

INSPECTION REPORT

FARRINGDON PRIMARY SCHOOL

Sunderland

LEA area: Sunderland

Unique reference number: 133344

Headteacher: Joy Lynch

Reporting inspector: Helen Cavanagh
18364

Dates of inspection: 3rd – 6th March 2003

Inspection number: 249065

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age Range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Farringdon Primary School Archer Road, Sunderland
Postcode:	SR3 3DJ
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Appropriate Authority:	The governing body
Name of Chair of Governors:	Mrs Ann Dickinson
Date of previous inspection:	Not applicable.

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18364	Helen Cavanagh	Registered inspector	Foundation Stage Educational Inclusion	What sort of school is it? How well is the school led and managed? What should the school do to improve further?
8986	Philip Andrew	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 its parents?
18403	Gustav MacLeod	Team inspector	Mathematics Art and Design Music Religious Education English as an additional language	
12752	Karen Bower	Team inspector	Science Physical Education	The school's results and pupils' achievements.
32569	Dee Teasdale	Team inspector	Information Communication Technology Design Technology	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?
32688	Eric Ferguson	Team inspector	English History Geography	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Farringdon Primary School opened in September 2001 after the amalgamation of Farringdon infant and junior schools. The school is situated in a disadvantaged area of Sunderland where there are high levels of unemployment and most of the housing is owned by the local authority. The school is much bigger than other primary schools with 397 pupils on roll and 52 part time pupils in the nursery. There are 4 pupils of compulsory school age who have ethnic minority backgrounds. There are 3 pupils who have English as a second language and 29 % of pupils are eligible for free school meals, which is above the national average. 18% pupils have been identified as having special educational needs which is broadly in line with the national average and 1% of these pupils have statements which is again broadly in line with national averages. The majority of those pupils with statements have severe learning difficulties. Pupils' attainment on entry to nursery is variable but overall it is below average.

HOW GOOD THE SCHOOL IS

Since its amalgamation in September 2001 Farringdon Primary is a rapidly improving school and has many good features. Standards in English, mathematics and science are now broadly in line with that expected and pupils are now beginning to make better progress throughout the school. This is mainly due to an improvement in the quality of teaching, behaviour management and the nurturing of pupils. Pupils have now developed very good attitudes to their work and the relationships throughout the school are also very good. It is a credit to the leadership of the school and to the pupils that this very positive atmosphere has been created in the short space of time since the amalgamation. The school is now well placed to maintain these and other improvements and has a good capacity to make further improvements. The school provides satisfactory value for money.

What the school does well

- The headteacher, senior management team, governors and staff demonstrate well a shared commitment to succeed and improve.
- Pupils' behaviour is very good, they have developed an enthusiasm for school and show very positive attitudes to their work.
- Relationships throughout the school are very good.
- Relationships are very good with partner institutions and external agencies.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The provision for extra curricular activities is very good.

What could be improved

- Standards in English, mathematics and science.
- The monitoring and evaluation of teaching is not undertaken sufficiently rigorously.
- Governors' effectiveness in their involvement in the strategic direction of the school.
- The role of the subject co-ordinators in monitoring and evaluating the standards achieved in their subjects.
- The assessment and pupil tracking procedures throughout the school.
- The support given to the more able and gifted and talented.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As Farringdon Primary School opened in September 2001 there is no previous inspection report available to refer to.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	n/a	n/a	E	D	Well above average A
mathematics	n/a	n/a	E	E	Above average B
Science	n/a	n/a	E	E	Average C
					Below average D
					Well below average E

As this is a new school that opened in September 2001 there is no data prior to 2002.

Test scores are well below the national average in English, mathematics and science at the end of Year 6. When compared to similar schools the school is performing slightly better in English than in mathematics and science. By the end of Year 2 test scores are well below similar schools in reading and writing and below in mathematics. In science, results are well above those of similar schools. The performance of boys is weaker than that of girls in tests in Years 2 and 6 in 2002 in English and in mathematics at Year 6 only. Evidence during the inspection did not highlight any significant differences between boys' and girls' attainment in English, mathematics and science. Pupils with English as an additional language, special educational needs and ethnic minority pupils make at least good progress. The school has not identified any gifted and talented pupils and results show low percentages of pupils attaining above average levels. Evidence during the inspection indicates that gifted and talented pupils are not sufficiently challenged and are under-achieving.

Standards are rising however in a number of areas due to the improvements made to the quality of teaching and behaviour of the pupils. By the end of Year 2 and Year 6, standards in literacy, mathematics, science, design and technology, history, geography are broadly in line with that expected for pupils' ages. In information communication technology, pupils' attainment is in line with that expected for seven year olds but above that expected for eleven year olds. In art and design pupils attainment is above average throughout the school. In physical education standards are broadly in line with that expected but below average throughout the school in gymnastics. Standards in religious education are above for seven year olds and in line with the expectations of the Locally Agreed Syllabus for eleven year olds.

The school did not meet the 2002 targets for the end of Year 6 that had been set prior to the amalgamation. There was shortfall of 13% in English and 21% in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all pupils are very eager to learn and give the best at all times. They are enthusiastic about school and show very positive attitudes to their work.
Behaviour, in and out of classrooms	Very good. Considerable progress has been made in this aspect since the school opened.
Personal development and relationships	Very good. Relationships are very good throughout the school. Pupils are very willing to undertake duties and responsibilities.
Attendance	Unsatisfactory. This is below the national average.

The school now has very good support systems in place to improve attendance and the school has made a great deal of effort in this area. Nevertheless the attendance levels of some pupils is likely to affect their progress in school. There have been nine temporary exclusions in the past year.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1-2	Years 3-6
Quality of teaching	Satisfactory	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. Nearly two thirds of lessons were good or very good, a small percentage were excellent. In the nursery and reception class teaching and learning is satisfactory overall. There are instances of unsatisfactory teaching for the seven to eleven year olds. Where teaching is of high quality there is good pace in lessons with pupils kept on task and reminders given about time. Teachers use a range of strategies to keep pupils motivated and help them learn. Learning objectives are shared with the pupils in every lesson. In the very good lessons these are recapped in order that the pupils can see if they have achieved the stated learning outcomes. Where teaching is unsatisfactory, pupils fail to complete tasks because the teacher does not manage the time well. There is little challenge, poor organisation of activities leading to time wasting with no teaching points given to improve pupils' technique. The lack of pace means that pupils quickly give up working and valuable teaching time is lost. In some cases the teachers' lack of subject knowledge leads to confusion for pupils and limits their learning and subsequently their attainment.

In English, there is a lack of rigorous and sustained assessment for reading and writing which leads in some instances to poorly judged targets for improving work. In mathematics, systems for monitoring progress are being put in place, but as yet there is no tracking of pupils' progress. In science, geography, history and music a start has been made to assess pupils' progress but it is in the very early stages of development and is not yet consistently applied throughout the school.

The basic skills in literacy and numeracy are taught satisfactorily. Opportunities are given in a variety of lessons for pupils to practise skills in other subjects, for example writing reports and instructions in science and factual accounts in history. The quality and deployment of

support staff is good and this contributes to the progress made by the less able pupils. There is a new policy for marking but this is being inconsistently applied across the school. Homework is provided in a variety of ways including spelling, reading and mathematics. Overall, teachers work effectively with pupils with special educational needs using a wide range of strategies as well as good skills to ensure that all pupils are participating and learning. This applies equally to the small number of pupils with English as an additional language who are making good and often very good progress both in lessons and across the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The schools' curriculum is broad and balanced and teachers' provide many opportunities to make pupils' learning experiences rich and purposeful.
Provision for pupils with special educational needs	Satisfactory. Well planned arrangements for withdrawal and support ensure pupils make good progress in the literacy and numeracy skills they need in order to access and succeed in the mainstream curriculum. Parents and pupils need to be more involved.
Provision for pupils with English as an additional language	Good. The small number of pupils identified as requiring additional support receive specialised tutor sessions and they are included in all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual, social and moral development is very good. The school has worked hard to establish a code of conduct that is implemented by all staff and understood fully by all pupils. Provision for cultural development is good.
How well the school cares for its pupils	Very well. The school provides a calm, welcoming and secure environment for its pupils and works well with all outside agencies. Procedures for child protection are very good.

The school encourages parents to be more involved in their children's education but this meets with only limited success.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and senior management team have worked hard to bring about many improvements and develop a will and shared commitment to succeed and improve educational standards. Subject leaders are developing but still require support.
How well the governors fulfil their responsibilities	Unsatisfactory. The chair is very supportive of the school and works closely with the head teacher. The governing body now needs to ensure that they are more involved in the strategic direction of the school.
The school's evaluation of its performance	Satisfactory. The headteacher and senior management are aware of the school's performance but not all subject co-ordinators are clear as to the direction they need to go.
The strategic use of resources	Good. Resources are used well and the school building is adequate to teach the curriculum. Teaching staff are appropriately deployed. The school has ensured that class sizes are small which has ensured that behaviour and attitudes have improved.

All money is spent wisely and the school applies satisfactorily the principles of getting best value for its pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like the school. • Their children make good progress. • The teaching is good. • They are well informed about their child's progress. • The school has high expectations of the pupils. • They are comfortable approaching the school with questions or problems. 	<ul style="list-style-type: none"> • The amount of homework given to the pupils. • The range of activities provided outside of lessons.

Inspectors support the parents' positive views of the school but could not find any evidence to support the concern expressed by a minority of parents regarding the amount of homework given and the range of activities provided outside school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1. In 2002 test results, standards are low at the end of both Year 2 and Year 6. Evidence of pupils' attainment during inspection week however indicate that standards are improving due to better behaviour management and also an improvement in the quality of teaching throughout the school. Attainment on entry to the nursery is variable but for some children it is very low; overall it is below average. Attainment on entry to reception is still below the national average but almost two thirds of children are broadly on track to reach the required standard by the end of the reception class in mathematical and creative development and in aspects of their knowledge and understanding of the world. 2002 results for Year 2 indicate that boys are attaining less well than girls in reading and writing but by the end of Year 6 the difference is less marked.

2. The targets set for the former junior school for 2002 were used by the primary school as a basis for analysis of how well the school is performing now. The school failed to meet the targets for 11 year olds in both English and mathematics by 13% and 21% respectively suggesting less progress with mathematics than English since 1998 when the targets were originally set. Given attainment levels in 1998 the mathematics target should easily have been reached but the English target was more challenging as an 11 % improvement at level 4 was required. The main reason for the poor mathematics results in 2002 is due to the performance of girls. To date the school has not set targets for the end of Year 2 or for science at the end of Year 6.

