. Teachers use a variety of methods to make whole-class sessions interesting for their pupils. In an outstanding mathematics lesson in one of the mixed classes for pupils in Years 4 and 5, the teacher used lively and challenging questions to guide pupils' learning of addition and subtraction of numbers mentally. The teachers develop pupils' vocabulary in other subjects. A very good example was observed in a music lesson, where pupils in Year 2 learned to use a new word 'pulse' for beat. Lessons are conducted at a brisk pace, with every moment utilised for learning. In the best lessons, the teachers' infectious enthusiasm and lively approach encourage the pupils and motivate them to acquire new skills, knowledge and understanding very effectively.
20. The teachers in the Foundation Stage have a very clear understanding of the needs of young children. Their enthusiastic, supportive and patient approach enables the children to be confident in their learning and, as a consequence, they achieve well in all the areas of learning. The very good planning takes into account the Stepping Stones for children in the nursery and reception years and ensures that the needs of all children are very well met. Together with the nursery nurses, the teachers work hard to develop a wide range of activities that help to promote good learning at a rapid pace. This was observed in a very good physical development lesson where the staff seized opportunities to teach the children counting through practical and thoroughly enjoyable games. The children showed delight in being able to count steps correctly to reach 'Mr. Wolf'.
21. Teachers' planning is thorough and well focused. In literacy and numeracy, the teachers plan closely to the structured frameworks. In the best lessons, the teachers outline the learning objectives and return to the aims at the end, to summarise key learning points. This ensures that the objectives are met. Occasionally, the introductory part of the lesson is too long, resulting in the pupils losing interest. Overall, however, teachers use the time available very well to maximise learning for the pupils.
22. The teaching of literacy and numeracy, in particular, supports learning across other subjects. However, presently, there are insufficient planned opportunities for pupils to consolidate and extend their writing and spelling skills across the whole curriculum. The school has rightly identified this area for further development and is appropriately addressing it through the school improvement plan. To this end, the teachers have accepted writing as their specific target for further professional development.
23. Throughout the school, from the nursery to Year 6, the teachers consistently encourage their pupils to develop independence and to make sensible choices about their own learning. This is a very good strength. The children in the nursery, for example, eagerly choose activities and initiate ideas to explore the available resources; and in Year 6, the pupils use the Powerpoint multimedia program, adding graphics, experimenting and independently changing their presentation to best effect. These approaches result in pupils' very good attitudes to their learning, a contributory factor to their good and often very good progress in lessons.
24. Teaching assistants and nursery nurses support the process of pupils' independent learning very well. They successfully work with groups, effectively challenging pupils' understanding through careful questioning and further explanations. They pay careful attention to pupils' errors and misunderstandings and use these constructively to take pupils' learning further.

25. Teachers do not use information and communication technology often enough to support teaching and learning in other subjects. Opportunities are therefore missed to extend pupils' learning across the full spectrum of the curriculum. Computers are used well, however, in the Foundation Stage.
26. Teachers generally use assessments to monitor pupils' work and to give support and advice for further improvements. This is done particularly well in English, mathematics, music and in art and design. They are quick to evaluate their lessons and use this information to plan future work. There is a lack of assessment and work to meet the individual needs of pupils in science. Marking of work is regular and helps the pupils to have good knowledge of their own learning. Homework is soundly used from the nursery class to Year 6. Homework is a planned part of the lesson and constructively supports and extends pupils' learning.
27. The very good management of pupils results in pupils' good behaviour and provides a calm learning atmosphere. The teachers use praise to good effect, which encourages motivation and enjoyment of lessons. In addition, the teachers and support assistants all value pupils' contributions. The total commitment to inclusion is evident in all lessons. The pupils, therefore, confidently engage in discussions, in the clear understanding that they all matter individually to the staff. The very good example set by the staff has a significant impact upon the way that the pupils behave towards each other. The very strong focus on pupils' personal and social development is another contributory factor in creating a productive learning climate.
28. The school makes good provision for meeting the needs of pupils with special educational needs and they are achieving soundly. Learning tasks are well differentiated in English and mathematics, both through the use of worksheets and also in the way that teachers use appropriate questions to guide the learning of the lower attaining pupils. For example, in an excellent mathematics lesson for pupils in Year 2 on finding the missing number to balance an equation, a lower attaining pupil was successfully helped by very good questioning to the calculation of the required number. There is little differentiated work in science, however. Pupils with special educational needs are very well supported by the classroom assistants, but the targets set out in the individual education plans are too broad. This makes it more difficult for teachers and assistants to measure the progress these pupils are making in each lesson.

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

29. The school provides a good and appropriate curriculum that meets all statutory requirements for the National Curriculum. However, the use of information and communication technology to support learning across a wide range of subjects is underdeveloped. Subject policies are satisfactory. Schemes of work are good for all subjects. Strategies for teaching literacy skills are good. The National Literacy Strategy is soundly understood and, overall, has been successfully introduced into the school's practice. This is helping to raise standards further by providing a clear structure and planning framework. The exception to this is the underdevelopment of pupils' spelling skills. Strategies for teaching numeracy skills are very good. The school has very successfully implemented the National Numeracy Strategy. Pupils respond well to the brisk pace of lessons, and particularly enjoy the introductory session where they can demonstrate their skills in mental calculations.
30. The school offers a good range of extra-curricular activities to enrich its curriculum. During the year, pupils have opportunities to participate in such activities as the computer, netball, chess, football, homework, cookery and art clubs. The curriculum has been further enriched by some very good subject-based initiatives. These include a Readathon day with activities and competitions, a mathematics fun day with activities for both pupils and parents, and a science week. The school's cook, who won the national Kitchen of the Year Award, and kitchen staff also provide further activities through theme fun lunches such as 'Farmers Day'.
31. The curriculum for children in the Foundation Stage is well constructed. The staff provide a wide range of activities, routines and experiences that are carefully chosen to match the learning needs of the children. The consistently very high quality of teaching is evidenced in the way that the teachers and nursery nurses seize opportunities to link learning across all areas of Early Learning

Goals, through a visit to Newham Grange Farm, for example. The strong emphases on inclusion, fun and enjoyment of learning all contribute to children having a very positive start to their education.

32. Pupils have equal access to the full range of opportunities that the school provides. Provision for pupils with special educational needs is good throughout the school. These pupils receive very good support from both the teaching assistants and the special educational needs co-ordinator and all statutory requirements are met. However, the standard of pupils' individual education plans is unsatisfactory. The targets are too broad and do not contain the smaller detailed and measurable steps required to inform teachers' planning. The targets also have no success criteria that could lead to inconsistency in teachers' assessment of the targets. Extension activities for higher attaining pupils are provided on occasions. There are no significant differences in the opportunities offered to boys and girls. Staff and governors alike are aware of the need to ensure that all pupils are fully included in all provision. During the inspection period examples were observed of both teachers and teaching assistants moving to support pupils who were visibly experiencing difficulties with tasks.
33. The school has worked hard at identifying the type of educational provision it wanted to offer its pupils. This it has achieved well through the guidance of its mission statement, which places great emphasis on the personal development of the pupil. This is reflected not only in both the school's teaching of PSHE and the provision for spiritual, moral, social and cultural development, but also in the excellent relationships with staff that the pupils enjoy and which are a major factor in enabling their learning. Provision for PSHE, including drugs and sex education, is excellent and is a strength of the school. Pupils, particularly those in Year 6, talk about drugs and sex during circle time in a friendly and safe environment, which their teachers have successfully striven to achieve. Other issues such as personal fears are also discussed. For example, in one lesson some school leavers voiced their concerns at their transfer to secondary school. Pupils were encouraged to explain their fears and others to offer support and possible solutions. In all lessons, an excellent relationship of trust and support was noted between teachers and pupils. In their teaching of PSHE teachers receive very good support from the PSHE co-ordinator. For example, a drug awareness package the co-ordinator has produced won an award from the local education authority's drug awareness team.
34. Provision for spiritual development is very good. The school, through its mission statement, places a high priority on the spiritual development of all in the school community. The act of collective worship is placed at the centre of daily school life. Good links exist between the school and its local church. The chair of the governing body is also the vicar who often leads the act of worship at the school. Teachers are very aware of the need to promote pupils' self-esteem. Praise and encouragement are used appropriately and freely so pupils can understand the need to value each other and each other's work, interests and achievements.
35. Provision for moral development is very good. Pupils are taught right from wrong and staff promote positive moral attitudes, which have proved to be very successful in promoting good behaviour. Each class has two pupils, a boy and a girl, who are members of the School Council. Issues are raised during class circle time and taken to the council. Observance of the 'Golden Rules' allows pupils to have free choice of activities once a week, as a reward for academic or personal efforts. Two other very good initiatives further develop pupils' understanding of moral values. An anti-bullying box is used for incidences of observed or known bullying to be recorded by a pupil and posted into the box. Pupils with personal concerns or worries can similarly write them to a named member of staff and post them into the 'Can I Have a Word' box.
36. Provision for social development is very good. Opportunities are provided to develop pupils' initiatives and social responsibility. The School Council runs a daily healthy eating club where it sells fruit and drinks and has also organised and run a pyjama day, and a painted egg competition to raise money for school funds. Each class has several monitors, generally one from each ability group within the class. Older pupils act as lunchtime monitors and are on duty each lunchtime to support the dinner ladies in looking after the needs of the younger pupils. In lessons, pupils were observed to work well in pairs and groups discussing and challenging each other's ideas. Pupils in

