

INSPECTION REPORT

CHILTON PRIMARY SCHOOL

Chilton

LEA: Durham

Unique reference number: 131865

Headteacher: Mr D Wallace

Lead inspector: Robin Wonnacott

Dates of inspection: 5th – 7th July 2004

Inspection number: 255786

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	357
School address:	Chilton Ferryhill County Durham
Postcode:	DL17 OPT
Telephone number:	01388720255
Fax number:	01388 721619
Appropriate authority:	The governing body
Name of chair of governors:	Mr F Forrest
Date of previous inspection:	None (first inspection)

CHARACTERISTICS OF THE SCHOOL

Chilton Primary School is situated in the village of Chilton in County Durham. The school was opened in September 2002 after the amalgamation of the infant and junior schools. There are 357 full-time pupils on roll, aged from four to eleven; this makes it a large primary school compared with primary schools nationally. In addition, there is a Nursery that provides education for the equivalent of 39 full-time places for three-year-olds. The majority of pupils come from the immediate area. Overall, pupils come from homes of below average socio-economic background. The percentage of pupils entitled to free school meals (23 per cent) is broadly in line with the national average. The percentage of pupils with special educational needs (25 per cent) is above the national average. The percentage of pupils who have statements of special educational need (2.52 per cent) is broadly in line with the national average. The pupils' special educational needs are wide-ranging, but the majority relate to learning difficulties. The overwhelming majority of pupils are of white British heritage. There are no pupils whose home language is not English. When children join the school as three-year-olds, their levels of attainment are well below those typical of those found nationally for the age group.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2787	Robin Wonnacott	<i>Lead inspector</i>	Information and communication technology, design and technology and citizenship.
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30544	Gill Battarbee	<i>Team inspector</i>	English, art and design, music and physical education.
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	11
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	13
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. It provides pupils with a good quality education. Overall, teaching is good. Pupils' attitudes are good; their behaviour is good. The headteacher is providing the school with very good leadership. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are low. In lessons, higher attaining pupils are not always sufficiently challenged. Pupils' speaking and listening skills are very low.
- Overall, teaching is good. Teachers, and other adults, know the pupils well, and they use a range of good strategies to promote pupils' learning.
- Pupils' achievement is good because of the good teaching.
- The headteacher provides the school with very good leadership and has a clear vision for the school's future.
- Overall, the work of subject co-ordinators is good. However, procedures for monitoring the provision in different subjects do not have sufficient rigour.
- The work of the governors is very good. They have systematic procedures in place that enable them to hold the school to account for its actions.
- There is good provision for pupils who have special educational needs.
- Attendance levels were low, but have improved in the last year.

This is the school's first inspection and no judgement can be made on its improvement since the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	N/A	N/A	B	D
Mathematics	N/A	N/A	D	E*
Science	N/A	N/A	E	E*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E shows that the school was in the lowest 5% nationally.*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is good. The school's results in the national tests for eleven-year-olds for 2003 show variations. Standards were above average in English, but below average in mathematics and well below in science. With only one year's results available detailed comparisons are not possible. However, when the school's results are compared with similar schools, then results were in the bottom five per cent for both mathematics and science, based on comparative data from the old infant school. Children enter the school as three-year-olds with standards well below those generally found for the age group. In the Nursery and Reception class they achieve well, but do not attain the level expected for five-year-olds. Pupils' speaking skills are well below average. The standards being attained by the present Year 2 pupils are below those expected for the age group in reading, writing and mathematics. The low levels of pupils' language skills have a significant impact on the overall standards being attained. Work in the books of the Year 6 pupils shows variation in standards across subjects. Work in the English and mathematics books is generally in line with the expected standard. There is limited work in the science books; this is below the standard expected. Achievement in English and mathematics is good. Attainment in science is satisfactory but,

because of the very low standards when pupils join the school, achievement in science is good overall.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils are happy at school; they have positive attitudes towards learning. Behaviour throughout the school is good. Attendance levels for this school year are average, showing an improvement on last year when they were below average. Pupils' spiritual, moral, social and cultural values develop satisfactorily. The ethos of the school is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Overall, the quality of teaching is good. In the best lessons, teaching is carefully structured and pupils are clear about what they are expected to learn. Teachers' expectations are high. They use very good questioning techniques that help pupils explore and develop their ideas. As a result, in these lessons pupils make very good progress in learning. The school has a good range of assessment procedures in place, and much valuable information about pupils' levels of attainment is available to staff. However, this information is not consistently used by staff when planning lessons; this means that work given to pupils is not matched to their needs and the highest attaining pupils are not sufficiently challenged. Provision for pupils who have special educational needs is good. The well trained support staff are used to very good effect and they help pupils to make good progress. Teachers and other adults know the pupils well; the care and guidance offered by them are very good. The school works well with the parents and has very good links with the community. The school has good links with the local comprehensive school. All pupils are included in all aspects of the school's work.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides the school with very good leadership. He has undertaken an analysis of the school's strengths and weaknesses, and this information is used effectively to plan the school's future development. The headteacher has the full support of all those connected with the school. There are good procedures for monitoring and evaluating the school's work, but they are not used in a regular and systematic way. Subject co-ordinators for English, mathematics and science have a good understanding of the strengths and weaknesses in these subjects. The work of the governors is very good, and they ensure all statutory requirements are fully met. They have clear procedures in place, including monitoring of standards, which enable them to hold the school to account for its actions.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the school and they have no significant concerns; they regard teachers as very approachable. Pupils feel that the school is good and they are positive about the staff. They feel that they are provided with good opportunities to develop their learning.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Review and develop all aspects of teachers' planning so that standards in the key areas of English, mathematics and science are improved.
- Provide more opportunities for all pupils to use and develop their speaking and listening skills.
- Make the systems for monitoring provision more rigorous and systematic.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good**. Overall, standards in national tests are **below average**. However, standards in the pupils' books are average. Standards on entry to the school are extremely low, and pupils have made good progress to reach the standards they do.

Main strengths and weaknesses

- Standards in English, mathematics and science are low.
- Standards in speaking and listening are very low. The majority of pupils have very limited vocabulary.
- From very low levels of attainment at age three pupils achieve well as they move through the school, but they still have levels of attainment below the national average at age eleven.
- Standards in information and communication technology (ICT) are generally average.

Commentary

1. From well below average standards when they join the school, children in the Nursery and Reception classes do well, but do not reach the expected standard for five-year-olds in any of the six areas of development identified for young children. Their communication skills are significantly lower than those expected at this age. Nevertheless, their achievement is good in all areas because of the good teaching they receive. Teachers know the children well and plan practical activities which get the best out of them. The children find learning fun.

2. An examination of the work of the present Year 1 pupils indicates that, when they join the Year 1 class, their levels of attainment are much lower than typically found, particularly in language and communication. In the Year 1 and 2 classes pupils continue to achieve well. Teaching is good and pupils are helped to build on their earlier development. However, by the age of seven they do not reach the expected standard in reading, writing and mathematics. Results for the 2003 assessment tests are shown in the following table.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.2 (N/A)	15.7 (15.8)
writing	12.3 (N/A)	14.6 (14.4)
mathematics	14.2 (N/A)	16.3 (16.5)

There were 54 pupils in the year group. Figures in brackets are for the previous year.