3. Inspection evidence indicates that standards are rising in a number of areas due to the improvements made to the quality of teaching and behaviour of the pupils and the school should be on track to attain higher standards this summer. There still remains however some unsatisfactory teaching in Key Stage 2. The school has rightly identified writing as the issue in English. In mathematics, investigational skills are under-developed and in science a focus on experimental and investigative science is helping to raise pupils' attainment in this area. The school has analysed the data at whole school level for end of Year 6 tests but not at the end of Year 2. The senior management team is monitoring the quality of teaching but as yet subject co-ordinators have had limited opportunities to monitor the quality of teaching and learning and standards achieved. Some analysis at individual pupil level is beginning to happen. Plans to moderate pupils' work should help the school to monitor progress and see that policies are being followed.

4. By the end of Year 2 and Year 6, standards in literacy, mathematics, science, design and technology, history, geography are broadly in line with that expected for pupils' ages. In information communication technology, pupils' attainment is in line with that expected for seven year olds but above that expected for eleven year olds. In art and design pupils attainment is above average throughout the school. In physical education standards are broadly in line with that expected but below average throughout the school in gymnastics. Standards in religious education are above for seven year olds and in line with the expectations of the Locally Agreed Syllabus for eleven year olds. Progress for eleven year olds has not been good enough since, based on previous attainment at the end of Year 2, pupils' progress in mathematics and science has been well below expectations and in English below.

5. Work in pupils' books is variable across the school with many examples of unfinished work and poorly marked work, which does not inform the pupils of what they need to do next to get better. In Years 5 and 6 individual pupil targets are now being set which give the pupils a clear idea of what they need to do to improve but this is not yet systematically

applied across the school. Progress is evident from pupils' work when the work of different year groups is compared. There is consistency between year groups but in the majority of books there is no difference in the level of work being covered by pupils of different abilities. The only difference is the amount and quality of recording in their books. Higher attaining pupils are not identified and so their progress is not tracked and they are insufficiently challenged. Lower ability and special educational needs pupils, are well provided for and make good progress, as do pupils with English as an additional language.

6. Overall pupils with special educational needs and English as an additional language make good progress. In lessons teachers use a wide range of strategies to ensure progress for example well-differentiated work, as well as the skilful management of the way pupils are grouped and work together. Well-planned arrangements for withdrawal and support ensure pupils make good progress in the literacy and numeracy skills they need in order to access and succeed in the mainstream curriculum. The current Individual Education Plan process is at an early stage of development and does not yet provide the information or evidence to accurately measure pupils' progress in relation to specific individual needs or specialist additional provision.

7. Current standards of attainment across the school, supported by improvements in the quality of teaching and learning and standards of behaviour in particular, should ensure that standards attained by 7 and 11 year olds this year in statutory assessments will rise, especially in mathematics. In many instances overall standards are held down because there is too little analysis of pupils' attainment in order to plan work that is linked to their needs; this is particularly true of potentially higher attainers many of whom could cope with harder work.

Pupils' attitudes, values and personal development

8. Pupils have a very positive attitude to their learning and this is encouraged and developed by the ethos underpinning the management of the school. Their enthusiasm for school, their very good behaviour and very good personal relationships are a major strength of the school. These strengths underpin the development and progress of all pupils. It is a credit to the leadership of the head teacher and to the pupils that this very positive atmosphere has been created in the eighteen months since the school opened after an amalgamation.

9. Behaviour across the school, in the classrooms, moving about the school and in the playgrounds is very good. In lessons observed behaviour was rarely unsatisfactory and this was when teaching strategies were inappropriate. There were no incidences of oppressive behaviour seen during the inspection and no evidence that any took place; discussion with pupils confirmed that there was no oppressive behaviour. The school helps and encourages pupils to accept responsibility for their own actions. Good procedures are in place to re-integrate excluded pupils.

10. The very good relationships between pupils and the adults and amongst the pupils themselves are a great strength of the school. A comment made by one parent that "The school treats everyone as an individual and this means no-one is left behind" illustrates how the relationships and school's ethos permeates, for good, across all the relationships in the school. The pupils are very willing to undertake duties and responsibilities and this is very much encouraged. There is a school council that meets every week with members elected by every class. The meeting attended was chaired by a very confident and mature Year 6 pupil deftly guided by a perceptive mentor. The council has recently established a healthy eating Tuck Shop. The school council is an excellent example of responsible citizenship.

11. Pupils have a very positive attitude to learning and like to come to school; 98% of parent's answers to the questionnaire confirmed this view. In lessons pupils listen carefully to the teachers and are keen to answer questions. When working individually and in groups they work hard, maintain their concentration and help each other. Pupils with special educational needs and those for whom English is an additional language are integrated well into the life of the school and join in all class activities and visits.

12. Attendance at 93% is unsatisfactory as it is below the national average. However there has been an improvement in this school year. Late arrival is a little on the high side. The majority of registration procedures observed were carried out correctly however in two occasions at the start of the afternoon session the register was not called.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching and learning is good. Nearly two thirds of lessons were good or very good, a small percentage were excellent. In nursery and reception, teaching and learning were satisfactory overall. For the five to seven year olds, all teaching was satisfactory and better with teaching in Year 1 being especially strong with lessons ranging from good to excellent. For the seven to eleven year olds, two thirds of the lessons were good or very good. Some unsatisfactory teaching is in evidence within this age range.

14. Where teaching is of high quality there is good pace in lessons with pupils kept on task and reminders given about time. Teachers use a range of strategies to keep pupils motivated and help them learn. Learning objectives are shared with the pupils in every lesson. In the very good lessons these are recapped in order that the pupils can see if they have achieved the stated learning outcomes. Good demonstrations from the teacher and pupils is used to engage, motivate and extend learning. For example in an ICT lesson pupils demonstrated their knowledge of how to select and copy a shape and other pupils followed this example. In the best lessons teachers use good questioning skills, encouraging paired talk and helping pupils to think before responding.

15. Where teaching is unsatisfactory, pupils fail to complete tasks because the teacher does not manage the time well. Unsatisfactory teaching has little challenge, poor organisation of activities leading to time wasting with no teaching points given to improve pupils' technique. The lack of pace means that pupils come off task easily and valuable teaching time is lost. In some cases the teachers' lack of subject knowledge leads to confusion for pupils and limits their learning and subsequently their attainment. There has been improvement in the pupils' behaviour since the amalgamation and, through staff development and changes in personnel, an improvement in the quality of teaching.

16. The basic skills in literacy and numeracy are taught satisfactorily. Opportunities are given in a variety of lessons for pupils to practice skills in other subjects, for example writing reports and instructions in science and factual accounts in history. In science teachers plan for investigations and have a range of resources available to allow pupils to make choice. The teaching is good in the majority of lessons. Teaching in religious education is very good and in ICT it is particularly good in Years 3 - 6. The school has ensured that there are good quality resources to support learning in these areas. In all subjects teachers plan appropriately for lower achieving groups and those with special needs. However planning does not always include the needs of more able pupils.

17. Teachers manage pupils' behaviour very well and this results in very good behaviour in lessons, good levels of concentration and an enthusiasm for learning. Pupils with behavioural difficulties are carefully managed and there are good examples of where support staff are deployed within lessons to ensure that they stay on task and make good progress.

Some non-compliant behaviour from older pupils is also well managed by staff adopting very calm approaches. There are very good relationships between teachers and pupils and this is strength of the school. Teachers encourage thinking and pupils are not fearful of making mistakes as their self-esteem is preserved by the teacher's responses. There is a constructive working atmosphere in the majority of classes with colourful displays in literacy and numeracy, science and a variety of other curriculum areas aiding pupils learning. Classrooms are generally well organised with a good mix of pupil and teacher work.

18. The quality and deployment of support staff is good and this contributes to the progress made by the less able pupils. For example in design technology they help pupils to research musical instruments and aid their understanding of technological language. The majority of support staff time is spent outside of the classroom. The limited number of support staff however hampers the progress of the more able in literacy and numeracy as the class teacher needs to focus in on the less able to keep them fully on task.

19. In English, there is a lack of rigorous and sustained assessment for reading and writing which leads in some instances to poorly judged targets for improving work. In mathematics, systems for monitoring progress are being put in place, but as yet there is no tracking of pupils' progress. In science, geography, history and music a start has been made to assess pupils' progress but it is in the very early stages of development. There is a new policy for marking but this is being inconsistently applied across the school. Comments in some classes are not helpful in furthering pupils understanding of how they have to improve or how they have achieved against targets.

20. The quality of the teaching in the Foundation Stage is satisfactory and children make satisfactory progress in their learning. There are very good resources in the nursery and this helps to engage the children in their learning. There is a good level of support to the children in both settings when activities are well managed and this helps to keep children on task. There are good relationships established with adults and children. A good balance is established in the nursery between adult led and child initiated learning. In the reception class weaknesses in the organisation of activities means that children participating in a structured activity which requires concentrated effort such as learning phonics are requested to go to another activity, such as pancake making. This causes disruption as children are excited and inattentive on return and learning is lost. Daily activities that will develop basic skills are not at present sufficiently prioritised.

21. Homework is provided in a variety of ways including spelling, reading and mathematics. Although satisfactory there is some inconsistency between year groups. Currently the impact of the recently established Individual Education Plan process on teachers' planning and delivery is limited. However, overall, teachers work effectively with pupils with special educational needs demonstrating a wide range of strategies as well as good skills to promote inclusion, participation and learning. This applies equally to the small number of pupils with English as an additional language who are making good and often very good progress both in lessons and across the school.

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

22. The schools' curriculum is broad and balanced and is satisfactorily meeting the needs of the pupils. Appropriate emphasis has been given to supporting teaching of the national strategies for literacy and numeracy with links to other curriculum areas.

23. The school makes very good provision for extra curricular activities. There is a range of clubs available to pupils from both key stages, within and after the school day. There is strong emphasis on music and physical education provision with good use made of outside

providers such as the outreach worker from the local Sports College and Sunderland Football Club. Within the school the school site supervisor coaches and trains the football team. Sunderland Football Club Study Support is used to extend the opportunity for targeted Year 6 pupils to further learning in literacy, mathematics and ICT. There is also a range of opportunities offered to support pupils in literacy and mathematics' skills such as summer schools, an Easter school, breakfast clubs and quiz clubs. Pupils in Year 6 also have the opportunity to visit Derwent Hill Outward Bound Centre which provides physical, health and social challenges for the pupils, making a significant contribution to their personal and social development.

