

# INSPECTION REPORT

## **ERRINGTON PRIMARY SCHOOL**

Marske

LEA area: Redcar and Cleveland

Unique reference number: 111655

Headteacher: Mrs Christine Stinson

Lead inspector: Mr Chris Green

Dates of inspection: 22 – 24 March 2004

Inspection number: 256079

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 years
Gender of pupils:	Mixed
Number on roll:	306
School address:	Windy Hill Lane Marske Redcar
Postcode:	TS11 7BL
Telephone number:	01642 482002
Fax number:	01642 502211
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Tina Richardson
Date of previous inspection:	7 September 1998

## **CHARACTERISTICS OF THE SCHOOL**

Errington Primary School is a larger than average primary school. There are 330 children altogether, including 48 who attend the nursery class on a part-time basis. A small minority of pupils are from ethnic minorities and none has English as an additional language. There is a high level of pupil mobility with over 35 per cent joining or leaving the school other than at the usual times of admission or transfer. As they enter the nursery class, children's social skills and levels of language and mathematical development are well below those of most three year olds. The school has a support base for ten pupils with moderate learning difficulties. There is a well above average proportion of pupils with special educational needs (SEN). About one in five pupils have free school meals, this is about average. Census information indicates that the area served by the school has below average social and economic conditions. The school has recently been involved in national pilot schemes for inclusion and the application of information and communication technology.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2771	Mr Chris Green	Lead inspector	Science Geography History Religious education Personal, social and health education
19694	Rev Moira Kerr	Lay inspector	
17907	Mr Michael Bowers	Team inspector	Areas of learning in the Foundation Stage Special educational needs Physical education
20139	Mr Brian McKeon	Team inspector	English Art Design and technology
32262	Mr Jeff Jones	Team Inspector	Mathematics Information and communication technology Music

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

### **OVERALL EVALUATION**

This is a **very good** school where the ethos and high levels of care ensure that pupils' behaviour is excellent. Staff are excellent role models and the pupils emulate the examples they set. Excellent relationships exist. The teachers work hard to ensure very good inclusive practices and that lessons are interesting, that questions engage the pupils and that the resources available are top quality. Good teaching ensures that pupils respond well to lessons, learn effectively and therefore achieve well. The headteacher, very well supported by the deputy headteacher, provides very good leadership with a clear vision as to how the school can be taken forward. She is also well supported by the staff and governors in bringing about significant improvements. The school gives good value for money.

#### **The school's main strengths and weaknesses are:**

- The leadership and direction set by the headteacher, with very good support from the deputy headteacher, are strengths of the school
- Very good provision and teaching in the nursery and reception provide children with a stimulating start to school and ensure that they make rapid progress.
- Although standards achieved in English and mathematics are average by the time the pupils leave the school, standards in mathematics are not high enough.
- Due to the high quality of care and support, pupils' behaviour in and around school is excellent, as are their relationships with each other and with adults.
- Pupils with special educational needs (SEN) achieve well.
- Effective teaching leads to good achievement in science and religious education (RE) and very good achievement in geography, information and communication technology (ICT) and art.
- Detailed marking and assessments are not used effectively as a tool for identifying and improving the progress for all groups of pupils consistently.
- Leadership and management are well supported by the staff and governing body.

Improvement since the last inspection has been good. Most of the key issues for action reported in 1998 have been effectively addressed. Teaching has improved considerably with more very good lessons and none which are unsatisfactory. Against an improving trend nationally, standards have been sustained in English and science, though not in mathematics. The school has identified mathematics as a priority for improvement. There has been a significant rise in the standards achieved in RE, a key issue for action in the last inspection. In ICT, geography and art, pupils' knowledge, skills and understanding are now very good, significant improvement since the last report. However, assessments of pupils' work are not used effectively to secure the best progress for all groups of pupils consistently throughout the school. Assessment remains an area that needs to improve.

### **STANDARDS ACHIEVED**

Children start school with language and mathematical skills well below those usually expected. As a result of very good teaching and learning in nursery and reception, children achieve well in their areas of learning. Nevertheless, they enter year 1 still below the expected levels because they have so much ground to make up. Pupils progress well and by the time they reach the end of year 2, aged seven, their standards are average in English and science, but they remain below average in mathematics. Pupils make rapid progress in ICT and geography which leads to very good achievement.

By year 6, standards in English and mathematics are average although achievement is not sufficient in mathematics. Standards achieved in science are above average. Achievement is good in RE, and in art, geography and ICT it is very good.

