

INSPECTION REPORT

CLAVERING PRIMARY SCHOOL

Hartlepool

LEA area: Hartlepool

Unique reference number: 111614

Headteacher: Mr A Metcalfe

Lead inspector: Mrs E Linley

Dates of inspection: 17th – 20th May 2004

Inspection number: 255830

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 354

School address: Clavering Road
Hartlepool
Postcode: TS27 3PN

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Appropriate authority: The governing body
Name of chair of governors: Mr N Addison

Date of previous inspection: April 1998

CHARACTERISTICS OF THE SCHOOL

Clavering Primary School is situated in a large housing estate to the north of Hartlepool and is bigger than most other primary schools. The school serves areas that are characterised by privately owned properties; some that are 'private-rented' and some that are housing trust. As a result, the socio economic circumstances of the school are mixed. Pupils enter the reception class in the September or January of the school year in which they are five years of age. Most children have attended the school's nursery prior to starting school and their attainment on entry to the nursery is generally in line with what might be expected nationally. There are 328 girls and boys who attend Clavering Primary School plus 52 part time nursery children and there are no pupils whose first language is believed not to be English. Twelve per cent of pupils are entitled to free school meals and this is broadly in line with the national average. The school has 48 pupils on its list of special educational need, of whom two pupils have a formal Statement of Special Educational Need and this is below the national average. Clavering Primary School was awarded both an achievement award and the 'Activemark' in 2002. In 2004, the school gained the Investor in People award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27281	Mrs E Linley	Lead inspector	Foundation Stage
			Geography
			History
9572	Mrs K Anderson	Lay inspector	
32133	Mrs J Elton	Team inspector	Mathematics
			Science
			Music
2893	Mr J Manning	Team inspector	English
			Information and communication technology
			Physical education
			Special educational needs
			English as an additional language
30827	Mrs S Withnall	Team inspector	Art and design
			Design and technology
			Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. As a result of good teaching, and a clear focus on inclusion, pupils achieve well. Pupils benefit from a good curriculum that is enriched with very good opportunities for learning. Good leadership provided by the headteacher and key staff has ensured that standards have been maintained or improved. The school provides good value for money.

The school's main strengths and weaknesses are:

- Provision for children in the Foundation Stage is very good.
- The school's ethos for learning is very good and underpins the very good relationships that exist.
- Standards achieved are good in English and they are very good in mathematics and science.
- More able pupils do not achieve as well as they should in their writing and accuracy in spelling throughout the school is not as good as it should be.
- Provision for pupils with special educational needs is good.
- Governance is very good.
- The quality of care, welfare, health and safety is good.
- Links with parents are very good.

The school has improved well and is more effective than at the time of the last inspection. Overall, the key issues raised at that time have been addressed. Improvements have been made in leadership and management. Standards in information and communication technology (ICT) have improved and are now in line with expectations. Teaching has improved, as has assessment. However, in English, information gained is not used consistently well enough to meet the needs of more able pupils and this is having an impact on the standards that they achieve in their writing.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	C	C
mathematics	B	B	A	A
science	A	A	B	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is good. When children start school their skills and knowledge are generally what might be expected for their age. Children make a very good start overall in the Foundation Stage and achieve well and as a result, the majority are likely to exceed the goals that they are expected to reach by the end of their year in reception. Pupils make good progress in the infant classes and they achieve standards that are above average in reading and writing and well above average in mathematics and science. Pupils continue to make good progress in Years 3 to 6 and maintain good standards in English and well above average standards in mathematics and science. Throughout school, standards achieved in speaking and listening are well above average and these skills contribute well to pupils' achievement in other subjects. Standards achieved in the national tests for pupils aged eleven in 2003 were below this current high level of achievement in English and science. However, overall, results indicate that pupils achieved well in relation to their prior attainment at the end of Key Stage 1. Pupils attain standards that meet expectations in ICT, history, geography and art and design. In religious education, pupils achieve in line with expectations by the end of Year 2. Standards are above expectations by the age of eleven because of the good quality of teaching and learning in Year 6. Insufficient evidence was available during the inspection to make secure judgements on standards in design and technology, music and physical education.

Spiritual, moral, social and cultural development are good. The ethos of the school is very good. Staff have high expectations for pupils' conduct and this promotes very good relationships. Pupils have very good attitudes towards learning, they work very well with each other, and overall, their behaviour is very good.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching is good overall; however, very good teaching was seen in the school and this was a particular feature of teaching in the reception class. Very good use is made of teaching assistants throughout school and they make a very positive contribution to pupils' learning. Assessment is satisfactory overall. Teachers use an effective range of assessment strategies to track pupils' progress, however, information gathered is not used consistently to ensure that the needs of more able pupils are met in English. The school provides a good curriculum that is enriched with a very good range of activities, experiences and learning opportunities for pupils. Provision for pupils with special educational needs is good. A good level of care is provided by staff, for the emotional and physical needs of all its pupils. Information to parents is very good and parents are very supportive of the school. Links with the community and other schools are good overall and very good procedures are in place for pupils' transfer to secondary education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership of the headteacher is good and he is well supported by the school's senior management team. Leadership and management of the Foundation Stage is very good. The overall management of the school is good and is enhanced by very good features of performance management; the school has recently received the Investor in People award. The governance of the school is very good. Governors show a very good understanding of the strengths and weaknesses of the school and are fully committed to supporting its drive for inclusion and the raising of achievement for all pupils. The governing body carries out its statutory duties effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents expressed very positive views about Clavering Primary School; they particularly value the strong relationships between home and school. Some parents felt that they were not given enough notice of events or trips. Inspection evidence indicates that the school acknowledges this is sometimes a problem but that they are providing as much notice as they can given the requirements to fulfil risk assessment procedures. Pupils hold positive views about their school. They enjoy the additional learning opportunities that are made available for them and they feel that their teachers are kind and helpful.

IMPROVEMENTS NEEDED

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

- Raise standards achieved in writing by more able pupils.
- Improve pupils' accuracy in spelling.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards achieved are good overall and pupils' achievement is also good. Children achieve well in nursery and in reception (the Foundation Stage) and as they move through the school from Years 1 to 6. Children achieve very well in mathematics and science, because of very good teaching and learning and this has a very positive impact on standards in these subjects.

Main strengths and weaknesses

- Standards are well above average in mathematics and science.
- In English standards are above average overall, but pupils who are more able do not achieve as well as they should in writing.
- Pupils who have special educational needs achieve well.

Commentary

1 The table below shows that in the 2003 national tests for seven year olds, pupils' performance in reading and writing was above average. Performance in mathematics was well above the national average. In comparison with similar schools, standards were well above average in reading, writing and in mathematics.