24. The school makes very good provision for pupils' personal, health and social education. The use of the 'Family Nurturing Scheme' is planned for throughout the school and results in a consistency of approach in all settings. 'Circle time', in which pupils talk about issues that are important to them or are worrying them is a good feature of this scheme and pupils are encouraged to talk and listen to one another well. In a session for pupils in Year 1 pupils talked about one thing they had done over the weekend. They had a well-established routine of holding the bear when they spoke, passing him around with great care. All the pupils looked at each other and listened attentively to each contribution. One child elected not to speak on the first round but did so on the second and was clearly supported by the atmosphere of trust. The teacher valued all the pupils' contributions and this helps the pupils to speak with confidence. There is a very good school council, which, meets on a weekly basis and is chaired by a Year 6 pupil and is well mentored by a member of staff. There is a clear format for meetings with minutes taken, actions decided and acted upon. An example of this being the instigation of a healthy tuck shop and also water provision for the pupils. This is a very good example of citizenship in action and reflects the school's vision statement. The sex education programme is supported by the school nurse and is delivered effectively.

25. Curriculum links with other schools are good. This is currently being strengthened by Single Regeneration Funding activities common to the area. Older pupils visit the local secondary school prior to transfer on several occasions to ease their move to the next stage of their education.

26. There are good links with the wider community. Visitors to assembly help to engage pupils in the weekly theme providing interesting and enjoyable activities that pupils are required to think about and react to. The visitors from a local bakery help to support learning within the design technology curriculum. Groups within the school have visited museums, Bede's World, Beamish, Roman Forts, and the local newspaper offices within the last year. These visits support the geography and history curriculum well and engage the pupils in collecting mathematical data and using literacy and ICT skills.

27. The quality of the provision in the nursery and reception class is satisfactory overall, but needs to include daily activities throughout the two years that are directly linked to developing basic skills in reading and writing. Good links have been made with external funding streams and as the school is in a 'Sure Start' area, the parents benefit from a weekly lending system of resources that encourages the development of early communication skills.

28. Overall the provision for Special Educational Needs is currently satisfactory with further developments planned. In the classroom the recently established Individual Education Plan process is currently limited in its impact and scope to provide strategies and outcomes to meet pupils' specific additional needs. Withdrawal sessions from lessons are well planned and targeted support is focussed on developing the literacy and numeracy skills needed to access and succeed in the mainstream curriculum. This process is effectively managed to provide well structured and focussed sessions with clear objectives and outcomes as well as minimising the disruption to mainstream learning. Both pupils with

special educational needs and English as an additional language clearly benefit from this provision. There is also good, specific provision in Years 5 and 6 for pupils with significant special educational needs through targeted literacy and numeracy lessons. Well-planned and delivered lessons ensure pupils are making good progress against identified targets. This involves thorough and detailed assessment of where improvements need to be made and how well pupils are progressing towards their targets. Pupils are fully involved in this process. However the more able and gifted and talented pupils are not provided with sufficient opportunities to challenge and extend their learning.

29. Provision for pupils' spiritual development is very good. Assemblies and acts of worship are well planned and include a good balance of visitor and school led input. During the week of inspection for example, the theme was 'inclusion' which allowed pupils to explore values linked to caring and tolerance. There are good links established between the main assembly theme and class assemblies and this helps to reinforce the concept of inclusion at the child's level of understanding. During these times there can also be an intensely spiritual experience for the pupils as seen in a class assembly where pupils automatically hugged each other as a sign of caring.

30. The school makes very good provision for pupils' social and moral education. The school has worked very hard to ensure that there is a code of conduct that is understood by pupils and class rules are clear. Pupils are very aware of what is right and wrong and good opportunities are given through the nurturing programme for talking, thinking and listening time. Pupils' social development is promoted by a range of opportunities, for example, taking harvest food to the Salvation Army, taking part in recycling projects and helping a range of charities. There are buddy systems established in order that pupils work and help each other, an example being Year 6 pupils supporting younger pupils in the dining room and as reading partners.

31. The provision for cultural development is good. There is opportunity to explore other cultures through the religious education syllabus and pupils are able to gain an understanding of the diversity and similarity in all cultures, for example, where pupils explore food customs in Islamic and Jewish religions. Pupils have access to visiting theatre companies and art clubs which help to increase their participation in cultural activities. They also take part in a variety of school productions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school provides very good care and support for the welfare and well being of its pupils through an extremely welcoming and secure environment. These values and attitudes are implicit in the school's ethos and policies and are a great strength of the school.

33. The procedures for child protection are very good and fully understood by all the staff. There is a named member of staff responsible for the systems and for any action needed. The school works closely with outside agencies. Routine standard health and safety checks have been carried out apart from one item that is to be undertaken immediately. Pupils are fully conversant with the correct actions to take and understood fully the reasons for safety procedures such as fire drills.

34. The procedures for monitoring and improving attendance and for monitoring late arrivals are very good. The effectiveness of these policies, can be seen in the improving level of attendance since the school opened in September 2001. The school works very closely with the education social worker and with the team of the "Every School Day Counts" project. This project ensures that parents of children absent from school are telephoned or

visited on the day the pupil is absent. Parents spoke very highly of the procedures in place to promote good attendance.

35. The procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good. The implementation of the policies is co-ordinated by the head teacher and is consistent across the whole school. The effectiveness of these policies is reflected through the very good behaviour and has allowed everyone to work together to create a pleasant and purposeful working atmosphere where pupils can learn and make progress. Pupils are confident that any bullying is dealt with quickly and properly.

36. Recent training has addressed assessment procedures throughout the school but they are at an early stage of development and are therefore judged to be unsatisfactory. Further work in this aspect ensuring that consistency issues are addressed across the school and also the improvement of the analysis and tracking of individual pupils will positively support the raising of standards. In English there is a lack of rigorous assessment for reading and writing leading to poorly judged targets for improvement and in mathematics there is no tracking of pupils' progress against individual targets. Assessment procedures and practices are satisfactory in the nursery and reception, where children's attainment is measured against the early learning goals identified for this age group. Marking of pupils' work is inconsistently applied and in some classes comments made are not helpful in furthering the pupils' understanding of what they have to do to improve.

37. Since the school's opening an experienced dedicated and committed special educational needs co-ordinator has worked very effectively with a range of external agencies to ensure pupils' needs are identified and appropriate provision made. However, additionally the school has also added pupils to the register who are under attaining particularly in English. With the current limited impact of Individual Education Plans the school should review whether these pupils are receiving different and additional benefits from being on the school's register. The Local Education Authority has provided effective and well used support since the school's opening both to develop procedures and to provide specialist support for individual pupils. There are good effective links with local schools to ensure well supported and smooth progression for pupils with special educational needs into secondary education. For the small number of pupils with statements the provision made by the school meets the requirements outlined in statements. The annual review process is well managed with detailed and thorough information being provided on pupils' progress. The provision for the very few pupils who need extra support and have English as an additional language is good.

38. The school has a very stable school roll, for example 87% of the pupils in Year 5 started in the infants school that is now part of this primary school and thus the teachers know the pupils very well. This knowledge is helpful in supporting the personal development of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The parents have a very positive view of the school. The vast majority of parents met during the inspection were very pleased with the school. Two comments made by parents illustrate their positive views and these are "Whenever I visit the school I feel very welcome, not like I am causing disruption" and " This is definitely a community school". The school reaches out to the parents in many ways but there is reluctance by the parents to become too involved.

40. There are satisfactory links with parents with the school having an open door policy, thus it is very easy for parents to meet and talk to the teachers and the head teacher any

school day. The parents fully support school concerts, plays and the Christmas service in the parish church. Parents are invited to class assemblies, which are held each week, and there is good support and appreciation of the work of the school. The school has recently started a newsletter, produced by a learning support assistant, and it is planned to produce two issues per term. The school is taking part in the Arts.Inc: project that is aiming to foster family learning opportunities through the creative arts. Parents work with the school in helping to produce costumes for the school concerts, give support on school trips and help with children's investigative walks around the local area.

41. The school provides sound information for the parents on the progress their children are making. Parents are pleased with the information they receive and agree that teachers are approachable. There are three formal meetings each school year at which the attendance is very good and parents feel that they are given adequate time by the teachers to discuss their child's progress. However in discussing the attainment of the pupils the school does not suggest targets for improvements. The annual reports to parents are rather descriptive and give no indication of levels achieved or of targets for future development; however the comments on personal development are perceptive and more concise. The parents of pupils with individual education plans are asked to sign the plans at the parents' evening but are not as yet included in the drawing up of these plans.

42. Overall the links with parents are satisfactory in the nursery and reception class. The notice board for nursery parents gives a good range of information regarding their child's early education and childcare support. It also informs parents of the topics and work that the children will be covering in the next few weeks. During the week of inspection three parents volunteered to come and work in the nursery. The information provided to reception parents is limited in comparison outlining briefly the work that the children will be involved in, for example, asking parents to discuss the number of their front door and send the child's address into school. During the inspection week there were no parent helpers in the reception class. There is a positive approach of welcoming parents into school but this could be developed further to build upon the work of external agencies, for example the Sure Start local programme projects.

43. The parents make a sound but limited contribution to the pupils' learning at home and at school. The school tries hard to encourage parents to be more involved, but currently there are no parents helping in school in lessons apart from the nursery.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. Overall the leadership and management of the school are satisfactory. Since September the headteacher and senior management team have been effective in uniting the two school teams, creating a positive ethos for learning in which the care for pupils is a priority, as well as developing a strong will to improve from all parties. The drive, energy and commitment from the headteacher in particular has been outstanding and she is well supported by the deputy head in all aspects of her management. However, the management team needs to be extended in its membership in order to rigorously address the raising of standards particularly in English, mathematics and science throughout the school. The school as a whole has a strong commitment to positive relationships and equality of opportunity for all. The nurturing programme, which introduced personal, social, and health education, circle time, assertive discipline and citizenship have all contributed to the significant improvements that are acknowledged by the staff, governors, parents and pupils of the school. Through appropriate action upon amalgamation, Farringdon Primary can now be considered to be an improving school underpinned by a clear united determination to further improve.