3. The pupils' very low language skills play a significant part in the low test results. Pupils' vocabulary is very limited and their ability to articulate responses to questions is very restricted. The preliminary results for the 2004 assessments show similarly low results.

4. As pupils move through the school from Year 3 to Year 6, their achievement is good, overall. Pupils who start school with very limited vocabulary gain in confidence in using language. Results from the 2003 assessments for eleven-year-olds are set out in the following table.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.1 (N/A)	26.8 (27.0)
mathematics	25.7 (N/A)	26.8 (26.7)
science	25.9 (N/A)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

5. Results in English were particularly good. Results in mathematics and science were too low. The preliminary results for 2004 indicate a fall in the school's English results, but a slight improvement in the mathematics and science results. Close to 25 per cent of the present Year 6 pupils are on the school's special needs register. The majority of these pupils have done really well to reach the standard they attained. With results from only one year, no secure judgement can be made about the school's overall performance over time.

6. Inspection evidence, particularly work in the books of Year 6 pupils, shows variation in standards. Work in the majority of English and mathematics books indicates average standards. Work in the science books is very limited and indicates standards lower than those expected for eleven-year-olds. Standards in ICT are broadly average. Pupils' attainment in other subjects is in line with the national average. Attainment in religious education is in line with that set out in the locally Agreed Syllabus for the subject. In no subject is there a significant difference between the attainment of boys and girls.

7. Pupils with special educational needs achieve well. The school effectively invests a lot of time, energy and finances into meeting the needs of the large number of pupils with special educational needs, most of whom have difficulties in the key skills of communication and language. These pupils all make significant gains in the key skills of speaking, listening, reading, writing, number and ICT. Nevertheless, their attainment remains well below average, particularly in English and mathematics. Their difficulties with speaking, reading and writing and their slow acquisition of new vocabulary are barriers to their learning in most of the other subjects, although this is less marked in art and design and physical education. The school is having a significant impact in trying to overcome these barriers.

8. The opportunities provided for pupils to apply their literacy and numeracy skills in other subjects are satisfactory, and at times good. When opportunities are provided, pupils show satisfactory levels of understanding. For example, in a Year 6 ICT lesson pupils demonstrated a good understanding of ways in which they could use skills acquired in English lessons to enhance a presentation with the title 'Chilton Primary School'.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. Attendance levels last year were below the national average but have significantly improved in the current academic year.

Main strengths and weaknesses

- The school is very good at setting high expectations for pupils' behaviour; as a result, behaviour is good.
- The school's action to improve attendance is very good.

Commentary

9. Pupils come into the school at age three with social and personal skills which are well below those seen in other primary schools. The school makes this aspect of pupils' development a priority and it is very successful at developing personal and social skills. The school attributes its success to good teaching and to consistently high expectations of what pupils are able to achieve. This view is confirmed by the inspection. All the staff are determined that pupils' relatively low socio-economic circumstances should be no excuse for low attainment.

10. When given opportunities to work independently or in groups, pupils work co-operatively, sharing and valuing ideas as well as concentrating well on the task. Pupils with special educational needs generally have the same attitudes and values as their classmates. However, there are a few

pupils who find conforming to the high expectations set by the school difficult. These pupils are well managed by caring support staff so they cause the minimum of disruption.

11. Visitors to school comment favourably about the pupils' good behaviour. Pupils are very polite and courteous to visitors. Although this view does not coincide with the perceptions of a small number of parents, inspectors found that the school manages behaviour very well and no harassment or bullying was evident during the inspection. In almost every lesson observed, behaviour was good and in many cases it was very good. In the playground, pupils play well together, often joining together in games. Older pupils take good care of their younger colleagues through the 'Friends Forever' scheme. To help the small number of pupils who have behaviour difficulties, the school has introduced the KOOT (keep out of trouble club). Staff members deal quickly and effectively with the rare behavioural incidents that warrant attention. At lunchtime, supervisors provide guidance and support for all pupils, with careful attention being given to younger members of the community and those with special educational needs.

12. The number of exclusions has significantly reduced in the current academic year, having gone down to a smaller number of fixed period occurrences affecting three boys. This compares well with the exclusions during the previous year. Exclusions for the last reporting year are shown in the following table:

School's basic characteristics: ethnicity

Ethnic background of pupils

Categories used in the Annual School Census	
White – British	
White – Irish	

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
392	9	0
1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

13. The school strives hard to promote good attendance and has achieved much better levels in the current academic year by almost one percentage point over the previous year. The table shows attendance figures for last year:

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.5
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

14. To improve the overall level, parents are reminded in newsletters about the importance of good attendance. They are actively discouraged from taking holidays in term time and are informed of important dates and events. The great majority of parents accept this advice. Furthermore, pupils are motivated by rewards for good attendance and, in the event of an unexplained absence, the school contacts the home of the missing pupil by telephone immediately.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is **good**. From very low levels of attainment when they enter the school, pupils make **good** gains in learning as they move through the school to attain standards that are generally below the national average in Year 6. Pupils' behaviour is **good** and this has a positive impact on their learning. Staff make **good** use of the excellent accommodation and resources.

Teaching and learning

Teaching in the school is **good**. In three-quarters of the 47 lessons observed, teaching was at least good. In two lessons teaching was unsatisfactory. Overall, teachers make satisfactory use of assessment data. However, in science in particular, not enough thought is given to the way in which assessments should influence the planning of lessons. Teaching assistants are used in a very positive way to help pupils learn. Pupils with special educational needs are provided with good teaching in small groups; this enables them to make good gains in learning.

Main strengths and weaknesses

- Teachers use effective techniques when they question pupils.
- Lessons are conducted at a good pace.
- Very good relationships exist between staff and pupils.
- Behaviour in lessons is good.
- Teaching assistants are used to good effect.
- Assessment data is not always used to maximum effect when lessons are planned.

Commentary

15. During the inspection, the quality of teaching observed was good. In just fewer than three-quarters of the lessons observed teaching was judged to be good or very good. Two lessons were observed when teaching was unsatisfactory. There is no significant difference in the quality of teaching in the different classes in the school. Evidence gathered through scrutinising pupils' work and holding discussions with pupils indicates that the teaching observed during the inspection is typical of that usually found in the school.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7 (15%)	28 (60%)	10 (21%)	2 (4%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

16. In the very good lessons, teachers' good questioning techniques make sure that pupils have understood the work. The teacher asks the same question in a number of different ways to check pupils' understanding. This was the case in a Year 4 English lesson, where pupils were developing their ideas about 'persuasion and arguments'. The lesson was lively and very well organised. As a result, there were very good gains in the pupils' learning.