Pupils with SEN and those in the support base make good progress. Average and higher attaining groups of pupils are not consistently challenged and underachieve in mathematics. When considering test results, allowance should be made for the high proportion of pupils in the support base. The table below includes the test results for those pupils.

<i>Results in National Curriculum tests at the end of Year 6, compared with:</i>	<i>all schools</i>			<i>similar schools</i>
	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2003</i>
<i>English</i>	C	C	D	D
<i>mathematics</i>	E	C	E	D
<i>science</i>	D	E	D	D

*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.*

Language and literacy skills are used across the whole curriculum and contribute well to the good achievement. ICT skills are used very well, and opportunities are planned for pupils to apply these and mathematical skills in other subjects.

Provision for pupils' personal development is **very good**. The pupils have very positive attitudes towards school and their behaviour is excellent.

## **QUALITY OF EDUCATION**

This is **good**. **Effective** teaching means the pupils learn well. Teachers and assistants build excellent relationships, make lessons interesting and are very good at giving encouragement. However, assessment is not effective in marking and tracking progress for all groups of pupils.

Very good provision is made for pupils of wide ranging abilities including those with SEN. The curriculum is broad and is enriched through a wide range of very good extra-curricular activities in sport and the arts and through environmental and residential visits. Pupils are very safe and secure, they settle in very well and quickly become involved in school life.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**. The headteacher provides very clear direction and is well supported by the staff. The governing body gives good support and fulfils its statutory duties fully. Whilst most aspects are good, there is room for improvement in particular aspects of the school's satisfactory self-evaluation procedures by involving subject leaders more.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very happy with the school and with the way it responds to their suggestions and concerns. Nearly all feel that their children enjoy school, that teaching is effective and that this results in good progress. Parents support the school's work. Children's views are very positive, they like being at school and many report that they are sometimes reluctant to go home!

## **IMPROVEMENTS NEEDED**

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

- raise standards in mathematics; and
- implement marking and assessment procedures for identifying and improving the progress for all groups of pupils consistently throughout the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement through the school is **good**, securing **average** standards.

#### Main strengths and weaknesses

- Pupils, including those with SEN, achieve well throughout the school.
- Standards of achievement are very good in geography and ICT throughout the school.
- Standards of achievement in art are very good by the time pupils are eleven.
- Although achievement is good, standards are not high enough in mathematics.

#### Commentary

1. Since the last report in 1998 and with an improving trend nationally, standards have been successfully sustained in English and science, though not in mathematics.
2. Children start school with language and mathematical skills well below those usually expected. As a result of very good teaching and learning in nursery and reception, children achieve well in their areas of learning. Nevertheless, they enter year 1 still below the expected levels because they have so much ground to make up.

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

Standards in:	School results	National results
Reading	16.0 (15.7)	15.7 (15.8)
Writing	14.8 (14.3)	14.6 (14.4)
Mathematics	16.0 (16.0)	16.3 (16.5)

*There were 34 pupils in the year group. Figures in brackets are for the previous year*

3. The table above shows that results in 2003 at the end of year 2 were near the national averages in reading, writing and mathematics. The inspection confirms these results. Pupils progress well and by the time they reach the end of year 2, aged seven, standards are average in English and science, but they remain below average in mathematics where progress is slower.
4. Pupils make rapid progress in ICT and geography which leads to very good achievement. They read with purpose, are able to explain their work in English and science well and particularly well in ICT and geography. Their vocabulary is accurate. The pupils with SEN achieve well and make good progress towards the targets in their individual education plans in all subjects.

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

Standards in:	School results	National results
English	25.9 (26.8)	26.8 (27.0)
Mathematics	25.3 (26.6)	26.8 (26.7)
Science	27.5 (27.2)	28.6 (28.3)

*There were 55 pupils in the year group. Figures in brackets are for the previous year*

5. The table above shows that in 2003 the performance of pupils in the tests at the end of year 6 was slightly below national averages. When considering these results allowance should be made for the high proportion of pupils with moderate learning difficulties in the support base and



other year 6 pupils with SEN who took the tests in 2003. Many pupils, over 30 per cent, had not been in the school very long, having entered during years 3 to 6.

