

# INSPECTION REPORT

## **WEST VIEW PRIMARY SCHOOL**

Davison Drive, Hartlepool. TS24 9BP

LEA area: Hartlepool

Unique reference number: 111606

Headteacher: Mr. A.A. Brown

Reporting inspector: Mrs. M. Warburton  
22522

Dates of inspection: 1<sup>st</sup> to 5<sup>th</sup> July 2002

Inspection number: 250172

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Davison Drive,  
Hartlepool.

Postcode: TS24 9BP

Telephone number: 01429 267466

Fax number: 01429 236237

Appropriate authority: The Governing Body

Name of chair of governors: Mr. G. Morley

Date of previous inspection: 23<sup>rd</sup> March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22522	Mrs. M. Warburton	Registered inspector	Music	What sort of school is it?
			Special educational needs	What the school should do to improve further
11368	Mrs. K. Lee	Lay inspector		Attitudes, values and personal development
				How well does the school work in partnership with parents?
				How well does the school care for its pupils?
21458	Mr. P. Smith	Team inspector	Science	How good are the curricular and other opportunities?
			Information technology	
1609	Mr. T. Hemsley	Team inspector	Geography	The school's results and achievements
			History	
			Equal opportunities	
28772	Mrs. B. Hudson	Team inspector	English	How well is the school led and managed?
			Physical education	
			English as an additional language	
1550	Mr. M. Pinch	Team inspector	Mathematics	How well are pupils and students taught?
			Religious education	
6896	Ms. B. Jordan	Team inspector	Art	
			Design and technology	
			Foundation Stage	



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Durham Local Education Authority

Education Department  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

West View Primary School is a larger than average school for 3 to 11 year olds situated on the northern outskirts of Hartlepool. The school serves an area of high socio-economic deprivation and many pupils start or leave the school part way through their education because their families move into or out of the area. There are 319 pupils on roll, which includes 39 full-time equivalent nursery places. The percentage of pupils eligible for free school meals is well above the national average at almost 60%. The percentage of pupils identified as having special educational needs (SEN) is well above average at 38% but the percentage with statements of SEN is well below average at 0.6%. A very small number of pupils speak English as an additional language. Pupils' attainment on entry to the nursery is very low compared to other schools.

The school is part of a small Education Action Zone (EAZ) within Hartlepool's Action Zone. There are four buildings on the site and the school has recently been successful in a bid to build a sports hall and Foundation Stage centre in 2003.

There has been considerable staff turnover since the last inspection and there is currently a high proportion of newly qualified teachers and new senior staff.

### **HOW GOOD THE SCHOOL IS**

West View Primary School is an effective school with some very good features. Although standards achieved at the end of Key Stage 2 are below the national average, pupils make steady and often good progress in their learning. Teaching is good overall and the head teacher and governors provide clear direction to the work of the school, with a strong focus on raising standards in literacy and numeracy and providing a wide range of activities in which pupils can be involved. The school makes very good use of the resources available to it and provides good value for money.

#### **What the school does well**

- The head teacher provides very good leadership and management, supported well by senior staff and an exemplary governing body.
- There is a high proportion of good, very good and excellent teaching.
- Pupils in Key Stage 1 make good progress in English, mathematics and science, and achievement in information and communication technology (ICT) is good throughout the school.
- High quality provision in the nursery ensures that children get a very good start to their education and make good progress.
- The school provides a very good range of additional activities that enhance the curriculum.
- The school takes very good care of pupils and supports their personal development well, so that they have good attitudes and behaviour.
- Very good use is made of the resources available to provide a stimulating learning environment and high levels of adult support for all pupils, including those who have SEN.

#### **What could be improved**

- Standards in English and design and technology (DT) by the end of Key Stage 2 and in history, geography and music by the end of Key Stages 1 and 2.
- The effectiveness of the newly formed senior management team in ensuring consistent practices across the school.
- The role of co-ordinators in monitoring, evaluating and developing their subjects.
- Attendance.

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



The school is aware of the areas for improvement and already has plans in place to develop these.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection the school has made satisfactory progress overall, with good progress made in developing pupils' basic skills in literacy and numeracy. Standards in national tests at the end of Key Stage 1 have improved and are now in line with national averages. At the end of Key Stage 2 standards have improved but are still below the national average. However, due to the school's emphasis on literacy and numeracy, there has been a decline in standards in history, geography and music and in DT at Key Stage 2. The quality of teaching has improved significantly and there is now a much higher proportion of teaching which is good or better.

The school has satisfactorily addressed the key issues raised in the previous report. Teaching in Year 3 is now much better and the school continues to work hard on improving literacy skills and has had some success. However, there is still work to be done in developing the co-ordinators' role to ensure that pupils make better progress across all subjects.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E*	E	E	C	well above average    A above average        B average                 C below average         D well below average    E
mathematics	E*	E	D	B	
science	E*	E	E	C	

Although standards are well below the national average in English and science, and below average in mathematics, when compared to similar schools standards are average in English and science and above average in mathematics. In art, religious education (RE), ICT, physical education (PE) and in Key Stage 1 DT, standards achieved are in line with expectation for age. They are below the expected standard in music and in Key Stage 2 DT, and well below in history and geography.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are eager and interested in their WORK. They respond well to their teachers, which helps them make good progress in lessons. They are friendly and polite.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons, in the playground and when moving around the school.
Personal development and relationships	Good. Pupils get on well with each other and with all adults in school. Older pupils take on some responsibilities for school routines, but opportunities to take initiative in lessons are more limited.
Attendance	Although improving, attendance is still below the national average. Most pupils attend school regularly but there is an above average number of unauthorised absences. The attendance statistics are adversely affected by a significant number of pupils who leave the school during the year

	and remain on the roll until they start at another school.
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Pupils' attitudes and values are good and a strength of the school. Although attendance is below the national average the school works hard to encourage pupils to attend and has put in place a number of successful strategies to promote better attendance.

### TEACHING AND LEARNING

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

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

Teaching in the nursery is very good and this provides the youngest children with a good beginning to their learning in school. The satisfactory and sometimes good teaching in the reception class reflects the steady progress they make. In Key Stage 1 teaching is never less than satisfactory and frequently good or better and pupils make good progress. Teaching is characterised by good planning, tasks that are well matched to pupils' ability and a clear focus upon what pupils are expected to learn. Teaching in Key Stage 2 is mostly good with a significant number of very good and a small minority of unsatisfactory lessons. Overall, pupils make good progress in lessons but it is more variable, reflecting the quality of the teaching.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum which is enriched by a very good range of extra-curricular activities and special projects. However, planning for history, geography and DT does not ensure that pupils make satisfactory progress in these subjects.
Provision for pupils with special educational needs	Very good provision is made for pupils with SEN. They are given good help in classes by the teachers and learning support assistants.
Provision for pupils with English as an additional language	Provision for the very small number of pupils who have English as an additional language is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' moral and social development and good provision for spiritual and cultural development. Pupils are well prepared for life in a culturally diverse society, where consideration for the values and beliefs of others is needed.
How well the school cares for its pupils	Very well. There is a caring atmosphere where all pupils are valued. Procedures for assessing pupils' progress need to be extended to all subjects of the curriculum.

The school has rightly chosen to concentrate on developing pupils' literacy and numeracy skills and devotes a high proportion of time to these subjects. The range of additional activities provided beyond the National Curriculum subjects is a real strength. However, better provision needs to be made for history, geography and DT. The school's partnership with parents is satisfactory, but there is a need to involve parents more in their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides clear vision and very good leadership, ably supported by the deputy head teacher. The senior staff, some of whom have been recently appointed, are developing into a strong team. All share a commitment to the further development of the school.
How well the governors fulfil their responsibilities	The governors are a strength of the school. They are very knowledgeable and excellent at carrying out their responsibilities. They are active in all decision-making and evaluating progress towards the many targets within the school development plan.
The school's evaluation of its performance	The school has an effective approach to monitoring and evaluating literacy, numeracy and ICT. The approach to monitoring the other subjects of the curriculum is unsatisfactory. Pupils' attainment is carefully tracked on an individual and year group basis.
The strategic use of resources	Very good use is made of resources – staff, finances and materials. The school spends its budget wisely and is active in accessing additional funds. The finances are well managed. The four buildings are well used and the caretaker and cleaning staff work hard to maintain the high levels of cleanliness.

The leadership and management of the school are good overall and ensure that there is a shared commitment to continued improvement.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The way the school is led and managed.</li> <li>• The teaching.</li> <li>• Their children like school.</li> <li>• Behaviour is good.</li> <li>• The school expects children to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework given.</li> <li>• The way the school works with parents.</li> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agrees with the positive views expressed by parents. The amount of homework given is judged to be satisfactory. The team judges that the school provides a very good range of activities outside lessons. Although the school works hard to involve parents, the response to this is limited and the school needs to consider different ways of encouraging parents to be more involved in their children's learning.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Attainment varies from well below average to average but achievement is satisfactory overall. The school's emphasis on improving standards in basic skills has helped to raise attainment and achievement in these areas but variations in the quality of teaching and weaknesses in curriculum planning and monitoring have led to less improvement and some unsatisfactory achievement in other subjects. Standards in English remain a weakness.
2. Children start school with standards well below average, although they vary each year, recently they have been falling. Children show good, sometimes very good achievement in the nursery, satisfactory achievement in reception and when they are ready to start Year 1 they have improved to be only below average.
3. Achievement in the core subjects of English, mathematics and science by the end of Year 2 is good. Attainment in the national assessment tests in 2001 was well below average. Results in 2001 tests showed all pupils reached the expected Level 2 in mathematics and science, but a well below average percentage of pupils reached the higher Level 3. In English, the proportion of pupils reaching Level 2 was below to well below average with the proportion reaching the higher Level 3 in the lowest 5% of all schools. These results reflect the large number of pupils who are well below average when they start school. In comparison with similar schools these results represent average attainment. Work seen shows that attainment is now in line with national expectations overall, but below in music and well below in history and geography. Overall achievement is good in English, mathematics, science, ICT and RE, satisfactory in DT, art, music, and PE and unsatisfactory in history and geography.
4. Achievement by the end of Year 6 is satisfactory overall but there are more variations because of differences in the quality of teaching and differences in the curriculum. Attainment in national assessments has been well below average and few pupils are above the expected level. Attainment varies each year and, although since 1997 has not risen as much as other schools, more recent results are improving. Results in 2001 National Curriculum tests showed a well below average number of pupils reaching the expected Level 4 and the proportion reaching the higher Level 5 being in the lowest 5% of all schools. Compared to similar schools these results show that standards were average in English and science and above average in mathematics. These results reflect the school's efforts to raise the basic standards and their difficulty in developing higher attainment. Nevertheless, particular efforts in the past year through detailed preparation for tests in science have increased significantly the number of pupils likely to achieve the higher Level 5. Current attainment in work seen is below expectation for age overall, but is in line with expectations in mathematics, science, ICT, PE and art. Attainment is well below the expected levels in history and geography. Achievement is good in ICT, but unsatisfactory in DT, history, geography and music.