Year 6 are taken on a residential visit as an end to their time at school. This develops their social skills even further.

37. Provision for cultural development is very good. Multi-cultural assemblies have been held and pupils have visited a Sikh temple. These prepare pupils very well for living in a multi-cultural society. In a range of subjects such as history, art and design, music and geography opportunities are planned for pupils to learn about the features of other cultures and pupils in Years 1 and 2 are taught greetings in other languages. Visits have been made to the school by an authority on African language and music, a local artist has worked with pupils and a visiting teacher has held music workshops.
38. The school has good links with the local community. The school holds a carol service each year at the local church. Pupils sing at, and harvest basket gifts are taken to, a local residence for the elderly. The school was also involved with a survey to look at traffic flow past the school. The local community police officer visits the school to give talks on issues such as drug awareness. The school's links with partner institutions are satisfactory and include a local specialist sports college which has sporting links with staff and pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Provision for the care and well being of pupils in the school is very good. In the potentially very dangerous environment of a complete school rebuild, pupils are protected by very stringent safety procedures and frequent risk assessments to ensure their safety and well-being. Health and safety procedures in the school are very well organised. First aid arrangements are very good, with a large number of St John's Ambulance Brigade trained first aiders on the teaching, administrative and lunchtime staff. All procedures for ensuring fire safety are well organised and caretaking and cleaning staff have a high regard for pupil and staff safety. Risk assessments for out-of-school visits and trips are under review but comply with the local education authority's guidelines. Arrangements for child protection in the school are satisfactory. The school has a designated person in place who liaises, along with the headteacher, with the local area child protection committee and child protection officer, where there are any causes for concern. However, the school does not have a specific child protection policy, and staff have not all had training in the most recent procedures.
40. Personal guidance and support for pupils are very good. Class teachers play a strong pastoral role in pupils' lives. The school provides cycling proficiency lessons for pupils in Year 6 and enrolls them on the Crucial Crew training where they learn aspects of personal safety and care. Drugs education lessons equip pupils to cope with life outside school. Also, the school has been awarded a bronze Healthy School award. Great emphasis is placed on pupils making the right choices in their lives and guiding them to make these choices with the best information available to them. The school canteen makes a very great contribution to pupils' personal development by providing healthy, interesting and award-winning food and highlighting the social importance of meal times. The school has demonstrated a strong commitment to personal guidance and support by admitting a number of pupils who had had difficulty settling in other schools and who now achieve a good attendance at this school. The school is very active in celebrating the achievements of all of its pupils, most visually in displays around the school, but also more formally through praise assemblies and Rainbow awards. Excellent opportunities are offered in circle time for pupils to talk about personal matters of concern without fear of ridicule.
41. Procedures for promoting and monitoring attendance are very good. The school rewards good attendance and punctuality with certificates and awards and encourages a healthy competition between classes. Computerised records of attendance now enable the school to quickly identify patterns in absence, punctuality or holiday absences amongst pupils. Close contact with the education welfare officer on attendance concerns enables the school to follow up issues outside of school. Although there is no formal first-day call system in place for pupils who are not in school, staff are quick to follow up any absences which give them concern. There are appropriate signing-in and signing-out procedures in place for pupils if they leave the school after registration time and the school also monitors lateness with a late book. However, despite all these very good

procedures, a high proportion of parents take their children out of school for holidays during term time. This can limit the progress these pupils make.

42. Procedures for monitoring behaviour and, for example, making sure that pupils are not bullied, are very good. The school has identified a positive strategy for behaviour management that involves the pupils making choices and taking responsibility for their own behaviour. Lunchtime supervisors have their own rewards for good behaviour and a wide range of popular stickers. Behavioural incidents are monitored to consider the reasons for any trouble in or out of school. Pastoral support in class, circle time and at lunchtime to monitor and promote discipline and behaviour is very good. Whole staff meetings discuss any special behaviour management approaches for each pupil but the school's behaviour policies do not yet include a specific anti-bullying policy for the new school. The wide range of lunchtime clubs and organised games for pupils has a good impact on general behaviour over the lunchtime period.
43. The assessment of pupils' academic performance is good overall. It is good in English and very good in mathematics, where pupils' progress is carefully tracked to identify gains in attainment levels. The results of pupils' performance in the national tests at the end of both Year 2 and Year 6 are analysed in detail to identify what is done well and also areas in need of particular development in the future. This gives the school a good indication of what it needs to do to improve standards in these subjects. For example, writing with a specific focus on spelling has been identified as a particular weakness in Years 3 to 6. This information was used well to bring additional resources such as booster classes to specific groups of pupils and the modifying of the Literacy Hour, to allow for more time to be spent on the development of writing and spelling skills. These strategies are beginning to have an effect.
44. With the exception of music, art and design, and information and communication technology, the quality of assessment is weaker in other subjects, particularly in science. A few teachers keep careful records of how well pupils are acquiring key knowledge, understanding and skills within each subject but there is inconsistent practice in this. Overall there is not a clear enough view in many subjects of how skills are being built up. The school has recently made some improvements to its assessment procedures for these other subjects. For example, assessment materials have been introduced to bring greater consistency in assessment and record-keeping, but it is too early for these yet to have had a significant impact and it is therefore more difficult in these subjects to always plan work that closely matches the needs of pupils.
45. The identification by teachers of what pupils have mastered and where they need more work and the use of this information in planning lessons are good overall in English, mathematics, art and music. There are group and individual learning targets in English and mathematics. However, in science and other subjects assessment is not used consistently to inform teachers' planning and few ongoing records of progress are kept. This affects pupils' progress, which is not as good as it could be. Pupils' own view of their learning is seldom discussed or recorded. In spite of the recent improvements the school needs to further develop the use of assessment procedures in planning, target-setting and evaluating progress, especially in science.
46. The Code of Practice has been successfully implemented to identify the needs of pupils with special educational needs. The school meets the statutory requirements and makes satisfactory provision as outlined in the pupils' individual education plans (IEPs). However the standard of pupils' IEPs is weak. The targets are too broad and do not contain the smaller detailed and measurable steps required to inform teachers' planning. However, these pupils are still well cared for. This is mainly because of the very good support they get from classroom assistants.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents' views of the school are very good and they are extremely pleased that their children enjoy coming. They are very pleased that the school expects their children to work hard and they are happy with the values promoted by the school, especially when they encourage their children to be polite and well behaved. Parents are very satisfied with the opportunities that the school gives pupils to take on responsibilities for themselves and others, and they are aware of the work of the

School Council. Nearly all parents feel that staff are very approachable and that they are welcome in school to talk about their children. Unusually, a proportion of parents are not satisfied with the amount of homework that their children get as they consider that they get too much. The inspection team judged the amount of homework and its quality to be satisfactory. A small number of parents are confused as to the meaning and distinction between the ranges of awards that their children get for tidy classrooms, behaviour, helping at lunchtime and good work. Teachers are accessible to parents at the end of the school day to talk over any matters of concern, and in the Foundation Stage classes, many parents come in at the beginning of the day to help their children get ready for their lessons.