6. Inspection findings are that whilst achievement is good overall in English, mathematics and science, the standards reached in mathematics are still not high enough. Standards in English are average and in science they are above. Pupils achieve well due to good teaching. Speaking and listening skills are well developed in most subjects and in science, for example, pupils are able to perform and explain practical investigations very well. Achievement is good in RE, and in art, geography and ICT it is very good.
7. Pupils with SEN and those in the support base make good progress. They have good quality individual education plans and are set realistic targets which they achieve, and which in turn encourages them to make further progress. Pupils in the support base achieve well in English and mathematics. Average and higher attaining groups of pupils are not challenged consistently and they underachieve in mathematics.
8. Language and literacy skills are used across the whole curriculum and contribute well to the good achievement. ICT skills are used very well, and good opportunities are planned for pupils to apply mathematical skills in other subjects, particularly in geography and science.

### **Pupils' attitudes, values and other personal qualities**

This is a **very strong** feature of the school. Pupils' attitudes are **very good** and behaviour is **excellent**. Attendance is average and punctuality is **good**. Pupils' personal development is **very good**.

### **Main strengths and weaknesses**

- Pupils are enthusiastic and keen to learn and show great enthusiasm for their lessons and extra-curricular activities.
- There are excellent relationships between pupils, including those in the support base.
- Learning is enhanced by pupils' excellent behaviour in lessons and around the school.
- The spiritual, moral, social and cultural development of pupils is very good.
- The school council gives pupils good opportunities to influence developments.

### **Commentary**

9. Parents say that their children do not like to miss school. They say that they are very fortunate to have such a good school and caring staff. Very positive attitudes towards the school exist.
10. Relationships throughout the school are excellent. Pupils communicate confidently and have very good understanding of the difficulties experienced by others, for example those who use the support base. Excellent behaviour is so well embedded that it does not have to be constantly reinforced by the staff. Pupils show that they are self-disciplined and self-motivated and this helps their learning. Pupils enjoy their lunchtime meal amidst a happy buzz of conversation; their social development is very good.
11. The personal development of the pupils is very good. Opportunities exist for those in years 3 to 6 to join in many extra-curricular activities which include very good sporting and creative pursuits. These assist their development. Members of the school council are confident that they can make a difference to the school by their recommendations. These include facilities for the playground and activities to show their determination to protect the environment by becoming more eco-friendly. Children in nursery to year 2 are not on the council and have fewer opportunities to show responsibility.
12. There have been no exclusions in the last year.

13. Pupils show a developing spirituality as they move through the school. Reception pupils show wonder in discovering water in the stem of a flower and year 4 in understanding the holiness of a Jewish wedding. They are able to use times of quiet to reflect in both circle time<sup>1</sup> and assemblies. Despite having little experience of people from ethnic and cultural backgrounds different from their own, the school makes good provision. Its use of, for example, Indian persona dolls<sup>2</sup> and a South African dancer and musician has helped pupils develop good understanding and respect for other cultures and how beliefs can influence their daily lives.

### Attendance

Attendance is **average**. Punctuality is **good** and reflects pupils' enthusiasm and enjoyment of school.

#### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.0
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.*

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

This is **good**. Teaching and learning are **good** and assessment is **satisfactory**. The curriculum and extra-curricular opportunities are **very good** and enrich pupils' learning. Pupils are **very well** cared for, guided and supported. Partnerships with parents, other schools and the community are **very good** and contribute significantly to pupils' progress and achievement.

### Teaching and learning

Teaching and learning are **good** and assessment is **satisfactory**.

#### Main strengths and weaknesses

- The teachers' and assistants' management of pupils' behaviour is excellent.
- Detailed marking and assessments are not used effectively as a tool for identifying and improving the progress for all groups of pupils consistently through the school.
- Teachers have very good command of their subjects and vary their teaching methods very well.
- Questions are very well used to provoke interest and promote opportunities for all pupils to learn well.

### Commentary

14. Teaching and learning are significantly improved since the last inspection. As the table below shows, there is now no unsatisfactory teaching and a very high proportion, 85 per cent, is good or better. The teaching is effective because it is planned to meet curriculum requirements and lessons are presented to pupils in lively and interesting ways. The management of pupils' behaviour is excellent.

15. Teaching in nursery and reception is consistently very good and children enjoy their learning. The teachers have very good support from the nursery nurse and reception auxiliary who play a skilful part in organising lessons and encouraging the children in their endeavours. Teachers

<sup>1</sup> Circle time is an opportunity to talk about personal issues in a trusting and supportive classroom setting

<sup>2</sup> A persona doll is a doll used as a teaching aid, not as toy. It is used so the audience pretend it is a real person so that empathy is encouraged with that person's particular situation.

have a thorough understanding of how young children learn. The organisation allows the children to be in different sized groups, sometimes working alone, sometimes independently.