45. The governors are justifiably proud of the school's achievements since the amalgamation in September 2001 acknowledging the short space of time within which a positive ethos has been established. They show an informal knowledge of the strengths and weaknesses of the teaching, but overall need to play a more active part in the strategic direction of the school and the formulation of the School Improvement Plan. Governor links to curriculum areas and health and safety need to be developed and the curriculum committee membership needs to include representatives from the governing body. Overall, there needs to be improvement in the governors' role in fulfilling their statutory responsibilities which is at present judged to be unsatisfactory

46. Classroom monitoring and evaluation has taken place and management are very aware of the strengths and weaknesses in the quality of teaching across the key stages. There is no clear, well-focussed monitoring and evaluation programme in place which is understood by all parties. Management are keen to develop further the pupil tracking procedures throughout the school in order that all teachers are more accountable for the progress of their pupils. The school acknowledges that assessment procedures are in a very early stage of development. Performance management procedures are in place.

47. The monitoring role of curriculum co-ordinators is under developed. The school has prioritised literacy and numeracy and the co-ordinators have been supported well by the LEA since the amalgamation. The co-ordination of mathematics and religious education is good. Science and PE have made a good start but are not always directly focused upon the strengths and weaknesses in the teaching of their subjects or the standards achieved particularly at the end of both Year 2 and 6. All subject co-ordinators need to be clear about their future priorities.

48. The aims of the school, its values and policies are implemented well and the headteacher has made considerable progress in establishing an ethos for learning within the school. Pupils are now enthusiastic about school, have very good attitudes to learning and have developed very good relationships with adults and each other. The headteacher has been particularly effective in this area through gaining the respect of all pupils and through the appropriate care and support she gives to all pupils and all staff. The management of the school are aware that it takes longer for improvements to affect the National Curriculum tests, nevertheless the school is committed to achieving higher results and standards throughout the school.

49. The school is appropriately staffed with the correct number of qualified teachers. There are good induction procedures in place to support new staff and also good support is given to newly qualified members of staff by the deputy head. However at present there are a small number of support staff working closely with the class teachers who make a valuable contribution to pupils' learning but there are insufficient staff to enable the needs of all pupils to be fully met. The accommodation is well used and recently a learning library has been developed as well as a computer suite. The library is to be timetabled for use throughout the school.

50. The school has worked hard to develop a whole school approach to special educational needs involving all staff. This is still at an initial phase of establishment. The school uses designated funding appropriately and priorities for development are clearly outlined in the School Improvement Plan. There is designated time for the co-ordinators' role which, in an establishment phase, is largely concerned with procedures. A further development identified by the co-ordinator is more active support and assessment in classrooms. The school has not developed systems to identify the more able and gifted and talented pupils in order that they are challenged and developed appropriately in line with their abilities. The school has organised extra sessions, for example, Springboard, booster

classes and a breakfast club which provides mathematical activities to boost pupils' attainment and these are judged to be effective.

51. Careful financial planning of the headteacher and the chair of governors supports educational developments effectively. For example, the decision was made to keep the teacher pupil ratio small in order to help improve the behaviour of the pupils and also educational standards. The quality of financial control and school administration by the school secretary and the headteacher is of a good quality. The school makes effective use of new technology in the administration of the school and provides the school with very efficient systems of budgetary and financial control. The budget is monitored and variances checked regularly to prevent overspends and reports are made to the head teacher fortnightly and to the governors on a regular basis. The procurement system is very effective with costings regularly cross-checked and receipt of goods and payments properly and securely monitored. The school is very aware of the need to get the best value for all pupils and in this they have been successful.

52. Overall the school is now in a strong position to maintain all the improvements made to date since amalgamation and by reviewing the structure, roles and responsibilities of the senior management team there is the potential to build upon the present situation to rigorously pursue raising educational standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve the quality of education provided the head teacher, staff and governing body should:

1. Continue to raise attainment in English throughout the school by:
 - Developing a more rigorous and sustained assessment for reading and writing against National Curriculum levels of attainment;
 - Developing the use made of end of key stage assessments to identify areas for future improvements;
 - Prioritising the development of spelling throughout the school.
(These are identified in paragraphs 36,80,85,87)

2. Continue to raise attainment in mathematics throughout the school by:
 - Improving the pace of curriculum coverage;
 - Monitoring the consistency of practice throughout the school;
 - Differentiating the work and challenge given to meet the wide range of abilities.
(These are identified in paragraphs 91,93,95)

3. Continue to raise attainment in science throughout the school by:
 - Differentiating work in order that tasks set are appropriate to abilities;
 - Setting targets for the end of KS1 and KS2
 - Completing the scheme of work.
(These are identified in paragraphs 98,100,101)

4. Improve the following management strategies:
 - devise a rigorous monitoring and evaluation strategy which is sharply focussed on improving the quality of teaching issues;
 - Further develop the roles of curriculum co-ordinators;
 - Further develop and establish the assessment and pupil tracking procedures across the curriculum;
 - Ensure that the governing body effectively fulfils their statutory duties.
(These are identified in paragraphs 44,45,46,47)

5. Devise a strategy of support for the more able and gifted and talented pupils in the school.
(This is identified in paragraphs 7,16,28,50,85,89)

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

- Continue to prioritise the present procedures to improve attendance;
(This are identified in paragraph 34)

- Further development of the IEP process to promote the involvement of pupils and parents as well as identifying the range and outcomes of specific specialist support;
(This is identified in paragraph 41)

- Review the SEN register to identify whether pupils at School Action for under-attainment in literacy are receiving additional benefits from being on the register.
(This is identified in paragraph 37)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	17	42	28	6	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll	17	399
Number of full-time pupils known to be eligible for free school meals	Not applicable	117

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	1	104

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	91.9
National comparative data	94.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	25	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	16	17
	Girls	19	20	22
	Total	33	36	39
Percentage of pupils at NC level 2 or above	School	70 (n/a)	77 (n/a)	83(n/a)
	National	84 (84)	86(86)	90(91)

Teachers' Assessments		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	20
	Girls	20	22	25
	Total	35	39	45
Percentage of pupils at NC level 2 or above	School	74(n/a)	83(n/a)	96(n/a)
	National	85(85)	89(89)	89(89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	38	38	76

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	19	28
	Girls	26	20	25
	Total	48	39	53
Percentage of pupils at NC level 4 or above	School	62(n/a)	51(n/a)	69(n/a)
	National	75(75)	73(71)	86(87)

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

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	395		9
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	2		
Black or Black British – Caribbean	1		
Black or Black British – African	1		
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

The table 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)	19
Number of pupils per qualified teacher	
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	195

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	13
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FTE means full-time equivalent

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

Financial information

Financial year	2002-03
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	£
Total income	911,261
Total expenditure	912059
Expenditure per pupil	1961
Balance brought forward from previous year	N/a
Balance carried forward to next year	-798

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	445
Number of questionnaires returned	203

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	151	47	4	1	0
My child is making good progress in school.	156	40	3	2	1
Behaviour in the school is good.	127	65	4	3	1
My child gets the right amount of work to do at home.	92	79	22	4	5
The teaching is good.	162	40	0	0	1
I am kept well informed about how my child is getting on.	163	36	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	161	41	1	0	0
The school expects my child to work hard and achieve his or her best.	162	40	0	0	0
The school works closely with parents.	127	66	6	0	3
The school is well led and managed.	135	57	6	0	2
The school is helping my child become mature and responsible.	152	47	1	1	1
The school provides an interesting range of activities outside lessons.	119	59	12	1	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

53. Overall the provision for children in the nursery and reception class is satisfactory. The school has undergone a significant amount of change in this area recently as the nursery building was completed a few weeks prior to inspection and the reception class has moved from working in three areas in the school to two areas in a different part of the building. An evaluation of the impact of the present organisation of the nursery and reception classes upon the attainment of the children has not been undertaken.

54. Children start in the nursery soon after their third birthday and there are intakes in September and January. Children transfer to the reception class in the year in which they are five.

55. The quality of teaching in both the nursery and reception class is satisfactory overall but planning across the two years is not underpinned sufficiently by a sound early years philosophy. For example, planning does not include daily opportunities to develop early reading and writing skills that are systematically developed in the nursery and reception class to ensure that a solid foundation is established upon which future learning can be built.

56. When children begin nursery their attainment is variable but overall it is below average, particularly in language development. The majority of children are broadly achieving in line to attain the early learning goals by the end of the reception class. However if the weaknesses in the present organisation of reception class and planning remain, this may lead to some of these children underachieving due to the non-consolidation of basic skills. Children with special educational needs are well supported in activities by the nursery nurse who appropriately repeats questions in order to facilitate the inclusion of the children in the activities.

Personal, social and emotional development

57. The children make satisfactory progress in personal, social and emotional development but the planning around topics means that this aspect is not given sufficient emphasis given the age of the children and the low attainment on entry. In reception class for example the organisation of groups is not well planned, generally leaving children to work out the make up of the grouping which results in some individuals wasting time in activities that are not well matched to their ability.

58. A clear code of behaviour is very apparent in the nursery and reception classes and the children are developing a good understanding of what is right and wrong and how they can work harmoniously together. Children are very responsive to tidying up after an activity, they behave well in and around the school and their relationships with adults and with each other are very good.

59. Planning does not yet address the progression throughout the nursery and reception class of the below average entry skills in social and personal skills of a third of the children.

Communication, Language and Literacy

60. Good opportunities are provided for children to communicate thoughts, ideas and feelings and to build up relationships with a number of adults and each other. In the nursery some children's speech is indistinct and often immature and every opportunity is taken to

enhance and extend speaking and listening skills through well-planned activities. The nursery nurses in both classes play an important part in supporting children in this area of development. A walk in the 'forest' encouraged, inspired and motivated the children to talk about the '3 little pigs' and the children helped each other to relate the incidents of the story. The enthusiasm of some individuals to articulate events was a delight to observe.

61. In both the nursery and reception class, children handle books with care, show an understanding of how books are organised and show an appropriate development in organising and sequencing feelings and events. Phonics teaching in reception is good and children made real progress in reading skills. Activity work however is often disrupted by the changing of groups which results in a lack of pupils' concentration.

62. Just under two thirds of the children are broadly in line to reach the required standard by the time they move onto Year 1 but the school does not give sufficient attention to daily activities being built into the working day to practise early reading and also early writing skills. For example the children are not involved in the daily reading of their names and appropriate daily writing activities to support all children recognising and forming well shaped letters.