48. There are very few parent helpers in school. Although parents of pupils in the nursery and reception class are asked to help in school, this invitation is not regularly extended to parents of older pupils. The school does, however, seek parents' views on healthy eating and the amount of traffic congestion at the start and end of the school day. The limitations placed on the school by the building restrictions have narrowed the possibilities of involving parents in school life and the development of the partnership with parents does not figure in the current school development plan. There is an active parents association in the school and successful fundraising by parents has enabled the school to purchase computers, new library furniture, netball kit, and playground equipment. A significant number of parents take their children away from school for holidays in the school term, and a few parents take their children away from school for holidays for extended periods of time. The school does offer homework for pupils to take with them on holiday so that the continuity of their learning is not interrupted, but parents do not always accept this offer and the school feels that the progress made by these pupils can be affected.
49. Information to parents is good and features school newsletters, class letters and home/school information, such as reading records, for parents. Annual written reports meet statutory requirements and are added to by the information that parents receive during parents' consultation evenings. The school's prospectus and the governors' annual report to parents provide basic information on the school and meet statutory requirements.
50. For pupils with special educational needs, all parents are invited to the annual review of their child's IEPs. The special educational needs co-ordinator contacts parents of pupils put onto the Code of Practice school action intervention programme and is readily available to meet parents who have concerns.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. Leadership and management overall are good. Within this, the headteacher's leadership is very good. She has worked hard and with great sensitivity to ensure that the teaching and non-teaching staff from both previous schools are now working together very well, in harmony and with an enthusiasm to develop their roles. The headteacher has also provided inspirational guidance and a very clear educational direction for the school. She leads by example and has been very successful in developing an agreed sense of purpose amongst all staff in a very short time. She is enabling others in the school to develop their own leadership roles. She is ably supported by the deputy headteacher, who by not having a class teaching commitment at present has been able to implement many new initiatives. For example, helping to form the new school mission statement, preparing the school to apply for 'Investors in People' status and steering the curriculum from two separate ones to become a new foundation and primary curriculum from nursery to Year 6.
52. The governing body is very supportive in many ways. The chair of the governing body is fully committed to the school. She has brought her many skills and used her very caring personality and outlook to support the headteacher and teachers in all aspects of school life. She visits the school often and engages in regular professional dialogue with the headteacher. A number of other governors visit the school and some are closely involved and support aspects of the curriculum. For example, the governors with a responsibility for numeracy and literacy are effective. Governors are trying to ensure that all subjects on the curriculum have a linked governor; those for Numeracy, Literacy, ICT and RE already being in place. The governor with a link to children who have special educational needs is new to her post but is developing her supportive role well. The governors have

fulfilled their statutory duties very well. They take a good role in shaping the direction of the school and have a good understanding of its strengths and weaknesses. Some governors have been closely involved in the arrangements for performance management, which is well on track and is effective. The chair of the governing body, who also oversees finances, is fully aware of possible difficulties that may occur in the future with falling rolls. She has ensured that the governors are forward looking and have strategic plans in place should difficulties in the budget arise.

53. The headteacher has been involved in the monitoring and evaluation of teaching and learning through an agreed timetable of observations set against an established range of criteria. Written feedback has been provided and the outcome of the observation is discussed with teachers. This has been effective, as the quality of teaching is almost all good or better. She has also ensured that new staff and the two newly qualified teachers were inducted into the school last year very effectively. Teachers' planning is also examined on a very regular basis and feedback is given.
54. The subject leaders are beginning to develop their new roles soundly. Some have only been in their posts for three terms and all are new to being the leader of a subject across the whole age range of a primary school. Nevertheless, they have approached their work with enthusiasm. The subject leaders for literacy and numeracy have been able to observe lessons and examine planning and analyse and interpret assessment data. Others, like the leaders for information and communication technology, art and design and music, have introduced assessment procedures, analysed pupils' work and supported the teachers with some training. As the school is only five terms old, all are aware that they need to develop their roles further and get more fully acquainted with all aspects of their subject, throughout the full age range.
55. The aims of the school, as set out in the mission statement, its values and policies, are implemented very well. The leadership has developed an outstanding ethos in the school, where pupils have developed excellent relationships and very good attitudes to learning. A great strength is the development of very confident pupils, who behave well and are able to work independently on tasks or in small groups effectively. There is a commitment by the leadership to raise educational standards for all and provide equal opportunities within a climate of including all pupils within all aspects of school life. The yearly school improvement and maintenance plan effectively supports management. It is carefully costed. Funding is very well linked to educational priorities, such as maintaining additional classroom support.
56. Accommodation is satisfactory and amply meets the requirements of the curriculum. The rebuilding process that the school is currently undergoing is not having any negative effect on the standards of teaching and learning or the safety for the pupils. There is ample space throughout the school for good displays of pupils' work that celebrate their successes and have a positive effect on their learning. The computer suite in the new school building and smaller suite in the Foundation Stage area allow teachers plentiful opportunity for whole classes to be taught together. The school is prey to extensive vandalism, but the vigilant caretaking and high-quality cleaning service in the school ensure that this does not have an effect on pupils' health and safety. Resources in the school are good overall and have benefited from the pooling of the best resources from the previous junior and infant schools. The match of the teachers and support staff to the demands of the curriculum is good. Teachers are supported well by the headteacher and the deputy headteacher. This support and guidance has been recognised by local teacher training establishments, who regularly send students for their teaching practice.
57. The school's special educational needs co-ordinator (SENCO) provides satisfactory leadership and management of the school's provision for pupils with special educational needs. She has provided some staff training and the new Code of Practice is beginning to get firmly embedded into the school routines. The SENCO liaises well with the local services and she meets weekly with a member of the 'Raising Achievement and Performance' team. Although the standards of the individual education plan targets are unsatisfactory, the impact of this on pupils' learning is reduced by the SENCO's weekly meeting with the two teaching assistants, who have specific responsibilities for the support of pupils with special educational needs, when pupils' progress is discussed. These assistants give very good support.

58. Very careful financial planning supports educational development very well. The school uses all money at its disposal very wisely and the headteacher, chair of governors and the school secretary are aware of the need to get the best value for pupils. In this they are effective. The quality of financial control is very good. School administration by the headteacher and school secretary is very efficient and effective. The management systems now in place, including the very good leadership by the headteacher, deputy headteacher, dedicated team of teachers, support staff and governors, have ensured that the two schools have amalgamated very quickly and well. The school has a very good capacity to maintain its effectiveness and to develop and introduce further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. To maintain the quality of education and promote further development, the governing body, headteacher and staff should address the following issues:-
- (1) Continue to raise attainment in writing by providing more opportunities for pupils to write in depth and at length with quality in a wider range of subjects.
(This is outlined in paragraphs 6, 22, 83, 97, 111 and 113)
 - (2) Continue to develop information and communication technology by planning more opportunities for computers to be used to support learning across a wide range of subjects.
(This is outlined in paragraphs 9, 25, 94, 107, 114 and 121)
 - (3) Raise standards in science by developing assessment procedures and using this information to plan work more closely matched to the needs of pupils.
(These are outlined in paragraphs 8, 26, 44, 45, 97 and 98)
 - (4) Produce a specific policy for child protection and ensure that all staff are trained in the up-to-date procedures.
(These are outlined in paragraph 39)
 - (5) Improve the contents of pupils' individual education plans for those pupils with special educational need to ensure that they contain more concise and specific attainable targets.
(This is outlined in paragraphs 12, 28, 32 and 46)

Issues 1, 2 and 3 have already been identified by the school as areas for further development.