16. This variety of interesting activities and organisation holds the children's attention very well and so they make very good progress.
17. Pupils respond well to the good teaching in years 1 to 6 and in the support base. Teachers are enthusiastic and have very good knowledge and command of the subjects they teach. They prepare materials well and use questioning techniques very effectively to interest, challenge and engage the pupils. There is a good working atmosphere and skilled teaching assistants are deployed well. Pupils in turn learn well. This good learning stimulates extended thought and answers. The pupils are encouraged to do their best by their teachers and teaching assistants, who keep a close eye on how well they are doing.
18. Constructive comments are made on what the pupils have and have not learned, and immediate feedback to the pupils is positive. However marking is too often cursory with satisfactory work receiving just ticks of approval. When this occurs learning is not extended sufficiently. Assessments are used well to plan the progress for pupils with SEN. However detailed assessments are not used sufficiently to track the specific progress of the average and above average groups of pupils. Consequently, targets for the next series of lessons are not set with enough precision for the needs of these groups of pupils. However, a very good assessment and tracking system has been implemented for those pupils in the support base which enables the school to monitor their progress closely and plan appropriate work.
19. Also, pupils are not held sufficiently responsible for their progress. Teachers work extremely hard and use interactive whiteboard technology<sup>3</sup> and other resources very well to raise the pace of lessons and the motivation of pupils. In some lessons, teachers are doing most of the work and demanding too little of the pupils. Similarly, whilst assistants invariably provide very effective support, they are underused during the introductions to some lessons.

### **Summary of teaching observed during the inspection in 53 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	21 (40%)	23 (43%)	8 (15%)	0 (0%)	0 (0%)	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.*

### **The curriculum**

The curriculum is **very good**. It meets all statutory requirements and pupils of all abilities and backgrounds have equal access to activities. Opportunities for enrichment through clubs and working with outside agencies, and by making visits and having visitors are **very good**.

Accommodation and resources are **very good**.

### **Main strengths and weaknesses**

- Provision in the nursery and reception classes is very good.
- The school provides well for pupils with SEN and those in the support base.
- Very good use is made of ICT to support pupils' learning across the curriculum.
- The PSHE programme, including citizenship, is very well established and inclusive.
- Extra-curricular activities are very good.
- The school environment provides a very good stimulus and reinforcement for pupils' learning.

<sup>3</sup> Interactive whiteboards are projection screens for computers which can be controlled by screen-touch in full view of the audience.

## Commentary

20. Since the last inspection the curriculum has been improved. A very good programme of learning is planned for pupils in the nursery and reception classes. Classrooms throughout the school are presented as challenging and stimulating places of learning. Series of lessons follow national guidelines and clear links are made to support learning from across the curriculum.
21. With the exception of autism, pupils with SEN have full access to all aspects of the curriculum. Those with statements of SEN and in the support base are regularly involved in all that happens in the school. They are timetabled to work in the main classes on a regular basis and receive the support they require. Carefully planned learning activities include small steps to success. Suitable challenge is invariably provided. The support base is an integral part of the school and is a valuable source of information and advice for teachers. Provision for autism is not consistent with the good provision for pupils with moderate learning difficulties. The school does its best in the current circumstances and staff report formally on the progress made.
22. Curriculum provision, teaching, and learning are well enhanced by ICT facilities. The use of interactive whiteboards during lessons engages pupils well in their learning. Different teaching and learning styles very effectively meets pupils' needs. Very good use is made of the ICT suite to extend pupils' computing skills in all age groups.
23. Through PSHE, the school promotes very well the skills necessary for pupils to become good citizens. Pupils express their opinions through the school council and there are good opportunities for discussion in many lessons. This includes sex and relationships education and drugs awareness. Pupils show respect for the views of others and are aware of the needs of their peers.
24. The school provides very good opportunities to enrich pupils' learning. Residential visits are organised regularly for year 6 pupils. Year 2 visit Captain Cook's 'Endeavour' and year 1 visit a toy exhibition, both of which extend pupils' learning effectively. A very wide range of extra-curricular activities including sports and arts are organised during the summer term. Staff support these activities generously and pupils' attendance at the activities is very good.
25. The accommodation is very good and well maintained. It is richly displayed and welcoming. It helps pupils to achieve well. Teaching areas are bright, clean, stimulating, very well resourced and confirm the school's ethos of high expectations. Classroom displays celebrate pupils' successes and emphasise cross-curricular links in their learning. Establishing a permanent base for teaching and practising music is being considered. This would assist visiting specialist teachers and give better access for pupils to learn music.