5. Boys and girls achieve similarly to each other, but with noticeable annual variations. The school has been successful at raising the relative attainment of boys in literacy. Pupils with SEN and those learning English as an additional language make similar progress to other pupils. Higher attaining and talented pupils make similar progress to others in the school although there has been some improvement in the number of pupils reaching higher levels of attainment in current assessments. The school has set suitably challenging targets for improvement.
6. Standards in literacy remain a weakness for pupils. The difficulties that children have when they start school are particularly seen in their limited speaking skills and despite good progress in the nursery and reception they do not reach the expected early learning goals in communication, language and literacy. Continued good efforts through the school build on literacy skills very effectively and by the end of Year 6 pupils' speaking skills are better than might be expected given their early difficulties. Reading and writing skills show good improvement in Years 1 and 2 because of good teaching and attention to the national literacy strategy approaches. Improvements in Years 3 to 6 is only satisfactory, however, because the quality of teaching is more variable and pupils do not do enough reading at home.
7. Standards in numeracy are satisfactory given the well below average standards on entry. Good progress in nursery and reception continues through Years 1 and 2 with good teaching and the support of the national numeracy strategy framework and approaches. Throughout Key Stage 2 pupils continue to make steady progress.
8. Weaknesses in achievement in some subjects are because of variations in the quality of teaching and curriculum planning and monitoring. In history and geography pupils are achieving less than they should because there is no co-ordination to ensure that curriculum intentions are carried out, resulting in long gaps in learning and little development of skills, knowledge or understanding in a systematic way.

### **Pupils' attitudes, values and personal development**

9. Overall, pupils show good attitudes to their work, which helps them to learn well in class and make steady and, for younger pupils, good progress. Most pupils are eager and interested in their lessons. These good attitudes have continued since the time of the previous inspection and are a result of the good teaching and constant encouragement in lessons from all adults. For example, in an English lesson with a focus on litter, Year 4 pupils concentrated well to give their views on waste because the class teacher encouraged them to answer questions and used praise well as an incentive to keep them working hard. Very occasionally, some pupils find it difficult to pay attention when the lesson is not stimulating, or when the class teacher has problems in managing their behaviour. Most parents agree that their children like school. Older pupils say they enjoy it because their teachers "try to make it fun" to learn.

10. Most pupils behave well in lessons, in the playground and when moving around school. Behaviour is very good in assemblies. The whole school listened in absolute silence to Year 2 pupils leading an assembly on health. This good behaviour is a result of the good management of most adults and the school's approach to encouraging positive behaviour. While there were 9 pupils excluded in the year prior to inspection, this year has seen a big reduction in the number of exclusions as the school works hard to include all pupils to enable them to take a full part in school life. Pupils are very friendly and polite, following the example of adults. For example, Year 2 pupils stopped what they were doing when their class teacher asked quietly, "May I have your attention, please?" listened to her instructions and tidied up immediately without fuss.
11. There are good relationships throughout school. Pupils get on well with each other and with all adults in school. They listen well to each other in lessons with the encouragement of their class teachers. For instance, pupils follow the rules of "circle time" when pupils share ideas and talk about their own experiences. They listen carefully and try hard to speak out when it is their turn. Pupils willingly take on some responsibilities for school routines but opportunities for them to show initiative in lessons are more limited.
12. Most pupils attend school regularly and on time. The overall level of attendance is below the national average, because a significant number of pupils leave the school during the year and remain on the roll until they start at another school. There are also an above average number of unauthorised absences because occasionally some parents allow their children to stay away from school for unsuitable reasons.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

13. Teaching and learning are good overall and more than two-thirds of lessons are taught well. In over a third of lessons teaching is very good, however, there is still a small minority of lessons in which teaching is unsatisfactory.
14. Since the last inspection in 1998 teaching has improved significantly. At that time it was generally satisfactory, sometimes good but unsatisfactory in Year 3. This improvement can be attributed to successful implementation of the national numeracy and literacy strategies, more effective planning for the core subjects and the recruitment of better teachers.
15. Teaching in English and mathematics is good or better in almost every lesson but is more variable in other subjects, ranging from excellent to poor, but being good overall. Teaching is good in ICT, RE and in some history, art and music lessons. In geography and DT teaching is satisfactory while in science and PE the quality of teaching varies significantly from class to class.

16. Literacy and numeracy skills are well taught throughout the school. The structures presented by the national strategies have had a positive effect on teaching styles and the use of teaching assistants and resources. In literacy the good teaching has emerged from a clearly focused approach throughout the school supported by a comprehensive programme of staff training. The teaching of reading and writing is effective enabling pupils to make good progress in relation to their prior attainment as they move through the school. The teaching is well monitored and pupils' strengths and weakness are identified and appropriate adjustments are made to the curriculum in some lessons. Many of the tasks which teachers set in literacy lessons, whilst well matched to pupils' age and ability, do not encourage them to work independently, transfer the skills they have learned to their writing or challenge those who are more able. Mental mathematics at the start of each numeracy session has helped to improve pupils' recall of number facts. Lessons are often conducted at a brisk pace and where they are good pupils respond with enthusiasm. Strengths are developing in the teaching of mathematics throughout the school. These are based on the good planning of lessons and teachers' sound subject knowledge. In a small minority of lessons learning is less effective where teaching does not build on pupils' previous knowledge and teachers' explanations are either vague or flawed.
17. Pupils with SEN are taught well. The inclusive approach taken by the school enables lower attaining pupils to receive almost all the extra help they need in their classroom. The school has a large number of teaching assistants and other helpers who provide very good support for pupils with SEN. As a result their learning is good and their progress is never less than satisfactory and is often better. All staff have a role in supporting pupils with SEN and regularly report on their success in achieving the targets which are carefully set for them. These reports are reviewed regularly and inform future targets and teaching strategies.
18. The main features that make the teaching successful are the effective planning and organisation of lessons, the generally good subject knowledge of the teachers, the accurate match of tasks to pupils' ability, the careful management of pupils and supportive use of teaching assistants and resources.
19. Very good planning is a feature of the best lessons. They are well structured and organised to include suitable teaching styles to support learning such as encouraging pupils to explain the strategies they use to solve mathematical problems. Teachers usually ensure that their planning contains clear statements of what pupils have to do and what they are expected to learn. At the end of most lessons teachers carefully review with pupils what they have done, what they have learned and often where their new learning will lead them. Most teachers have good subject knowledge and give clear explanations and accurate information to pupils in a confident and interesting way. They are careful to use and emphasise the vocabulary that is particular to each subject. This was well demonstrated in a RE lesson about Islam where the teacher's knowledge and confidence generated enthusiasm in the pupils that led to deeper enquiry and further learning.



20. In most lessons there is good provision of tasks designed to suit the different abilities of groups of pupils in the class. The benefits of this strategy are that pupils respond well to their work, try hard and generally concentrate well. Where tasks are occasionally set that frustrate pupils, such as a mathematical game where insufficient information was provided, pupils' behaviour deteriorates quickly, they become restless and little learning takes place. In most lessons however, pupils' behaviour is good and it is well managed by a simple but effective system of rewards. Teachers generally provide teaching that is lively and has a brisk pace. The range of tasks that provide opportunities for pupils to work independently is sometimes limited in the interests of effectively managing pupils' behaviour. Pupils' work indicates the over-use of printed work sheets in some subjects such as history, geography and RE. These limit opportunities for pupils to extend their research and writing skills. Most teachers mark pupils' work carefully and accurately, indicating that they have assessed it and often offering praise and encouragement in their written remarks. Rarely do they present advice or challenges in their marking to support further learning. This is a useful practice worth extending.
21. Teachers manage pupils' behaviour well. They are skilled in dealing with a small minority of pupils who are particularly challenging and little disruption was observed in lessons. Pupils' behaviour is good overall and their positive response to lessons enables them to make good progress in their learning, as do well established classroom routines. There is a generous number of teaching assistants who work very capably in classrooms alongside teachers. They are most effective when they are helping and directing the work of small groups, particularly in numeracy and literacy sessions. They also provide very good support for pupils with SEN especially where they work alongside them during whole-class teaching. This good practice should be extended to all classes in order to make the best use of this valuable resource. Teachers use their resources well and for most subjects they are plentiful and of good quality. Both artefacts and equipment to work with, such as Victorian household equipment and individual white boards and pens on which they make notes, make a valuable contribution to pupils' learning. Good use is also made of signs, pictures, tables, posters and books to illustrate what is being taught. The regularity and frequency with which teachers set homework varies between classes. While the school has put in place a strategy to solicit parents' support for homework the outcomes have met with only partial success.
22. Relationships between pupils and their teachers are good and teachers know their pupils well. Most teachers have high expectations of the pupils in their care and pupils respond by making good progress in their work. Pupils enter the school with a low level of attainment and very good teaching in the nursery helps them to make very good progress. In the reception class teaching is good and pupils make good progress. In Key Stage 1 very good teaching enables pupils to make very good progress, however in Key Stage 2 where teaching is more variable the level of progress is not always sustained. Where teachers are not always secure in their subject knowledge, do not always match tasks accurately to pupils' ability and place the progression of learning carefully, then pupils make less rapid progress. However, in most lessons teaching which is good and better ensures that pupils make satisfactory and often good progress.

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

23. The school provides a broad and balanced curriculum which meets the needs of all pupils, and which is enriched by a very good range of extra-curricular activities. Statutory requirements are fully met in all subjects, and appropriate provision is made for RE. The curriculum planned for the nursery and reception classes provides a broad range of opportunities and experiences for children to meet the early learning goals. Pupils of all groups and abilities are fully included in all aspects of the school's life and work. The curriculum is planned on a one-year cycle except in history, which runs over two years. A key issue in the school's last report was to provide up-to-date guidance in all subjects. This has been done but there is still a lack of continuity and progression in history, geography, DT and music because these subjects are not sufficiently monitored or evaluated.
24. The school's curriculum, with the approval of the governing body, is organised to provide a high proportion of teaching time to improving standards in literacy and numeracy. Wherever possible, opportunities to improve pupils' literacy skills are identified in other subjects such as history and the school is in the process of extending this practice more widely.
25. Strategies for teaching the basic skills of literacy and numeracy have been very effective and the school has been awarded the Basic Skills Quality Mark. Early Literacy, Additional Literacy, Springboard and Booster classes provide extra help for specific groups of pupils. The basic curriculum is further enriched with lessons for "More able Mathematicians" in Year 6, by EAZ and secondary school specialists.
26. Very good provision is made for pupils with SEN. The SEN co-ordinator and SEN support teacher work effectively together to provide advice and support for class teachers and assistants. Good use is made of the "small steps" documentation to set targets for pupils and establish progress.
27. Individual education plans are in place and these indicate the help that pupils need. Most are detailed and have small measurable, achievable targets for pupils to work towards. Early identification of pupils who are in need of extra specific help and the structured and effective support they are given is a very positive aspect of the work of the school. All staff make very good efforts to include pupils of all abilities and background into every activity. Both in their work in the classroom, and in the general life of the school, pupils of differing abilities work and play together well.
28. The school makes very effective provision for pupils' personal, social and health and citizenship education (PSHCE) through specific lessons, visitors to the school and involvement in a wide range of community activities.
29. The school provides a very good range of activities outside lessons. Over the last year there have been boys' and girls' football, netball, cricket, short-tennis, basketball, Top Play as well as French, art, ICT, library and games clubs. In addition, the school is open for holiday and summer school courses. These are very well supported by pupils and provide a valuable enrichment to the school's basic curriculum. The quality of the school's efforts to enrich the curriculum was acknowledged with the Active Mark from Sport England, and an award from Education Extra. Educational visits to museums, farms and historical places of interest make a valuable contribution to ensuring that pupils have a broad, balanced and enriched curriculum.