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

Standards in:	School results	National results
reading	17.0 (15.8)	15.7 (15.8)
writing	15.8 (14.9)	14.6 (14.4)
mathematics	17.9 (17.3)	16.3 (16.5)

There were 46 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	26.6 (27.2)	26.8 (27.0)
mathematics	28.5 (28.0)	26.8 (26.7)
science	29.4 (30.2)	28.6 (28.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year

2 The table above shows that in the 2003 national tests for 11 year olds, standards achieved in English were average. In mathematics standards achieved were well above average and they were above average in science. In comparison with similar schools, and in relation to pupils' prior attainment, standards were average in English, well above average in mathematics and above average in science. The trend of improvement over the last four years has been broadly in line with the national trend.

3 The achievement of boys and girls in English in 2003 showed that girls outperformed boys by a large margin; inspection evidence currently shows no difference between the achievement of boys and girls. In respect to pupils' achievement at the higher levels, however, pupils achieved very low standards in comparison to the national average in English and inspection evidence indicates that this remains an issue for the school. In mathematics and science, however, pupils achieved

well at the higher levels and evidence indicates that pupils are currently working at standards well above what might be expected nationally in these subjects.

4 When children start school their attainment on entry to school is in line with what might be expected nationally. Children make a good start in the nursery that is built upon very well in reception and they achieve well as they progress through the Foundation Stage. As a result, the majority of children are likely to exceed the goals that they are expected to reach by the end of their year in reception. Pupils achieve well over time. Pupils who have special educational needs also achieve well and this is because of the good quality provision that is in place both in classes and in withdrawal groups.

5 In Years 1 to 6, pupils are achieving well above average standards in speaking and listening and above average standards in reading and writing. However, spelling is a major weakness for all pupils including those with special educational needs and this has an impact on pupils' achievement in writing. Similarly teachers do not challenge more able pupils sufficiently well in the writing tasks that are set for them, and as a result, they do not achieve as well as they should.

6 Pupils throughout school achieve very well in mathematics and science and attain well above average standards. This reflects an improvement to that judged at the time of the last inspection in both subjects. Standards and achievement are high because the quality of teaching and learning in mathematics and science are very good overall; lessons are fun and pupils respond very well.

7 In ICT standards have improved since the last inspection, when they were judged to be below expectations. In Year 2 and Year 6 standards achieved are in line with what is expected of pupils' ages and ICT is used well across the curriculum to support pupils' learning and achievement in other subjects.

8 Insufficient evidence was available during the inspection to make secure judgements on standards in design and technology, music and physical education. However, pupils attain standards that meet expectations in history, geography and art and design. In religious education, pupils achieve in line with the expectations of the locally agreed syllabus in Year 2 and achieve above expectations in Year 6; this is because of the good quality of teaching and learning in Year 6.

Pupils' attitudes, values and other personal qualities

Pupils' personal development is good and is supported effectively by the school's provision for spiritual, moral, social and cultural development, which is also good. Attendance is satisfactory and punctuality is good. Pupils' attitudes are very good. Behaviour is very good.

Main strengths and weaknesses

- Very good relationships produce a very good working environment.
- Pupils are lively and show initiative.
- Moral and social education are promoted very well.
- Pupils' very good behaviour is promoted effectively by the high expectations that teachers and adults in school have of them.

Commentary

9 Attitudes to work and school generally are very positive because of the very good relationships that exist on all levels. Lessons are purposeful and the pupils genuinely appreciate the lively and interesting subject matter that teachers provide. Pupils are also keen to attend after school clubs. They show initiative in such things as organising their own fund-raising activities. In infant classes the pupils listen very well to the stories that other pupils tell and they are keen to help their friends if they cannot operate the computers. Older pupils can be trusted to work unaided when they are doing science experiments and planning scenes for drama. They co-operate very well when they are paired up for reading. Pupils collaborate sensibly in mixed ability groups during English and other lessons.

10 The school provides very good experiences for pupils to develop their social and moral understanding. There is ample opportunity for pupils to work together in role-play and in many lessons such as physical education and ICT. They are aware of their responsibilities to the school community as they carry out their duties for the School Council or in lessons, and as they plan improvements to the school nature area. Assemblies set a very good moral tone and pupils are engaged in thinking about the welfare of others, who are less fortunate than themselves, through charity work. There is some good opportunity for spiritual reflection and this was shown in an excellent infant assembly where the teacher held the children spell-bound as she related how our emotions are influenced by the beauty and challenges of every day life. Opportunities for cultural development are good overall though not as strong; some work has been done to raise pupils' awareness of different religions and cultural beliefs.

11 Pupils behave very well as a result of teachers' high expectations. Children learn how to work together in the Foundation Stage and these very good early habits serve them well as they get older. All pupils, including those who have special educational needs respond very well in assembly because skilful teachers involve them effectively and they listen very well. The only time that behaviour is not quite as good, is when on occasions, they are not managed well enough in physical education lessons. However, there have been no recent exclusions.

Attendance

Attendance in the latest complete reporting year (94.3%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.3
National data	5.4	National data	0.4

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

12 The levels of attendance have remained satisfactory since the last inspection. The school receives good support from local agencies to maintain this. Pupils are generally prompt to school and lessons get quickly underway.

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	289
Asian or Asian British – Indian	3
Any other ethnic group	1

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. Strengths include teaching and learning, the very good opportunities that are provided to enrich the curriculum, partnerships with parents and leadership and management.

Teaching and learning

The quality of teaching and learning is good overall. The quality of assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- Teaching in the Foundation Stage is very good overall; it is consistently very good in reception.
- Support assistants make a very positive contribution to teaching and learning.

- Teachers do not consistently plan to challenge more able pupils in writing and this has an impact on their achievement.
- Teachers have very high expectations of pupils to behave well and, as a result, pupils have very good attitudes to learning.
- High quality marking seen in English, mathematics and science is not consistent through the curriculum.

Commentary

Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17 (31%)	24 (45%)	11 (20%)	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.

13 Teaching in the Foundation Stage is very good overall. Teachers plan very effectively to meet their children's needs. The activities they plan are exciting and children find learning fun, as a result, they achieve well. Teaching in reception is consistently very good and support provided by all teaching assistants in the Foundation Stage is of high quality and so aids children's learning very well. Very good relationships and high expectations of children's behaviour are a feature of all lessons and this contributes effectively to the very good ethos that is evident throughout the school.