## CARE, GUIDANCE AND SUPPORT

This is **very good** and has a corresponding impact on personal development. Pupils are **very well** involved in the life and work of the school.

### Main strengths and weaknesses

- Pupils are very safe and secure and procedures to ensure they work in a healthy environment are excellent.
- Arrangements for settling pupils into school and new classes are very good.
- Strategies for ensuring excellent behaviour are very thorough.
- Staff know pupils' needs well and as a result give them good guidance.

## Commentary

26. Pupils' welfare is taken very seriously. Staff know the systems to ensure their care. The environment is both pleasant and safe and pupils feel secure within it.
27. Children are settled very well into the nursery as a result of pre-admission visits to the nursery and opportunities are available for visits to be made to the children in their own homes. There are good arrangements when they transfer from one class to another. The high mobility rate means that many pupils join the school by transfer from other schools and there are good procedures to ensure that these pupils settle well into the school.
28. The school has an excellent behaviour policy which is followed consistently and fairly by all members of staff. This is based on praise but with appropriate sanctions when necessary. Pupils in the support base are managed appropriately by the school to ensure they are able to make good progress. Excellent behaviour at lunch time is encouraged by the reward of sitting at the 'restaurant table' once a week.
29. Staff know pupils well. They are able to give pupils very good personal guidance. The school seeks the views of pupils and acts upon them. These are made formal through the minuted meetings of the school council.

## PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

Partnerships with parents, community and other schools are **very good**.

### Main strengths and weaknesses

- The school is very responsive to parents' views and suggestions and acts on them appropriately.
- Parents are very well informed about school life and the achievements of their children.
- The very good links between the school and the local community benefit pupils' learning.
- The school works well with other schools and has mainly good procedures for pupils transferring to secondary school.

## Commentary

30. Parents are very positive about the school and respond by being supportive of the school. There is very good support for the Friends of Errington Association. The school has an 'open door' policy so that either the headteacher or the class teachers are available to see parents at the beginning and end of each day. They are also available at other times to see parents informally to sort out any concerns or worries. They value parents' views and act on them appropriately.
31. There is very good communication between the school and home. Regular, helpful letters are sent home to parents informing them of the activities and initiatives in which the school is involved and the topics which the pupils will be covering in the curriculum. The school prospectus and the governors' annual report to parents are very informative and give parents a full picture of the life of the school. Termly meetings and annual written reports give parents very good information about how well their children are doing and what their future targets are.
32. The school has a strong support network through the local cluster of primary schools. The pupils in year 6 are given a file covering all aspects of their transfer and induction to secondary school and visits are made. In many respects the practice is very good; however there is insufficient dialogue with the receiving school for those statemented pupils in the support base.
33. Very good links with local churches and industry contribute positively to pupils' personal development and curricular opportunities. Religious celebrations and science work undertaken by pupils at a local industrial plant are examples of how learning is made real and purposeful.

## LEADERSHIP AND MANAGEMENT

The leadership of the school is **very good**. The effectiveness of management and the governance of the school are **good**.

### Main strengths and weaknesses

- The headteacher provides very good leadership.
- The deputy head supports the headteacher very well.
- The leadership and management of subjects, SEN and the support base are good.
- Governors provide effective support and challenge.
- Although satisfactory, the school's self evaluation procedures do not involve subject leaders enough.