In addition to the above issues, the following more minor issues should be considered for inclusion in the action plan:

- (1) The production of a new whole-school anti-bullying policy.
 - (2) Continue to dissuade parents from taking holidays in term time.
- (These are outlined in paragraphs 16, 41, 42 and 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	24	28	7	0	0	0
Percentage	5	39	45	11	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	23	247
Number of full-time pupils known to be eligible for free school meals	0	29

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	34

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	20	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	19	18	20
	Total	31	30	32
Percentage of pupils at NC level 2 or above	School	97	94	100
	National	84	86	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	18	20	20
	Total	30	32	32
Percentage of pupils at NC level 2 or above	School	94	100	100
	National	85	89	89

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	19	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	24
	Girls	18	16	19
	Total	37	36	43
Percentage of pupils at NC level 4 or above	School	80	78	93
	National	75	73	86

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	23
	Girls	18	17	18
	Total	37	37	41
Percentage of pupils at NC level 4 or above	School	80	80	89
	National	73	74	82

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
237	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
3	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
3	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)	11.5
Number of pupils per qualified teacher	21.5
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	217

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	1
Total aggregate hours worked per week	30

Financial information

Financial year	2002/2003
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	£
Total income	661,469
Total expenditure	686,161
Expenditure per pupil	2,541
Balance brought forward from previous year	97,060
Balance carried forward to next year	72,368

Number of pupils per FTE adult	11.5
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.1
Number of teachers appointed to the school during the last two years	12.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.8
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	293
Number of questionnaires returned	120

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.	49	48	2	0	0
Behaviour in the school is good.	47	50	2	0	1
My child gets the right amount of work to do at home.	30	53	11	3	3
The teaching is good.	53	44	0	0	3
I am kept well informed about how my child is getting on.	44	45	9	1	2
I would feel comfortable about approaching the school with questions or a problem.	55	39	5	1	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	38	50	7	3	3
The school is well led and managed.	43	49	6	1	2
The school is helping my child become mature and responsible.	41	55	3	0	2
The school provides an interesting range of activities outside lessons.	31	47	9	5	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Children enter the nursery class in September or January, before their fourth birthday. They attend part-time, either every morning or every afternoon, and transfer into the reception class in the following January or September. Most of the children begin in the nursery with attainment that is broadly in line with that expected for typical three-year-olds, with a significant proportion of children who have below average standards in personal and social development and in communication, language and literacy development. They make good progress throughout the Foundation Stage, so that, by the time they enter Year 1, their levels of attainment are above average in all areas of learning, except in physical development, where they are average. This is good achievement and is a direct result of the consistently high quality of education provided.
61. The teachers plan the curriculum well. It provides the children with many opportunities to explore and investigate inside and outside the classroom. The staff support the children very well, as they embark on the early Stepping Stones to learning. The teacher of the older reception class make the curriculum gradually more formal. This enables the children to transfer smoothly to the first level of the National Curriculum in Year 1. This area is a strength of the school, creating a very good foundation for the children's future education.
62. The teachers keep very good assessment and records of children's progress. The information guides their next stage of planning, and this lies at the heart of successful inclusion, enabling all groups of children to make good progress. The nursery nurses very ably assist the teachers, and give valuable support. Those children who have special educational needs have individual education plans. However, the targets set are too broad. They are not broken down into small, achievable steps, making it more difficult to measure and monitor progress.

Personal, social and emotional development

63. In the nursery, the children understand what is expected of them and they play and co-operate well with one another. They walk to and from the main building in an orderly manner, without disturbing other classes. Adults encourage independence by giving these young children responsibilities for dressing themselves, or for recording their turns on the computer or for replacing equipment. The children eagerly tidy up after their activities and help one another if unsure where the equipment should be placed. They select and enthusiastically use activities and resources and are totally engrossed in what they are doing. In the reception class, the children build on this good beginning and show remarkable maturity and self-confidence, when playing or sharing the playground with pupils in Year 1. They understand that animals need time and interest from those caring for them. The teachers and the nursery nurses very effectively help these young children to grow into mature, responsible and trustworthy pupils.

Communication, language and literacy

64. Children make good improvements in their communication, language and literacy skills so that, by the time they enter Year 1, they exceed the expectations for their age. This is due to the very good teaching that they receive in all areas.
65. In the nursery, the children show considerable confidence in communicating with others and are often seen responding to stories appropriately. When enjoying the 'Pass the Jam, Jim' story, for example, the children make comments such as 'He'll have a tummy ache', when the teacher shows Jim's empty jam jar. The children learn a good range of rhyming words and happily experiment with pairs of words, such as moon/room or vest/ best. Some children make very good progress in writing their names in abbreviated form and others manage initial letters. They recognise their names and tick them off after having a turn on the computer.

66. In the reception class, the children show that they understand different forms of writing such as a diary of the Weekend Bears. One child read out the activities in which his Bears were involved, such as observing people working in the local factory. Computers and listening to stories on tapes are very well used to enhance and to consolidate learning in language. Children are motivated to read books, which are on display, and to return to their favourite stories, such as 'The Noisy Farm'. They are beginning to show understanding of the format of a book. The higher attaining children write sentences in their book about their visit to Newham Grange Farm. They use their knowledge to sound out words such as 'pond' or 'grass'. Their letters are well formed and often of even size. The average and the lower attaining children are very effectively helped to produce good work, through the tasks carefully planned to meet their specific needs. Those with special educational needs make good progress through the teacher's careful identification of key words to enable these children to understand and to learn.

Mathematical development

67. The children achieve well in their mathematical development and begin Year 1 with understanding and skills at a level that is higher than that expected for their age.
68. The teachers and the nursery nurses seize every opportunity to enable the children to apply their developing knowledge and understanding in mathematics. In the nursery class, the staff successfully use games and practical activities for counting, sorting, matching or working with shapes and measures. The children consider which items are lighter or heavier when comparing pairs such as a foam ball and a tin of beans. Number songs and using sand or water all assist these children to make good progress in this area of their development. In the reception class, the children are provided with imaginatively planned activities, which build on their previous learning, as observed in a lesson where the children were asked to estimate the number of biscuits in a packet. The teacher recorded their answers and invited them to consider which number might be correct. She extended their learning by asking the children to count in 2's to 30, and through skilful questioning, the higher attaining children suggested correctly that if both adults had a biscuit each, that would use up all biscuits in the packet. Adults make a point of teaching the meaning of words such as 'more' and 'less' and encourage the children to use an appropriate mathematical vocabulary throughout the day.

Knowledge and understanding of the world

69. This area is taught is very well taught, so that, by the time children enter, Year 1, they have made good progress and show levels of attainment which exceed those expected for their age.
70. The children learn effectively about the world around them through the teachers' carefully planned lessons, which stimulate children's interests. Adults ask questions skilfully to develop children's knowledge and understanding of the world. In the nursery, the teacher provides them with a wide range of activities, which enable the children to explore from first-hand experiences. The nursery nurse, working with a group using the computer, asked the children whether they knew how to choose or to change colour for their painting. She effectively helped them to print their pictures, much to their delight. The children explore floating and sinking of a variety of objects. Their observation and learning are taken further, when the nursery nurse asks, 'What will happen if we turn the shell upside down? Will it float now?' In the reception class, the children continue to learn about the world through more demanding tasks such as using simple methods to record findings about farm animals. They record their information such as shelter, food and water and the essentials that animals need to live. The children use the tape recorder and computers for stories and for consolidation of reading and writing skills. The children show considerable competence in manipulating the cursor to move objects and numbers on the screen. The wide range of toys and materials enable the children to explore and use their skills to make models and collages, such as one of the 'Rainbow Fish'.

Physical development

71. Children make sound progress over their time in the Foundation stage and begin Year 1 with their development that is at the expected level. This area of learning is taught well and teachers provide a wide range of interesting activities that help the children to improve their hand skills, such as using pencils and scissors. The good quality resources such as tricycles, wheeled toys and construction kits all help the children to develop their bigger scale skills.
72. In the nursery, in the 'Elm Tree Builders' corner, the children construct a boat, using building blocks. Outside, they control their wheeled toys without bumping into one another. Their throwing and catching skills are less well developed. In the reception class, the children attempt to control this skill. In one lesson observed, the teacher missed an opportunity to give clear guidance how the children could improve these skills. Nevertheless, the children are making satisfactory progress in developing their physical control and their manipulative skills. They handle colouring pencils, tools and construction equipment skilfully. During the inspection, one group of children was observed using saws to cut wooden dowels to the required length. They sensibly wore eye protection glasses, while working.