14 Teaching throughout the school has improved overall since the last inspection and is now good. Good and very good teaching was observed throughout the school and the strongest teaching ensures that all pupils were challenged very well to achieve their best. This is a feature of teaching in mathematics and science and as a result, pupils achieve very well and attain well above average standards. Similarly, in the best lessons, effective links are made across the curriculum to develop pupils' skills in literacy, numeracy and ICT. Some unsatisfactory teaching was observed during the inspection; weaknesses occurred where the teacher's subject knowledge was insecure and when the behaviour of a minority of pupils was not managed effectively. All teachers use homework very well to extend pupils' learning. They forge very good relationships with pupils and the majority respond very well, demonstrating a very good approach to learning.

15 Pupils who have special educational needs achieve well because of the good quality teaching that they receive from their teachers and support assistants. Work that is prepared for pupils is carefully matched to their needs and relationships are very good. The effective questioning skills that are used ensures that pupils are involved, for example, in the literacy hour and in group work, so giving pupils confidence to become involved in oral work.

16 The use of assessment is satisfactory overall; it is good in Foundation Stage. Pupils achievement and progress is carefully tracked and recorded and is generally used well to plan for pupils' learning and this is an improvement since the last inspection when assessment was judged to be unsatisfactory. However, teachers do not use this information well enough to plan activities in English that will challenge more able pupils to achieve as well as they can. Similarly, teachers' marking is of variable quality. It is of a high quality overall, in English, mathematics and science, but in other subjects it is limited and does not inform pupils well enough as to how they can improve their work.

The curriculum

Curriculum provision is good; it is very good in Foundation Stage. The curriculum is enriched with very good opportunities for learning. Accommodation is very good and resources are good.

Main strengths and weaknesses

- The curriculum for the Foundation Stage children is very good.
- Literacy and numeracy are well planned across the curriculum.
- There are very good opportunities for pupils to learn beyond the school day.
- Accommodation and resources contribute a great deal to the learning environment for pupils.

Commentary

17 The curriculum is broad and is well planned by the management group of team leaders. This arrangement is starting to give the curriculum greater cohesion and range. For instance, younger pupils are studying French and this has encouraged good links with the local secondary school. The visits of a variety of artists such as a blacksmith add greatly to the richness of the arts curriculum. The curriculum for children in the Foundation Stage offers very good opportunities for children to develop a range of early learning skills.

18 In many lessons across the curriculum, teachers reinforce literacy and numeracy skills. In a good geography lesson in Year 4, pupils built on their detailed discussion of how to improve the school nature area by writing an action plan, following guidelines supplied by the teacher. The links between numeracy and ICT are strongly drawn by teachers. This is shown in the teaching of formulae associated with constructing spreadsheets in older classes and in planning the number of directions that the floor turtle moves in the infant classes.

19 The necessary elements of personal, social and health education are taught in a variety of successful ways though formal lessons, in assemblies and in circle time. Sex education is taught through science and assisted by lessons from the school nurse. Themes covered during the year ensure that pupils learn about the value and dangers of drugs. There is a School Council, which is democratically elected and gives pupils the chance to learn about aspects of citizenship. Pupils are encouraged to talk about bullying so that they know how to get help and tackle any difficulties should they arise.

20 Extra curricular opportunities are good. The opportunities for sport and music are particularly varied and they include orienteering and performing in a choir. Pupils respond well to them. The ICT club is another popular venture that is helping pupils also to raise their levels of expertise in the subject. Many older pupils benefit from the range of trips and residential visits organised for them to places such as London and a challenge centre in the Lake District.

21 The accommodation is very good and resources are good. Careful financial and structural planning by the Governing body has enabled the school to adapt much of its accommodation to meet the changing needs of the pupils over recent years. The outside accommodation is very good with extensive playing fields and an exciting nature area. The recent provision of computers and technological whiteboards has added to the good resources. The attractive and well-stocked library is now much better than was reported in the last inspection and is complemented by a good supply of fiction and non-fiction books in many classrooms.

Care, guidance and support

The school cares well for its pupils. Pupils get good support, advice and guidance. There are good measures to involve pupils in the school's work and development.

Main strengths and weaknesses

- The school consistently provides a safe and supportive environment for all pupils.
- Staff give priority to pupils' personal and educational well-being.
- Processes for seeking pupils' views are effective.

Commentary

22 All procedures are in place for the care, health and safety of all pupils. Staff follow very clear guidelines, which are regularly reviewed and they undertake relevant training in health and safety and child protection. The school and grounds are kept very clean and secure. The school is most attractive with its displays and plants and the grounds provide an interesting variety of environments for both play and study.

23 Pupils' personal development is monitored informally, through the staff's knowledge of them and their families and formally, in records of achievement. The school has award systems and pupils' achievements, both in and out of school, are celebrated in assemblies. Pupils are very confident to approach any adult in school for help and are given specific lessons in sex education, the correct use of drugs and keeping safe generally. The induction of new pupils is carefully and effectively handled and there are similar arrangements made as pupils move through the school and transfer to other institutions.

24 The care and guidance of pupils who have special educational needs is good because of the generous allocation of time and resources to pupils. Reviews are regular and parents are involved and informed of their children's progress. In addition, links with agencies are very good and this aids the care and guidance that is provided.

25 There is an active School Council and the headteacher regularly listens to pupils' views about all aspects of school life. Pupils have chosen their own school prayer. They have worked on the design of the stained glass windows and helped create a wild flower garden. Pupils are also involved in their own educational targets and those with special educational needs contribute to individual educational plans and their own reviews. The headteacher is currently piloting a project with Hartlepool Football Club to extend the pupils' community experience and bring other dimensions to the school's curriculum.

Partnership with parents, other schools and the community

The school's partnership with parents is very good. Links with the community are good as are the school's links with other schools.

Main strengths and weaknesses

- Parents are very supportive of school.
- Information supplied to parents is very good.
- Links established with parents to support their children's learning are very good.
- Very effective transfer arrangements are in place for pupils in Year 6.

Commentary

26 Parents are very supportive of the school and this has a positive effect on their children's work and their achievement. This very good partnership is enhanced by the regular and effective communication between home and school. Parents are particularly appreciative of their children's annual reports and the opportunities to discuss their children's progress at parent evenings.

27 School involves parents very effectively in their child's learning. Homework diaries and reading records present methods of communication between home and school that are greatly valued by parents who feel they are able to support their children's learning effectively in this way. The school also regularly sends home mathematics games for pupils to play with their families, and in this way pupils are very well aided in their achievement. The school has appropriate systems in place to support parents and carers of pupils with special educational needs. They make every effort to ensure that parents are informed of their child's development needs and parents are fully involved in review meetings and procedures to consider their children's progress and 'next steps'.