30. Residential visits for pupils in Years 5 and 6 to the Lake District and North Yorkshire provide opportunities for studying areas outside the immediate locality. They give pupils important opportunities to live and work with their classmates, away from home. They learn important social skills and these visits make valuable contributions to their social and cultural development. The school promotes tolerance and respect for the feelings and beliefs of others, regardless of their background.
31. Pupils in Year 6 are given opportunities to visit the local secondary school, and there are good links with other schools in the area. Wider links are developing with schools in Spain, Greece, France and Italy through the European Socrates Project.
32. Pupils' spiritual, moral, social and cultural development is well promoted and continues to be a significant strength of the school. There has been an improvement since the last inspection, when cultural development was judged to be only satisfactory.
33. The spiritual development of pupils is well promoted. The school's aims strongly reflect the spiritual dimension of life, and this is very well upheld in the day-to-day life of the school. Spiritual values are not only taught in RE lessons and school assemblies, but in a wide variety of ways through the very good relationships between adults and pupils in all aspects of the school's life.
34. In many ways pupils are given opportunities to reflect on spiritual matters during their ordinary schoolwork such as when teachers use opportunities in lessons for pupils to talk about their own feelings and consider how others might feel. In a Year 1 class, pupils were asked to discuss how it would feel to be out in space and in assembly Key Stage 2 pupils were asked to reflect on God's love for all people. Such activities foster respect for people with differing ideas and cultural heritages.
35. The school promotes the moral development of its pupils very well. From the youngest classes, they are clearly taught the difference between right and wrong. Class rules are displayed on walls, and teachers ensure that they are followed. Discussions with pupils show that they are confident that teachers and other adults are always there to listen to any problems and concerns. The school's ethos promotes care for each other and personal responsibility, in a "caring and supportive atmosphere". These values are well implemented by all members of staff, on the basis of secure relationships, and contribute to pupils' understanding of values of justice for all members of society, regardless of their background.
36. Social development is also very well promoted. Activity days away from school, mountain biking, canoeing, orienteering and team building make a significant contribution to pupils' social development. The Breakfast Club and Brunch Club offer opportunities for pupils to mix with friends from different classes and of different ages. Pupils generally conduct themselves sensibly as they move around the school. They are polite and friendly. It was a feature of the inspection that pupils generally held doors open and replied "You're welcome" when thanked. The school benefits from many contributions which members of the local community, and other visitors, make to its life. Sports personalities, local politicians and people from different ethnic backgrounds have spent time in the school working with groups of pupils, providing positive role-models.
37. In the new academic year, there will be a school council, where pupils can discuss ideas for improving different aspects of the life of the school.

38. Pupils are given a feeling for the cultural traditions and history of their community. Recent Jubilee celebrations, the World Cup and the school's European links have been used to contribute to pupils' understanding of their place in a modern society. Ethnic minority artists-in-residence worked with pupils on a range of projects illustrating a diversity of art from a variety of cultures. The school's syllabus for RE includes the study of other religions, while aspects of life in a variety of countries around the world are studied in geography and history.
39. The school's anti-racist policy and resources for PSHCE play a worthwhile part in preparing pupils for life in a culturally diverse society, where consideration for the values and beliefs of others is needed.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

40. The school takes very good care of its pupils and continues to work hard to promote their personal welfare. There is a caring atmosphere where all pupils are valued. Parents are happy with this aspect of the school's work. There are very good procedures for child protection with staff very aware and sensitive to such issues. The daily organisation of the school takes account of the clear health and safety routines. The caretaker is conscientious in keeping records of maintenance and safety checks. Supervision at lunch and breaks is now very good, with many adults on duty, making sure that pupils are safe and also promoting very good relationships between pupils and with adults by joining in playground games. The Breakfast Club and Brunch Club are very good for encouraging healthy eating in a social setting.
41. There is good provision for pupils' educational and personal support and guidance. All adults have very good relationships with pupils who respond well to the many rewards and praise given regularly to celebrate their efforts and promote their self-esteem and confidence. The emphasis on promoting self-esteem is a marked feature of the school's support for its pupils. For instance, as they arrive in the hall for assemblies, pupils listen to the song playing and instinctively sing along with the words, "What have you done today to make you feel proud?"
42. The good monitoring of personal development is based on class teachers' knowledge of their pupils which is passed on from class to class and recorded in the annual report to parents. There is now a good programme for PSHCE that promotes their personal development through improving their awareness of healthy living and safety issues.
43. On balance, assessment procedures are now satisfactory and have improved since the previous inspection. All pupils' progress in English, mathematics and science is checked carefully through the results of national and school tests. This enables the school to take action on any differences in the attainment of boys and girls, for example, and to form classes with appropriate groups of pupils. There are now effective procedures for assessing pupils' work and attainment in literacy and numeracy. Class teachers monitor the progress of individual pupils well so that they have a clear picture of their rate of achievement and plan lessons to make sure that the work in class meets the needs of pupils. Appropriate targets for each pupil ensure that pupils have good knowledge of how well they are doing. When each target is reached, teachers make sure that this achievement is recognised; for example, in a Year 2 classroom a splendid display encourages pupils to judge their own progress by "when you reach your target, put a star next to your moon". The school now needs to extend this good practice to the other subjects of the curriculum to enable the school to have a more detailed picture of pupils' attainment and progress from year to year.

44. The school has very good procedures for monitoring and promoting good behaviour and for combating bullying which have resulted in the good behaviour seen in school. All adults work together to create an orderly community and a purposeful working atmosphere in the classroom where all pupils can learn and make progress. Pupils are confident that the "It's cool to tell" box means that any instances of bullying are always dealt with quickly and properly and that all staff are approachable if they have problems.
45. The school tries hard to promote good attendance and punctuality and to improve the overall level of attendance. Through careful monitoring by class teachers and the deputy head teacher, patterns of absence are quickly noticed and appropriate action taken, involving the Education Welfare Service, if necessary. There is a good range of rewards to praise good attendance. The class "Attendance League", based on the Football League encourages pupils to see their class promoted to the "Premier Division". Pupils are also awarded bronze, silver and gold certificates for full attendance each term. The school's efforts are having some good effect as attendance levels are slowly improving, although they remain below the national average.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

46. Overall, the school has a satisfactory working partnership with parents. Most parents are supportive of the school but a few have concerns about some aspects of its work. For instance, most parents feel that their children like school, that they are well taught and that they make good progress. The inspection team agrees with most of these positive views. It finds that the progress of younger pupils is good and is satisfactory for older pupils. Some parents are less happy with the homework set and with the activities out of school. The team finds that homework is satisfactory, similar to other schools. The out-of-school activities are very good with the school running a wide range, both after school and at lunchtime.
47. Most parents are pleased to find that the school is approachable but some parents do not feel that the school works closely with them or feel well informed of their children's progress. Parents receive regular useful information on school matters and events, including a very well produced prospectus and annual report of the governing body. Annual written reports give parents sufficient information on their children's progress in English and mathematics but tell them little on how well they are doing in other subjects such as history and geography. There are good comments on pupils' personal development and all reports contain suitable targets for pupils to aim at in order to make further progress. Sometimes the reports are written in a very technical language, for example "using the computer to combine various texts and graphic features into a multimedia presentation" which do not help to give parents a clear picture of their children's progress. Not all parents take up the invitation to discuss their children's progress at the regular open evenings but they do have the chance to talk informally with staff at the end of each day.

48. The school is having some success in encouraging parents to be more involved in their children's life in school. For instance, some parents and children attend the weekly pre-nursery session that gives parents an opportunity to play and share activities with their children. It also works well with parents whose children need support for behaviour problems. The school takes care to share good times with parents, for example using the "big telephone" to report good work and behaviour. Pupils like this system when the deputy head teacher phones home to praise their efforts. Whilst parents are very willing to support their children in performances and also school events such as the Christmas fair, the school is having less success in persuading parents to take an active interest in their children's learning. Not many parents listen to their children read at home regularly and so make little impact on the drive to raise standards. A good example is the Parents Role in Drugs and Safety Education (PRIDE) project where parents and their children in Year 2 are working together on safety topics at home. A few parents help in class and meet regularly with a class teacher to make resources such as "number fans" which support the work in lessons.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. At the time of the last inspection the school had strong leadership with an effective senior management team, committed to raising educational standards and continuing the school's development. The overall leadership and management of the school are now good, that of the head teacher very good and the governing body exemplary. The head teacher and governing body work very closely and have a very clear sense of direction for their school, which they are determined to achieve.
50. The senior management team is comprised of the head teacher, deputy head teacher and four team leaders, each person managing the whole or part of a key stage. Some have recently been appointed to the school and they are developing into a strong team with clear leadership skills. They meet on a regular basis to discuss issues arising. Each member of the team has an overview of the strengths and weaknesses in each subject of the curriculum but a clear whole-school overview is not as well established, resulting in inconsistency in delivering some aspects of the curriculum. Specialist curriculum knowledge through curriculum co-ordinators is not used to the full extent. The senior management team has a shared commitment to school improvement. The head teacher and deputy head teacher provide good support for the staff, ensuring that positive relationships are sustained in an open and honest environment.
51. The deputy head teacher provides an effective and supportive role to the head teacher. Her main responsibilities include working with parents, attending to the pastoral needs of the pupils, including those with SEN, deploying and developing the teaching assistants and ensuring that newly qualified teachers and newly appointed staff are given good support. She has had a significant impact on developing the ethos of the Key Stage 2 building.

52. The governors work is exemplary and a strength of this school. They are very knowledgeable and fully involved in the life of the school. They have been active in helping to raise standards and requiring the school to maintain its focus on literacy and numeracy. They are supportive, understand their role and fulfil their statutory responsibilities. Governors are kept well informed by the head teacher and share an excellent awareness of the school's strengths and weaknesses. They make regular visits for themselves to monitor developments. They are fully involved in planning and monitoring the school development plan and the budget. There is a good balance of skills and experience on the governing body and the effective and efficient committees meet on a regular basis. Governors are in place for literacy, numeracy, SEN, ICT, National Healthy Schools' Scheme, including drugs education, health and safety, target setting and attendance.
53. The school development plan is a useful document that reviews the previous year's achievements and sets out the targets for this financial year. It has an appropriate number of priorities that are broken down into subsections providing a clear indication of all actions to be taken within the target. The plan shows clear objectives, identifies the person responsible for monitoring, has measurable success criteria and allows opportunities for evaluation. The senior management team monitors progress towards achieving the success criteria through school self-review, the reports being presented to the governing body as part of their monitoring role. The school development plan is clearly linked to the budget and financial costs are clearly identified. Funds for pupils with SEN are used appropriately. The school development plan also reflects the LEA's Education Development Plan.
54. The aims and values promoted through the school's mission statement are very clear and the head teacher works hard to ensure that they are evident in all aspects of school life. They are concerned with creating a "loving, caring and stimulating environment in which all pupils develop skills, knowledge and attitudes to help them reach their potential and have high self-esteem". The aims and values are very clearly reflected in the work of the school and since the last inspection the pupils' attitudes to their work, eagerness to learn and self-esteem have improved. They are able to co-operate with and show respect for each other and adults.
55. The procedures for monitoring and evaluating literacy, numeracy, ICT and behaviour are good and form the basis of the school's self-review system. However, the monitoring and evaluation of other subjects is unsatisfactory. The team leaders carry out a rigorous monitoring programme for literacy and numeracy that includes observations of lessons, scrutiny of pupils' work, pupil interviews and analysis of data in English and mathematics. Frequently members of the senior management team work in pairs to ensure consistency across the review. The information gathered is used to help and support teachers to provide the very best for all pupils. Literacy and numeracy have correctly dominated their work and as a consequence improvements are being seen in the number of good, very good and excellent lessons observed in this inspection and the standards pupils achieve. However, the same rigour has not been given to the other subjects in the curriculum. Due to the frequent changes in teaching staff, some subjects such as history, geography and music do not have subject co-ordinators. This has meant that the progress made since the last inspection on developing schemes of work and providing clear guidance for teachers on what should be taught in which year group and the sequence for learning has not been sustained. This is an issue the school has chosen to address through the current school development plan. The present monitoring system however, does not fully engage all subject co-ordinators in an overview of their responsibilities throughout the whole school.