Mathematical development

63. Mathematics is taught well and children of all abilities are making appropriate progress, enabling about two thirds to reach the required standard in this area of learning by the end of reception class. There is a good practical focus to activities, which are carefully planned to increase levels of knowledge and understanding.

64. In the nursery, games and activities are used to help the children match, sort into sets and recognise numbers. The children can say and use number names and many can count reliably up to 10 everyday objects. Mathematical language is extended in all activities and the children are able to talk about shapes or arrangements. They also can recognise shapes in everyday objects. Opportunities are provided for the children to learn about capacity in sand and water play.

65. In the reception class an activity linked to Postman Pat and counting the parcels in his postbag enabled all children to fully participate in counting up to 10 objects by saying one number name for each item and showed increased confidence with numbers in spotting errors. Many children were able to determine the next number on in a practical activity and show a good knowledge of matching shapes by recognising similarities and orientation in different designs. There are however missed opportunities to involve the children in daily counting activities, for example how many children have packed lunch.

Knowledge and understanding of the world

66. Teaching in this area is good, enabling the children to make good progress in the activities set but there is no planning of the progression of skills in order that all children will achieve the required standard in this area of learning by the end of reception class. At present two thirds of the children's attainment is in line with that expected for their age.

67. The topics and resources chosen in both nursery and reception motivate and challenge the children well and are further enhanced through local visits. Activities are based on first hand experiences that encourage exploration, problem solving and prediction. For example, the reception class took a walk in the local community, which allowed the children to closely examine the buildings that surround their school and helped them to work on a large scale in mapping. Making greater use of the photographs taken on this walk will enable the children to re-visit their learning and learn from each other.

68. Children in the reception class show interest in why things happen and how things work. Resources including bulbs and batteries stimulated their curiosity and some were able to articulate how to make the bulb light by making the appropriate connections with the batteries. Those children who are less articulate expressed their interest through facial expression and movement but clearly understood the main concepts. One child took the task further and secured a bulb in the doll's house as it did not have any lights.

69. In both the nursery and reception class the children use computers well to support their learning. They can perform simple functions demonstrating good hand – eye co-ordination using the mouse. Children have continuous access to the computer in the nursery and it is always in use. The children can select a shape, decide on colour preference in a paint programme and perform simple functions. Some pupils in reception class are able to name the different parts of the computer and they are beginning to use a programmable robot to support learning by seeing how far they can make it go. Generally in the nursery all children show an interest in using information technology and many choose this as an activity when given free choice. The children are on track to reach the required standard in this area of learning by the time they reach Year 1.

Physical development

70. The outdoor area adjoining the nursery classroom is resourced with good quality equipment that allows children to move individually and as part of a group. This is a newly developed aspect that will have a positive impact upon the progress made in this area of development. At present almost half the children will reach the required standard by the end of reception class.

71. In reception class an outdoor activity supported the children in developing a clear understanding of words such as 'follow', 'lead' and 'copy'. Physical movements such as hopping, and skipping were demonstrated by the teacher and the children copied these well. Good health and safety tips were given by the teacher to ensure the children concentrated well when walking backwards. When given the opportunity the children confidently took the lead demonstrating their actions both verbally and non verbally.

72. Although the skills of co-ordination are still quite low the children display good levels of effort and concentration in this area.

73. Planning does not however include daily challenging opportunities for the children to climb and balance. The school is well aware of the need to improve this area of provision and extend further the outdoor area into a learning environment.

74. Throughout the activities in the nursery and reception, the children use a wide range of materials and equipment with a slow but increasing control and confidence. However, about half the children's skills in pencil holding and scissor control is under-developed as progression in these skills is not planned on a regular basis in order that all children reach the required standard by the end of reception class. The activities provided do enhance children's skills but overall there is insufficient planning to progress these skills systematically over the full two years.

Creative development

75. By the end of the reception class the majority of children are in line to reach the required standard in this area of learning due to the wide range of activities that are provided for children to respond to by using their different senses. Sufficient time is given for children to explore, develop and finish their ideas and a wide range of resources are available for this

aspect. The staff also use every opportunity to capture the children's interest and imagination to work creatively through art, music and role play which encourages and allows the children to make choices and decisions about their learning.

76. In nursery the children's interest level was very high in the role-play of 'Sleeping Beauty'. The resources provided were appropriate and of a high quality, which stimulated, interested and motivated the children to be involved and fully participate in the activities on offer. The castle, a four poster bed and clothes for a prince and princess provide an excellent basis for children to communicate their ideas and feelings, make connections, innovate and solve problems. The children respond by grasping readily the freedom to develop their own ideas, by taking risks and experienced the unexpected in playing alongside and fitting in with the imagination of others. The nursery nurse sensitively supported the process and developed the children's language and vocabulary by explaining carefully the difference between 'steering wheel' and 'spinning wheel'.

77. In reception class the teacher modelled well the creation and design of wrapping paper first by showing the children a good variety of high quality wrapping paper which included a good variety of shapes and colours. After discussing the detail of the paper the teacher then showed the children how to use the printing shapes and encouraged the quality of the finished product by providing the children with a very creative variety of pre-mixed colours. The children eagerly attempted the activity in the confidence that they knew exactly what was expected of them in every aspect of the task. They also enjoyed the freedom to make their own design. The children in both classes join in readily and happily with singing games and action songs.

78. The parents' noticeboard in nursery gives good detailed and relevant information for parents of young children. Leaflets are displayed regarding the Foundation Stage, nursery education and also childcare services. Information is displayed on the work covered in nursery, for example, 'We are learning about houses and homes' and questions are highlighted to stimulate discussion and also information regarding the fairy stories that the children will be listening to. Information for reception class parents is limited in comparison. Parents are encouraged to help their child copy their door number and send the number and address into school for further work.

79. Good links are made with an external agency in identifying the need for other forms of pre-school provision and also with the local Sure Start programme in developing a weekly lending service of packs to specifically improve communication, language and literacy skills to parents.

ENGLISH

80. Test scores in 2002 in English were well below that of other schools nationally in Year 2 and 6 and well below when compared with similar schools at the end of Year 2. By the end of Year 6 when compared with similar schools the school is below average. Inspection findings indicate that the overall provision for English was judged to be improving due to the recent focus of training and the monitoring of the quality of teaching and standards are broadly in line with those expected nationally at Key Stage 1 and 2. The school has identified key areas for development this academic year in pupils' speaking and listening, handwriting and structure of pupils' written work. The school has also identified spelling as an area requiring further improvement, which was corroborated by inspection evidence. There is a real determination to tackle underachievement and this is demonstrated by recent improvements. All groups of pupils make satisfactory progress. Pupils with special educational needs and those with English as an additional language,

make good progress but the more able pupils are not challenged sufficiently. There are no significant variations in the achievement of boys and girls.

81. By the age of seven pupils have made good progress in speaking and listening, taking into account the low levels of attainment when entering school. By the age of eleven progress in speaking and listening is generally satisfactory. Examples of good progress were to be found in Year 5 and 6 due to very good focused teaching. For example, the recent development of "paired talk" was being consistently applied across the school and was particularly effective in enabling all pupils to make contributions to lessons. This enabled the teacher to assess pupil understanding and clarify misconceptions.

82. By the age of seven, pupils' progress in reading is satisfactory. Higher attaining children have secure independent reading strategies, which enable them to read accurately with a sense of meaning. They are able to empathise with characters, confidently articulate opinions and understanding of the text. Lower attaining pupils are interested in their reading and enjoy listening to and talking about stories. However, they struggle to apply their phonic knowledge, evident when trying to blend sounds to read unknown words. Pupils rely too heavily on initial letter sounds, picture cues and reassurance from the teacher. By the age of eleven, confidence and independent reading skills are satisfactory to good. Higher attaining pupils are able to summarize what they read, articulate personal responses and discuss stories by favourite authors. One child described JK Rowling as "Great. You can picture the scenes really well. She makes you want to read on". Lower attaining groups are able to use a range of reading strategies in order to read accurately, although in some cases this is not secure. Comprehension skills lag well behind their ability to decode, as a result hampering their reading development. Pupils have a range of texts from which to choose when taking books home but are insufficiently challenged to extend their reading repertoire in school, due to the emphasis on one particular reading scheme. Recent purchases of resources are starting to address this problem.

83. By the age of seven, pupils are making satisfactory progress in writing. Pupils' writing is hampered by limited experience and variable basic skills when entering Year 1. Teachers have been working to raise standards through improved two-weekly planning and setting class targets. Pupils' confidence is low but improving. They are not yet able to sustain writing of any length and detail. Poor segmentation skills mean that spelling is often inaccurate by the time pupils reach the end of Year 2. Consequently, the emphasis in Years 3 and 4 is spent addressing the needs of less able writers. Coupled with limited assessment procedures means that more able pupils are not challenged. By the age of eleven, pupils' progress in writing is satisfactory due to increased levels of very good teaching in Years 5 and 6 that enables pupils to significantly improve their written work. Handwriting has improved greatly this year. A whole-school emphasis on the teaching of handwriting has improved the standard of handwriting throughout the school. It is easy to see the difference in the quality of work at the beginning of the academic year to that produced now.

84. Overall the quality of teaching is good. Sometimes standards are patchy and this is illustrated in the variable standards of attainment particularly for pupils aged seven to nine. Where the teaching is good, all teachers make objectives clear and link lessons to previous learning. There are good links between whole class teaching, independent activities and discussion time at the end of each lesson. Where teaching is very good there is a brisk but calm pace to lessons. Good use of prompts and resources supported pupils learning. Teachers made explicit references to reading strategies such as phonic, graphic and contextual cues. In writing, pupils are encouraged to orally rehearse sentences prior to writing. The strategic use of 'what I'm looking for', prompts, connectives' and 'powerful verb' cards enables all pupils to make progress during independent activities. A high expectation

of work and behaviour fosters very good relationships, positive attitudes to learning, mature responses and improving standards.

85. Throughout the school there is a lack of rigorous and sustained assessment for reading and writing, leading to poorly judged targets for improving the work of individual pupils. This lowers expectations particularly of the more able pupils and makes differentiation between groups indistinct. In pupils' work pupil errors are not sufficiently resolved by teacher marking.

86. Throughout the school support staff are well deployed in English and Literacy Hours. They share teacher planning and make good contributions to support pupils with special educational needs. Support staff targeted at intervention programs, expect pupils to work hard and achieve best standards. Early indications through analysis of work for current Year 5 using progress checks show that skills level is improving. One pupil stated "my writing sounds like a book it didn't used to. My handwriting was horrible now it's lovely. I can use words like 'wretched'. It's easy when you know what to write."