### Commentary

34. The headteacher provides strong and effective leadership. She is ably supported by the deputy headteacher. They form a very good partnership. They ensure that there is clarity of vision, a shared sense of purpose and a commitment to improving standards. There is clear strategic thinking resulting in effective planning for future development. Relationships throughout the school are excellent and these facilitate effective leadership and management. The aims and values of the school are lived out in the daily routines and activities. The ethos is very positive being centred on achievement and care. Subject leaders make a good contribution to raising levels of achievement. Arrangements for pupils with SEN are well managed. The support base is very well led and managed.
35. The management of the school is good. There are efficient systems in place to ensure the smooth day to day running of the school and communication within the school is effective. The governing body fulfils its statutory duties well. Governors are well organised and efficient. They oversee the management of resources successfully and are both supportive and challenging in their pursuit of best value. They are conscientious and have a good understanding of the school's strengths and weaknesses. They are becoming increasingly effective in influencing the school strategic planning and they meet with subject leaders regularly to discuss policies, standards, achievement and resources.
36. The school's self-evaluation procedures are satisfactory. They do not involve subject leaders directly enough in tracking the improvement of particular groups of pupils through the school. Subject leaders have good oversight of their subjects but their knowledge of standards and of the quality of teaching in different parts of the school is limited. They manage budgets efficiently and provide good levels of advice, support and guidance. Performance management is securely in place and teachers' targets are contributing to their own professional development needs as well as to the school's improvement agenda.
37. The school is committed to meeting the continuing professional development needs of its staff and works hard to do so. Records are kept, of courses attended but there isn't yet a sufficiently systematic approach to evaluating the effectiveness of training opportunities on pupils' achievement levels.
38. The school sets its budget to the priorities in the school improvement plan. It uses its financial resources effectively and considers all of its spending options carefully. Systems for financial control are good.

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	801,886	Balance from previous year	57,916

Total expenditure	748,485
Expenditure per pupil	2,234

Balance carried forward to the next	53,401
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## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING SUBJECTS**

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

Provision for children in nursery and reception is **good** and has improved since the last inspection. Children achieve well because the teaching is **very good**. The curriculum is **very well** planned to provide a wide range of interesting activities, matched to the children's needs. Consequently, they are well prepared for their transfer to year 1. Adults set excellent role models for the children and manage them well.

There is a **good** ratio of adults to children. Staff are well led and work as a cohesive team, carefully monitoring the children's progress. The accommodation is very good, with spacious rooms carefully organised to give children a wide variety of stimulating and challenging activities from which to choose. Provision for outdoor activities is **very good**.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children achieve well because of the very good teaching and the high expectations set.
- Every opportunity is taken to enhance children's development.
- Excellent relationships are being established and so children feel confident and happy.

#### **Commentary**

39. The personal, social and emotional development of many children was well below that usually expected when they join nursery. Lacking social skills meant that they found it difficult to accept the routines within the classroom, or conform to the high expectations set by staff. However, the presence of clear boundaries and the consistent role models set by the adults ensure that the children know what is expected of them, so they have quickly learned to correct the way they behave.
40. Throughout nursery and reception children know the routines well, settle to tasks with the minimum of fuss and behave sensibly. The very good teamwork of the adults in both classes gives the children superb role models for cooperation and a calm but rigorous approach to work. The majority of children show interest in what they are doing, concentrate and achieve well, even when not directly supervised.
41. Children are continually encouraged to feel confident about what they achieve. They are taught to share and take turns amicably, and put up their hands when prepared to answer a question. For instance, in the nursery the children play alongside each other in the sand-tray; there are rarely any disputes over who can use a particular tool. When a problem arises, the children usually solve it themselves. Two children worked very well together, busily assembling a model railway layout and concentrating on the task for a considerable time until the job was finished to both their satisfaction with minor adjustments made. When children do not conform, they are dealt with firmly but fairly so that they learn how to appreciate the needs of others in the group.
42. Very good use of role-play helps children understand the difference between right and wrong. In the reception class, the teacher organises a whole class 'discussion' with a persona doll, where the themes of bullying and making the right choices are considered. Discussions are based on playground incidents, such as a scarf being pulled. This heightens children's awareness and helps them understand why such actions are not to be tolerated and what they should do if it



happens to them. Children are currently in line to achieve the expected goals by the end of the year.

43. Relationships are excellent. Children feel secure and confident to seek help when required. Adults treat each other and the children with courtesy and respect in a calm and considerate atmosphere where levels of trust are high.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teachers and support staff take every opportunity to develop children's language skills.
- Good teaching utilizes excellent relationships to improve question and answer skills.

### **Commentary**

44. Children are making good progress. The more able children are making very good progress. However, because a substantial number come into the nursery with very poor speaking and listening skills, fewer than average are in line to meet expectations. Staff take every opportunity during activities to develop children's vocabulary through questioning and consistent insistence that the children listen to the contribution of others. For example, the youngest children sit with the nursery teacher, and regularly observe the development of the frogspawn, learning specific vocabulary associated with the life cycle of a frog. Other more able children in reception handle the various parts of a flowering plant, and are introduced to such vocabulary as stem, roots, leaves and buds. They respond enthusiastically to careful questioning and are challenged to converse in sentences. One child notes that,

“.....the large plant has lots of roots to help it stay in the ground when the wind blows.....the roots get water.”