56. The head teacher and team leaders effectively analyse performance data such as the National Curriculum tests. This information is shared with all teachers, identifies pupils' strengths and weaknesses and assists in setting targets for classes, groups and individual children. The pupil tracking system rigorously monitored by the team leaders, ensures that deviations are quickly identified and the staff endeavour to remedy the situation. Target setting is well established in the school and most pupils are aware of what they need to do to improve their performance.
57. Management and co-ordination of pupils with SEN is good. The deputy head teacher is also the school's special educational needs co-ordinator (SENCO). She provides good communication between the class teachers, teaching assistants and the teacher with expertise in SEN who works in the school for one day per week. The specialist teacher provides very good advice to the class teachers. Regular evaluation of plans and information sharing is also good. Opportunities for parents to be involved with the progress their children make are good, however few parents take up these opportunities. Teaching assistants work alongside teachers providing good support to the pupils, especially in managing the group. Class teachers and teaching assistants have received specific training. Resources are appropriate. The special needs support governor is the SENCO at the local secondary school. She is very knowledgeable, supportive and facilitates regular liaison between the two schools.
58. The school manages its budget well, with expenditure being clearly linked to the priorities established in the development plan. The head teacher and governors maintain a strategic overview. The principles of best value are consistently applied. The governors make good use of service level agreements and follow advice on estimates. The school has recently evaluated the impact of teaching assistants in terms of whether the money spent on employing so many and the effectiveness of their deployment has led to improvements in the management of pupil behaviour and standards. The results of the self-review were positive, evident in the findings of this inspection and the increases in the National Curriculum results particularly in Key Stage 1. The special grants received by the school are used effectively for the purposes that they are intended. For example, many additional coaches for games have been bought in to provide coaching for pupils within and beyond lesson time. This has had a positive impact on pupils' self-esteem. The head teacher spends time in seeking additional projects in order to help pupils' achieve more. A recent successful bid for a breakfast club has had a significant impact on individual pupils' attendance and ability to learn. The head teacher has recently contracted a bid writer to submit an application to the Football Association for an all-weather surface that will enhance the school's sport facilities within their extensive grounds. The school also uses the Socrates Comenius European Education Project to develop links with schools within the EEC.



59. There is a satisfactory match of teachers and teaching assistants to meet the needs of the curriculum. However, over the last two years ten of the sixteen teachers have been newly appointed to the school. Despite these changes, the head teacher has ensured that the school has continued to work effectively and maintained its focus on providing quality education. There has been a similar change over of teaching assistants. The frequent changes in personnel have meant the need to repeat training, particularly in the literacy and numeracy strategy initiatives. All of the teaching assistants are managed well, deployed effectively and contribute positively to developing pupils' self-esteem, managing their behaviour and their learning. At present, the school has an additional administrative post advertised which once filled will provide a sufficiency of administrative support to meet the school's needs. The school has a useful and informative staff handbook and induction arrangements for new staff are good and thorough. Newly qualified teachers are provided with good support from within and beyond the school.
60. Performance management has been effectively established both for the teaching staff and the head teacher. Good systems are in place which follow policy expectations. The system is making a good contribution to focused improvements in teaching drawn from school priorities and individual needs. The training received by teachers in literacy, numeracy and ICT has had a positive impact on achievement. The head teacher has successfully completed the Leadership Programme for Serving Head Teachers.
61. The school is housed in four separate buildings. The inside is very well cared for. The caretaker and cleaning staff work hard to maintain the very high levels of cleanliness. Displays are bright and colourful and enhance the environment. The school has ample accommodation to meet the needs of the curriculum although it has the disadvantage that pupils have to walk between buildings to come together for some assemblies and for lunch. However, the split-site nature of the school is managed well and does not interfere with the efficient delivery of the curriculum. The additional space is used to provide library areas, an ICT suite and rooms in the Key Stage 2 building for music, SEN and lunchtime and after-school clubs. Access to the school for people with mobility problems is possible. Outside the two hard surfaced and grassed areas provide ample play space. For the millennium, the pupils worked with an artist, designed and built an attractive garden area that they use to sit and chat at playtimes and lunchtimes. A new sports and creative arts hall will be built in January 2003. This will mean that the staff and pupils can get around the whole school without going outside.
62. Resources have improved since the previous inspection and are now very good in all subjects. The well stocked libraries are available for pupils to use in lesson time and to take books home, however most pupils do not access these facilities, some preferring to use the West View Library provision. Some very good use is made of artists and games coaches to support the art, music and PE curriculum, and of visits to a range of museums, galleries and places of interest.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to continue to improve, the governors, head teacher and staff should work together to:

(1) Raise standards in English at the end of Key Stage 2 by:

- continuing to focus on developing pupils' writing, ensuring that there are sufficient opportunities for writing at length; (Paragraphs 20, 24, 79)
- developing a consistent approach to marking pupils' work which indicates how they can improve; (Paragraphs 20, 82)
- providing better access to high quality reading resources; (Paragraphs 62, 78)
- encouraging parents to be more involved in their children's learning. (Paragraphs 21, 47, 48, 78)

(2) Raise standards in history, geography and music throughout the school and in DT in Key Stage 2 by:

- clarifying the roles and responsibilities of co-ordinators in developing their subjects throughout the school; (Paragraphs 55, 112, 119, 126, 135, 137)
- further developing planning and assessment to ensure continuity and progression in pupils' learning. (Paragraphs 43, 120, 126)

64. As well as these issues the governing body may also wish to include the following points for inclusion in their action plan:

- develop the new senior management team to ensure consistent practices; (Paragraphs 50, 55)
- continue to work to improve attendance; (Paragraphs 12, 45).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	16	24	18	3	0	0
Percentage	10	23	35	26	4	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	293
Number of full-time pupils known to be eligible for free school meals	0	173

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	15	63

#### 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	16
Pupils who left the school other than at the usual time of leaving	38

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	5.3
National comparative data	5.6

School data	0.9
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	13	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	13
	Girls	11	14	14
	Total	18	23	27
Percentage of pupils at NC level 2 or above	School	67 (67)	85 (70)	100 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	13
	Girls	14	14	14
	Total	24	27	27
Percentage of pupils at NC level 2 or above	School	89 (74)	100 (85)	100 (85)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	12	15
	Girls	12	13	16
	Total	20	25	31
Percentage of pupils at NC level 4 or above	School	57 (49)	71 (57)	89 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	13	12
	Girls	12	12	12
	Total	20	25	24
Percentage of pupils at NC level 4 or above	School	57 (27)	71 (43)	69 (41)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	317
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	15.2
Number of pupils per qualified teacher	24:1
Average class size	24

#### **Education support staff: YN – Y6**

Total number of education support staff	17
Total aggregate hours worked per week	378

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28:1
Total number of education support staff	3
Total aggregate hours worked per week	67
Number of pupils per FTE adult	8:1

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	9.6
Number of teachers appointed to the school during the last two years	10
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	9	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2001-2002
	£
Total income	890,596.00
Total expenditure	863,239.00
Expenditure per pupil	2,683.00
Balance brought forward from previous year	38,267.00
Balance carried forward to next year	65,624.00

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	319
Number of questionnaires returned	56

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66.1	25.0	8.9	0	0
My child is making good progress in school.	58.9	32.1	3.6	3.6	1.8
Behaviour in the school is good.	48.2	44.6	3.6	1.8	1.8
My child gets the right amount of work to do at home.	39.3	26.8	21.4	7.1	5.4
The teaching is good.	67.3	25.5	1.8	5.5	0
I am kept well informed about how my child is getting on.	35.7	42.9	12.5	8.9	0
I would feel comfortable about approaching the school with questions or a problem.	67.3	23.6	5.5	0	3.6
The school expects my child to work hard and achieve his or her best.	71.4	19.6	5.4	1.8	1.8
The school works closely with parents.	37.5	46.4	14.3	0	1.8
The school is well led and managed.	55.4	39.3	1.8	3.6	0
The school is helping my child become mature and responsible.	58.9	30.4	7.1	0	3.6
The school provides an interesting range of activities outside lessons.	45.5	27.3	14.5	1.8	10.9



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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

65. At the end of the Foundation Stage children's attainment is below the average for the LEA. Most of the early learning goals for the end of this stage of learning will not be reached. Nevertheless, given the low starting point of children when they enter nursery their achievement is good, sometimes very good in nursery, and this is a strength of the school. Achievement in the reception classes is satisfactory.
66. The attainment of children entering the nursery is well below average. The current group of nursery children has particularly low scores on all areas of nursery baseline assessment. Some children attend pre-nursery sessions with a parent/carer, which helps them settle into nursery more quickly. Children begin nursery with personal, social and emotional development that is well below average. They make good progress in these areas in nursery and continue in the reception classes to achieve at a satisfactory level although they will not reach the expected levels by the end of the key stage. In mathematical and physical development many pupils make good progress and are reaching the expected levels. Children's achievement in knowledge and understanding of the world and creative development is satisfactory but attainment remains below average at the end of the key stage. The children's very low starting point for speech and language significantly affects their attainment, rate of progress and development of knowledge and understanding. They make very good progress in nursery with teachers appropriately targeting the development of language as a priority. Despite this, children are still below average in communication, language and literacy attainment at the end of the key stage.
67. Teaching in the nursery is very good and in the reception classes satisfactory with some good features. Overall the teaching is good. Children are well managed and relationships are positive. Children know the routines, feel secure and respond well to all the adults in the environment. All staff are skilled at using questions to extend children's understanding and at giving feedback and encouragement to help them move forward. In the nursery there is very effective deployment of staff and good teamwork to ensure that the needs of children of different ages and abilities are met. Curriculum planning is good, clearly reflecting the six areas of learning, the stepping stones and the early learning goals, and with an appropriate focus upon the early stages of the literacy and numeracy strategies in the reception classes. The nursery environment is comfortable, well ordered, bright and stimulating and has a very good influence upon children's learning. Outdoor provision is good and opportunities to develop social skills and imaginative play are taken. Reception class children benefit from a well-planned and well-resourced corridor area that is used effectively for focused work with small groups and developing language through role-play.

## **Personal, social and emotional development**

68. Children's personal, social and emotional development is well below average on entry to the nursery. Teachers and nursery nurses plan activities that require children to co-operate and interact, for example taking turns when making pastry, role-play, which is a strong feature of the nursery provision, building with large blocks and at snack time nursery children sit quietly together and are served by other children. This very good progress is built upon in reception classes through the PSHCE programme, circle time and planned activities, in which children work in pairs or small groups. As a result most children enter Key Stage 1 having made good progress but not having reached the levels expected by the end of the reception year.