17. In lessons where teaching was unsatisfactory, a common weakness was that the teaching did not have a clear focus. As a result, pupils' learning was restricted. For example, in a Year 2 science lesson where pupils were being introduced to the world of 'mini-beasts', it was not clear what pupils were expected to learn. As a result, the pupils spent too much time looking for, and at, mini-beasts with no real understanding of the purpose of the observations. In lessons where teaching was satisfactory the lesson did not have the necessary pace. Too often pupils spent long periods of time listening to the teacher with little opportunity to develop their own ideas.

18. Teaching in English lessons is good. Teachers make good use of the national guidance for literacy; they plan lessons to take account of the needs of different groups of pupils. Good teaching also occurs in mathematics lessons. Teachers make good use of the national guidance for developing pupils' numeracy skills. However, during the inspection, teachers kept rigidly to their weekly plan; they did not take enough account of what pupils had, or had not, learnt in the previous lesson. Information and communication technology is used to support teaching and learning in a number of subjects, including English and mathematics.

19. Teaching assistants are used well throughout the school. In the best lessons their work is very good. They are clear about what individual pupils are expected to learn. They are fully committed to helping individual pupils and the pupils respond in a very positive way, making significant gains in learning.

20. Teaching and learning of pupils with special educational needs are good throughout the school, from Nursery to Year 6. Staff who frequently work with pupils with special educational needs in small groups, or on a one-to-one basis, have good knowledge of the pupils' needs and effectively promote the development of key literacy skills.

21. Overall, assessment procedures are good. The school has started to analyse the nationally provided test results to identify pupils who will need help if they are going to reach the expected standard for seven and eleven-year-olds. The school keeps good records on pupils' attainment in English, mathematics, science and ICT. Because the records have been well thought through they are effective and do not take too much of teachers' time to complete. In some lessons, teachers do not make enough use of on-the-spot assessments when they plan the next lesson. As a result, some pupils are expected to move on to the next stage of learning when they have not fully understood the previous activity. On the other hand, higher attaining pupils are expected to do work that is too easy for them. Pupils' books are regularly marked. The best marking helps pupils understand ways in which they could improve their work. However, this approach to marking is not consistent in all classes.

The curriculum

The curriculum is **satisfactory** overall. All subjects of the National Curriculum are taught. The school provides a **satisfactory** range of learning opportunities enriched by the **good** use of a wide range of clubs and activities that enhance pupils' learning. Overall, accommodation and resources are **very good**, with the building and site providing excellent facilities.

Main strengths and weaknesses

- The many new initiatives to develop the curriculum and raise standards do not yet form a coherent and cohesive framework from which teachers can plan the pupils' learning.
- The curriculum is enhanced by a wide range of clubs and activities, both during and outside the school day.
- There is good provision for the curriculum in the Foundation Stage.
- The teachers have a very good range of relevant expertise.
- Support staff are used well. They support pupils' learning across all aspects of the curriculum.
- Pupils with special educational needs are well supported and this enables them to make good progress.
- The building and site provide excellent facilities for pupils' learning.

Commentary

22. The curriculum is satisfactory overall. National guidance for literacy and numeracy are well used, all subjects are taught and all statutory requirements are met. In the Nursery and Reception classes the national guidance for this age group is well used and all six areas of development are covered. The school is currently implementing a wide range of strategies to develop the curriculum

and raise standards. Some of these are national initiatives concerned with making the curriculum more exciting and enjoyable for pupils. Some are generated from the Local Education Authority, such as their new curriculum guidelines, and some have been developed alongside the school's own evaluations, such as the strategy of making literacy central to all areas of the curriculum. However, this range of strategies has not yet been amalgamated into a coherent curriculum framework. Few of the new strategies have been embedded and evaluated for their impact on standards and, to date, there is a lack of consistency in teachers' planning.

23. Careful thought has been given to ensure the appropriate amount of time is given to each subject, and areas of the curriculum are linked to demonstrate their relevance and enhance the interest of the pupils. The programme for pupils' personal, social and health education (PSHE) is well supported by visitors to the school, such as the school nurse, and is effectively linked to the religious education programme. The pupils are proud of their school council and contribute well to the development of the school. For example, they learnt about making a contribution to their community through their recommendation to improve the dining hall and school toilets with murals, painted by the pupils themselves.

24. The curriculum for pupils with special educational needs is good. The support the pupils receive in language and communication is very good and is a strength of the school. Pupils are carefully assessed and are given work at a suitable level. They understand their targets, work hard to achieve them and make good progress. The work given to pupils is at the correct level and they understand what is expected of them, particularly with the aid of their individual target sheets. The school provides good support for a wide range of special educational needs and ensures that new staff are given brief informative details on pupils so that they understand the needs of the pupils and can include them fully in lessons.

25. The school provides very good support for the pupils' learning outside the school day. Breakfast club is well attended and gives many pupils a positive start to their school day. For Years 3, 4, 5 and 6 there is wide range of lunchtime clubs which they may choose to attend and for Years 1 and 2 there is the Lunchtime Activities Club, attended by almost all the pupils every day. After school there is also a range of well attended clubs for the older pupils, including a homework club. The school also arranges holiday activities to support the pupils' learning. These are arranged as part of the school's links with the other schools in the local cluster. Good use is made of visits and visitors. For example, football coaches spend time with Year 6 helping with their skill development, Years 3, 4 and 5 enjoyed an historical drama presentation and Year 2 visited the seaside. Many visits and outside activities covering a wide range of subjects are celebrated in the displays around the school. There are close community links, enhanced by the community facilities in part of the building. In addition, the school works effectively with the local cluster of schools, sharing training and expertise, and as part of these links the Year 6 pupils are very well prepared for their transition to secondary school.

26. The teachers have a very good range of relevant expertise. They use this well in their teaching and in their contribution to whole school development, such as through the improvement of particular subjects and the provision of extra activities for the pupils. The support staff make a significant contribution to the pupils' learning and to their good attitudes towards their work.

27. The range and quantity of resources are very good. These are well organised and teachers make good use of them to support pupils' learning. Both the building and the grounds provide excellent facilities for the pupils. The classrooms provide good teaching spaces and there are additional rooms for small groups. There is a large, well-equipped and well-stocked library, an ICT suite, a separate hall and gym and there are large well appointed outdoor areas, all of which are carefully timetabled to maximise the learning opportunities for the pupils.

Care, guidance and support

The care given to pupils throughout the school is very good and this is a significant strength of the school.

Main strengths and weaknesses

- Pupils feel secure and well cared for in school. Relationships with staff are very good.
- There are very good procedures to ensure pupils work in a healthy and safe environment.
- Each pupil has a good and trusting relationship with one or more adults in the school.
- Teachers keep good records of pupils' academic progress and achievement.

Commentary

28. Teachers and non-teaching staff are highly regarded by the pupils who feel at ease when approaching them for personal advice. Pupils know that the school is interested in their views, consequently they are very confident that there is always an adult they can go and talk to if they have any concerns. This was confirmed by the questionnaire, completed before the inspection. Almost every pupil responded positively to it, especially to the question, 'Is there an adult you would go to if you were worried at school?'