28 The school's facilities are used regularly by the local community, for example, by the Brownies and Boys Brigade, and this use fosters good links with the wider school community. Effective links are established with the community to enhance pupils' experiences beyond the classroom through visits made as part of the planned curriculum. Visitors to school are also welcomed, for example, the local clergy are involved and take assemblies and local artists visit to aid teaching and learning in art and design lessons.

29 Links with local schools are good. A particular strength is the link with the St Hild's High School, the main receiving secondary school for Year 6 pupils. The effective partnership involves the teaching of French to Year 1 and 2 pupils by a secondary school teacher and this high quality teaching makes an effective contribution to the curriculum provided. In addition, very effective transfer arrangements exist between Clavinging Primary School and St Hild's. Staff of the schools work together well and pupils are supported by taster days in Year 5 and by a buddy system that has been set up between Year 6 and Year 10 pupils. As a result, a smooth transition for Year 6 pupils to their next stage of education is managed very well.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership and management of the headteacher and key staff are good. Governance is very good.

Main strengths and weaknesses

- The headteacher's vision for the school is clearly linked to the school's high quality development plan.
- The leadership and management of the Foundation Stage are very good.
- The governors' very good knowledge of the school enables them to challenge, support and evaluate the schools' developments very well.
- Good financial management helps the school to plan very effectively to achieve its priorities.

Commentary

30 The leadership of the headteacher is good. The headteacher has a very clear vision for the future of the school that is shared very effectively through priorities identified in the school development plan. The vision is centred on teaching and learning and the provision of opportunities for all children in the school to achieve their best and so raise standards. In this, he is ably and effectively supported by the school's team leaders who form a significant part of the leadership team. Parents value the headteacher's open approach and fully support the leadership of the school.

31 Management of the school is good. The school has a dedicated staff that are committed to work hard to provide a good quality education for the pupils. Strategic leaders carry out their roles well. For example, the leadership and management of the Foundation Stage, is a very significant strength and so contributes very well to the secure start that children make in their early years. During the inspection, the deputy headteacher was absent, however, it is evident that her responsibility for provision for pupils who have special educational needs, including those with physical disabilities, is managed well. Inclusion is at the heart of the school and is fundamental to its very good ethos; this commitment has been acknowledged by the school's recent award of Investor in People.

32 The school has developed an appropriate process for self-evaluation. An effective analysis of available data enables the school to plan well for the needs of the majority of pupils, the results of which are apparent in the very good standards pupils have achieved in mathematics and science. Above average standards are also achieved in English, however, the use of assessment data to ensure that more able pupils' needs are met are not fully in place.

33 All staff receive appropriate and well focussed training and this links well with the very good procedures that the school has established for performance management. Senior staff regularly observe teaching and all co-ordinators are involved in monitoring planning and analysing pupils' work. Staff are supportive of each other and this is achieved by the very good working relationships that exist in the school.

34 The governing body works hard and is very effective in supporting the school. It is led in a purposeful way by the chairperson who, with all governors, shows a great commitment to the school. Roles and responsibilities have been clearly defined and there are regular meetings where

school priorities are discussed, challenge is offered and support provided; as a result, governors have a very good understanding of the school's strengths and areas for development. The governors have considered and adopted the race relations policy and currently monitor its implementation informally; plans to formalise the process are in place to begin during the summer term.

Financial information

Financial information for the year April 2003 March 2004

Income and expenditure (£)		Balances (£)	
Total income	877329.00	Balance from previous year	- 2896.00
Total expenditure	870303.00	Balance carried forward to the next	4130.00
Expenditure per pupil	2237.00		

35 The finances of the school are well managed and best value principles influence all spending decisions. Such decisions are carefully monitored and linked to the school development plan that provides a very effective tool for school improvement and outlines very well the proposed developments for the school. Governors obtain a full strategic view of the financial implications of the school's spending, for example, in relation to building work to extend the accommodation of the school. In respect to this expenditure, governors are aware of the significant improvement that has been made to the learning environment and the impact that this has had as an aid to achievement. Additional funds raised by the school, together with donations, specific government grants and the school's budget allocations are carefully spent. The school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36 Provision in the Foundation Stage is very good overall with very high quality teaching and learning being a consistent feature of the reception class. Both the nursery and reception classes provide purposeful and stimulating environments in which young children begin their school life. Links with parents are good and this supports children as they start school and settle well into school life. All adults who work in the Foundation Stage work hard to develop very good relationships with the children and with each other. As a result all children achieve well including those who have special educational needs. The children's good achievement is enhanced by the very effective use made of assessments so that activities are planned across the areas of learning to meet children's individual needs. Very good leadership and management of the Foundation Stage have ensured that provision, teaching and learning has improved since the last inspection when it was judged to be good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very effective provision for children's personal, social and emotional development enhances children's achievement across all the areas of learning.
- Very good relationships support children's very good attitudes to learning and their behaviour.

Commentary

37 The very good relationships that are a feature of the Foundation Stage help to create a very secure environment in which children play and work together very well. The adults who work in the Foundation Stage create a highly committed and effective team and present very good role models for the children in their care. As a result, children try hard to achieve their best. They know that their teachers and helpers have high expectations of them and their attitudes to learning and behaviour is very good across all the areas of learning. Children demonstrate the ability to concentrate very well, for example when in nursery they listened very well as their teacher read to them 'The Very Busy Day'. In physical development lessons in reception, children are very attentive and follow instructions carefully, taking on board the responsibility of being the 'leader' very well when it is their turn. At all times children's confidence is boosted well by praise and encouragement. As a result, all children, including those with special educational needs, achieve well and the majority are likely to exceed expectations for their age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's speaking and listening skills are developed very well.
- A very good range of practical activities promote children's language skills in all areas of learning.
- Support assistants contribute very well to children's learning.

Commentary

38 The quality of teaching is very good overall, with consistently very good teaching seen in the reception class. All staff work very well to promote children's language skills at every opportunity and this is a feature of children's achievement across all the areas of learning. For example, in nursery,

the nursery nurse's very effective questioning of the children helped them to understand more about petals, stalks and bulbs. In reception, children were totally absorbed as they listened to their teacher reading the story 'Alphie out of doors' by Shirley Hughes. They were encouraged to predict what might come next when they listened to a traditional rhyme 'Down by the bay' and effectively practiced reading the sounds that 'ee', 'ie and 'ou' make. Children's writing skills are developed very well in nursery and reception and effective use is made of the computer to support their learning. For example, children in reception are writing independently, and focus on using the shift key and space bar using capitals and full-stops. The range of practical activities that are prepared for children across the curriculum to extend children's language skills are of a high quality and this maintains children's interest and concentration. As a result, children's attitudes to learning and behaviour are very good. Children achieve well and very well in speaking and listening and they exceed expectations for their age.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**

Main strengths and weaknesses

- Opportunities for developing mathematical skills are integrated into many activities.
- A very good range of teaching strategies is used to encourage mathematical understanding.
- Learning is fun, and so children achieve well.