## **Communication, language and literacy**

69. Children's communication, language and literacy development is well below average when they enter nursery. Many children, though willing to interact, have indistinct speech, limited speech patterns and conversational skills. Some children rarely speak. Nursery staff target the development of language through all activities, for example, singing positional words to music, role-play as a giant and re-telling the story of "Jack and the Beanstalk", using the correct vocabulary for comparing sizes and for measuring. There is a quiet area where children learn to handle books appropriately and to listen. Older children in nursery have focused time for literacy. Many can recognise their names, identify individual letters and respond correctly to "What does it begin with?" This very good start continues in the reception classes. Children know that a phoneme is a sound, most can identify initial and final sounds and can spell simple three letter words. Language and literacy development is also promoted outside of "literacy time" through role-play and a range of activities based around traditional stories. The majority of children make good progress in this area moving from well below to below average. However, they will not achieve the expected goals by the end of the Foundation Stage.

## **Mathematical development**

70. Although they enter nursery with mathematical development well below average, the well-focused teaching and range of experiences children receive ensures they understand the concepts and language of mathematics. As a result many children will reach the expected levels at the end of the Foundation Stage. In the nursery there is very good provision for mathematics. Children can sort puppies by size and are helped to identify small, medium, large, bigger and smaller. They count blocks successfully as they build, and measure using a tape measure. Children have the opportunity to take the initiative in their learning, for example, when a child says, "I'm sorting boys and girls" and other children join in. Effective questioning, "Which line is longer?" and "Are there more boys than girls?" keeps the focus of the activity mathematical and consolidates learning. In the reception classes children's mathematical understanding is extended. Children know "1 less than" using numbers up to 10. The majority can combine 2 groups of objects to make 10 and most can record numerals correctly. In one class good use is made of white boards to enable children to respond quickly in the starter activity. Children work well in groups and their learning is effectively consolidated by the additional adults.

## **Knowledge and understanding of the world**

71. The children have many opportunities to develop their knowledge and understanding of the world in the Foundation Stage. However, poor language development hinders their progress in this area and they do not reach the levels expected by the early learning goals at the end of the reception year. Children in the nursery explore the properties of materials as they make pastry. They have a limited vocabulary for description and so follow the good model of descriptive language given by the teacher to express themselves. Children use the construction kits well to imaginatively build bridges and some children engage in a discussion about bath time at home and washing clothes. They know that the wind will help to dry clothes. A few children use the computer to paint a picture. They can click on a colour icon and drag the mouse to colour the screen. Some of the older nursery children have very good recall of the ingredients they used in making gingerbread men. In a reception class children examine different apples. They all believe the apples will taste the same. A group is able to describe the external and internal appearance of the apple satisfactorily but following the tasting of different apples they can describe sour but not sweet.

## **Physical development**

72. The children are on course to attain the early learning goals for physical development by the end of the reception year. They are helped to make good progress through the well-planned use of the resources available. Children in the nursery learn well from the use of the outdoor equipment that has been designed to provide opportunities for imaginative and social play as well as the development of a variety of physical skills. Two pupils with SEN confidently use the climbing frame. All children use the facilities constructively, co-operate well and have due regard for each other's space and activities. A group of older nursery children create a fire engine and imaginatively enact the role of fire fighters. Children are achieving well in the skills of hopping, throwing, kicking, and climbing. They also make good progress in developing their fine control of tools, for example, when rolling out pastry and cutting out a gingerbread shape. In a reception class children's skills in handling tools are developed further through cutting and sticking shapes on to boxes and working with dough.

## **Creative development**

73. By the end of the Foundation Stage children are not attaining the levels expected in the development of their creative skills. They make satisfactory progress because of the good opportunities they are given to engage in role-play, art and music. Role-play is a well-developed feature of the Foundation Stage provision and is used effectively to enhance children's imaginations and their ability to express ideas and feelings. Children participate enthusiastically in role-play and the adults make good interventions that improve communication skills, for example, the role-play of the three little pigs with the nursery nurse and child repeating the words. In the nursery, children paint recognisable pictures of people. They play instruments and listen to tapes in the "music tree" and with support they can sing with the tape and attempt to sustain a rhythm. Children in a reception class are able, with support from a musician, to distinguish changes in tempo, style and volume. They know a range of songs and nursery rhymes and their singing is in line with expectations for reception age. They can identify the different sounds made by a range of percussion instruments and can adjust their accompaniment to the style and beat of the music. The resources to support creative development are good.

## ENGLISH

74. Results in the 2001 National Curriculum tests showed that standards attained by pupils at the end of Key Stage 1 were well below the national average in reading and writing. At the end of Key Stage 2 standards were well below the national average. Pupils' attainment at the end of Key Stage 1 was below similar schools in reading and in line for writing. At the end of Key Stage 2 pupils' attainment was in line with those achieved in similar schools. Standards have improved considerably since the previous inspection four years ago. Although they remain below the national average they are similar to those attained in similar schools and represent good achievement for pupils.. Although there were no national comparative figures available at the time of the inspection, the 2002 tests results for Key Stage 1 show a substantial improvement at both Level 2 and Level 3. In Key Stage 2 results at Level 4 and Level 5 have also improved.
75. Attainment is broadly in line with expectation for age at Key Stage 1, however it is still below in Key Stage 2. Pupils in Key Stage 1 make good progress and those in Key Stage 2 make satisfactory progress. Both represent good improvement on the last inspection. The improvement is due to the school's focus on literacy, including the introduction and use of the national literacy strategy and the additional initiatives.
76. By the end of Key Stage 1, pupils' attainment in speaking and listening is in line with the national expectation. The Year 1 and Year 2 teachers build upon the very good speaking and listening work established in reception and nursery. Pupils listen intently and show good concentration skills particularly in whole-class activities. They are confident to speak and due to some good questioning techniques by some teachers they are able to extend the length and complexity of their sentences. All staff are good at increasing pupils' vocabulary by providing good examples of spoken English and explaining the meaning of words that are unfamiliar to the pupils. Teachers frequently ask pupils to talk in pairs about a topic, which encourages listening and taking turns in a conversation and increases the reluctant speakers' confidence. In an excellent Year 1 lesson, pupils were asked to talk to their partner about what they think it would be like on the moon. By the age of eleven, pupils achieve well against their prior attainment. Most pupils listen carefully as can be seen from their relevant responses in whole-class activities. In a Year 6 lesson, the discussion about the poems, "The Apple Raid" and "April Birthday" extended their vocabulary by discussing the meaning and use of words like nuzzled, floundering and bombing within the poem.

77. Inspection evidence shows that attainment in reading by the end of Key Stage 1 is in line with the national average. This is an improvement on the National Curriculum test results at the last inspection. The results have improved because of the consistently good teaching and the introduction of the early literacy strategy, including the use of a variety of resources to improve pupils' letter recognition skills such as letter fans. In a Year 1 guided reading session, pupils made very good progress because the teacher had high expectations and used excellent questioning techniques, which encouraged pupils to enquire and question themselves. Most pupils read a story with enjoyment. They are able to talk about the plot, the characters and their favourite part of the story. Higher attaining pupils can predict what will happen next. They read with confidence and are able to correct their mistakes using their letter recognition skills and checking whether the sentences make sense. By the end of Key Stage 2 pupils' attainment is below the national average. This is an improvement on the results at the last inspection. Pupils have made satisfactory progress during Key Stage 2. Most read with fluency using word recognition and phonic knowledge appropriately. In a Year 4 lesson, pupils increased their knowledge of "ough", "ight", "ear", "ou", and "ice" words through an interactive starter whereby pupils had to identify and locate the sounds within words on the board. Higher attaining pupils use their grammatical knowledge to read complex sentences with appropriate phrasing and intonation. Most pupils have satisfactory comprehension skills but some pupils do not read with accurate understanding. Many do not self-correct unless prompted. In a Year 5/6 guided reading session pupils quickly learned to read bronchitis, emphysema and were able to decide the persuasive words on smoking. Pupils read from a wide range of books. The majority of pupils will identify a favourite author and can explain why they like certain books.
78. Many pupils in Key Stage 1 and 2 report that they have limited access to books at home. There is an inconsistent approach within the school as to whether books go home with pupils or not, resulting in an insecure home/school reading partnership. Teachers keep satisfactory reading records outlining the books that have been read and a general comment about the child's reading. The school has funding from SRB to run a daily library skills club. A maximum of eight pupils each day, selected from Year 2 to Year 4, are taught how to access books from the library and how to use individual computerised "swipe cards". Few pupils make good use of the school's library facilities. Pupils who are keen to read seem to use the local West View library rather than the school library facility.

79. Evidence from the inspection shows that the attainment in writing by the end of Key Stage 1 is in line with the national average. By the end of Key Stage 2 it is below the national average. Pupils' achievement in writing is good in Key Stage 1 and satisfactory in Key Stage 2. By the age of seven, the majority of pupils are able to write short, simple sentences with accurate use of capital letters and full stops. The higher attaining pupils are able to write longer pieces with a logical sequence to their writing. They are able to use commas, question, exclamation and speech marks accurately in English exercises. Handwriting however, is not joined and sometimes uneven. Pupils' spellings of regular and familiar words are accurate. Pupils have the opportunity to write stories and factual pieces. In a Year 2 class, pupils made a contribution to a large book on "Kitchen Machines". By the time they are eleven, pupils are more competent in using a wider range of vocabulary, have more knowledge of grammar which they apply with varying degrees of accuracy. Most pupils use paragraphs with some accuracy. Opportunities for pupils to write at length are not consistently applied across each class and as a consequence pupils make unsatisfactory progress. Handwriting style is inconsistently applied across the Key Stage 2 classes. Many of the pupils do not use joined writing and the presentation is erratic. Spelling for eleven year olds is sound. Frequently too much time is spent on grammatical exercises which pupils do not use in other forms of writing. Pupils' use of their writing skills across the curriculum is variable and inconsistent between classes. Sound use is made of ICT within the English curriculum. Provision has significantly improved since the last inspection, teachers have received training and this is having a positive impact on pupils' word-processing skills.
80. Pupils with SEN make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. The teaching assistants frequently support those pupils with SEN increasing their confidence and helping them to learn, but sometimes pupils come to rely on their prompts and cannot carry out the tasks independently. Too often pupils are coached to complete the exercise rather than being coached in the expected learning. The additional literacy strategy materials are used well to develop pupils' word and letter recognition skills.
81. The quality of teaching is good in both key stages. This is an improvement since the last inspection. The implementation and use of the literacy strategy has had a positive impact on the teachers' delivery of lessons and use of teaching assistants. The improvement in teaching is having a positive impact on the pupils' learning. The improvement in teaching is the result of the highly focused whole-school strategy. The school's strategy has involved the training of teachers and teaching assistants in the implementation of the National Literacy Strategy. The teaching of literacy has been well monitored by the senior management team, resulting in team leaders knowing and sharing strengths and weaknesses with the class teachers. Some teachers have been set targets for improvement and provided with support to reach their target. When teaching is very good or better, teachers' expectations are very high, they use very good questioning techniques and the pupils' work is well matched to their attainment with suitable challenge. In some lessons, questioning is less effective as pupils can answer with one word and in the last part of the lesson too much time is spent on showing examples of work rather than emphasising what pupils have learned. The quality of learning is good overall. Pupils work is marked but this usually consists of simple corrections and positive comments.
82. The marking of work in Key Stage 2 is more inconsistent with very little directly related to pupils' targets.

83. Pupils' attitudes are good. They are keen to learn. They concentrate well and listen attentively during whole-class activities. Pupils are encouraged to work in small groups and this aids their speaking and listening as well as their co-operation skills.
  