Excellent relationships facilitate speaking and listening. Children are confident to talk and adults are genuinely interested in what the children have to say.

45. Children enjoy books and listen attentively when a story is read to them. The nursery class regularly visits the local library where they have very good opportunities to peruse books and listen attentively when adults expertly read a story to them. Children show great pleasure in turning pages over in order to gain meaning from the colourful and stimulating pictures. Reception children know that words convey meaning and children with more advanced skills read short sentences associated with the illustrations in their reading books.
46. Special hand gestures are used that draw children's attention to specific high frequency words. Strategies such as these help the children to recall sounds and words and successfully build up their vocabulary. Good use is made of relevant ICT programs where children click onto icons to activate the computer to read the text. This helps children to understand that words carry meaning and develops their ICT skills.
47. Children in the nursery confidently make marks with crayons and pencils and begin to associate these with letters and words as writing begins to emerge. Good planning enables children to include this 'writing' in role-play and children take messages taken down from the 'office phone'. As children progress they write more legibly and label diagrams, for example, of fruit and of their own drawings. Children in the reception class are beginning to write phrases and simple sentences. However, they often require a lot of help and support, which they receive.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teachers plan varied activities to support learning which ensures children achieve well.
- A wide range of interesting activities promote children's mathematical development.

### **Commentary**

48. Teaching and learning are good. Teachers plan a wide range of interesting activities to promote children's mathematical understanding. Children are making good progress. The higher than usual numbers of children with very low levels of mathematical knowledge results in fewer numbers of children working at the expected levels when they move to the reception class. Many children count to 5, with the more advanced counting to 9 and beyond. Adults use a variety of number rhymes and songs to help children count.
49. Younger children gain good insights into mathematical ideas about capacity, when they pour a cup of water into a long thin cylinder. They complete the task again, this time pouring the water into a cuboid-shaped container. Expert teacher knowledge provides activities such as these to develop children's initial awareness of fundamental principles in mathematics. Children are intrigued as water fills up the funnel, which slowly empties as the water flows into the containers. Other children accurately associate the names of two-dimensional shapes with everyday objects, and search the classroom to locate items that include squares, circles and triangles. Children answer questions to show that they know that a square has four sides and a triangle three.
50. Older children show a basic understanding that time demarcates the events in their day. They list key times in their day and sequence them accurately. Children with less advanced knowledge understand the time of night and day associating them with darkness and light.
51. Suitable computer programs are available to give children practise with their counting and pattern making skills. These help the children to develop more complex recurring patterns.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Staff plan activities and use questioning very effectively to enhance children's knowledge and understanding of the world around them.
- Good use is made of computers.

### **Commentary**

52. Teaching and learning are very good and children achieve very well. Most children are working at levels close to that expected of their age and more able children in reception are working at the first level of the national curriculum. A very good variety of appropriate activities is planned to stimulate children's curiosity and enhance their understanding. For example, children in nursery examine weather patterns each day over a period of weeks. They complete symbol sketches to record the weather patterns. They use hand lenses to make precise observations of frogspawn and the growth of sunflower seeds. These activities are further developed in the reception class where children talk knowledgeably about various factors that effect growth, and how water travels from the roots of a plant to the flower. Visits around the locality include the optician, an ice-cream factory, taking the train to the next station and taking rides on the cliff lift. These events

increase children's knowledge of the local area and are used very effectively by the staff who plan role-play activities based on the experiences. This gives the children very good opportunities to explore the roles of the adults and practise their language skills.

53. Teachers continue to use ICT in ways which help pupils to learn well. Children produce a simple plan of the school, and organise a programmable toy to travel from one classroom to another. Children are involved in cooking cakes, biscuits and spring rolls. This helps them to understand how materials can change when they are heated. They are made aware of safety and the need for clean hands when cooking.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- This area of learning is carefully and effectively planned.
- Good use is made of the school hall for dance and movement activities.

### **Commentary**

54. Due to careful and effective planning, indications are that children are in line to meet the expected goals by the end of the year. Children have good opportunities to use the well-resourced outdoor play area and they go on walks when the weather permits. Their movement and PE in the school hall are of good quality and children achieve well. They stretch and curl and extend these movements to create their own dance. Adults dance alongside the children to give them ideas to copy. A significant number of children interpret music imaginatively showing obvious enjoyment and pleasure. Children with SEN, supported by a teaching assistant, enjoy themselves, making good contributions to the lesson.
55. Children use pencils, crayons and brushes to improve their skills of fine control and hand-eye coordination. They build things with construction kits and further develop these skills by handling dough and various materials and other tools such as spatulas and scissors.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Good opportunities are provided for children to be involved in role-play activities.
- Children use paint and clay imaginatively to create original pieces of art.