87. The school has made good use of the local authority literacy consultant to support recent improvements but the co-ordinators have not yet gained a strategic view of their subject in order to maintain recent improvements. Monitoring and evaluation of lessons has supported staff to raise standards but this is not done on regular basis. Insufficient use made of end of key stage assessments to identify areas for future improvement. Resources are good. Recent improvements to library provision coupled with staff training will support future developments in the raising of standards in English.

MATHEMATICS

88. Test scores in mathematics are well below that of other schools nationally and when compared with similar schools at the end of Year 6. Inspection findings indicate that standards in mathematics are similar to those expected nationally at Key Stage 1 and 2. This is an improvement on the pupils' results attained in the 2002 tests. Present findings are above the 2002 test results because of the school's improvements in the teaching of mathematics. The main factor has been the support provided by the numeracy consultant who has provided training and support with priorities identified for the school to address. The Local Education Authority has also provided support on improving the teaching and learning. The school has organised initiatives such as additional classes for pupils needing an extra boost to reach average standards in Year 3 and 6 and these are helping to raise attainment. In Key Stage 1 there is an effective breakfast club for Year 2 pupils taken by two support staff, which provides mathematical games and activities to boost those pupils identified as below average. Pupils make good progress in these sessions, benefiting from the smaller classes and it is expected that they will contribute to improvements in standards at the end of the year.

89. There are still many aspects of the subject to address. There are few examples of planning which provide for the range of ability in the lessons. Pupils' work shows very little differentiation of tasks in lessons. Objectives are planned for age appropriateness but some strands of the mathematics curriculum are under-represented. There is little use of using and applying mathematics. Problem solving often refers to word problems and there are few examples of measures, shape and space in the written work. Subtraction and division methods of calculation, especially for pupils aged seven to eleven, are not developed consistently. Homework is not contributory, especially at the end of Key Stage 2, in enabling pupils to practise at home and teachers using error diagnosis to feed back into lessons. More able pupils under-achieve but pupils with special educational needs, English as an additional language and lower achievers are supported well through school arrangements for targeted groups and individuals to receive extra support.

90. By the end of Year 2, pupils can count up in tens to 390 and addition facts to 10, but there are few opportunities for opening up the questions to see who can count up in larger or different numbers or add numbers up to and beyond 10. Pupils are able to make a frequency table of data collected from votes for the most popular treats. Some pupils are able to interpret information from a bar graph with a vertical axis labelled in fives. By the end of Year 6, pupils are able to make long multiplication calculations using a variety of methods. There is not always consistency in the methods being used to support pupils' understanding. Standard methods are sometimes used before the use of grid or partitioning methods. Pupils are secure in using a protractor to measure angles to the nearest degree and can use this skill to calculate the sum of the angles in a triangle.

91. The quality of teaching is good overall although lessons range from being very good to unsatisfactory. Teaching in Years 1 and 2 is mostly good. Where the teaching is good, a poster of a bus and a spider chart is used effectively to teach addition facts. Lessons have good pace, there are plenty of interactions and the tasks are differentiated for a range of abilities. The more able make up number facts up to 15 and the less able, up to 6. Teaching for the seven to eleven year olds varies from very good to unsatisfactory. Where the teaching is very good, there is a brisk pace and change of activities to develop the pupils' skills in calculating angles in triangles. Pupils' understanding is monitored through questioning, methods of measuring and calculating are well modelled giving individual and group support throughout. Plenaries use example questions from the end of test papers and all the pupils are able to answer the questions confidently. Where the teaching is unsatisfactory, the progress in pupils' learning is slow because methods and explanations being used do not support their understanding. The use of adding zeros when multiplying may be a short cut when making a calculation but it does not build from the understanding of multiplying by ten and ten again for multiplying by one hundred. The booster groups are very effective and should contribute significantly to improvements in the standards.

92. Teachers are using the National Numeracy Strategy methods with increasing confidence. Teachers begin lessons sharing the objectives with the pupils. There is constant questioning of pupils to involve them in contributing to the explanations and calculations. The teachers try to make lessons interesting, for example, one Key Stage 1 class chants 'come on out'. Another Key Stage 2 class has a 'Countdown' to see if pupils can make up the target number using various operations. The teachers provide very effective visual demonstrations through the use of overhead projectors when using protractors for measuring angles. Teachers refer to flashcards of vocabulary names and terms to reinforce the pupils' learning. The plenary is often used to good effect picking up on errors from the pupil's work and getting other pupils to contribute ideas. However the plenaries in some lessons do not assess what learning has taken place or take the knowledge and understanding further.

93. Leadership of the subject is good. The mathematics coordinator has worked well with the LEA numeracy consultant through a careful analysis of tests to identify priorities for improvement. The medium term plans have been modified to address areas for development. The agreed focus for consultant support is appropriate for raising standards in Years 5 and 6, and address the priorities in problem solving and measures, shape and space. Systems for monitoring pupils' progress are being put in place but, as yet, there is no tracking of pupils' progress against individual targets to improve the value-added effect for pupils. The present Year 6 have taken the Year 6 tests in December and the results have been analysed to redefine support and target particular areas of mathematics and groups of pupils.

94. Teachers have responded to the support well. Short term plans are being evaluated, especially in Key Stage 1. Records of individual assessments are evaluating progress of

pupils' skills and knowledge in each of the mathematical strands. The half-termly assessments developed in Key Stage 2 use previous test questions which are good for preparing the pupils for the tests but there are also ordinary practice questions being used which are styled to expect a standard written answer and limit the different ways of making calculations which are available.

95. Improvement in mathematics has been late in coming but the foundations are in place. If the pace of curriculum coverage is improved, more consistency of practice provided and greater attention and challenge given to meeting the range of ability, the school should meet the targets in mathematics that they have set for themselves.

SCIENCE

96. Standards in science show that Year 2 pupils are performing in line with other schools nationally. Performance in life processes and living things and materials and their characteristics are particular strengths at level 2. Attainment in experimental and investigative science is below national expectations. At the end of Year 6 test scores show that attainment is well below that of other schools nationally and schools with a similar amount of free school meals. The performance of boys and girls is very similar. Present findings indicate that standards throughout the school are in line with expectations overall but there are very few pupils attaining above average. Pupils' work shows that pupils of differing abilities are completing the same work. There is good coverage of all aspects of the science curriculum and an emphasis on experimental and investigative science in the school's improvement plan is evident in practice across the school. Pupils exploring different light sources in Year 1 can suggest a wide range of light sources and they explore how objects in a dark box cannot be seen until a light is shone into the box. Pupils in Year 2 can use a table to record observations of how materials such as bread and eggs change when they are heated.

97. Pupils in Year 3 predict and then test different materials to see which are magnetic and form a generalised statement that 'some metals are magnetic' on the basis of their investigation. They confidently experiment with the various magnets and explore their properties of attraction and repulsion using the correct vocabulary. Classroom displays show that investigations have been conducted such as 'Which paper will soak up the most water?' In Year 6, pupils investigate how they can obtain clear water from dirty water and plan in pairs to decide how to separate a mixture of sand and gravel in water. The idea of filtration is understood by some pupils at the start of the lesson but by the majority by the end of the lesson. Work in pupils' books shows that there is coverage of the science curriculum apart from Year 4 where there is very little recording.

98. By the end of Year 6, pupils can describe the processes of evaporation and condensation. They talk about the earth, moon and sun and the impact of the angle of the earth's axis on the weather and seasons. They can talk about the need to control variables to make a test fair. Lower ability pupils record by filling in the missing words on a worksheet, higher attaining pupils copy out the passage in their books which does not challenge their learning sufficiently. This method of recording however does not enhance pupils' scientific knowledge or provide a strategy for recording investigations. Too much of the teacher's marking is focused on the quality of presentation rather than on the scientific content. Some very good use is made of the computer to record tables of data and block graphs.

99. Teaching ranges from good to unsatisfactory. Where the teaching is good, planning is good, with clear learning objectives, which are shared with the pupils and evaluated at the end of lessons. Pupils are introduced to scientific vocabulary with careful attention to spelling and the definition of each word, supporting literacy skills. Teachers encourage pupils to make predictions and to offer reasons for their ideas. Pupils are respected and

their ideas are valued. Lessons are well organised and teachers capture pupils' interest with challenging problems or good use of resources, for example when pupils test the effect of squashing, bending, twisting and stretching on different materials. Relationships in classrooms are very good and pupils' responses are good. They work well together, share resources and ideas and successfully plan investigations. Where teaching is unsatisfactory, teachers' subject knowledge is not secure. For example prior to pupils working on separating a mixture the teacher reminds them of dissolving sugar in water from the previous week. Pupils could have been confused about the difference between a mixture and a solution. Further professional development or provision of supportive teacher resources could help prevent the introduction of possible misconceptions to pupils.

100. The school is using a national scheme supported by a commercial scheme for pupils aged seven to eleven. There are plans to bring the two schemes together to form a comprehensive scheme for the whole school. An annual plan ensures a balance between life processes and living things, materials and their properties and physical processes. At present the priority is to develop experimental and investigative science and this is to be supported by a recently purchased resource to help assessment of this area. The subject co-ordinator is knowledgeable and she is involved in professional development to enhance her skills. She uses external agencies wisely to help her achieve her goals and is re-organising the resources to match the scheme of work. Most of the resources are centralised with a few regularly used resources, such as magnifying glasses, kept in classrooms.

101. Data analysis is developing. Optional tests were recently used with Year 6 pupils to identify weaknesses in their current knowledge and understanding. Dissolving and solutions was identified as one weakness and this has been acted on already. No targets are set for attainment at the end of each key stage and parents are not informed about the work pupils are to cover over a term. No individual pupil records are maintained for science other than annual reports, though teachers record achievement at the end of each unit of work for the whole class. Teachers do not have an individual record of what pupils know, understand and can do to inform their planning. An audit supported the formation of the science action plan and an audit of teachers' subject knowledge has been completed. Monitoring and evaluation are under-developed. To date the co-ordinator has only been able to observe teaching in Years 3 and 4.

ART AND DESIGN

102. Overall the attainment of pupils is good throughout the school. The quality of the art work makes a significant contribution to the school environment. Teaching varies from good to unsatisfactory.