29. Members of the governing body actively use their expertise for health and safety by participating in the weekly risk assessments. Extensive precautions are taken on the complex site because it is shared with the wider community. Effective procedures for all other aspects of care are in place, such those for accidents and emergencies, with many members of the staff trained in first aid. Caring practices extend to lessons, where, for instance, every pupil has a water bottle. As part of the personal, social and health education (PHSE) lessons, pupils learn about such things as citizenship and their relationship with the wider community.

30. The care and welfare of pupils has a very high priority in the school and, through the high quality of the school's leadership, it is well co-ordinated. It is very clear that the school sees including all pupils in all activities as a main concern, so that pupils benefit from good moral and social education as well as their academic education. The staff cater very well for the needs of pupils and, in some cases, for their families. Parents acknowledge this high level of care and say that their children are very well cared for and that the staff are very friendly and accessible.

31. There are good and suitable procedures for child protection. All staff are kept up to date with current procedures through regular in-service training. The school also provides training in the care and guidance of particular groups of children, such as those with special educational needs and those with behavioural difficulties. In this way, staff are able to meet the needs of the school's most vulnerable pupils.

32. The school has developed a good and efficient way of recording the academic progress of pupils. These records are used to help set individual targets for pupils' learning.

Partnership with parents, other schools and the community

The school has good links with parents and very good links with the community. Links with other schools are good.

Main strengths and weaknesses

- The information given to parents is very good.
- Links with the community are very good.
- Mechanisms for transfer of pupils to secondary school are very good.

Commentary

33. Parents feel that they are kept well informed through the attractive newsletters that are circulated to them. Parents of new entrants to the school are able to access a wide range of booklets that provide them with good advice. Newsletters provide parents with information about what their children are expected to learn. Information is also provided about homework, with records on which parents can comment. Moreover, when parents receive the annual report on the progress of their children, they can see their children's learning targets and feed back their own ideas.

34. The school provides an extensive array of support and guidance programmes for its pupils' parents and others in the local community. Parents are welcomed into classes to help with their children, which for some is a stepping stone to attending the Parents' Centre. For example, a father helps out weekly in the Nursery, and is a positive role model for the children. The Foundation Stage teachers are particularly good at welcoming and involving parents. Parents are asked to help their children settle in well by providing information about their likes and dislikes when they join the Nursery. The Parents' Centre itself offers tremendous opportunities for parents to get involved, whether through relaxation courses such as Chinese cookery or beauty therapy, or certificated learning such as in computer courses. The positive feedback given by parents helps to ensure the continuing success of the centre. Family learning, such as through numeracy and literacy sessions, has also been very successful. Some of these take place during the breakfast club sessions. Other services, such as an after-school club and crèche for those attending courses, have been very popular and, in some cases, acted as a spur to further learning by parents.

35. Teachers and other staff make themselves readily available to parents and carers when they need to resolve any concerns. The school has tried hard to involve more parents in the daily life of the school but only a small core of parents respond. For instance, at the consultation evenings for parents and staff, less than two-thirds of parents attend and it has not been possible to launch a parent-teacher association.

36. Because the school site is integrated with excellent facilities for the community, many community partnerships are in place. A good example is the work done by Sure Start, which is a government-sponsored programme for delivering the best start in life for the youngest children. Sure Start helps the school with induction of children into the Foundation Stage. Other on-site links include those for further education, football training and a youth club.

37. Very good links are made with a range of other community organisations; these links enrich and enhance the experiences of pupils. The nurse visits the school regularly and is available to discuss concerns with pupils, in a confidential way. There are close links with the church and the town council and also with the local police and fire service. In sporting activities, the school benefits from the sponsorship of two professional football clubs. Pupils are involved in the wider community, collecting money for charity, entertaining elderly people and helping underprivileged people in other lands.

38. Overall, links with other schools are good. Pupils benefit from very good links with the local secondary school at Ferryhill Business and Enterprise College. Visits to the school by staff from the secondary school and 'taster days' at the secondary school ensure that pupils move smoothly to secondary education. Project work in subjects such as ICT starts in the penultimate year at Chilton Primary School and continues to when the pupils move into their first year at Ferryhill. This gives them a feeling of continuity that helps them to settle more quickly into lessons at the secondary school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership. The contributions of other staff to leadership and management are good. Governance is very good.

Main strengths and weaknesses

- Pupils' interests, and the development of higher standards, are the focus for the school's leadership and management.
- The school is very inclusive and has a strong ethos, which is based on mutual respect.
- The headteacher, with strong support from the deputy headteacher, has very successfully amalgamated the staff and governors from the two previous schools.
- Parents are very positive about the headteacher's leadership.

Commentary

39. The leadership of the headteacher is very good. He has a very clear vision for the future of the school and sees it as a vital source of services and support in the local community. In order to achieve this he has very successfully developed a sense of unity and purpose among the staff. There is a strong sense of teamwork and shared values. Communication is open and the headteacher is readily accessible. A very effective environment for learning has been quickly created following the amalgamation of the two schools. Initiatives are embraced willingly, but there is a need to consolidate before taking on too much too soon and before present initiatives are securely embedded in practice.

40. Management is good. The school's performance is evaluated carefully. There are good procedures for monitoring and evaluating the school's work. The headteacher has a good awareness of the school's strengths and weaknesses and, with staff, uses this information to plan the school's future development. The school improvement plan is very detailed and provides a clear picture of the short, medium and long-term developments in the school. It is very much a working document, reflecting and responding to fresh demands.

41. The school places a high priority on professional development. This is reflected in the fact that it has been awarded 'Investor in People' status. The staff have a common vision and sense of purpose. There is a shared commitment to meeting the personal needs of all the pupils and raising the academic standards. The school benefits from its involvement with initial teacher training because staff feel it encourages reflective practice in the school and brings in new ideas and approaches.

42. Governance is very good. The governing body is very supportive of the school and ensures that its work meets all statutory requirements. It has played an important role in developing the new school. There is a very good relationship between the governing body and the school's senior leadership but the relationship is not a cosy one. The governing body is involved in setting the strategic direction of the school by its review and its effective working parties. There are designated governors for key aspects of the school's work, such as literacy, numeracy and special educational needs. Governors monitor standards and hold the school's managers to account for their actions. Plans are in hand to develop further the monitoring role of co-ordinators as well as for the more rigorous monitoring of teaching and learning.

43. The school's financial procedures are good. Financial management by the governors, head teacher and office staff is very effective. Funding is used very well to meet the needs of the pupils. Specific grants are spent appropriately and this is making a difference to pupils with special educational needs. The school has good procedures to ensure that it applies the principles of best value.

44. Funding for the school is on the low side, standards are low, but pupils' achievement is good. Teaching is good. Taking all these factors into consideration, the school gives very good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,042,958
Total expenditure	979,611
Expenditure per pupil	2,249

Balances (£)	
Balance from previous year	N/A
Balance carried forward to the next	63,347

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision in the Foundation Stage is **good**.