Creative development

73. Children achieve well in their creative development. They progress well as a result of the very good range of planned activities and the very effective teaching. They begin Year 1 with higher standards than those usually expected for their age.
74. In the nursery, children explore a variety of materials to express their ideas, thought and feelings. During the inspection, the children were observed using an art program on the computer to create an animal of their choice. The final, printed pictures were lively and imaginatively completed. Displays around the school show that children explore a variety of textures to create symmetrical paintings or to decorate their fish in different colours. In the Vets' Corner, the children engage their imaginations in a role-play situation. They make tea, while waiting for their animals to be attended by the vet. In the sand tray, they invent a building site, using toys to represent people. The teacher provides musical activities, for singing and playing a variety of percussion instruments. The children respond appropriately and listen 'as quiet as a mouse' to the tape.
75. In the reception class, the teacher provides the children with many opportunities for effective creative development. Using another paint program on the computers, the children create pictures of flowers, using a variety of colours or to illustrate the story of the Rainbow Fish. They experiment with different techniques to build a collage, using pencil, chalk, pastel and paint. The children thoroughly enjoy their music sessions and enthusiastically accompany singing, using a variety of carefully chosen instruments, such as a caterpillar rattle. In a very good lesson taken by the music specialist, the children matched movements to music and sang songs from memory. The teacher seized opportunities to extend vocabulary by asking challenging questions such as 'What is the sound that goes on and on?' One of the children offered 'vibration'. This is one example of the very good links that teachers make across other areas of children's learning.

ENGLISH

76. Standards in English are above average by the end of Year 2 and all pupils, including those with special educational needs, are achieving well. With the present Year 6, standards are average and pupils are achieving soundly. Writing is weaker than other aspects of English. The school has identified weaknesses in writing and introduced a number of initiatives to raise standards, including teacher training and the modification of the literacy hour to allow more time to be spent on this aspect. There are signs that pupils are beginning to develop some of the more complex writing skills. However, some weaknesses are still evident in pupils' work, resulting in some underachievement on occasions.
77. The school places a strong emphasis on developing speaking and listening skills and pupils make good progress overall. Standards are above those found in the majority of schools by the end of Years 2 and 6. Most pupils in Year 1 speak clearly and listen carefully. For example, in a lesson for pupils in Year 1, they confidently explained the correct sequence for washing a car. By Year 2,

pupils are beginning to interpret instructions accurately and learning to wait their turn to speak, whilst the higher attaining pupils are confident when describing a book they have read or a piece of work they have just completed. They participate well in question and answer sessions.

78. In Years 3 to 6 pupils develop increasing fluency in speaking and accuracy in their choice of vocabulary. The higher attaining pupils are very confident speakers and discussed, for example, in a Year 6 lesson the characteristics of advertising, evaluating a slogan with impressive accuracy. A significant number of pupils have made good progress in improving their speaking and listening skills and have reached standards that are above average. However, some lower attainers have weak speaking and listening skills. Computers are used as an effective tool for reinforcing speaking and listening skills on occasions.
79. Attainment in reading is above that found in the majority of schools by the end of Year 2. Pupils make good progress, as there are regular opportunities to practise and develop their reading skills. Pupils read with understanding and predict with reasonable accuracy 'what will happen next'. They know what authors and illustrators do and are able to identify the main characters and events in their reading books. Most pupils refer to the text when talking about their books and are able, in simple terms, to describe the plot and characters. Younger pupils read simple books with increasing accuracy and understanding. Most enjoy reading.
80. Overall, pupils make sound progress in Years 3 to 6. Standards in the present Year 6 are average. Most pupils read a range of texts with a satisfactory degree of fluency and expression. Books are well matched to pupils' attainment and interest level and most pupils are enthusiastic readers. The higher attaining readers read in a lively and expressive style capturing the attention of their audience. They express a preference for different authors and choose books because of a particular interest, such as domestic issues. Some know a great deal about books. For example, one pupil talked about the style of writing of Jacqueline Wilson, making perceptive comments about the characters living in a chaotic world and how it reflects the world we know. However, a number of pupils have difficulty with and lack the confidence to make assumptions and inferences about the characters in the stories they have read. Lower attainers' skills in understanding the difference between literal and figurative language are underdeveloped.
81. Pupils of all attainments are developing satisfactory, sometimes good, independent research skills. They know how to find information in reference books, using an index or contents and the Internet. However, few know the difference between a dictionary and a thesaurus. The opportunities to develop their research skills are limited by the lack of a school library. The current building programme necessitates, on a temporary basis, reference books being inconveniently located in the Year 1 /2 building. Teachers take every opportunity to make sure this does not adversely affect progress. The new library will be in place shortly.
82. Writing standards are above average by the end of Year 2. Pupils achieve well throughout Years 1 and 2. By end of Year 2, most pupils spell common words accurately and make good attempts to spell more complex words. Most write stories and accounts made up of sequences of ideas and some are creative and produce well-structured, sustained pieces of writing. A significant number of pupils use question marks and some use speech marks to add interest to their stories. They write for a variety of purposes. This includes writing verse, letters and instructional writing, applying these skills, on occasions, to other subjects. For example, pupils, using appropriate vocabulary, were able to write clear and well-sequenced instructions for making a van in a design and technology lesson. Their handwriting is usually well formed and easy to read with presentation of a good standard. However, opportunities to use writing skills in other subjects or word processing skills to reinforce their writing skills are underdeveloped.
83. By the end of Year 6, pupils progressively develop their ability to write for different purposes using a range of styles. Attainment by Year 6 is broadly average with the majority of pupils making satisfactory progress. However, a significant minority of pupils in Year 6 are able to produce lively, well- structured pieces of sustained writing. Higher attaining pupils really know how to grab the reader's attention using interesting descriptions such as 'Jessica, where are you. I called. But there was only the sound of the wind that answered my desperate pleas of help.' Higher attaining

pupils' writing is fluent overall with good use of paragraphs, correct punctuation, and varied vocabulary. However, spelling standards are weak across many classes, with pupils misspelling simple common words. Handwriting standards are satisfactory. Pupils write poems, book reviews, diaries, character portraits and letters. However, there are limited opportunities provided in classes for pupils to practise and develop their writing skills in other subjects. In science, history and geography there is a noticeable omission of opportunities for pupils to produce good quality writing with little emphasis paid to good presentation, quality handwriting or spelling. In general, writing is treated as a separate skill and this lowers expectations of what pupils can and should achieve. Although an effective vehicle for raising standards in other aspects of literacy, computers do not feature as strongly in the development of pupils' writing skills.

84. The quality of teaching is good overall with some very good teaching. Teachers are confidently implementing the literacy hour. The majority of lessons are carefully structured and well planned to meet the needs of all pupils. Most teachers share the learning objectives with the pupils, making sure that pupils are clear about what they are expected to learn. When teaching is very good, expectations are high and the teacher's enthusiasm, explanations and knowledge of the subject have a positive effect on pupils' attainment, progress and attitude to the subject. Pupils are absorbed in their work and do their best. For example, in one very good lesson in Year 1, about sequencing events using 'recount' words, the teacher skilfully used a recent experience of the pupils washing the staff cars to focus on the use of the keywords: 'first', 'then', 'next' and 'last'. The pupils quickly mastered the words so the teacher raised the level of the lesson by involving pupils in using a bus ride map to describe a route. A notable feature of this lesson was the good use of the learning support assistant who involved the lower attaining pupils in role-play in the bear cave, making up a story using the words 'first', 'then' and 'finally'. This teamwork allowed the teacher to raise the level of challenge for the higher attaining pupils whilst allowing the lower attaining pupils to practise and consolidate their new learning at an appropriate level, in an enjoyable way. This quality of teaching resulted in highly motivated learners with all pupils enjoying success and developing their literacy skills. Other characteristics of good quality teaching are where pupils are reminded of high expectations and other strategies to improve their work, such as good handwriting and correct punctuation. Where teaching is less effective teachers' explanations are not clear enough or the instructional teaching at the beginning is too long, resulting in a lack of pace and loss of interest.
85. Teachers recognise the important weaknesses in grammar, punctuation and spelling and some highlight them when marking work. Relationships are generally very good, with most teachers having high expectations of their pupils' behaviour, resulting in very good discipline and pupils working hard and productively in their literacy lessons.
86. The development of the pupils' oral skills is strongly promoted throughout the school. Teachers have high expectations of the accuracy of pupils' replies. Questioning in lessons encourages extended responses rather than single-word replies. PSHE lessons and assemblies are also very well used to promote pupils' speaking and listening skills. These experiences result in pupils developing their skills effectively, in expressing clearly their ideas and opinions and taking account of other pupils' views.
87. The subject co-ordinator provides good leadership. She has a clear vision of what the school should be doing to raise standards in English. She works closely with the staff. Formal monitoring of the teaching and planning takes place and staff are given feedback on how to improve the quality of teaching and learning. Assessment procedures are good and effective use is made of the information in order to raise standards. Resources are good.