103. Planning for the subject is good and designed to develop pupils' skills over time. By the end of Year 2, pupils' paintings and drawings reflect the range of techniques being developed and the opportunity for pupils to use their own creativity and imagination. Local photographs of buildings have been the source of sketches and prints to show the differences in shapes and patterns. Pupils use such terms as repeating, horizontal and random for describing the patterns. By the end of Year 6, pupils are able to make still life drawings from three-dimensional objects arranged to make visually stimulating compositions. The forms are supported by vocabulary such as transparent, soft, light, shade, focus and tone.

104. Lessons have clear introductions and the sharing of the intentions of the lesson. In a lesson about working together to design a sculpture for a specific place the teacher provided the pupils with pictures of sculptures built in other schools. Good questioning is used to

promote discussion of what pupils think of the sculptures. One child said 'It's like art and makes it interesting'. The design of the sculpture was significantly limited to develop creativity and imagination, by using 2D shapes to draw around. Pupils of eleven years of age show they are able to reproduce the approaches of different artists in drawing a landscape. The pupils competently use pastels and chalk and develop sophisticated techniques to get the effects they desire.

105. At present, the subject responsibility is covered by the headteacher and deputy headteacher. A coordinator has yet to be appointed. The school curriculum follows the nationally approved scheme and the balance of coverage is predominantly drawing and the new sketchbooks are supporting this. However, there are relatively few examples of the range of materials and processes to be expected in creations such as textiles, digital media, sculptures and print making. The school has clear views as to how the teaching of art should be developed in the school. An artist has been in the school taking pupils for pottery making. The school has set up with the local arts project leader, who is based at the school, some exciting workshops in digital photography for pupils.

DESIGN AND TECHNOLOGY

106. Standards by the age of 7 and 11 are in line with national expectations and pupils' progress is satisfactory throughout the school. Pupils who have special educational needs and those for whom English is an additional language make similar progress to their peers. Boys and girls have equality of access to resources and opportunities.

107. By the end of Year 2 progress made is satisfactory and attainment is in line with that expected. Pupils make annotated designs of playground equipment and construction from a range of materials. In Year 2 pupils make good labelled diagrams and investigate the variety of ways to make joins, staples, glue and stitching. Stitching is chosen as the preferred method and a cloth hand puppet is then produced. A pupil was enthused to make a puppet at home and this was valued within the class.

108. The quality of teaching is satisfactory overall with some very good teaching in upper Key Stage 2. The pupils often work in pairs or groups collaborating on design and production of proposals and models. In the lower half of the key stage they evaluate their success saying which elements worked or did not work. An example of this is seen on a display of photograph frames with evaluations of which stand was the most appropriate. Pupils use the internet to help them research a fairground project and Junior Cad to help make random designs. Pupils are able to make design proposals, disassemble, investigate gather ideas and plan and there is some evaluation of completed products. Pupils and teachers are enthusiastic about the subject and pupils make progress over time.

109. The curriculum meets the statutory requirements. There is a policy in place and the scheme of work follows QCA recommendations. Teachers use Grid Club lessons and DATA Primary pack as additional resources. There are sufficient resources to deliver the curriculum although some of these need updating. Parallel classes plan to manage the same activity and share resources. The co-ordinator is new and has sound subject knowledge and the subject is led satisfactorily. There is some scrutiny of teachers' planning and pupils' work to help evaluate coverage and progress for pupils. Some pupils' work is stored in design technology files but this is not common throughout the school. Assessment points are recorded on the appropriate sheets but comments are mainly anecdotal and there is no levelled or moderated work to help teachers or pupils to make judgements against.

GEOGRAPHY

110. Attainment in geography at the ages seven and eleven is broadly in line with national expectations. Between the ages of five and seven pupils make comparisons between contrasting landscapes 'An Island Home' with the immediate locality. They are able to identify human and physical features and use appropriate vocabulary when labelling maps for example, 'grass', 'mountain', 'shops'. There is evidence of pupils responding to geographical questions such as 'What would you like to do on the Island of Struay?' The writing outcomes from all pupils include comments such as "I would like to live on Struay because I could watch the sheep get dirty in the boggy lock" which demonstrates their developing knowledge and understanding of places.

111. Between the ages of seven and eleven examples of progress are evident from pupils work books, although there are inconsistencies in terms of quality between year groups. Pupils are encouraged to make observations between the weather in Britain and other areas around the world and use appropriate symbols and label maps. Outside agencies such as 'Walkwise' are asked to lead safety walks in the environment, examine passing traffic near the school and this leads to a development of pupils' knowledge and understanding of the people who work in the area. In Year 4 pupils are encouraged to locate key information in order to draw up a list of similarities and differences between localities. In Year 5, pupils are encouraged to contrast physical and human features with a local study of Weardale. Through a mixture of labelling, drawing, writing, teacher questions, pupils demonstrate satisfactory knowledge and understanding of place. Good links are made to literacy when pupils were asked to write an argument for and against the development of a countryside environment. By the end of Year 6, the attainment of pupils reflects a satisfactory knowledge and understanding of place, environment, physical and human features.

112. Where the teaching is good, teachers locate a good range of resources and provide a clear focus to the lesson. Effective explanations of reading strategies enabled pupils to locate information. However higher attaining pupils are insufficiently challenged.

113. The school uses a National curriculum scheme of work for geography as the basis for curriculum planning and has adapted these to take the local context into account. The school policy is up to date. The co-ordinator has not had the opportunity to monitor teaching and learning and although opportunities for assessment are built into the scheme they are underdeveloped. As a result the co-ordinator has no overview of standards or quality of teaching in their subject area. Resources are adequate.

HISTORY

114. Attainment in history is in line with that expected for pupils at the end of Year 2 and Year 6. In the work seen progression within history tends to demonstrate pupils' factual knowledge rather than their ability to interpret historical sources of evidence. There were also some inconsistencies between year groups in the quality of progression within a unit and pupils' presentational skills.

115. Pupils build up their sense of chronology satisfactorily. By the end of Year 2 pupils compare 'old' and 'new' toys to gain an understanding of past and present. Teachers use street walks to develop children's knowledge and understanding of how things change and stay the same. In a Year 2 study of Florence Nightingale and Guy Fawkes, pupils understand satisfactorily the differences in how people dressed then compared to now. They have opportunities and demonstrate their knowledge and understanding of famous people when retelling stories about the past. In Year 6, pupils have a satisfactory understanding and knowledge of the periods which they have studied, such as the Celts, Romans, Ancient Egyptians, Ancient Greeks and Victorians. For example many older pupils

can describe reasons for changes in lifestyle over time, evident in their re-telling of everyday life as from the perspective of a Victorian. They draw and label old/new artefacts to show how they have changed. Role-play activities enhance pupils' understanding of the past such as the visit to Beamish museum. Pupils increase their historical knowledge as they study the reasons for the Roman Invasion of Britain. They examine satisfactorily the response of the Celts to their invasion, particularly in relation to Boudicca and are beginning to understand the impact of the occupation. Higher attaining pupils have opportunities to write letters home in role as Roman soldiers, which reinforce the factual learning and relevant vocabulary and builds upon their visit to Arbeia Roman Fort. In Year 5 pupils have studied civilisation in Ancient Greece and explained what Greece was like then and now. Good inference from a range of sources show that pupils have learnt about the contribution the civilisation has made on modern life.

116. In Year 3 work was differentiated and clearly explained and as a result, pupils made good progress including pupils with special educational needs. Activities reinforced understanding of the story of Boudicca and reason for her actions. This helped pupils empathise with life in those times. In Year 6 pupils enjoyed role playing 'Victorian Farmers', 'Factory owners' as they examined the impact of the railways on these different groups of people. The lesson focus was clear and through good teacher questioning lower attaining pupils made good progress.

117. The school uses a National Curriculum scheme of work for history as the basis for curriculum planning and have adapted these to take local context into account. Access to the Sandhill Centre provides the school with books/artefacts related to units of work. A start has been made to assess aspects of history but these are underdeveloped in order to inform any future planning. The co-ordinator supports staff informally, particularly with resources but there have been no opportunities to monitor teaching and learning. As a result the co-ordinator has no overview of standards. The policy is up to date. Organised visits to museums and historical sites such as Beamish or Arbeia enhance pupils' understanding of the past but this aspect could be developed further. Resources are adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

118. Pupils' attainment in ICT is in line with that expected from pupils at seven and above that expected for 11 year olds. Overall there is good provision for the teaching of ICT. There is a large well-resourced ICT suite and each classroom has the benefit of a computer, which is linked to the Internet. Teaching staff hold a wide range of ICT related qualifications and all have attended and benefited from training. This has helped to raise confidence among teaching staff and has an effect on pupils' standards. There are no significant differences between the standards achieved by boys or girls and all pupils are included within lessons irrespective of their level of ability. Pupils who have special educational needs and those for whom English is an additional language make similar progress as their peers, although those who are more able need a higher level of challenge.

119. There is an ICT policy and the scheme of work is closely linked to national guidance. Teachers can also choose to use this or the Local Education Authority scheme 'Involving the Learner', which translates key objectives into child friendly language. Assessment is linked to planning but there is some variation in the quality of comments. The co-ordinator has started to collect a portfolio of work, which is to be moderated.

120. Classes from Year 1 to Year 6 are timetabled for one formal lesson each week in the suite with a support assistant who is very experienced and highly skilled. She keeps records to monitor coverage of programme of study for all classes. This support is invaluable and a key factor in ensuring that pupils make progress within all lessons. Support given to those who are less able helps to keep them on task. However the size of classes means that not

all pupils can access a computer for the whole time in the suite. Teachers plan lessons to ensure that there is equality of opportunity and effective partner systems are in operation. Pupils save work to their own discs.

121. The quality of teaching and learning for pupils aged five to seven is satisfactory. Attainment is judged to be in line with national expectations and there is full coverage of the programme of study. Pupils show enthusiasm for the subject and talk about how they use the computer to make pictures and there are some good examples of work that show links with areas of the curriculum, an example of this is data handling in Year 1 used to support the current numeracy lessons.