Commentary

39 Teachers plan a very good range of practical activities that cover all aspects of mathematical development. Children in the nursery show a good understanding of number. When talking about '5' with their teacher they quickly showed five fingers and counted on to seven. The teacher consolidated the children's understanding of five well, by applying the same skills to adding five flowers. Children in reception recognise numbers up to 20 and respond very well to the teacher's challenging questions, such as 'Are we in order?' The very good teaching observed supported children's awareness and understanding of number, space and patterns and as a result, children achieved very well. Teachers take every opportunity to develop children's mathematical skills. In nursery, children role-play in the garden centre, buying and selling goods that cost one pence; they handle money and give change from two pence. In reception, children count up to 100 as they get changed for a physical activity in the hall. They count in twos, and know when the number they are holding is odd or even and come out to line up in order. Children learn and achieve well overall because learning is always fun and represents the careful planning of activities by teachers and support staff to ensure that the needs of all children are very well met; as a result, they exceed expectations for their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**

Main strengths and weaknesses

- A range of very good learning opportunities are organised to develop children's curiosity.
- Children develop confident use of ICT.
- Very good links are made to develop pupils' speaking and listening skills.

Commentary

40 The quality of teaching is very good overall, and learning opportunities are varied and support the development of children's curiosity. Visits are organised so that children can experience 'pond dipping' at Castle Eden Walkway and children experience what it is like to join in the Jewish celebration of 'Succot' through role-play. In the home corner they have had the chance to investigate

a flat iron that was used many years ago and have talked to grandparents about the games they used to play. Very good teaching enabled children in reception to understand the early concepts of co-ordinates and on a child-made map of an island they were able to identify the position of a palm tree. Very good opportunities to develop children's own questioning skills and speaking and listening contributed well to their very good achievement in this activity. Children are also confident to use the computer and handle the mouse well. Using the computer they have made invitations to a party for Barney Bear and have designed and made birthday cards. During the inspection children demonstrated their confidence to use an overhead projector using plastic shapes to make patterns that were then projected on a screen. Overall children achieve very well and exceed expectations for their age. They enjoy the activities that are prepared for them; they work very well together and show very positive attitudes to learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**

Main strengths and weaknesses

- Very effective provision makes a significant contribution to their personal, social and emotional development.
- Children enjoy activities and show good levels of concentration for their age.
- The outdoor play area is very well developed and offers a very good range of learning opportunities.

Commentary

41 A very good range of activities are organised to enable children to develop their manipulative skills well, through use of scissors, paintbrushes, pencils crayons and small construction equipment. The outdoor play area is very well developed and children have the opportunity to play with wheeled toys, dig in the sand pit and build large frames with building blocks. It also provides pupils with the chance to work together, for example, in the garden centre as they carefully plant seeds with the support of a teaching assistant. When children go to the hall to work on the apparatus, as a result of very good teaching, they are clearly aware of health and safety issues and how physical activities affect the rate of their heart beat. They demonstrate a high level of responsibility as they carefully work in fours to put out and put away the mats around the large apparatus. When using the apparatus they can swing on ropes, climb under and over beams and balance on them well, demonstrating good levels of concentration. They are aware of their own and each other's space. Children enjoy the very good opportunities that are available for them to try and share and as a result, they achieve well and above what might be expected for their age.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**

Main strengths and weaknesses

- A very good range of practical activities is provided.
- Very good links are made to develop children's skills across other areas of learning through creativity.

Commentary

42 Teachers provide many varied and very good opportunities for children to develop their creative skills. From the mark making table in nursery, where children drew kites and were confident to draw horizontal and vertical lines to the workbench in reception. Here reception aged children design and make and, using design sheets that carefully lead children to consider 'I want to build....' and 'I will need....', have designed, for example, a park and a robot. Such activities contribute very

well to the development of children's manipulative skills. Children enjoy painting and know which are the primary colours. They enjoy music too and in a good music lesson, reception aged children 'loosened up' and 'got in the mood' as they sang and danced to the rhythm of the music. Children played the instruments they had made, for example, shakers and compared the sounds that were made 'like horses shoes' said one child, as two plastic pots were brought together to make a beat. Children take turns to be the conductor, as children sing softly and louder following direction. Their efforts are encouraged at every opportunity and as a result, children achieve well and exceed expectations for their age.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- Speaking and listening are very good and reading is good.
- Writing has improved overall but spelling is sometimes careless.
- The tasks set for more able pupils in writing are not demanding enough.
- Teachers use ICT well and this motivates pupils to learn.
- Marking is helpful to most pupils as they develop their ideas in writing.
- The team leader analyses pupil performance well and has established a good plan for improving weaknesses.
- Literacy skills are reinforced in many different subjects.

Commentary

43 The teaching of English is good throughout the school and this has contributed effectively to maintaining the good standards in English noted at the time of the last inspection. Children make good early progress in reading and writing in the Foundation Stage and this is consolidated as pupils move through the infant classes. Pupils' attitudes to reading are generally good and their reading records show that they develop the habit of reading effectively from an early age and sustain it to Year 6. Library provision is much better than reported in the last inspection and there are lots of stimulating displays to encourage both reading and writing.

44 Progress in writing has been made in the junior classes where recent results have dipped, especially by the boys. Boys now write as well as the girls overall because of the good strategies used to interest them, using non-fiction texts and by providing more opportunities for ICT. Teachers have also introduced a common approach to planning which ensures broad coverage of the different genres required. Pupils have a good awareness of the different audiences they are writing for. Presentation of work is generally good. There are some effective endings to stories such as: "The Millennium Eye turned, Big Ben struck. He was home." As a result, standards in Year 6 are above average and this is an improvement on the recent trend.

45 Despite these improvements there are still some shortcomings. There is no common approach to the teaching or correcting of spellings apart from the teacher putting in the right word. Where pupils have 'response partners', some proofreading occurs but without teacher input it tends to be ineffective. The writing of more able pupils has good structure but lacks flair because they are not set different tasks that make them think or encourage them to develop their own thoughts. The relatively new team leader has a good overview of the strengths and weaknesses of the subject and has identified that progress on raising standards in writing of the more able is slower than it should be. Other aspects, however, such as tracking pupil progress and setting targets for them are better developed.