MATHEMATICS

88. Pupils' standards in mathematics are well above average in Year 2 and above average in Year 6. The high standards achieved by the school are mainly due to the quality of teaching, teachers' planning, the participation in the national Gatsby Foundation project, the support that the teaching assistants provide for the lower attaining pupils, and the effectiveness of the school's implementation of the National Numeracy Strategy. Pupils enter Year 1 with good levels of

attainment in mathematical development and inspection findings suggest that they are leaving Year 2 with very good levels of attainment and showing very good achievement. For the present Year 6, inspection findings suggest that they are achieving well.

89. By the end of Year 2 most pupils understand the place value of numbers to 100, and higher attainers work with addition up to 1000. They are consolidating their two, three, four, five and ten times tables, and recognise the required function signs to insert into an equation. They recognise and describe common geometrical shapes such as a pentagon and hexagon. They round up numbers to the nearest 10 and add, subtract, multiply and divide numbers with growing confidence.
90. By the end of Year 6 most pupils have learnt a wide range of mathematical skills. They have a good understanding of number, including fractions, decimals and percentages and are taught how to apply these in practical situations. For example, in a lesson for pupils in Year 6, they were taught the meaning of buying items on hire purchase and how to calculate how much extra they were paying, given the percentage interest charged. Most pupils were surprised at the difference between the normal cost and the hire purchase cost. This was a very good example of using and applying mathematics to real-life situations. Pupils also understand the basic elements of probability and chance. They also know that the four angles of a quadrilateral add up to 360 degrees and those of a line to 180.
91. Teachers throughout the school have a good knowledge of the subject and plan their lessons well, sharing the learning objectives with their pupils. Common features of all the observed lessons were the very good relationship between teachers and pupils and the teachers' knowledge of the ability level of each pupil, both of which enhanced pupils' learning. This was evident in the way that teachers used appropriate questions to guide the learning of the lower attaining pupils and more rigorous questioning for others to challenge their thinking and to deepen their understanding. For example, in an excellent lesson for pupils in Year 2, finding the missing number to balance an equation, a lower attaining pupil was successfully helped by very good questioning to the calculation of the required number.
92. The quality of teaching is never less than good with several instances of excellent teaching. Consequently, pupils are making good progress in their learning. Features of lessons where teaching is better than good are very good preparation, planning and management, learning objectives and teachers' expectations that are clearly given, excellent use made of questioning to guide learning, very good rigour and pace and excellent use of teaching techniques to support learning. This last feature was evident in several lessons where teachers used three-dimensional teaching aids for setting problems and then progressed to the more abstract two-dimensional written form. Where teaching is less than very good there was no extension work provided for the higher attaining pupils, the plenary session did not relate to the teaching objectives and too brisk a pace resulted in some lower attaining pupils becoming confused.
93. Pupils have a very positive attitude to their learning and strive to meet their teachers' high expectations. They work well and concentrate hard in their ability groups discussing thoughts and ideas, helping each other and challenging each other's solutions. The very good learning environment that teachers have established results in pupils feeling very secure and hence not being hesitant in asking questions. This has a very positive effect on their motivation to learn. Mental sessions at the beginning of lessons are making a positive contribution to pupils' skills of mental recall and manipulation and to standards attained. Teachers are skilful in targeting individual pupils to ensure that pupils of all abilities take part and contribute to the lesson. The use of whiteboards and marker pens motivates the pupils, who are keen to record their initial answers. This was evident in a lesson on train timetables with pupils calculating travel time. Several pupils put down figures as a working estimate, refining them later. An analysis of pupils' work showed that applying mathematics to problem solving, shape space and measurement are being covered well.
94. The subject leader provides very good leadership and management of the subject and has a very clear view of its further development. There are very good assessment procedures based upon the

national Gatsby Foundation Project. Pupils are assessed each half term to ensure that they have appropriate targets for improvement. Very good use is made of the results of these assessments to inform future setting and planning and to also predict National Curriculum levels at the end of Years 2 and 6. This has a positive impact on pupils' progress. There are, however, very few opportunities for pupils to use information and communication technology to support their learning.

SCIENCE

95. At the end of Year 2, standards are above average. Pupils, including those with special educational needs, are achieving well. Most pupils have a good knowledge of all the components of science. For example, within a study of physical processes, pupils understand how sounds are made. Pupils in Year 1 can describe why seeds will bounce up and down on a drum when a cymbal is hit hard. They are able to explain that the sound vibrations travel through the air and move the skin of the drum. Work seen in pupils' books indicates that they have set up an investigation to show how important light and water are to growing seedlings. Pupils in Year 2 have also carried out a good experiment to test the germination of seedlings in different mediums, such as soil, sand, shredded paper and compost.
96. For this year's pupils in Year 6, standards are average. Pupils, including those with special educational needs, are achieving soundly. This year's group of pupils do not have as many higher attaining pupils so the overall attainment level is not as high as in Year 2. Also, the general improvements developing throughout this new school have not been in place long enough to produce even higher results by the time pupils leave the school. Pupils have a satisfactory knowledge of physical processes, materials and their properties and life processes and living things. For example, pupils in Year 6 are able to carry out simple classification of plants and animals and group them according to their characteristics and link this to an investigation of food chains and webs to demonstrate how plants and animals rely on one another. Class experiments are carried out regularly throughout the school and by the time pupils are in Year 6, they have a satisfactory understanding of how important it is to make the investigation fair. Most pupils are able to predict what might happen before they have carried out the experiment. However, pupils' ability to set up and devise their own individual experiments, with a minimum of direction from the teacher, is not well developed. Also, although pupils have developed a sound scientific vocabulary and are able to use new scientific words with confidence, their writing, handwriting and presentation skills are not well developed in science. This means that work is sometimes untidy and not laid out clearly. This makes it more difficult for pupils to look back at their work and revise what they have done. It also makes it more difficult for them to see the progress they may have made.
97. The quality of teaching and learning in science is satisfactory overall. The main reason why the teaching is satisfactory and not stronger is the lack of work planned to challenge pupils with different abilities. In most lessons, all pupils do the same work, which can limit the progress made by some of the pupils. This is linked to a lack of assessment procedures, which limits the teachers' ability to judge precisely the attainment level of each pupil and thus to set appropriate work. However, during the inspection, a number of lessons were judged to be good, mainly because of the well thought out ideas which motivated and interested pupils. For example, in a lesson for pupils in Year 6, the teacher cleverly linked a lesson on microscopic organisms to the range of illnesses that had been suffered by the pupils in the class. A survey was carried out and pupils were beginning to understand that some illnesses were caused by micro-organisms, such as germs, parasites, bacteria and viruses. This made this introductory lesson to a six-week topic on micro-organisms interesting, motivating and relevant in their own lives. Particular strengths are found in the way teachers have developed their class approach to experimental and investigative science. Teachers emphasise the importance of predicting what might happen and the need to make a fair test. However, pupils get few opportunities to set up and devise their own investigation. This limits opportunity for individual, creative thought, especially for some of the higher attaining pupils. Although teachers' planning is detailed and states clearly the learning objectives of the lesson, it does not emphasise the importance of recording science work in a structured, clear and logical fashion. Many of the skills of extended and purposeful writing, practised in literacy lessons, are not transferred to the writing in science books.

98. The subject leader, who was only appointed in September 2002, has made a good start in getting the two separate schools to work as one primary school. She has just completed the writing of a good new policy and carried out an audit of the science resources, which are good and have been inherited from the two previous schools. A new good scheme of work has been adopted and she has made a useful contact with other science teachers in the area. She is fully aware that the subject does not yet have any appropriate assessment procedures but is in the process of investigating various schemes that are available. The subject is enhanced in a number of ways. For example, a visiting theatre group has put on a comedy show linked to bones and skeletons. Pupils in Years 3 and 4 have visited a local forest to study life in a nature trail and younger pupils have visited a local farm.