45. The vast majority of children join the Nursery class with levels of skill that are well below those expected for their age. There are very few children with skills that match or exceed these expectations, and many more children than usual have speech or language difficulties. These children become increasingly confident in speaking as they move through the Nursery and Reception classes. Children make good progress in all areas of learning as a result of good teaching.

46. Children benefit from focused teaching sessions with their age group and have self-chosen activities alongside older and younger children within the Early Years Unit. Both Nursery and Reception children have regular access to the area outdoors. The range of experiences children have before starting school is varied, but overall when children enter the Nursery as three-year-olds their level of attainment is well below what is normally expected. Many of the children have very limited speaking skills and limited experiences. By the time they enter Year 1, the majority are unlikely to achieve the goals they are expected to reach in the six areas of learning. During their time in the early years setting children achieve well in all six areas. This is because they work and play in very small groups with teachers and very able support staff. Leadership in the Foundation Stage is good. The co-ordinator works hard to bring about improvements. She has a clear vision and leads well by example.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children play well together, taking turns and sharing equipment.
- Children are confident, express their feelings and show care for others.
- There is a good range of planned opportunities for independent play.

Commentary

47. Teaching is good and children achieve well. Parents and children are welcomed each day into a calm environment. Children have a positive approach to learning and go to their activities with enthusiasm and enjoyment. They share willingly, as was demonstrated when one child said to her friend, 'we always share the hairbrush, don't we?' They learn to take turns, when playing word games with staff, for example. They play well together outdoors, sharing the equipment, and Reception children manage to get a small team of 'footballers' together to play a team game. Staff are very caring role models and so most children are confident to speak with adults; they are polite and well behaved. They line up sensibly when moving about the building and they always follow staff's instructions. Staff timetable the sessions well so there is a good balance between directed activities which staff lead and activities from which children can choose. Children show good levels of independence and easily make choices about what they would like to do. They are clear about rules and routines and know where to store their work. All children show pride in their achievements. They learn to become independent when putting on jackets or washing hands. They learn about other cultures through planned topics throughout the year. Children make very good progress from a very low attainment on entry, but will not have reached the nationally expected standard when they enter the Year 1 classes.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children achieve well because staff adopt a systematic approach to teaching basic reading and writing skills through a range of practical activities.
- Staff assess children as they work with them, so all are challenged.
- There are missed opportunities to use the area outside to promote literacy skills.

Commentary

48. Children enter the Nursery with very low speaking skills; the range of their vocabulary is very limited. Children enjoy their activities and achieve well because teaching is good and staff make learning interesting and fun. Reception children are taught in very small groups and sometimes on a one-to-one basis. This close interaction between staff and children accelerates their learning and they achieve well. Children improve their vocabulary because staff provide many different role-play scenarios, such as the tyre workshop, the home area and the shop. They enjoy songs and rhymes and learn about patterns in language. Although children achieve well in their speaking skills, the majority are not able to respond to questions such as 'Why do you think...?' Children have good opportunities to recognise letters and the sounds they make. This is because staff play very focused games with children involving letters. More able children use their knowledge to help with reading and writing. Children enjoy stories and show interest in books. They handle them with care and turn pages correctly. Most know that information about mini-beasts is found in non-fiction texts. Staff plan time in the library with children where they look at interesting picture books related to the current theme. Some children are beginning to recognise words by sight because staff play word games that engage children's attention. Children work with staff who act as role models when writing stories in a way that interests children. More able children are beginning to write words and phrases with adult support. There is a range of activities to support early handwriting skills, including using dough and copying over lines using different writing tools. Throughout the sessions staff assess children so they are clear about what they know and can do. They use this important information to group children and support and challenge them according to their stage of development. However, staff are aware that they do not plan enough activities outdoors to support literacy and that self-chosen activities are not always provided to consolidate the good learning that takes place during focused activity. Children make good progress, but they are not on course to reach the Early Learning Goals set nationally for children at the end of the Reception year. As a result, their attainment is below the expected level when they enter Year 1.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **good**.

Main strengths and weaknesses

- Children make good progress in number recognition and early counting skills.
- Skilled teaching in small groups encourages children to concentrate well.

Commentary

49. Children achieve well because staff place good emphasis on early number skills. Staff approach the teaching of mathematics through interesting games and this ensures all make good progress. In the Nursery they encourage children to count through regular routines. For example, they sing four songs and children put up four fingers to show the correct amount. In the Reception class, children have daily small group focused sessions linked to number recognition, sequencing and counting. Children count forwards and backwards to twenty and numbers are very clearly

displayed for them to see. They play games to learn early calculation skills by throwing a given number of mini-beasts into a bucket and then counting those that went in and those that missed. A group of more able children write simple addition sums by counting and recording sets of mini-beasts. Children also learn to record symbols related to mathematics. They play with solid shapes when constructing and learn what 'long' and 'short' mean through play. Staff provide cutters for play with dough and encourage children to make a 'square' or 'round' shape. However, there are too few activities provided during free-choice time to extend children's understanding and there are missed opportunities to use the outdoor area. The good teaching means that children achieve well, but they will not attain the level expected for Year 1 pupils.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children find out why things happen and how things work.
- Children make good progress in computer skills.
- There are many free choice activities available to promote children's understanding.
- Opportunities to promote aspects of this area outdoors are well planned.

Commentary

50. Teaching is often very good because staff plan a very good range of interesting activities to encourage children to be curious. They find out how mini-beasts move by observing them through magnifiers. They have very good practical cooking sessions where they see changes to materials when mixed and when heated. They play with magnetic games. Staff provide plenty of building resources and tools so children learn to construct many different models. They benefit from regular sessions in the computer suite, working in small groups with very able support staff. Most control the mouse well and use the keyboard. Programs speak out instructions so children understand what they have to do. Planned sessions focus on weather reporting, for example, and children learn to understand simple symbols. They visit Chester-Le-Street and see environmental features such as a river. The area outdoors is attractive and teachers use it well to promote learning. They plan investigations to help children become aware of the relationship between water flowing and gravity. They organise a mini-beast hunt. The very good teaching means that children make at least good progress and achieve well, but they will not attain the level expected for Year 1 pupils.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children achieve well because they have regular access to challenging equipment outdoors.
- There are daily activities provided to promote fine finger skills.

Commentary

51. Teaching is good and children achieve well. The area outdoors is well resourced and children balance and climb on the challenging equipment each day. They improve their skills when they crawl through the tunnel and over the frame, and step up the slide. Children master the art of riding tricycles and learn to control them by increasing the speed and slowing down. They roll tyres, move large equipment, run vigorously and generally have fun outside. Children improve their eye-to-hand co-ordination. They learn to cut spirals to make snakes, to join components when building models

and to use hammers and nails to make patterns. They manipulate playdough and use many tools when baking. With increasing control, they use brushes, scissors, glue spreaders and pencils. They develop an awareness of a healthy lifestyle and have healthy snacks. Before handling food, they know they have to wash their hands. They know when they should wear sunglasses and a sun hat. Children reach the expected level for large movement skills, but their fine finger skills are less well developed and they are not likely to reach the level expected for Year 1.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

Main strengths and weaknesses

- An extensive range of resources and activities support good achievement.
- Very good teaching ensures children achieve well.
- There are good role-play opportunities with adult support.