122. The quality of teaching for seven to eleven year olds is good. Teachers show good subject knowledge. There is very good use of technical vocabulary, which is reinforced during lessons and teachers demonstrate the activities well. Pupils are attentive and apply themselves to tasks. Pupils in Year 5 could move, rotate and resize shapes within a graphic modelling package, they are able to self evaluate and say how they could make things better. Lessons generally proceed with good pace and appropriate reviews of activities are carried out clearing up misconceptions and furthering learning. Pupils in Year 6 were confident in opening up programmes, they could manipulate a protractor on screen with accuracy. They made good links as to how they would have to be careful when using protractors in future mathematics lessons. The work of Year 6 pupils is enhanced by the experience of visiting the Newcastle Evening Chronicle and producing newspapers. Pupils can insert graphics into text producing professional quality products.

123. One area that the school does not cover well is monitoring and sensing and there are no devices that can be connected to a computer to support this. Pupils are enthusiastic in talking about the use of ICT. Progress is seen in all lessons. Greater use however could be made of computers in the classroom to support learning across the curriculum and the work of the more able pupils.

124. The co-ordinator has only recently been appointed but is already providing good direction for staff. The co – ordinator scrutinises teachers' planning and pupils' work to ensure coverage and progression within the subject. Observation of teaching and learning does not currently take place. There is not a current development plan for the subject however the recent curriculum audit shows that the co-ordinator has a very good understanding of the actions needed within the subject and is to produce a comprehensive plan this year. Future needs include developing the suite for community use, providing a school website and upgrading computers. The general resources for the subject are good and good use is made of the local college to provide technical support.

MUSIC

125. Music attainment is variable throughout the school often depending on the skills and knowledge of individual teachers. There is a specialist teacher who contributes significantly to the standards, which are above those expected. For pupils aged seven to eleven the standards are satisfactory. However the older pupils have not yet developed the skills and knowledge to lead to more imaginative work.

126. Music plays an increasingly significant part in the life of the school. A few teachers have music in the classrooms as pupils enter for registration. Music is used to set the theme and mood for assemblies and some teachers use music to gain pupils' attention. A very well attended choir club enables pupils to perform and sing popular songs. A weekly dance club attended by Year 5 pupils are rehearsing a dance routine to perform at the Sunderland Empire Theatre. Pupils are encouraged to listen to music from a variety of cultures and play

instruments from around the world. For, example, a Year 1 class listened to a piece of music using the pan pipes and the teacher demonstrated the length of pipes used to make sounds of different pitch.

127. By the end of Year 2, pupils are able to make simple tuned compositions from their skills in the use of pitch. They are able to conduct their own tunes using simple signs. The pupils are also able to conduct the pitch contained in such songs as 'Row, row the boat ashore' and transfer the skills from their own compositions.

128. By the end of Year 6, pupils are able to play untuned instruments with control and rhythmic accuracy in the presentation of a composition. Some pupils are developing the pentatonic scale to develop their composition. However pupils have not developed notation or experienced other tuned instrument experience and there is little evidence of previous learned skills in composition.

129. The quality of teaching is good overall but the standard of music in the class of the teacher who is a specialist is significantly higher than that observed for seven to eleven year olds. The specialist teacher makes very effective use of pictures and symbols of items, which emit sounds such as a telephone, different animals and a bell. Pupils progress quickly to working with tuned sounds from chime bars and making up their own tunes. These skills are progressing well because they relate to previous work. Teaching in Key Stage 2 works within a limited focus using untuned instruments to develop composition for a 'Journey into Space'. The pupils are well focused on exploring the sounds to develop with the sequences in the story and compositions can be constructed. Tuned instruments are about to be included with the use of the pentatonic scale. A lack of skills in notation and of previous learned skills in composition hinder the development of learning in music.

130. The school offers little opportunity to learn a variety of instruments and therefore restricts the achievements of musically talented pupils. Presently there are lessons in guitar and the possibility of future learning in keyboards. The resources, which are quite plentiful, are not organised to support the teaching of the themes in the curriculum. There has been no monitoring of the subject by the coordinator and there is little evidence of the strengths and weaknesses in the subject. The school has recently begun implementing a new assessment system of the curriculum and these, when collated will provide some evidence of the level of development of skills and understanding in music in the school.

PHYSICAL EDUCATION

131. Standards in lessons seen are variable. By the end of Year 2, standards in gymnastics are below national expectations. Pupils know the difference between a curl and a stretch and are able to plan a simple sequence moving from a roll to a curl, but they are not yet linking actions and pupils' control of their movements is underdeveloped. When working with a partner only a few pupils are able to observe and then discuss their partner's routine. They understand the need to warm up and why they should get changed for P.E.

132. The quality of teaching and learning for five to seven year olds is satisfactory. Teaching for the seven to eleven year olds is good, though it ranges from unsatisfactory to a significant proportion of very good teaching. Teachers clarify the purpose of the lesson and give clear instructions. Where teaching is very good, teachers refer to previous learning and build on the skills already learned. They have very good subject knowledge and use demonstration by pupils to point out particular skills and enhance the performance of others. There is some very good use of paired work where one partner shows a sequence and explains to their partner how to copy it exactly. The teacher circulates pointing out ways of improving what they are doing and then reinforcing new skills with the whole class. The pace in lessons is brisk with a good balance between pupils being active, listening and

demonstrating. Where lessons are less effective too much time is spent with pupils queuing and the effectiveness of pupil demonstration is limited as the teacher does not make explicit the skills that should be observed. Pupils' enthusiasm is evident in the high levels of attendance at the many lunchtime and after school clubs. A group of Year 5 girls proudly demonstrate their dance sequence, which they have been practising in preparation for a performance at the Sunderland Empire Theatre. Pupils are very well behaved and respectful to each other and their teachers.

133. By the end of Year 6, standards are in line with national expectations but in gymnastics they are variable. In Year 5, where only half the class can perform a forward roll competently, standards are below national expectations. A small minority of above average girls are performing at the level expected by the end of the primary school, but no boys are attaining at this level. In other gymnastics lessons standards are in line with national expectations. In Year 3 pupils show a sound awareness of space and can perform a range of jumps and put them into sequence. They can form and hold a balance on a large part of their body and move from one balance to another. They work with a partner observing and then copying their partner's sequence of balances. In Year 6, pupils form and hold a balance on only one small part of their body such as their foot. They can copy their partner and explain how to improve the balance. Standards in games are at least in line with national expectations. During a lunchtime 5-a-side football club, involving pupils from Year 4 to Year 6, pupils demonstrate skilful dribbling and control of the ball. They look for spaces, dodge the defence, change direction and speed and take opportunities to score. The majority of pupils leave the school able to swim.

134. The enthusiastic co-ordinator leads by example but as yet has had little opportunity to monitor teaching and learning in lessons. The school is working towards the Activemark Gold Mark which is helping the school to audit strengths and weaknesses. An outreach worker from the local Specialist Sports College provides feedback on standards throughout the school. Through running many clubs the co-ordinator is able to gauge standards in some aspects of P.E. Termly monitoring of planning allows her to check continuity, progression and coverage of the curriculum and to see that teachers are spending at least 1 hour a week in Key Stage 1 and 1½ hours a week in Key Stage 2 in active P.E., not including changing time. The recently opened Space for Sports and Arts now provides the school with excellent facilities and has increased the opportunity for pupils' to participate in sport. In due course it will also provide additional activities for the local community. Members of Sunderland football club teach pupils on a weekly basis and the site manager coaches the school football team. There is a policy and scheme of work for P.E. The scheme combines a national scheme with a local authority scheme. It is intended that these two schemes will be combined to form one scheme for the school, supported by the Specialist College. Resources are well labelled and easily accessible, but at present there is very little large apparatus following a recent inspection which condemned some of the equipment. Last year a summative class record of pupils' performance in the six areas of P.E. was given to the secondary school. Assessment of P.E. throughout the school is to be developed with the help of the outreach worker over the coming year with particular emphasis on the identification of gifted and talented pupils.

RELIGIOUS EDUCATION

135. The attainment of pupils is good overall and the quality of the religious education makes a significant contribution to the ethos and caring in the school. Pupils make good progress in Key Stage 1 and by the end of Year 2, most pupils understand how different special occasions are celebrated in the Christian, Islamic and Hindu faiths. They know that Jesus is regarded by Christians as the son of God and that Allah is the name given to God in the Islamic faith. In one class a display recognises the caring approaches of different beliefs and focuses on the Hindu faith. They have compiled a book saying why each child is special

written by another child in the class. This relates well to the religious leaders being studied that everyone gives something to the world. In Key Stage 2 pupils develop a good knowledge and understanding of different religions. They are able to identify and compare the features of the religions of Islam and Judaism and their Holy Books.

136. Teaching is very good. In a Key Stage 1 lesson the teacher explored Hindu worship through the study of celebration. Very good resources such as books, decorations and photographs supported a reading about a girl in Coventry celebrating the spring festival of Holi. Hindi music created the mood and atmosphere during the activities. The pupils began to understand that Holi is the festival of colours; that different religions celebrate different festivals; that religions have different Gods and that a bonfire means a new start. It was a very good cultural experience creating considerable interest and enthusiasm from the pupils. Good links are made to other subjects. Information and communication technology is used to find a website with lots of Rangoli patterns. There are examples where the opportunity to explore the meaning of the Bible with Key Stage 2 pupils is limited to the retelling of stories. There are good examples where the understanding of religions and the acceptability of differing customs are recognised and appreciated by the pupils. A very good comparison of the rules by Muslims and Jews concerning food and drink developed the opportunity to research information. Pupils are able to make comparisons with their own culture and other cultures.

137. Pupils' work in religious education extends beyond the subject and contributes to their personal, social and moral development. Their spiritual development is successfully promoted in assemblies as pupils are given opportunities to reflect upon the world around them and on their work. There are sensible and sensitive comparisons about the way Jesus lived with moral and social issues that effect life today. In the story of Ruth, the widow, who gave £2 and Jacob, the millionaire, £200 and Jesus who gave all, there is the moral with seven to eleven year old pupils of giving one's worth to others. In a class assembly, in Key Stage 1, the teacher uses boxes to demonstrate that the outside does not always represent what is on the inside, as part of a theme on inclusion. She then developed how the principle applies to people.

138. Leadership of the subject is good. The coordinator has a clear view of the development of Religious Education. The school is following 'The Journey of Life', the agreed syllabus for Religious Education for schools in Sunderland. There has been an audit of teachers' knowledge and this has informed the school for future training and resource support. Links are continually being developed with representatives of the other religions. Resources are well organised so that artefacts can help pupils understand more about Religious Education and some books are chosen to meet the interest of older pupils. The school has not yet devised a programme for assemblies that links the subject of the assemblies to the identification of future resources.