46 Standards of speaking and listening are very high. Pupils throughout the school are articulate and use language well. Pupils perform very well in all classes when taking part in discussions. They are attentive listeners and try to develop their ideas at length, using prompts from

the teacher and other pupils. This particularly helps the least able who have good ideas but sometimes find it difficult to express themselves. With “talking partners” they discuss the effect of rhyming words in Year 2 prior to writing their own tongue-twister poems. In Year 4, groups produce lively scripts for sweet advertisements and use a helpful checklist of skills to discuss how to improve. Groups are mixed carefully to ensure all pupils are included in the work. Teachers promote speaking and listening skills very well in English lessons and encourage pupils to extend their ideas by posing a lot of “what if” questions.

47 The quality of teaching and learning are good. Pupils work hard in most lessons because the teachers create a good pace and make the lessons interesting. There is good use of varied resources such as ICT, posters and a range of attractive books. For example, in a Year 2 lesson, pupils showed real understanding of how an author plans out a story after seeing a video of him talking and then by looking at several of his books. This lower ability set did very well to identify the most suitable books for different age groups. In a Year 6 class, the teacher helped pupils to appreciate the way a poet uses different images to create moods in a difficult narrative poem by astute questions and carefully structured work sheets matched well to the various ability groups. Marking is detailed and gives pupils a clear understanding of how to improve aspects of their writing.

Language and literacy across the curriculum

48 Teachers help pupils to develop their skills effectively across the curriculum. These include carefully planned and structured activities and in situations that occur naturally. Staff plan for pupils to read on a daily basis. Pupils enjoy reading and they are set homework to research topics across the curriculum that involves using the Internet and reference books. The growing use of ICT is helping the younger pupils to develop their literacy skills effectively, whilst older pupils use the Internet regularly and most can skim and scan long passages of non-fiction to find out key facts. Staff skilfully extend the spoken language through discussion activities and provide many purposeful writing opportunities in subjects such as science, history, geography and religious education.

MATHEMATICS

Provision in mathematics is **very good**

Main strengths and weaknesses

- Standards achieved in mathematics are well above average throughout the school.
- Teaching and learning are very good and high quality marking helps pupils to improve their work.
- Leadership and management of the subject are very good.

Commentary

49 The very good start that is made in the Foundation Stage in mathematical development is built upon very well as pupils move into Years 1 and 2. Pupils’ achievement is very good and this is maintained in Year 3 to 6, and pupils throughout school achieve standards that are well above average.

50 Pupils achieve very high standards because the teaching of mathematics is very good. Teachers are well organised and always ensure that pupils are challenged effectively. Lessons have pace and so there is frequently a buzz of excitement, for example, as pupils vie to demonstrate very secure strategies and mental agility with number. For this reason pupils enjoy mathematics. Pupils enjoy co-operative group work and so this is frequently used to support and extend pupils’ learning. In one particularly good lesson, groups of pupils enthusiastically generated their own fractions using dice and checked their own progress with calculators. Pupils with special educational needs are also supported very well; tasks and recording sheets are adapted for groups and individuals whilst more able pupils work on difficult numbers or on extension materials.

51 Marking assists pupils' learning because teachers mark supportively, recognise individual achievement and indicate the way forward. For example, in the co-ordinator's class, pupils also write their own comments on books and interact with the teacher. Comments such as "I need more practice with angle problems" and "Not sure. I can do them but need more practice", alert the teacher to pupils' own assessment of their progress. The very effective mathematics co-ordinator tracks pupils' progress rigorously to identify individual needs. She monitors planning, pupils work and lessons and consults with colleagues, pupils and parents to ensure that individuals' needs are met and provision is of a high quality throughout the school.

52 Progress since the last inspection has been very good. There have been very good improvements in standards, teaching and learning, leadership, management and resources.

Mathematics across the curriculum

53 Pupils are provided with many good opportunities to improve their numeracy skills through work in other subjects. In ICT, pupils compile spreadsheets. In geography pupils research data on rivers and present it mathematically using 'PowerPoint'. Across the age range pupils use a variety of charts, tallies and graphs to show their experiments in science; for example Year 6 pupils demonstrated the growth of bacteria using a mathematical formula on Excel. In a visit to Asda, pupils priced healthy menus for a family whereas pupils visiting Hartlepool's football ground and historic quay worked on measurements, shapes and prices.

SCIENCE

Provision in science is **very good**

Main strengths and weaknesses

- Very high standards are achieved in science.
- Very good teaching means pupils are motivated well and enjoy lessons.
- There is a strong focus on investigative work, teaching pupils to predict and devise a fair test.
- Opportunities are very well used to develop pupils' literacy skills.

Commentary

54 One of the main reasons for pupils' very good achievement and standards is the very good quality of teaching and learning and the effective use of assessment to ensure that all pupils are challenged. Teachers are very well prepared, have high expectations and use good questioning techniques. Investigative skills are taught well, with pupils across the school developing the ability to work collaboratively and independently. All pupils experience effective practical work and so assimilate essential concepts, developing their understanding of fair testing very well. Teachers ensure that pupils know the purpose of experimentation and the significance of their findings. As a result the most able pupils have the knowledge and skills to tackle more open-ended experiments or to consider the relationship between two variables. All pupils enjoy their work and respond very well when encouraged to make predictions based on scientific knowledge and understanding and to test them after experimentation. Teachers frequently ask pupils to consider if the principle of fair testing has been compromised and how adjustments can be made. Pupils' skills as well as their knowledge and understanding are developed very well in lessons.

55 Teachers use opportunities to develop pupils' literacy skills in science very well. Skilful questioning using the correct technical vocabulary helps pupils to phrase their own scientific questions, such as 'Does exercise affect breathing rate?' or to use the words 'more' and 'less' to explain the nature of absorbency. Teachers are very good role models and give clear and precise instructions and explanations. They use cross-curricular links effectively, which extends pupils' knowledge; for example, in the pre-ambles to an art and design lesson when the pupils considered materials suitable for weaving, they discussed their properties and used the correct vocabulary. Pupils are familiar with the language of comparison to make their conclusions and teachers introduce a variety of recording which interests pupils and which supports the development of their

writing skills. Presentation in books is particularly neat and ordered. Focussed discussion sessions are also used very well to revise concepts and reinforce essential technical vocabulary.

56 All pupils are supported effectively in their science education. Pupils with special educational needs are given additional adult support, questions which match their understanding or adapted recording sheets. If more able pupils discover additional features, teachers provide the necessary explanation and vocabulary. This occurred in a Year 3 lesson, when pupils noticed the effect of light through a prism and were introduced to the word and concept of 'refraction.' Effective challenge also occurs in marking when teachers ask additional questions to extend pupils' understanding or make suggestions on how to improve the quality of their work.