ART AND DESIGN

99. Standards attained by the pupils at the end of Years 2 and 6 are above average. The pupils of all ability levels, including those who have special educational needs, are achieving well. This is a direct result of the good quality of teaching.
100. The standard of two-dimensional work being carried out by many of the pupils is above average. In Year 2, the pupils have collaborated to produce most unusual and effective textile collages. They collected natural objects and made detailed sketches, before turning the work into collages. The quality of paintings seen in displays indicates a well above average standard. Year 1, for example, painted portraits after the style of Paul Klee. They effectively captured the style, adding their own interpretations artistically.
101. The quality of three-dimensional work is high. There are very good examples of sculptures in clay of Tudor houses, and African masks in papier-mache, which indicate the breadth and the wide range of art in the school. The pupils use media such as charcoal, pen, crayon, sketching pencils and paints to explore ideas and to communicate their feelings expressively. They are beginning to use information and communication technology for art. By the end of Year 6, pupils have effectively acquired a repertoire of skills, knowledge and understanding of art, craft and design. The subject is well used to support learning across other areas of the curriculum, such as music, which was used to inspire the making of a large mosaic mural.
102. The enthusiasm of the teachers throughout the school ensures that the pupils are motivated by the range of experiences on offer. In Year 1, the pupils were observed creating self-portraits, starting with miniatures before transferring the detailed drawings to life-sized pictures. They used pencils, pastels and charcoal to enhance their finished products. When one pupil was asked why he used a blue pastel for his face, he explained that it was 'to express a mood and feeling'. Two other pupils successfully replicated the style of Picasso for their portraits.
103. The subject leader has good plans for further development of art and design, to include co-ordination of learning throughout the school and formation of an art club. While her role is presently developing, nevertheless, she has a good overview of art, through photographic records and through displays in the school. The teachers use sketchbooks to assess pupils' skills on entry into class and at the end of every term, and these provide evidence of progress.

DESIGN AND TECHNOLOGY

104. Only one lesson on design and technology was observed during the inspection. However, a scrutiny of pupils' work, including some photographs, an examination of teachers' planning and discussion with teachers provide sufficient evidence for judgements to be made. In Years 1-6, pupils, including those with special educational needs, achieve soundly and standards are average. By the end of Year 2, pupils have been given the opportunity to plan and make a range of products. They competently make things out of different materials including card and fabric. For example, in Year 1 they use their own ideas to plan and make moving pictures. In Year 2, pupils made a variety of puppets, first drawing what they proposed to make. They work competently with a range of materials. They use several joining techniques such as sewing, gluing and stapling.

There is careful attention to detail in the making of their products and sound evaluation where pupils offer opinions on the advantages and disadvantages of different fastening and joining techniques. This results in improvements in the standard of their products.

105. Pupils make sound progress in Years 3 to 6, extending and developing their skills to maintain a satisfactory standard. Pupils in a Year 3 class develop the design skills learned in Year 2. Pupils looked at and evaluated different types of picture frames for a photograph. They identified that to stabilise the frame a triangular support is effective. Their moving nursery rhyme characters showed considerable development from their original designs. The high quality of finished African drums designed and made by pupils in Years 4 and 5 owed much to the care taken in the planning stage and the rigour of their evaluations. Their opinions and comments show real thought: 'I think the style of the drum should be more African. I'll use real animal skin next time.' In Year 6, pupils are taught a basic understanding of designing biscuits using different combinations of ingredients. They analysed the appearance, taste, and texture. Throughout all the classes the pupils' work shows that designing, making and evaluating is central to all their activities.
106. It was only possible to see one lesson in design and technology during the inspection and so it is not possible to make an overall judgement about the quality of teaching. The lesson observed was of a sound quality. The teacher's knowledge and understanding of the subject was secure and the lesson carefully planned. The instructional aspect of the lesson, however, was too long for some pupils resulting in a degree of restlessness. Effective use was made of discussion to help pupils recap earlier learning on criteria for making a vehicle. The teacher reinforced the importance of planning in pairs, sharing ideas and changing ideas where necessary. As a result pupils were able to work together in a mature manner and behaviour was good. All the pupils are well supported by a good quality design and technology planning booklet. As pupils worked, teachers and support staff further enhanced their learning by asking questions to encourage further planning modifications. In this lesson the pupils improved their skills in producing labelled diagrams of their vehicles, explaining its purpose and using technical language such as 'axle' and 'end stops'. Speaking and listening opportunities were given a high priority in this lesson and were effective.
107. The two co-ordinators have recently taken on responsibility for the subject and are aware of the need for further development. At present, there are limited opportunities to monitor provision in the subject in order to identify specific priorities related to teaching and learning. Assessment provision and practice and the use of computers are areas for development to raise standards further.

GEOGRAPHY AND HISTORY

108. There is insufficient evidence from direct observation of lessons to make an overall judgement about the quality of teaching in geography in Years 4 to 6 and history in Years 1 and 2. However, using evidence from pupils' workbooks, displays, discussions with teachers and examination of teachers' planning, it is judged that all pupils in Years 1 to 6, including those with special educational needs, reach average levels of attainment in both subjects and achieve soundly.
109. By the end of Years 2 and 6, pupils, including those with special educational needs, make satisfactory progress in the development of geographical knowledge of people, places and environments. They also develop skills in carrying out geographical enquiries both in and out of school.
110. Teachers in Year 1 and 2 make good use of the school and the local area and as a result Year 2 pupils talk confidently about their town. They have carried out local traffic surveys and are able to explain how they would improve safety on nearby roads. In fact they wrote to the local authority suggesting 'speed bumps' on a local road to slow down the traffic. They talk about Scarborough and other East Coast resorts and contrast the features of seaside places with those of their home area. They use appropriate geographical vocabulary, such as seaside, beach and promenade. Many of the pupils are well aware that the world extends beyond their locality. For example, pupils gain a satisfactory knowledge of and understanding about places such as America and Spain.