Commentary

52. Teaching is very good and children achieve well. The indoor areas are bright and visually stimulating for young children. There is an 'art gallery' where children's work is displayed. There is a very good variety of creative materials available and adults encourage children to experiment for themselves. Children paint, spontaneously mixing colours, and they show delight in their artwork. Displays show the good range of materials they use and techniques they learn. Children make collage pictures and work with dough. When baking, they smell the ingredients and talk about them. They enjoy eating the cakes they have baked and making 'spiders' from sweets. Children sing tunefully and know many songs and rhymes from memory. Musical instruments are always available for them to use. Staff work with small groups of children showing them different orchestral instruments. They provide changing role-play scenarios so children develop their imagination because of good staff interaction. Children dress up and sing 'on stage'. Staff provide captivating resources and children pretend to work in the 'tyre workshop'. Children make good progress and gain many experiences, but their work is immature and they will not attain the expected level by Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils make good progress and achieve well.
- Standards in English are low.
- Teaching is good and the pupils behave very well in lessons.
- Pupils with special educational needs achieve well and receive very good support.
- The leadership and management of English are very good.
- The quality of planning does not consistently ensure high expectations and challenge for all ability groups, particularly the most able pupils.

Commentary

53. In the national tests for 2003, the results for pupils in Year 2 were low in reading and very low in writing when compared with the national average. Results for Year 6 were above the national average. The preliminary results for 2004 indicate a fall in standards in Year 6. However, with data available for one year only no secure judgements can be made about trends in English standards over the longer period of time.

54. Inspection evidence indicates that pupils achieve well in listening, reading and writing. The majority enter the Nursery with language skills that are well below national expectations but, by the time they reach the end of Year 2 and Year 6, most of the pupils have made good progress and reach an average standard. However, many pupils make limited progress in developing their speaking skills. A significant number lack confidence, clarity and vocabulary when trying to express themselves, both in conversation and when reading aloud.

55. Although the majority of pupils at the end of Year 2 read at an average level, many lack confidence when reading aloud and do not feel secure enough to offer their own opinions or use their imagination to predict what might happen next. However, they remember well and feel secure in recounting what has happened in a story. The majority use a range of strategies to help them read new words. By the end of Year 6, pupils' attainment in reading is average, they are able to read a variety of texts and can find information efficiently, but few are enthusiastic readers.

56. By the end of Year 2 most pupils attain below the average standard in writing. They are able to write simple sentences, and spell short common words accurately. They are given good opportunities to use their writing for different purposes; for example, the Year 2 pupils report about what the Year 1 pupils could expect to find at the seaside. They present their work neatly but the late development of joined writing limits the pupils' progress. By the end of Year 6 most pupils reach the level expected in writing. They understand the different purposes for writing, are able to punctuate their work and spell the majority of common words correctly. Although many lack a wide vocabulary, their handwriting is consistently good and the pupils take pride in the presentation of their work. No difference was noted between the achievement of boys and girls in any aspect of English.

57. A quarter of the pupils have special educational needs, the majority of which are related to their communication and language skills. However, the very effective special educational needs teaching assistants provide carefully structured support and boost pupil self-esteem; many of these pupils make good progress in relation to their ability and they achieve well. There is a good range of support strategies for pupils and these are having a positive effect, such as the Talking Partners and the Reading Mentor scheme.

58. Teaching and learning are good overall. Lessons were seen in all year groups but not in all classes. In a small number of these lessons teaching and learning were very good and in a small number they were satisfactory. In all lessons the relationship between the teachers and pupils was at least good. The pupils behaved well and listened attentively. The teachers worked hard to motivate and encourage the pupils with careful questioning and well organised activities, and the teaching assistants provided good support for the pupils. In the most successful lessons the teaching was lively and imaginative, the pupils clearly understood the relevance of what they were learning and each ability group had different tasks designed to challenge them. By the end of the lesson both teacher and pupils had a clear idea of what progress had been made and what needed to be worked on next. The common areas for development in teaching stem from a lack of consistency across the school. Lesson planning does not always provide tasks that will challenge the learning of each ability group; in particular, the most able pupils are not always sufficiently challenged. The marking of pupils' work, particularly for the younger pupils, does not consistently tell them why their work is good and what they should do next to improve. In most of the lessons observed, pupils were passive and opportunities were missed to develop their speaking skills and their ability to become independent learners.

59. Leadership and management of English are very good. The English co-ordinator has a strong influence on developing a wide range of strategies to ensure that pupils achieve well. She is also developing initiatives to raise standards from Year 1 to Year 6. She works very closely with colleagues, providing both support and a very good role model. Her monitoring is very well developed. She monitors the quality of teaching and learning, analyses a very wide range of data and evaluates progress effectively. For example, she quickly analysed the flaws in the school system for predicting pupil outcomes and suggested improvements. Following the amalgamation of the two schools she is emphasising the importance of consistency across the school and has recognised the need to fully embed the potentially very effective strategies to raise standards before implementing further new initiatives.

Language and literacy across the curriculum

60. The school is currently implementing a detailed plan highlighting the teaching of English in all areas of the curriculum. Language and literacy are used well to promote learning in other subjects. Pupils learn to write in different styles, such as in reviews, letters, reports and descriptions. The school displays showed many examples of how the pupils practise these skills in a wide range of subjects such as history, geography, design and technology, and religious education. For example, Year 3 wrote reports about their visit to the Gurdwara as part of their religious education and Year 6 produced their own leaflets about the Teesmouth Field Centre that they had visited in June.

MATHEMATICS

Overall, the provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are below the national averages by the ages of seven and eleven, but are improving.
- The quality of teaching is good across the school.
- The National Numeracy Strategy is well embedded in all lessons.
- Leadership and management of the subject are good.

Commentary

61. When pupils enter the school in Year 1 their understanding of mathematical ideas is very low in comparison with national expectations. With only one year's results in national tests available, it is not possible to make a detailed analysis of pupils' performance over time. However, results in the 2003 national tests for seven-year-olds were well below the national average and for eleven-year-olds they were below the national average. Preliminary results for 2004 show a slight improvement of the results for Year 6 pupils.

62. Inspection evidence indicates that the national guidance for developing pupils' skills in numeracy is being used to good effect. The work seen in lessons and in pupils' workbooks is better than the national test results show. It shows an improvement from the very low levels of attainment when pupils enter the school. This indicates that pupils' levels of achievement are good overall. Pupils with special educational needs receive very good levels of support in the classes and they also achieve well. There is no clear difference between the attainment of girls and boys.