84. The literacy co-ordinator has overseen the successful implementation of the literacy strategy and subsequent support initiatives. The school has correctly focused on improving the pupils' standards of attainment and this is having positive results throughout the school with the greater impact being in Key Stage 1. The rigorous monitoring of teaching in literacy, especially by the team leaders, has resulted in improvements in teaching but the number of staff changes has resulted in some inconsistent practices, for example in the planning for lessons. Writing portfolios with samples of pupils' fiction, non-fiction and poetry, annotated to the National Curriculum levels have very recently been introduced into the school. Since the last inspection and the introduction of the literacy strategy, the co-ordinator has bought new resources that are supporting the teachers in delivering the curriculum. The careful analysis of assessment results by the team leaders has highlighted an action being taken to improve teacher expectations, boys' attainment and target setting, so as to inform pupils how they can improve. The use of teaching assistants has been carefully worked out and their work is having a positive impact on pupils' reading and spelling strategies. The subject is soundly managed. The subject co-ordinator is very good at completing the tasks for which she is responsible, however the system in place can leave the co-ordinator with inadequate detailed information to identify clear whole-school priorities for raising standards further.

## **MATHEMATICS**

85. Standards in Key Stage 1 and Key Stage 2 are currently in line with expectation for age and pupils' achievement is satisfactory in Key Stage 2 and good in Key Stage 1. This is because the school is making effective use of the national numeracy strategy, which is enabling pupils to progress well through good teaching. As a result the school has made satisfactory improvement in mathematics since the last inspection.
86. Although results in 2001 show that attainment is well below national average in Key Stage 1 and below in Key Stage 2, they are generally above those achieved by pupils in similar schools. Also the rate of improvement in results over recent years has been better than the national trend.
87. By the end of Key Stage 1 pupils can count to at least a hundred in fives and tens and can double and halve numbers. They can recognise a range of number patterns both orally and in writing to the expected standard. They use these skills effectively in learning the basic steps in multiplication. Pupils can use their understanding of the addition and subtraction of small numbers to solve problems involving measures such as money and length. Pupils' knowledge and understanding of the properties of shape and of measures is evident from their written work. Most pupils know how to collect data and represent it in simple bar graphs. They are beginning to understand place value and can use and order numbers up to one hundred. More able pupils use larger numbers confidently and the provision of extension activities ensures good progress and this is evidenced in the increase of higher levels achieved in the 2002 national tests.
88. In Key Stage 2 pupils demonstrate increasingly good use of mental mathematics and develop effective strategies for making accurate calculations. They can recall number bonds which they use frequently and apply them as required in the solution of problems. Most pupils can explain the strategies they use, such as in the addition of money, rounding to the nearest ten pence or pound and adding or subtracting the difference. In Year 4 pupils begin to develop their knowledge of turn and angles in which their learning is effectively supported by both practical and computer-generated tasks. Pupils' written work indicates that while there is a strong emphasis on the development of numerical calculation, pupils develop a wide range of mathematical skills and knowledge. By the end of Year 6 most pupils can collect data efficiently and draw and interpret several kinds of graph. They have a good systematic knowledge of two and three-dimensional shapes and their properties and are developing suitable skills in the use of decimals and fractions. Most pupils can use a range of measures effectively to solve problems. However, the style and complexity of the tasks they are given towards the end of the key stage, while often challenging for lower attaining pupils, do not make sufficient demand on the more able.



89. Teaching is good in both Key Stage 1 and Key Stage 2. A significant proportion of the very good lessons are taught in Key Stage 1 and in Years 3 and 4. In these classes pupils make more rapid progress and achieve higher standards for their age. The best teaching is characterised by good planning that contains clear statements of what pupils are expected to learn. It follows closely the national numeracy strategy and is well organised with tasks for pupils that are well matched to their prior attainment. In the majority of lessons a brisk pace is set, classroom routines are well established and teaching assistants are used effectively. Pupils are generally well behaved and use a suitable range of equipment and materials to support learning, such as pizza menus and money in a Year 3 problem-solving task. Most teachers have a good knowledge of mathematics and present pupils with challenging questions to which they respond, often with enthusiasm. These features, together with an increasingly demanding expectation of what pupils can achieve, creates a good climate for learning in most lessons. In a minority of lessons, opportunities for pupils to learn independently are overlooked, work does not challenge the more able pupils and teachers' subject knowledge is not always secure. Teachers are careful to make effective provision for less able pupils and ensure that they are suitably supported and this enables them to make satisfactory and often good progress.
90. The school has two subject leaders for mathematics, one from each key stage, who work in an effective partnership. Raising standards in mathematics is a school priority and the subject leaders have clearly identified what needs to be done. Teachers and teaching assistants have undertaken valuable and appropriate training in the teaching of mathematics. This has enhanced their subject knowledge and extended the range of teaching strategies they employ as evidenced in lessons.
91. A useful range of assessments of pupils' progress and achievement are undertaken and sometimes the outcomes are used to determine what pupils will learn next. The quality of marking varies between classes. At best it includes suggestions to individual pupils on how their work can be extended or improved. This practice should be extended to other classes, in many of which marking is poor. Targets for individuals and groups of pupils are in the early stages of development and their use should be extended further to ensure that the upward trend in standards continues.
92. The range and quality of resources for pupils to use are good. Effective use is made of ICT to enhance learning and software on a range of mathematical aspects such as that about angles used by Year 4, is readily available. Mathematical vocabulary and facts to support learning are usefully displayed in all classrooms and are effectively used in lessons. In mathematics there are very good links with the local high school whose staff support in the analysis of data about pupils' progress and provide further enrichment of the curriculum as well as helping to raise the attainment of more able pupils.
93. The national numeracy strategy is effectively in place and the statutory requirements of the National Curriculum for mathematics are met. All pupils have appropriate access to the curriculum and positive steps are being taken to improve their individual level of achievement.

## SCIENCE

94. In 2001, the end of Key Stage 1 teacher assessments indicates a higher than average proportion of pupils reached the nationally expected level of attainment. Since the previous inspection, test results at the end of Key Stage 2 declined to a low point in 1999 and in the school's 2001 national assessment for pupils aged eleven, attainment was broadly in line with that in schools in similar contexts but well below the national average. The findings of the inspection indicate that attainment has improved and that at the end of both key stages is in line with national expectations and more pupils than previously reach the higher levels. Pupils achieve well and make good progress. Since the previous inspection a greater emphasis on teaching science skills through investigation and intensive preparation for national tests has resulted in improved standards in at the end of Key Stage 2.
95. In Years 1 and 2, pupils make good progress and by the age of seven, they know about forces and movement. For example, pupils know that "the harder we hit the ball, the further and faster it goes" and can describe simple experiments to support their predictions. Pupils are beginning to classify plants, animals and materials into groups according to their properties and present their findings in pictures, tables and text. In a Year 2 lesson pupils worked together to classify animals as diverse as dolphins and butterflies into six categories. They quickly learned to recognise "birds, insects, fish, mammals, reptiles and amphibians" and made insightful comments such as "humans are mammals because they have hair on their skin which is like fur on a cat". Practical work is explained clearly and accurately in discussion and in the books of higher attaining pupils but often the quality of scientific reporting by other pupils is limited by their under-developed use of scientific vocabulary. Pupils' attitudes are very good and this contributes to their good progress in lessons where they are generally attentive and conscientious in their work.
96. Pupils' progress has improved in Year 3 where it was judged to be unsatisfactory in the previous inspection and overall, pupils make good progress by the end of Key Stage 2. By the time pupils leave the school they have learned about living things and the environments needed to support life. They know about filtration for separating mixtures and basic characteristics of electrical circuits though lower attaining pupils are unable to generalise or apply what they have learned in these topics to real life situations. Most pupils apply principles of fair testing in their experiments though occasionally some get confused over identifying and controlling variables. Throughout the key stage there is often a marked difference in the use pupils make of scientific terms to describe what they have done in their work. Poor literacy skills, both written and oral, restrict the attainment of a large number of pupils though the very good teaching and intensive work done in Year 6 has raised achievement in this area considerably. At present, the recording of data in graphic form to identify trends, patterns and draw conclusions is under-developed, as is the use of ICT to effectively support this aspect of the pupils' work. Pupils' attitude to science in Year 6 is very good. They enjoy their lessons and the increased time they have to investigate topics and "learn new things". Elsewhere pupils' attitudes vary relative to the quality of teaching.

97. Two lessons were observed in Key Stage 1 classes. In the Year 1 lesson, the teacher initiated eager discussion about the sense of hearing, and materials used to protect eardrums from excessive noise. The teacher gave clear targets to pupils and her effective planning ensured that the lesson moved along at the correct pace. Pupils were given a range of resources to make "ear muffs" but few fully understood the principles of fair tests or had the necessary vocabulary to take part in the whole-class discussion. In Year 2, pupils were similarly given interesting practical activities on classifying animals and, on this occasion, the opportunity to talk in groups about their decision-making encouraged a better use of scientific language. Although pupils are given experiences of conducting investigations, their understanding and use of scientific terms is under-developed and this affects their progress in lessons.
98. Three lessons were observed in Key Stage 2 classes and the quality of teaching varied from unsatisfactory to very good. Where teaching was unsatisfactory, though the lesson was well planned, pupils were not kept on task and their learning was considerably affected by a minority of pupils interrupting the teacher. In the lesson where teaching was satisfactory, activities were closely directed by the teacher, which meant that pupils had insufficient opportunities to develop enquiry skills, form their own questions and set up their own experiments. Consequently though some progress was made in learning new science facts, there was no progress in developing their science skills. Very good teaching was observed in Year 6 where the teacher skilfully reinforced scientific methods of fair tests and helped pupils use high levels of scientific language in their explanations of scientific enquiry. The teacher's excellent subject knowledge and skills at managing the lesson ensured that pupils stayed on task and that the quality of their learning was very good.
99. The school has adopted national guidelines for science. Continuous assessment to inform future planning and learning is not yet fully established. The temporary co-ordinator has not had the opportunity to evaluate the effectiveness of teaching and learning in the subject or to monitor standards throughout the school. The new co-ordinator will take up post in September 2002 at which time a full monitoring programme is expected to be implemented. In the meantime, pupils' attainment and progress is affected by the lack of training opportunities for staff, especially those with limited experience, and the low priority given to monitoring, assessing and evaluating the science curriculum.
100. Resources for the teaching of science are adequate and are suitably organised.

## ART AND DESIGN

101. Overall, standards in art and design are in line with expectation for age at the end of both key stages. Improvement since the last inspection is satisfactory.
102. Although a limited number of lessons were observed during the inspection, the display of pupils' work shows the range of materials used, the skills taught and that pupils' work is valued.
103. In Key Stage 1 pupils are given a range of activities and experiences which develop their skills in pencil drawing, sculpting, painting, clay modelling, wax resist, collage and printing. Portraits created by Year 2 show evidence of colour mixing and attention to detail. They are of a good standard. The investigation of materials by Year 1, using three primary colours and resulting in weavings put together in the style of a Mondrian picture, is also of a good standard. Pupils in a Year 1 class use natural materials to create a sculpture of their favourite place. They improve their skills in using modelling tools and increase their knowledge of the properties of materials. They can make simple constructions in clay, sand and stone and are beginning to reflect upon their designs with a view to improving them.
104. The quality of art on display at Key Stage 2 varies from good to unsatisfactory. Work of good quality includes Batik printing and the various products of the art club. Pupils use ICT effectively to produce patterns and illustrate poems. There is little evidence of the systematic development of pupils' drawing skills or comparing and modelling the work of artists. In a Year 6 class pupils worked enthusiastically and confidently on blending watercolours using appropriate tools and techniques. They learned the skill of mixing a colour wash and showed they can apply their understanding of composition skills used in landscapes by artists such as Turner to their own pictures.
105. The quality of teaching observed was very good overall and outstanding at Year 6. Planning shows clear objectives that the teachers share effectively with pupils to direct the learning. The lessons are thoroughly prepared and the quality of resources is very good, for example the Year 6 pupils used watercolour paper and the Year 1 pupils had the choice of terracotta or grey clay to work with. The teachers support the pupils in ways that allow them to develop their own ideas and preferences whilst ensuring that every child succeeds at the task. Support and guidance is very good and reflects the teachers' own good understanding of the art curriculum. All pupils, including those with SEN, made satisfactory progress in the lessons seen.
106. Year 6 pupils talk enthusiastically about art, particularly the projects involving artists working in school. Artists-in-residence have been used often and to good effect and have significantly enriched the art curriculum. The mural in the hall and the mosaic garden are outcomes in which pupils take great pride. The art club and the breakfast club also make a good contribution to developing pupils' skills and interest in art and both have contributed quality displays in public areas of the school. ICT makes a satisfactory contribution to the subject, but the opportunity to enhance the art curriculum in a systematic way through ICT has not been taken.