111. By Year 6, pupils look carefully at the school environment noting which aspects of the school building they like or dislike. They are very interested in the current school building project and talk about how it will improve school life. Pupils have learnt how to use a range of maps confidently and to draw their own. They are developing a sound knowledge of physical features. In their studies of the River Tees pupils know that the estuary is where the river enters the sea. They use appropriate geographical vocabulary such as source, estuary and tributary. From their studies of mountains they understand the term 'scale' and make good use of their mathematical knowledge to compare the scales of different mountains from known statistics. Written work in their exercise books, however, is sometimes disappointing. Sentences are often poorly constructed, spelling weak and the writing lacks depth and detail and this does not contribute to pupils' writing development.
112. In history, pupils in Years 1 and 2 develop a sound sense of the passage of time as they study and talk about events in the past. They gain insights into how the world has changed by looking at toys, homes and seaside holidays. They also learn about how their own life is different compared with the past. For example, pupils studied photographs of themselves at the seaside and compared them with photographs of their parents. Pupils enjoy finding out about famous people such as Samuel Pepys and Guy Fawkes.
113. By the end of Year 6, most pupils have gained a greater awareness of the significance of historical events and the contributions made by people and developments in the recent and distant history of Britain and other countries. Work has also been done on Ancient Greece. Pupils also have very good knowledge of events and aspects of life during the Tudor period. They use their knowledge well to describe and begin to link characteristics of past periods and societies, for example, studying social conditions and fashions in the 1950s, comparing and contrasting them with their lives today. They are developing a satisfactory understanding of the different ways of gathering evidence and distinguishing between fact and opinion. Most understand what is meant by primary sources of evidence. For example, pupils in Year 6 know that archaeological discoveries are an important source for finding out about life in the past. Although art is well used to illustrate their work, links with other subjects are not a consistent feature in some classes. Literacy is well used in history in Years 1 and 2 but throughout Years 3 to 6 opportunities for extending and developing their historical writing skills are limited.
114. Pupils are developing satisfactory research skills. Computers are used occasionally to support their work in history and geography but this is not a regular feature of the work. Pupils therefore miss valuable opportunities for further learning using the Internet or CD-ROMS for research.
115. Teaching and learning are good overall. In most lessons planning is effective. Pupils are well behaved and show sustained interest and concentration. They share resources well and show positive attitudes. Teachers have sound subject knowledge and make good use of additional support in the classroom to ensure that pupils of all levels of attainment participate and learn effectively. A feature of the good quality teaching and learning, with links to literacy, was in a Year 2 class, where pupils were provided with good opportunities to extend and apply the writing skills by writing postcards to their parents. One pupil vividly caught the flavour of a Victorian seaside holiday: 'I travelled to Scarborough in a steam train. I had a paddle in the salty sea and listened to a brass band.'
116. Subject leadership in history and geography is satisfactory. Both subjects have a good scheme of work. The geography policy has been revised and provides comprehensive advice for all staff. There is a draft history policy, which will be implemented later this term. Resources are satisfactory. Sound use is made of visits and visitors to enrich pupils' learning experiences. These include visits to Stockton and Captain Cook's museum in Middlesbrough. Both subject leaders are aware that their role requires further development. Although they do check teachers' medium term planning against the intended curriculum, there is no monitoring or evaluation of teaching and learning in either subject. Neither has there been any analysis of standards of pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Pupils' standards in information and communication technology (ICT) at the end of Year 6 are above average and pupils are achieving well. As no teaching of ICT was observed in Year 1 during the period of the inspection, no judgements could be made on standards, attainment and the quality of teaching. However an observation of several pupils working with a teaching assistant, an analysis of pupils' work, wall displays and a talk with some pupils would suggest pupils' progress is at least satisfactory by the end of Year 2.
118. By the end of Year 2 pupils have used a data-handling program to show the results of their traffic survey in pictogram form. They have used clicker grids to build sentences such as 'I went on the climbing frame' and a graphic program, Colour Magic, to draw the outline of a house with a red roof and snowy weather. They have also used the program to illustrate reflections. A group of lower attaining pupils were observed using the program 'Carnival Countdown', with good mouse control and hand/eye co-ordination, to build a repeating sequence of different shapes.
119. By the end of Year 6 pupils are making good progress. They develop, refine and repeat images using a graphic program, and combine text and graphics when word-processing. They are able to change the font type, size and colour and have used a CD-ROM to find information on Aztecs. Using the program 'Flowol' most pupils are able to write a flow diagram to control the movement of the eyes, bow tie and colour of the nose, of a screen clown. The good relationship between staff and pupils is a major factor that motivates and enables pupils' learning. This was the case in one observed lesson where pupils were using the Powerpoint' program to produce work they had planned on paper, on the subject of advertising. The relaxed, secure working environment enabled pupils to ask questions without hesitation and pupils of all abilities, working in pairs, succeeded in producing their Powerpoint presentations with the higher attainers exploring the many different tools and effects the program had to offer.
120. Teaching is never less than good and often very good. The teachers are computer literate and although several problems have been encountered in updating the hardware and software in the computer suite, teachers are able to demonstrate the skills related to the lesson objectives confidently and competently. Lessons are well prepared and managed, which allows the teachers to circulate, giving support, and ensure challenging new learning. There is, generally, a very good pace to lessons, which allows pupils time to consolidate the learning of new skills. Pupils enjoy, and are motivated by, the nature of the subject and the way they are encouraged to learn new ICT skills. In the computer suite they work very well in pairs with a more computer literate pupil. In one lesson pupils applauded a fellow pupil who had given quite a complex Powerpoint presentation. Support for pupils with special educational needs is good. The lower achieving pupils are either supported by peers or by teaching assistants who normally spend most of their time supporting the lower attaining pupils.
121. The two subject co-ordinators provide satisfactory leadership and have worked hard to ensure the availability of the computer suite during a period of problems both with hardware and software installation. A new scheme of work, based upon a modified national scheme with improved assessment opportunities, is to be introduced in September 2003. There is a purpose-built suite of modern computers in the main school and another in the Year 1 area. All computers except those in Year 1 are networked and have Internet access. The use of ICT to support learning in other subjects is underdeveloped. This means that pupils miss many exciting and valuable opportunities to develop ICT skills as well as learning more about the subjects they are studying. Although each class is timetabled into the suite for one period a week for the teaching of discrete ICT skills, and another period weekly for the application of ICT into subject teaching and learning, the latter is underdeveloped and few such applications of ICT were observed during the period of the inspection. The use of the Internet is also underdeveloped, as is the use of subject-specific CD-ROMS to encourage individual research work.

MUSIC

122. Standards are above average by the end of Year 2 and Year 6. Pupils of all abilities, including those with special educational needs, are achieving well.

123. By Year 2, the pupils' singing is tuneful and enthusiastic, with clear pronunciation of words. They practise songs such as 'I can hear different sounds' to improve their performance. They respond well to the teacher's high expectations by singing expressively when she asks what happens when they sing loud and soft notes. They already know music writing and understand the value of crotchets, minims or quavers, as evidenced in their accurate playing and maintaining of pulse.
124. The pupils' good level of achievement continues as they progress through to Year 6. The teacher builds effectively on the pupils' previous skills and ensures that they learn new skills in music. They compare and contrast volume, tempo, pitch and pulse as they listen to excerpts. The pupils competently read music and play tuned and untuned instruments to provide a backing for tunes played on the keyboard. They compose musical scenes based on 'the Mysterious Island'. The pupils sing historical and local folk songs with accuracy and obvious enjoyment. The teacher very effectively assisted them in appreciation of their cultural heritage by linking places to local geography. The pupils listen to a good range of music and learn to compare and contrast the music of Beethoven and Mozart.
125. The quality of teaching is consistently good and results in good learning by the pupils. The school makes very good use of teachers with special expertise in music to teach it in Years 1 to 5, and the Year 6 teacher to teach both Year 6 classes. The teachers use every minute of the lesson to improve pupils' standards and increase the rate of learning. They provide opportunities for pupils to practise and consolidate skills and enough time to reflect on their work. As a result, the pupils understand what they have learned and how they may improve.
126. Music is very effectively enriched through many extra-curricular clubs, such as choir and recorder playing. The pupils participate well in these activities, which provide them with opportunities to take up interests and to mix socially with others. In addition, there are peripatetic teachers who give string and brass tuition, for which parents pay. The instrumentalists are often involved in playing for assemblies and in numerous community events. The subject contributes very well to the pupils' spiritual and cultural development.
127. The subject leader manages music very well and with infectious enthusiasm. She inspires pupils and staff to enjoy music and to savour the wide range of cultures and traditions. She maintains meticulous assessments and records of pupils' knowledge, skills and understanding. Pupils' attainment is levelled and fully annotated. These records provide comprehensive information of progress for each year group and are used to inform planning.

PHYSICAL EDUCATION

128. It was not possible during the inspection to see all aspects of physical education. Nor was it possible to make a judgement on attainment over the full range of the curriculum. However, from the lessons seen and from the evidence obtained from the subject leader, attainment is average at the end of Years 2 and 6 in swimming and games. All pupils, including those with special educational needs, are achieving soundly.
129. Most pupils demonstrate satisfactory co-ordination skills. For example, in a games lesson for pupils in Year 5, pupils threw bean bags into a hoop with developing skill. They did this in a competitive atmosphere but nevertheless, took time and care to ensure a measure of success, using hand and eye co-ordination well. Pupils in Year 1 demonstrated their ability to control a bouncing ball in basketball fashion. The pupils did this well, travelling with the ball, sending to others and receiving it equally competently. In swimming, pupils in Year 5 were able to swim using a range of different strokes with confidence and in safety. Almost all pupils are able to swim at least the nationally expected 25 metres by the time they leave the school. Many are able to swim much further.
130. The quality of teaching and learning is mainly good. Teachers demonstrate that they have a sound knowledge of how to teach physical education. Their planning is good and is usually set out in a step-by-step approach so that pupils build their skills gradually as the lesson proceeds. This was seen to good effect in the lesson on ball skills for pupils in Year 1. The teacher ensured the pupils

could throw the ball up and catch it fairly well, before throwing and catching with a partner. After this, the pupils progressed to travelling with the ball by bouncing it. By the end of the lesson, pupils were clearly more competent and comfortable in ball control. Lessons usually have an appropriate warming-up and cooling-down session and all safety procedures are observed. A weakness in the teaching is the lack of opportunity given to pupils to demonstrate to others how well they are doing. This also means that other pupils cannot comment on the merits or otherwise of the performance.

131. The subject leader, who was only appointed in September 2002, has made a good start. She has helped to raise money for the subject by organising a sponsored gymnastic event. Some of the money raised also went to a charity. She has ensured that the school has fully participated in the sporting links with the secondary school, which is a Sports Foundation College. A secondary school teacher has worked with the pupils on dance sessions and has also done some training with the teachers. The subject leader has carried out an audit of the resources, which are good, and has re-written the policy and revised the scheme of work to fit into the new primary school ethos. A six-a-side football competition has been arranged with other schools and Year 6 pupils have played basketball with Year 11 pupils at the local secondary school, who also gave them specific support and coaching.