63. The teaching of mathematics across the school is good. Management of pupils is good. The classrooms are attractive and are well used for whole class and small group activities. The 'starter' activities used in lessons capture pupils' attention and interest. Very effective use is made of time and all lessons have an appropriate balance of activities. Teachers question pupils effectively. Pupils behave well and most sustain their concentration. They work well together in pairs and in their ability groups. However, in the one satisfactory lesson seen not enough attention was given to make sure that all the pupils understood what they were required to achieve during the lesson.

64. Work in pupils' books is generally well presented and teachers mark the books regularly. However, sometimes the marking is too effusive when work is unfinished or wrong, and not enough attention is paid to writing, including the spelling of mathematical words. The more able pupils are not set enough work to challenge them, and there is scope for homework to have a more significant impact on learning. There are too few specific mathematical targets for individuals to aim for. Generally, while the curriculum is well addressed, pupils are still not spending enough time on investigating and applying mathematics. There is some use of ICT in mathematics, but overall it is underused.

65. Leadership and management of the subject are good. The co-ordinator has very good subject expertise and has a very good awareness of the strengths and weaknesses in provision. This year she has been able to provide support for teachers by teaching small groups where specific targeting is possible. Regular monitoring of teaching takes place, but sometimes the feedback given to teachers lacks rigour. Ongoing assessment of pupils' work is good, with child-friendly language used, but the formal teacher assessments of pupils' attainment need further refinement. Accommodation and resources are very good and help to enhance provision.

66. There was no previous report against which to judge progress but the subject is in a good position from which to move forward.

Mathematics across the curriculum

67. Pupils make satisfactory use of mathematics as part of their work in other subjects, aiding their understanding of its use in practice. For example, they use graphs and tables to record data in geography and science, or measure materials in design and technology. They successfully use ICT to display mathematical data in graphical form. However, the school has yet to identify all the opportunities for pupils to develop their mathematical skills in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils throughout the school achieve well.
- Opportunities for pupils to develop their scientific investigative skills are limited.
- Teachers use resources well.
- Teaching assistants and support staff have a good impact on pupil's understanding.
- Planning is not focused enough to ensure progression in skills.
- Activities do not always link closely enough with planning.

Commentary

68. With only one year's results in national tests available, it is not possible to make a detailed analysis of pupils' performance over time. In 2003, the school's results for eleven-year-olds were low compared with all schools, but the percentage of pupils with special educational needs was high in this year group. The school's results were well below those of schools with a similar proportion of pupils entitled to free school meals. Pupils achieve well in work seen. However, in discussions with Year 6 pupils, it is clear that their ability to talk in scientific terms is limited. For example, they are able to explain how they measure weight and how they heat materials, but cannot remember the scientific language associated with the processes. Overall, work in the pupils' books shows satisfactory development as pupils move from Year 1 to Year 6, although the standard of work seen is lower than that expected. Inspection evidence indicates that, in science, the school's results in the 2004 tests for eleven-year-olds will be slightly higher than those of 2003. There is no significant difference between the attainment of girls and boys.

69. The range of work in the pupils' books shows that the school covers the national programme of work in science. Work in the books of Year 6 pupils is slim, but is of a satisfactory standard and includes work on plant life and the way substances change. There is a small amount of work showing that pupils have been involved in some scientific investigations. However, this aspect of work in science is underdeveloped and therefore pupils' understanding of scientific ideas is not as mature as expected. Teachers use pupils' knowledge of mathematics to make the subject more meaningful. For example, when collecting data about gravity and different properties of materials, they encourage pupils to use charts and line graphs.

70. Teaching in science is satisfactory overall. Teachers have good relationships with pupils and encourage them. The school has recently improved its resources for science and teachers are well organised, making sure all equipment is at hand. For example, when introducing the idea of measuring forces using newtons to pupils in Year 3, the teacher gave them several springs to examine. This helped pupils' understanding and the lesson was enjoyable and relevant. Pupils in Year 2 learn about the habitats and movement of mini-beasts when they observe snails, worms and woodlice. Teachers mark pupils' books regularly and make positive comments, but they do not always give pupils enough guidance about ways in which they might improve their work.

71. Support staff and teaching assistants are able and work well with teachers, helping and supporting groups of pupils. For example, in Year 4/5 the teaching assistant and teacher mirrored each other during a baking activity where pupils learned that ingredients change when heated. In Year 3, teaching assistants work with groups of pupils explaining what they are going to learn and giving pupils good opportunities to question and discuss. They support new learning very well. Pupils with special educational needs achieve well as a result of the good support provided by teaching assistants.

72. Planning throughout the school is beginning to improve, but in some lessons it is not focused enough on what pupils are going to learn. There is some inconsistency in the way science is taught and there are missed opportunities to improve pupils' scientific vocabulary. In some classes pupils use new scientific words with a partner, but this approach is not used throughout the school. Assessment procedures are good but are not used enough in planning to improve standards.

73. Leadership and management of science are satisfactory. The co-ordinator is relatively new in post and is clear about the strengths and weaknesses in the subject. She understands what needs to be done if the school's results are to improve. Only a limited amount of monitoring of science has taken place and the co-ordinator is aware that planning needs to be improved. She has recently increased the resources for science and these are good and well organised.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards by Year 6 are in line with those found in other primary schools.
- Resources, in particular the number of computers, are very good.
- Teachers are confident about using computers.
- The subject is very well managed.

Commentary

74. Standards in Year 6 are generally in line with national expectations. Discussion with Year 6 pupils, and a scrutiny of their work, indicates that standards in many aspects of ICT are average, for example, in word processing. Pupils have a satisfactory understanding of the way computers can be used to help in the production of spreadsheets. Teaching staff are confident when using the computers; this confidence is passed on to the pupils who are equally at home when using the different programs available.

75. Teaching in ICT is good. In all the lessons observed the staff were very conversant with the computer program they were using. The lessons were well planned and pupils made progress in using the computers. For example, in a Year 6 lesson where pupils were developing a presentation about their school using the computer, they were able to use the complete range of options available to enhance the presentation and make it more interesting. Pupils were keen to talk about their work and could explain how they had created their presentations. Pupils in Year 2 were equally at home in the computer suite. They were able to explain how they could give the computer simple instructions, 'so it moved around the screen'. There is no difference between the attainment of boys and girls.

76. The work of the co-ordinator is very good. She has a good understanding of the way in which ICT can be used to enhance pupils' learning across a range of subjects. The co-ordinator is clear about the strengths and weaknesses in the subject and provides colleagues with valuable support. The provision of resources for ICT is very good and the school has a well equipped computer suite which is well used.

Information and communication technology across the curriculum

77. Information and communication technology is being used to support work in a number of subjects including English, mathematics and science. The co-ordinator is aware of the need to extend this aspect of ICT provision to develop all aspects of pupils' learning.

HUMANITIES

78. Work in the humanities was not a focus of this inspection. **Geography** and **history** were sampled by looking at displays and pupils' books and by talking with them about their work. In both subjects the school takes pupils on outings to places of local historical, cultural and geographical interest. From these visits pupils undertake a range of activities.