57 Science continues to be well resourced and managed. As a result, progress since the last inspection has been good with improved standards and much improved teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**

Main strengths and weaknesses

- Standards are better than at the time of the last inspection.
- Much of the teaching is good.
- The new facilities are well used.
- Assessment is not well developed.
- Teachers use ICT effectively across the curriculum.

Commentary

58 Standards in ICT have improved throughout the school since the time of the last inspection despite recent severe problems with the maintenance of essential computer equipment. This is because the coverage of the curriculum in ICT is now much better. The co-ordinator has improved the guidance to other teachers and has put in place the necessary training to help them to gain confidence. As a result teaching has improved and pupils are now achieving better in many elements of the subject.

59 Effective teaching and learning overall, has had a positive impact on pupils' achievement. In the infant classes there is good achievement as seen, for example, by pupils combining text and pictures in simple storyboards and in using pictograms to illustrate patterns in the weather. They use the floor turtle confidently but are less sure how to program the journey of a ladybird for example, from one flower to another and this is because they do not understand left and right and are confused by the forward and back symbols. In junior classes pupils use word processors well to write up their stories and poems. Those with their own computers have better typing skills than the others and know better how to cut and paste in drafting work but the school tries to help by providing good opportunities for all to practise at the computer club. The files of work show that attainment in the control elements of the subject, such as programming different intervals for traffic lights, is satisfactory in Years 5 and 6.

60 Though planning is good in all classes some of the teaching is only satisfactory where teachers lack the confidence to use electronic whiteboards for regular demonstration of key skills. There is, however, a good proportion of effective, direct teaching especially in Year 4 and Year 6. Here the teaching has a clear structure and brisk pace to ensure pupils stay on task when learning about new skills in arranging fonts and colours and when using formulae to draw up or amend spreadsheets. Pupils with special educational needs receive good adult support and make good progress in these lessons also. The arrangement of the classes with half in the computer suite and half in the classroom with a teaching assistant enables individual pupils to have access to a computer and is a good example of inclusion.

61 Leadership and management have directed the improvements made in the subject well. There has been much time spent on improving the provision in terms of teaching, resources and accommodation and this is now starting to bear fruit as pupils' achievement improves. There are still areas to develop as the assessment procedures are at an early stage and monitoring of teaching and learning does not regularly take place. However the co-ordinator has managed to lift the morale of the staff and pupils by putting a good framework in place whereby they can now use the good facilities to better effect.

Information and communication technology across the curriculum

62 The provision of ICT across the curriculum is good. Good practice is evident in mathematics where pupils improve their ability to calculate quickly and accurately using spreadsheets, and in science, where they use computers effectively to monitor the progress of their practical work using sensors. Use of the digital camera and video recorder make an effective contribution in geography, to record evidence of fieldwork, and in English to support the development of role-play and speaking and listening whilst multi media presentations with the electronic whiteboards help younger pupils to gain ideas for writing.

HUMANITIES

History

Provision in history is **satisfactory**

Main strengths and weaknesses

- Strengths of teaching include lively and imaginative approaches to lessons.
- Good links are made across the curriculum to develop pupils' writing skills.
- The marking of pupils' work is often minimal and does not consistently give suggestions for improvement.

Commentary

63 There has been satisfactory progress in the subject since the last inspection when standards were judged as meeting expectations. A similar picture is evident with curriculum coverage being appropriate throughout the school and teaching and learning being satisfactory overall; as a result pupils' achievement is satisfactory. During the inspection, however, lessons were observed where teaching and learning were judged to be good. The main strength of the lessons was the lively and imaginative teaching and the way the teacher brought the subject to life. For example, a pupil in role-play as 'Joseph', answered questions about life as a child working in a woollen factory. The pupils' interest was maintained because teaching was stimulating and positive links were made with the literature of the day, for example, 'Oliver Twist' by Charles Dickens. In another lesson, the class teacher's questions were probing so making pupils answer carefully and in full sentences, having studied photographs for the differences between holiday resorts of today and of 100 years ago. However, this was not typical of all the work recorded in books. Overall, teachers make good use of learning in history to extend pupils' literacy skills, but marking of their work is often superficial. There are a few examples of where written comments tell children how they are doing in order to take the learning further but there are also examples where marking is rarely used at all, as a result, pupils are not clear how they can improve the standard of their work.

Geography

Provision in geography is **good**

Main strengths and weaknesses

- Teaching and learning is good overall.

- Pupils' literacy and numeracy skills are developed well through geography.
- The high quality marking that is evident is not consistent throughout school.

Commentary

64 Pupils achieve well overall in geography and this is as a result of good quality teaching and learning. All lessons observed during the inspection were good and one of the main strengths was the high expectations that teachers had of their pupils to work very well together on their independent tasks. For example, in a Year 4 lesson, pupils worked to their strengths very well as they drew up actions plans to improve the wildlife meadow, vegetable patch and paths. The mutual support pupils offered each other ensured that all pupils achieved well and they demonstrated a secure understanding of how people can effect their environment. Overall, all the lessons observed had pace and maintained pupils' interest well through lively debate and the good use of ICT. Examples of high quality marking are evident in pupils' books, where teachers' comments are evaluative and describe clearly why a piece of work is good or why it is not. Such marking helps pupils to understand what to do to improve their work. However, this is not a feature that is consistent through the school.

65 Evidence from pupils' work indicates that good links are made across the curriculum to develop pupils' literacy and numeracy skills. For example, younger pupils practice labelling landscape features of Dublin and produce block graphs to indicate numbers of pupils and their favourite holiday places. Whilst accounts of Barnaby Bear's holiday trips, for example, to Dublin, help to reinforce pupils' understanding of places different to their own locality. Coverage of the geography curriculum is appropriate for pupil's ages with the oldest pupils considering, for example, environments different to that found in the United Kingdom, world mountains, rivers and settlements. Their work is generally well presented and demonstrates that care is taken when completing tasks.

66 Progress since the last inspection is satisfactory in that standards have been maintained and leadership and management is satisfactory overall. However, the subject makes a positive contribution to pupils' spiritual, moral, social and cultural development through links made to consideration of moral issues, for example, such as caring for the environment.

Religious Education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Good teaching and learning in Year 6 enables pupils to achieve well and attain standards that are above expectations for their age.
- Opportunities to develop links with other subjects and develop pupils' literacy skills are used well.
- Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development.

Commentary

67 Teaching is satisfactory overall, with some good teaching evident in the junior classes. As a result, pupils achieve steadily in Years 1 to 5 and attain standards that meet with the expectations of the locally agreed syllabus. However in Year 6, as a result of thorough teaching in the subject, pupils achieve well and the standards they attain are above the expectations of the Locally Agreed Syllabus.