107. The school has adopted the nationally developed art schemes of work, but the teaching of these units is not supported by guidelines for teachers or portfolios of assessed work. The management role of the subject leader does not include monitoring of the curriculum or of standards of work and at present there is no system for assessing pupils' work. However, the school has recently been chosen to join a creative partnership scheme that will enhance the teaching and learning of art and address the training needs of teachers.

## **DESIGN AND TECHNOLOGY**

108. Standards in DT are in line with expectation for age and achievement is satisfactory by the end of Key Stage 1. Attainment is below expectation for age at Key Stage 2 and pupils do not achieve as much as they should. Improvement since the last inspection is satisfactory at Key Stage 1. Not enough improvement has been made at Key Stage 2.
109. By the end of Key Stage 1 pupils understand the need for a design brief and can develop a simple idea independently, for example, making a puppet. They can suggest suitable materials. Pupils can use a variety of techniques for fabric joins, including lacing and stitching, for example in the design for Joseph's coat. In designing and making structures for the playground, Key Stage 1 pupils followed a good design process through planning, researching, developing ideas, designing and using appropriate materials to create their models. They can also use ICT effectively to design a plan and used it to create a picture in the style of Mondrian. Pupils in a Year 2 class successfully completed a basic design brief detailing their idea for a puppet and the materials that they will need. Most are able to think creatively and produce appropriate designs for the front and back. They are acquiring a range of design skills and are beginning to consider the strengths and weaknesses of their designs.
110. By the end of Key Stage 2 pupils work in a range of materials including papier mache, fabric, paper and clay. Pupils in Year 3/4 and Year 5 have art and DT books showing a range of designs including musical instruments, football kits, structures, moving toys, money boxes and woodaabe pouches. Design books are not in use across the whole of the key stage. In a Year 6 class pupils engaged in making bridges with straws and glue using preliminary designs most of which were suitable. Not all pupils worked clearly to their design. More able pupils could measure accurately and knew about the value of using short length beams and the strength provided by triangles. The least able pupils have a general understanding but are not applying the ideas in practice. Year 6 pupils can talk about their experiences of DT in terms of structures, models, bridges and towers. They understand the design process but are not confident in discussing improving or evaluating designs.
111. The quality of teaching DT is satisfactory overall with good features. There are clear objectives for lessons and teachers communicate them and their expectations well to pupils. Lesson preparation is good. Teachers give pupils good guidance and feedback. Classroom assistants are effectively deployed to work with groups of pupils to help them develop and organise their ideas. Pupils' learning is well supported by teachers through focused questions to establish understanding, for example, "What do we use puppets for?" and use photographs of the "Angel of the North" and the Millennium Bridge to extend thinking.

112. The school has adopted the nationally developed DT schemes of work. Teachers are following these units but there is little evidence of progressive skills development or consistency of teacher expectations in the standard of pupils' work across Key Stage 2. The management role of the subject leader does not include monitoring of the subject or teaching, and an assessment system that would enable teachers to build upon pupils' previous learning is not in place. Very good resources are available to support learning.

## **GEOGRAPHY**

113. Standards of attainment in geography for pupils by the end of Year 2 and Year 6 are well below the expected level, and their achievement is unsatisfactory. Pupils do not reach the standards that they should because the curriculum in geography is poorly planned, teaching is too variable and there is insufficient monitoring. There has not been enough improvement since the last inspection.
114. Progress is variable and overall unsatisfactory during Years 1 and 2. Pupils start school with little knowledge of geography. The school's baseline assessments show well below average knowledge and understanding of the world. At times pupils study a reasonable amount of geography, linking it into their work on history. For instance at one time they study life on an imaginary island, partly through stories, consider the difficulties of living there and, by reference to the main character, Katie Morag, review family histories and family trees. However, there are too many gaps in the time spent on the subject and too many differences between the work of different classes. Some pupils have very little to show from their studies. This is because the coverage of the curriculum has not been properly monitored. By the end of Year 2 pupils know about the lives of people in other locations and some methods of collecting data. Their work is well organised and neat. They do not know enough about the physical and human processes of the world, environmental change or approaches to enquiry.
115. Progress during Years 3 to 6 is also unsatisfactory. Younger pupils have carried out useful tasks such as finding quiet and noisy areas within the school, they know about the importance of recycling and the main features that help to decide where settlements develop and clothes suitable for different weather conditions. Pupils in Year 5 know about differences in climate and how to collect data about travel to school, but by the end of Year 6 the amount of time they spend on geography has reduced considerably and there is little evidence that even the planned work has been covered. The result of this is that by the time that pupils are ready to leave this school they have only sketchy knowledge of geography. They can remember only a little about river features, such as the proper names for the source and mouth and they cannot talk in detail about any particular river. Pupils do not know enough about their local area, for instance whether Hartlepool is a town, city or county. They do know the names of the parts of the United Kingdom but are unsure about whether Ireland is included. Their understanding of direction is weak. Overall pupils do not have enough factual knowledge about places or what it would be like to live in different locations. They do not know enough about processes and patterns in geography or how to enquire about the world. Much of these weaknesses come from poor coverage of the intended curriculum because the school has not monitored work in the subject effectively.

116. The lack of progress applies to pupils across the range of ability and experience. Pupils with SEN and those who are more able or talented learn at similar rates to other pupils, there are few attempts to provide activities or approaches which match pupils' previous learning.
117. Teaching is overall satisfactory but varies too much, from excellent to unsatisfactory and these variations contribute to the weaknesses in learning and lack of progress. In one lesson where teaching was excellent pupils made outstanding progress. This was because the teacher planned in detail for pupils to find out about life in Greece and used an effective mixture of methods such as using clues such as an air ticket, swimming trunks and Euros to find out where Barnaby Bear had been. This enquiry approach provided a real stimulus leading to an excellent level of interest and full involvement in learning. Practical resources such as holiday brochures, globes, atlases and photographs greatly increased pupils' factual knowledge of Greece. In another good lesson the teacher effectively helped pupils to learn about the jobs that adults do in the local area, a good contribution to citizenship. In contrast, another lesson about weather reports was unsatisfactory. The teacher had rightly used some ideas from nationally produced schemes of work but a lack of clarity in instructions for the pupils and a lack of challenge in the tasks meant that pupils did not learn enough. Pupils spent too much time concentrating on presentation rather than knowledge or understanding.
118. When pupils are learning about the subject or have studied it recently they enjoy geography. Their good interest and very good behaviour helps lessons to flow well. The school has provided opportunities to find out about lives in other European countries through direct links with a number of schools, for instance using e-mails and photographs. As a result even some of the younger pupils have some satisfactory knowledge about life in those places because they have developed an interest.
119. Leadership and management of the subject are unsatisfactory. There is no effective planning because not enough thought has been given as to how pupils should progress through the school. A nationally produced set of schemes of work has been followed almost without question and has not been selectively used to reflect the particular needs of pupils in this school. No planning has been done for the development of skills.
120. Teachers' work is not properly monitored. For instance in Year 6 there was no evidence of planning or samples of work to show how a contrasting locality in the United Kingdom had been studied as the school had intended. Aspects such as this, combined with a lack of effective or reasonable assessment means that the school does not know exactly what has been taught, how well pupils learn or what needs to be done in future. At the time of the last inspection there were similar problems in the subject and as a result the school has not improved enough since then, this is largely because the school has kept geography as a low priority in its improvement planning.

## HISTORY

121. Standards of attainment in history are well below expectation for age and pupils' achievement is unsatisfactory. This is because the curriculum is poorly planned and monitored, even though teaching is satisfactory and better. The school has not made enough progress since the last inspection.
122. Progress is unsatisfactory in Years 1 and 2 because pupils do not have a properly planned experience of the subject. Pupils start out with well below average knowledge and understanding of the world, shown in the school's baseline assessments. They study topics such as the Fire of London, life at the seaside in Victorian times, linking it in to their work in geography and what it is like to be at the seaside now. They look at how their family tree is formed and relate it to a fictional character in geography. Although these are good approaches and the resulting work of pupils is well displayed and of a satisfactory standard, there are too many gaps in development and pupils' knowledge of chronology and the use of sources is weak. Pupils produce better work when considering what it would be like to live in a different period.
123. Progress in Years 3 to 6 is similarly unsatisfactory. The range of work covered is satisfactory for most year groups but there is little increasing depth to pupils' responses. Younger pupils have studied topics such as Dr Barnado's, Vikings, Romans and Victorians, but there is little difference in the standards reached by pupils of different age or ability, showing a lack of match of work by the teachers. Older pupils spend too long working on exercises which are based on comprehension rather than historical skills and understanding, although they are more successful when considering different life styles such as the use of ration books and how schools operated in the past. Pupils study very little history in Year 6 and as a result show well below average standards by the time they leave school. Some limited but satisfactory work has been completed when pupils studied the diaries of Anne Frank through a visit to a display but otherwise there is little to show. Their lack of knowledge about chronology is shown in that they are not easily able to remember the dates of the Second World War. They know a little about Egypt and features such as mummification but cannot talk about the best ways to use artefacts and the importance of the different values of evidence.
124. Teaching is satisfactory and better. Pupils' work is frequently marked well with positive comments and suggestions, although these are not followed up except in ensuring the neatness and presentation. Teachers do not know enough about how to make best use of the curriculum schemes and the ways in which work can be assessed for improving learning. There is some good and very good teaching. In a very good lesson pupils learned much better than might normally be expected because of good planning, very good use of Victorian artefacts such as a posser, dolly tub, and egg timer, and role-play. The activities helped pupils to become confident in handling and talking about resources and link this study to previous learning. In another lesson good questioning and good subject knowledge with imaginative tasks ensured that pupils followed up a visit to Beamish Museum by strengthening their knowledge of the Victorians.
125. Pupils enjoy history. Older pupils like to talk about the subject even though their knowledge is well below average. Other pupils behave very well, pay full attention and are eager to contribute in lessons. They co-operate well. The result of this is that there are no disruptions to lessons and a proper emphasis on learning.