79. In **geography**, pupils in Year 6 study mountains throughout the world and have considered animal habitats and vegetation in mountainous regions. Pupils visit the Teesmouth Centre to examine contrasting environments. They look for wildlife, including seals and a variety of sea birds. They find out how sand dunes are formed and speak with enthusiasm about the objects they find on the beach. In school they work in teams to produce posters, using computers for research and persuasive language in the text. Younger pupils look at buildings on the coast and make comparisons with their own locality. All pupils have made satisfactory progress in acquiring geographical facts and in understanding how to carry out field studies.

80. In **history**, pupils visit Roman sites and local museums. Year 6 pupils have learned about life in 'the sixties' and life in Victorian times. For both eras they have collected information from various sources, including interviews and the computer, in order to write a report. Pupils in Year 5 study the Egyptians and the Elizabethan era. In history, they are clear about changes over time and the impact famous people have had on society today. Most of the work seen is displayed but very little is recorded in pupils' books.

81. For both these subjects, the evidence seen indicates that teaching and learning are at least satisfactory so that pupils attain the expected standards by Year 6.

Religious education

Overall, provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils develop a good awareness of the Christian religion and other faiths.
- Religious education is used well to develop pupils' awareness of moral and social issues.

Commentary

82. Standards of attainment are in line with the expectations of the locally Agreed Syllabus. Pupils achieve satisfactorily, showing good attitudes to their work in religious education.

83. Overall, the quality of teaching is satisfactory. Two lessons were observed and teaching was satisfactory in both. Teachers have secure knowledge and understanding of the subject. There is a good focus on the development of pupils' listening skills, but not of their speaking or independence. Neither of the lessons seen was good because the pupils were too passive, spending too long listening to the teacher. The work set is not targeted to meet the needs of pupils of differing abilities. Too much time is spent by the more able pupils on time-filling activities such as colouring. Marking is good. Pupils take pride in their work. Homework is used to consolidate learning where appropriate.

84. Pupils gain a satisfactory understanding of the Christian faith and the other major faiths of the world. They have good factual knowledge. Samples of pupils' work show good links between religious education and the social and moral aspects of their development. They are encouraged to use their developing literacy skills in their work. Visits by pupils to local churches and visits to the school by representatives of these churches enhance the pupils' understanding.

85. The leadership and management of the subject are satisfactory. The locally Agreed Syllabus is well used and supports the planning and delivery of the subject. The co-ordinator ensures that the teachers have the necessary information and resources with which to plan their lessons, although there is no formal monitoring and evaluation of teaching and learning. Accommodation is very good. Sound links are made with PSHE and citizenship.

86. Religious education lessons provide a good input into the pupils' spiritual development. These lessons, supported by the good ethos of the school, do much to aid the pupils' understanding of the role religion plays in people's lives.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. This aspect of the school's work was not a focus of the inspection. Two lessons were observed in physical education. It is not possible to give a judgement on provision in individual subjects.

88. The small amount of evidence available indicates that standards in **music** are in line with national expectations. On entry to assembly the pupils listened quietly to an extract from the Nutcracker Suite. They were able to name the music, its composer and his nationality. During the assembly the singing was tuneful and maintained the rhythm accurately. In Year 6 pupils worked collaboratively to compose an accompaniment to some poetry they had written. The pupils enjoyed this cross-curricular work. Most groups used percussion well, were imaginative, understood the musical vocabulary 'staccato' and 'legato' and performed their composition accurately. Classroom displays show a good range of musical instruments from many countries. From discussion with teachers and pupils it is clear that the annual whole school concert and Year 6 leavers concert are firm favourites. The school uses a commercial scheme of work that provides clear progression and well-structured lessons. The music co-ordinator ensures that all aspects of the curriculum are covered but as yet does not monitor the standards achieved by the pupils.

89. A scrutiny of pupils' work indicates that in **art and design** standards are in line with national expectations. Although there are some examples of work that are above expectations, for example Year 6 sketches of trainers and work inspired by specialists, this is not consistent. There is a good range of artwork in classroom displays and in the common areas. This indicates that pupils have opportunities to develop their skills in all aspects of the subject and that these skills are used to good effect in other subjects. For example, pupils in Year 1 created computer generated symmetrical designs in mathematics, whilst Year 4 made collages representing relationships and Year 6 used charcoal to sketch trainers as part of a design and technology project. Pupils are also given good opportunities to work with specialists. For example, the decorated tiles around the school and in the entrance were created with the help of a ceramicist, and Year 5 worked with a puppeteer who made puppets with the pupils. The art co-ordinator manages the resources and checks that the subject is fully taught, but does not systematically check the standards attained by the pupils. As a result, variations in standards are not noted and in some cases expectations are not high enough.

90. In **design and technology** standards in Year 2 and 6 are average. There is evidence of pupils in all year groups being involved in activities where they design and make artefacts; all these are of a satisfactory standard. In Year 2, pupils have made simple baskets using paper weaving to provide the structure. In Year 6 they have designed and made slippers; the best examples are of a good quality. Resources for design and technology are good. The ample space in the school enables pupils to undertake a range of activities related to designing and making.

91. Inspection evidence indicates that pupils achieve well in **physical education** and that standards are in line with national expectations. In the two lessons seen, pupils show a wide range of skills in movement; they are able to throw and catch balls and their movements are well

co-ordinated. They work well individually, in groups and in teams and show very good attitudes towards the elements of competition, such as fairness, response to decisions, winning and losing and supporting their peers. Pupils with special educational needs are fully included in lessons and they achieve well.

92. The curriculum covers all aspects of the subject and is currently being reviewed by the co-ordinator as the new local education authority guidelines provide further support for teachers in lesson planning. The school has excellent facilities for physical education and uses them well, offering a wide range of opportunities for both boys and girls, including archery and basketball. There are also lunchtime clubs, visiting coaches, after school activities and competitive sports.

93. The leadership and management of the subject are good. The co-ordinator is well organised, provides a very good role model for colleagues and is clearly focused on raising standards. For example, his lunchtime clubs are designed to support the curriculum for a particular year group at a particular time and he has a detailed assessment programme in place for individual pupils. He actively updates his training and has a clear plan for future developments designed to raise standards. This year he has successfully led the school to achieve its Active Gold Mark.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

94. Although no lessons were seen in this area of the school's work, other evidence indicates that provision is **good**. The attention the school gives to this aspect of its work is well rewarded.

95. The school sees pupils' personal development as an important part of its work. There is a good programme of activities, including work on diet, health, sex and relationships. During the inspection the school nurse visited the school to talk to the Year 6 pupils about the onset of puberty. The nurse visits the school on a regular basis and is available to listen to pupils' problems. This approach helps pupils develop a safe and healthy life style, gain confidence and interact with others. Pupils see the school council as an important way in which they influence the work of the school, and it provides them with a good grounding in citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The Overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since the last inspection	8
Value for money provided by the school	2
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of the management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); not applicable (8).