68 In a good lesson in Year 3 the teacher shared her personal experience, and compared it to the parable of the Good Samaritan, making the message more relevant to the pupils. Much thoughtful discussion about feelings followed, and pupils clearly demonstrated the ability to put aside their personal likes and dislikes in order to make appropriate choices. Through opportunities such as these, pupils learn important lessons from religion, instead of simply about religion.

69 In religious education teachers promote well, the development of pupils' literacy skills by reminding them of their literacy targets, such as *punctuation* before they begin to write, or, instead of writing a recount of what they have learned, pupils in Year 4 write a letter to a friend, describing a visit to a Diwali celebration. Teachers establish important links with other subjects too, for example pupils in Year 4 while learning about the Hindu festival of Diwali created traditional Rangoli patterns in their art and design lessons.

70 The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Good opportunities to develop spirituality are provided for pupils in Year 6, when they listen to carefully chosen pieces of music and express the feelings invoked. Here they present their work carefully in a range of interesting ways and they express their views well both orally and in writing. Visits to the local church and visitors to school from for example, the vicar or parents of pupils of Hindu faith, enrich pupils' experiences and make what they are learning more meaningful.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71 There is insufficient evidence to make secure judgements on provision in design and technology, music and physical education and so these subjects have been sampled.

72 During the inspection no lessons were seen in **design and technology**. The subject was sampled through looking at work on display, at photographs and looking at pupils' books and portfolios. The school places an appropriate emphasis on designing and making, and teachers follow a nationally recognised scheme of work. This ensures that pupils develop knowledge, skills and understanding in a structured way. Pupils in the infant classes use design sheets which say '*I am going to make...*' or '*My vehicle will have...*' to support their understanding of the process. They learn to follow safe procedures for food safety when making fruit salad. They investigate and use simple mechanisms to make an octopus move up and down and they begin to evaluate their own work in order to improve it. Pupils in the junior classes design and make money containers; pop up storybooks and models incorporating bulbs and buzzers. Older pupils in Years 5 and 6 use textiles and decorative stitching to make bookmarks in the style of Clarice Cliff and evaluate bread products before making their own. When challenged to build a bridge to withstand an earthquake, pupils produced annotated designs and lists of materials needed. They learn about bridge structures and make different types using paper, which they later test for strength by adding weights to each one. This project is linked well to their geography topic *Rivers*.

73 During the inspection, inspectors observed three lessons in **music** and discussed the overall provision with the headteacher. This evidence does not form a basis for overall judgements on provision across the school and standards, however, it is clear that pupils enjoy singing and creating music. In addition to weekly music lessons and singing and listening to music in assembly, pupils have the opportunity to participate in an after-school Singing Communities Project, organised by Hartlepool's local education authority. Pupils also enjoy the concerts of visiting musicians and there is access to instrumental tuition in both brass and strings. They also have the opportunity to participate in school productions and such opportunities contribute well to pupils' spiritual, social and cultural development. Teaching observed was variable in quality and where pupils' achievement was unsatisfactory it related specifically to a lack of subject knowledge on the part of the teacher. However, in the other good lessons, teachers were adaptable to the needs of all the pupils and used time well to effectively balance instruction and experimentation.

74 In **physical education**, there was insufficient evidence available during the inspection to make firm judgements on provision across the school or on standards. From the lessons observed it is evident that younger pupils have good hand to eye co-ordination and show a good ability to balance balls and to hit them accurately to partners. However, a significant minority of infant pupils lacked concentration in their lesson and did not listen carefully to instructions. In the junior classes pupils are more attentive, collaborate very well in teams, and work hard. The lessons seen were well planned and relationships were good but the objectives were not always made clear to pupils and consequently they did not understand the importance of developing skills by practice. However, teachers provide good, clear instructions for warm up and cool down exercises. There is very good inclusion in physical education lessons where pupils with special educational needs and those of all abilities enjoy sport and games. Those unable to join in are still involved by recording the score in games of rounders, and collecting equipment for the teams.

Art and Design

Provision in art and design is **satisfactory**

Main strengths and weaknesses

- ICT is used well by teachers to enhance pupils' learning.
- Visits and visitors to school enhance pupils' learning.

Commentary

75 Pupils throughout school achieve satisfactorily and this is because teaching is satisfactory overall but with good features. Strengths of teaching lie in the ways teachers incorporate the use of

ICT, and use art and design in a cross curricular way without neglecting it as a subject in its own right. For example, pupils in Years 3 and 4 have used ICT to generate imaginative patterns and to produce effective work in the style of artist Georges Seurat. Teachers ensure a satisfactory range of starting points for practical work is provided, such as the work of other artists and natural or man made objects. As a result, pupils use their sketch books well to support future work. For example pupils in Years 1 and 2 practise mark making with a range of media, and they experiment with texture and colour as they sketch the sculptures they see on a visit to Mowbray Park. A visiting artist to Year 2 encouraged pupils to use their eyes more than their pencils when making observational drawings of natural materials found on the beach. Following his advice, pupils made good progress in the lesson and produced good drawings. Frequent breaks to review and improve their work, were also instrumental in their achievement of good results.

76 Teachers provide appropriate opportunities for pupils to work on their own, or to collaborate with others on projects in two and three dimensions. For example, following a visit to a local sculpture park, pupils in Year 4 worked collaboratively in class, to generate designs for their own sculptures, which would use reclaimed materials. Pupils talked effectively about shape and form and considered the best materials to use, to interpret their designs into three-dimensional work. Teachers ensure that all pupils, including those who have special educational needs, are equally involved and provide well-matched support to ensure that all pupils succeed. Opportunities to appreciate the environment are made available to pupils in their art and design work. An outcome of this is seen in the work of pupils in Year 5 and 6 who weave small, effective seaside landscapes and make striking colourful masks, which in turn extends their appreciation of other cultures and religions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77 Too few lessons in **personal, social and health education** were observed to make a judgement about provision and so the subject has been sampled. A scrutiny of work and discussion with the headteacher reveal that coverage of themes related to PSHE are thorough. In timetabled lessons pupils explore broad human relationships in the younger classes and more detailed themes in the junior years.

78 Pupils have a good understanding of the importance of family relationships and of developing friendships inside and outside school. As they get older they show a sensitive response to the reasons for loneliness and isolation, and learn to articulate their own ideas. In Years 5 and 6, pupils explore in more detail the importance of good health and how to look after their bodies.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	2
The quality of the school's links with the community	3
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	3
The leadership of other key staff	3
The effectiveness of 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).