126. The leadership and management of history are unsatisfactory. Topics from the nationally produced schemes of work have been chosen but without sufficient consideration as to the development of skills as pupils move through the school. There is no effective monitoring, nor co-ordinated system of assessment, as a result there is little evidence that topics have been studied in sufficient depth and the school therefore does not know how well pupils are doing or what will need doing in future. Similarly there is an absence of planning and little work to show what pupils have covered in Year 6. This uneven coverage is the most significant reason for the unsatisfactory achievement. Similar features were present at the time of the last inspection and the school has not made enough progress, because the school has kept development in the subject as a low priority in its improvement planning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

127. Pupils' attainment by Year 2 and Year 6 is in line with national expectations. Pupils of all abilities achieve well and make good progress. This represents a good improvement since the previous inspection, when attainment was judged to be below that expected of pupils at the age of eleven. The teaching of direct skills in ICT has benefited greatly from the increased confidence and competence of teachers after recent training, the support from a well-qualified and informed technician, a well developed strategic plan under the temporary direction of the deputy head teacher and greatly improved resources.
128. Year 1 pupils have used control devices with purpose such as in programming a toy to carry out a series of commands. They communicate ideas in a variety of ways, using word-processing and paint programs. By Year 2, pupils know how to save work and have a developing understanding of computers in the wider world. Pupils use ICT to support their learning in other subjects. In literacy they wrote and edited familiar stories such as "Red Riding Hood" highlighting text and illustrating the story with graphic stamps. In numeracy they are beginning to use simple "starter graph" programs to present findings from their surveys.
129. In Key Stage 2 classes, pupils confidently use the bold, italics and underline facilities on a word-processing program to improve the presentation of text. In Year 4, pupils used a computer to help them understand angles in a mathematics lesson. By Year 5, pupils can write a series of program instructions, using "Junior Control Insight" to control a sequence of events on the screen. On a screen showing a haunted house, pupils wrote a routine to open and close doors whilst animating a "bat", adding sound and text. Older pupils show good levels of skills in setting up their own "multi-media" presentations using text, pictures and sound. The Year 6 pupils use these applications to a high standard to produce images for an advertisement and stories for younger pupils. They import pictures from CD Rom and the Internet and paste them into word documents and "Powerpoint" presentations such as the one done on "Ben's Race".
130. Teaching in ICT is good overall in both key stages. Lessons are very well planned and there is a very good partnership between the teachers and the ICT technician who gives individual support to pupils where required or takes the lead in managing the equipment. Opportunities for pupils to work with a partner and present their work to the class make a valuable contribution to pupils' social and personal development.

131. In all lessons, teachers were confident in their use of programs and hardware. Particularly good use is being made of the interactive white-board. The effective use of this technology was seen mainly in Key Stage 2 lessons. In a Year 4 lesson, the teacher very effectively modelled the program pupils were to use to “solve imaginary crimes” by sampling a range of information on a database of eye witness accounts. The teacher made learning fun and the pupils responded enthusiastically and with very good levels of concentration. The whiteboard was used well in Year 5 to demonstrate the routines pupils needed to follow when constructing simple programmes and in Year 6 when they were shown how to add graphics and sound effects to their Powerpoint presentations.
132. Teaching and learning of ICT skills across the curriculum is under-developed because classrooms are not yet equipped to take networked computers and curriculum plans for foundation subjects do not sufficiently identify opportunities for ICT. The school has plans to put computers into all classrooms and review its schemes of work at the start of the next academic year so that pupils can practise and consolidate their ICT skills in other subjects.
133. Pupils’ attitudes to learning are very good. They behave very well when working on computers and handle equipment with care. During teachers' demonstrations, pupils are attentive and eager to participate at the whiteboard.
134. Leadership and management under the school's temporary arrangements are satisfactory. The deputy head teacher and technician are enthusiastic and knowledgeable and have worked hard with the support of the LEA adviser to raise the profile of the subject across the school. A school web site is under construction and extra-curricular computer classes for both pupils and their parents are available. The school is aware that the scheme of work for ICT needs updating because of mixed-age classes and that the aspects of control technology and e-mail are under-developed. Although a portfolio of assessed work is being developed, the school recognises that in order to maintain high standards, systems of assessment will have to be improved. The school has a dedicated ICT suite that houses 16 computers. When additional computers are put into the classrooms next term, the school will have one computer to every 10 pupils, which is within national targets. Current resources are satisfactory as the school strives to further improve its provision. Use of the technology is having a positive impact on raising standards in ICT, literacy and numeracy. The school is well placed to continue to raise attainment and the overall level of skills of all its pupils.

## **MUSIC**

135. Attainment at the end of Key Stage 1 and Key Stage 2 is below expectation for age. In Key Stage 1 pupils make satisfactory progress, but in Key Stage 2 their achievement is unsatisfactory, largely due to lack of teachers’ knowledge and expertise and limited training. Standards have declined since the last inspection due to the absence of a co-ordinator, insufficient focus on development of the subject and lack of teacher confidence.
136. The youngest pupils in the school can sing a range of simple songs and nursery rhymes and can provide a percussion accompaniment for some of these. By the time they are seven many can recognise different elements of music they listen to – fast, slow, loud, quiet, accompaniment, but few are able to say what they like or dislike about a particular song or piece.
137. In a Year 4 lesson pupils were able to discuss elements such as pattern, tempo, pitch

steps, pulse and rhythm. They could use their own notation to record a composition to accompany a story and could evaluate their work and suggest ways in which it could be improved, relating to choice of instruments, tempo and dynamics. In this lesson attainment was in line with expectation for age. However, progress throughout the key stage is variable and by the age of eleven pupils are not reaching the expected standards. There are too few opportunities for pupils to develop their musical skills and knowledge in a planned, progressive way and insufficient attention is given to improving singing skills.

138. Too few lessons were observed to make a sound judgement about the quality of teaching in music. However, the school is aware that this is an area in need of development and this is planned for when a new co-ordinator takes up post in September.
139. There is a commercial scheme of work in place to provide structure, resources and plans for staff, but there has been a lack of training in how to utilise this effectively. Overall, resources for the subject are good, with a good selection of tuned and untuned instruments and recorded music. The school endeavours to enhance the curriculum through a six week programme for Year 2 pupils provided by Tees Valley parental help in the reception classes, peripatetic brass teaching for some pupils, listening to different kinds of music in assemblies and involving pupils in twice-yearly musical productions. These initiatives provide additional experiences for pupils but could be more effective if the systematic development of musical knowledge, skills and understanding was secure.
140. There is a shared commitment to improving provision and standards in music and with the appointment of a music specialist in September the school is in a good position to carry out the necessary development.

## **PHYSICAL EDUCATION**

141. Standards in PE are in line with expectation for age at the end of Key Stage 1 and Key Stage 2. This reflects the variable teaching, subject knowledge and expectations of the different teachers. Achievement overall is satisfactory. For those pupils who are interested in sport the after-school activities and the school's participation in a host of competitions provides them with superb opportunities to succeed. For this group of pupils their achievement is very good. The school teams are very good and collect a range of trophies during each academic year. At present the school are town champions in netball and kwik cricket. This is the result of some very good teaching by those teachers and teaching assistants interested in sport and the use of a variety of coaches from various clubs such as the Teesside Mohawks Basketball Club, West Hartlepool Rugby Football Club and Hartlepool United Football Club. Through PE the school focuses upon developing team-building strategies. This has a very positive impact on the pupils' good attitudes and behaviour seen in the school during the inspection.
142. Pupils in Year 2 have very good bat and ball skills, being able to bounce a ball on the floor with a bat, turn one hundred and eighty degrees still bouncing the ball with the bat and then catch the ball with one hand. They are able to explain the best ways, hard or soft, to bounce the ball at the various points in the sequence. In Year 6 pupils can pass a ball to each other with satisfactory accuracy. They are able to challenge and defend in a game situation satisfactorily but their shooting skills are not as good.
143. Few lessons were observed in PE. The quality of teaching is very variable, ranging

from excellent to unsatisfactory. Where the teaching is excellent, the teacher expectations are very high and pupils aspire to meet them. Her subject knowledge is very good and she uses this to plan lessons with pace and challenging activities. She is able to engage pupils in reflecting on their work and how it can be improved by asking pupils to explain how they managed a task. One girl explained and demonstrated accurately how she bounced the ball gently when turning a corner. Where teaching is unsatisfactory pupils are not provided with clear instructions, the activities are poorly demonstrated and the lesson lacks pace. Overall pupils work well together. They are positive, have a good attitude to teamwork and display sporting attitudes including thanking the coaches.

144. At playtime and lunchtime an excellent range of activities are provided for those pupils wishing to engage in a physical activity. This enables these pupils to improve their skills, increase their confidence and to share equipment with one and another. A very good range of after-school activities is provided including netball and football. Pupils participate in appropriate outdoor activities including rock climbing, canoeing and rafting. Pupils have the opportunity to participate in two weekend residential experiences and in dance projects that included a performance at the Millennium Dome. There are cross-curricular links with science and a healthy schools project. The very enthusiastic teacher, who is also a team leader, manages the subject well and has been instrumental in the school achieving the "Activemark". She is also involved in the recently introduced specialist school co-ordinator programme. This term the school has completed a self-review for PE whereby staff completed a questionnaire to determine their individual needs. An analysis of the information has highlighted the need for staff training in gymnastics and dance. Assessment procedures are informal. The co-ordinator has also had the opportunity to monitor the coaches within the school. This review has provided the co-ordinator with the opportunity to develop priorities for the whole school. Without a regular review the co-ordinator is unable to accurately determine the strengths and weaknesses throughout the whole school.

## **RELIGIOUS EDUCATION**

145. By the end of Key Stage 1 and Key Stage 2 pupils' attainment in RE is that which would be expected for their age. The standards achieved at the time of the last inspection have been maintained. Given their prior attainment, pupils' achievement is good.
146. Pupils make steady progress in their knowledge and understanding throughout the school. By the age of seven they have been introduced to Christianity and Judaism. They also extend their knowledge by the introduction of other world religions such as Hinduism, Buddhism and Islam. Pupils study in detail the customs and beliefs of the Christian faith, particularly through the good relationship which has developed with the priest from the local church. Younger pupils enjoyed a stimulating and enjoyable visit to the church where the symbols and beliefs of Christianity were explained to them.

147. By the age of eleven pupils have built upon the knowledge, skills and ideas acquired earlier. They know about the beliefs and customs of the major world faiths and can recognise and name many of the artefacts used in the practice of these faiths. In Key Stage 2 they build further upon their understanding of the Christian faith through assemblies and lessons where they learn to identify different genres such as parable, poetry, wisdom and reflection. Pupils also have the opportunity to develop their understanding of spirituality through moods set in assemblies and the respect and reverence displayed by teachers for the symbols and artefacts of the faiths pupils study.
148. The quality of teaching in RE has improved since the last inspection and is now very good. Lessons are well prepared and organised with objectives that are set out clearly and shared with the pupils. Teachers employ a very good range of high quality artefacts in their teaching and use them well to interest and motivate pupils. Most respond well, answering and asking questions, debating and demonstrating the knowledge they have acquired. Teachers channel this interest well, but could usefully ensure that older pupils build up a record of written work to which they can refer. The use of too many work sheets limits pupils' expression and creativity in respect of what they have learned. Teachers are aware of how RE can enrich pupils' spiritual, moral, social and cultural development and this knowledge is well applied.
149. The curriculum meets the requirements of the locally Agreed Syllabus and the subject forms a valued part of the curriculum. There are very positive links with the school's programme of PSHCE and with the daily acts of collective worship. The provision and use of resources to support the subject are very good and they are well used. The outcomes of pupils' learning are not significantly represented either in displays or workbooks nor is there a systematic assessment of pupils' work.