### **Commentary**

56. Although no actual teaching was observed during the inspection, children were seen in role-play activities, painting and using construction kits to create models of vehicles, machines and structures. Displays of children's responses to poems and stories show the confidence they have in their work and abilities. They can retell stories and recall events well and with freedom of expression.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Speaking and listening skills are promoted effectively and pupils achieve very well as a result.
- The quality of teaching and learning is good and lessons are interesting and innovative.
- Pupils have positive attitudes and they enjoy lessons.
- Expectations about presentation, spelling and pupils' handwriting are not high enough.

#### Commentary

57. Pupils in years 2 and 6 are likely to attain average standards by the end of the year. As the majority of these pupils started school with below average literacy skills, this represents good achievement. Standards in year 2 are lower than those reported in the last inspection but the school's intake has changed. There is now a higher proportion of lower attaining pupils entering the school. Standards in year 6 are similar to those reported in the last inspection.
58. Good opportunities are provided for pupils to speak and listen to each other. They listen well, express their thoughts clearly and ask and answer questions of each other confidently. In years 1 and 2, pupils speak and explain things with growing confidence. By the end of year 6, pupils are fluent, confident and able to express opinions clearly. This was evident in a year 6 lesson when pupils were able to counter arguments presented in a class discussion about whether or not mobile phones should be banned in schools.
59. Most pupils enjoy reading. In year 2, pupils have positive attitudes and read at the level expected for their age. They have the skills to read unfamiliar words by using the sounds of letters and other picture and context clues. Many pupils can express preferences and can comment about the main events in a story. They know a range of authors, and their favourite books. By the end of year 6, most pupils read at the expected level. Most use expression when reading aloud and can offer critical opinions, which they do well in their written evaluations. They can predict story endings and refer to the text when explaining or describing an event. They can apply their reading skills to research, locating information effectively.
60. Writing is the current priority for improvement. By the end of year 2 standards are average. Basic punctuation is generally accurate but pupils make too many errors when spelling simple words and standards of handwriting and presentation are sometimes low. By the end of year 6, standards of writing are average. Pupils are able to write factual accounts, stories, poems and plays and with different audiences in mind. Although punctuation is generally used appropriately, spelling is sometimes inaccurate and handwriting is below average. Teachers are making concerted efforts to raise standards in writing and there is evidence in displays and in pupils' work that pupils are becoming more imaginative and expressive in their use of language.
61. Across the school, pupils' achievement in lessons is good and they behave very well. This is because of good teaching where planning is generally well matched to differing capabilities and needs. Lessons are interesting and innovative. Pupils with SEN achieve well because of the well-organised support in literacy lessons and because of effective additional strategies that are enabling them to catch up on things they did not learn so well in the past. They are well supported and fully included in lessons. Learning objectives are set out clearly and these are shared with pupils so that everyone has a good understanding of what is expected.
62. Teachers elicit and assess pupils' knowledge and understanding well by using a range of questioning techniques. Pupils have targets for improvement. Pupil management is

consistently good and praise and encouragement are used to good effect in raising pupils' confidence and self-esteem.

63. The imaginative use of ICT has had a direct impact on pupils' language development by making it both relevant and interactive.
64. There is a good range of resources for the subject. The subject leader gives a clear and positive lead and she uses her experience and expertise well to give advice and support to colleagues. Pupils' work and teachers' planning are monitored well but there is not a systematic approach to evaluating the quality of teaching and learning.

### **Language and literacy across the curriculum**

65. There is good use of pupils' English skills to support other subjects, particularly in discussions and group work where pupils listen well and make sensible, reasoned contributions. In humanities work, pupils show effective reading skills in researching information. Writing skills are also developed through subjects such as geography and history. For example, after a visit to a museum, pupils in year 6 produced their own books about World War Two. Imagining themselves to be evacuees, they also wrote letters and diary entries.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Achievement is good, although standards are not high enough in mathematics.
- There are too few opportunities for pupils to develop their mathematical understanding and apply their knowledge.
- Questioning is used effectively in numeracy to extend pupils' learning.
- Marking, assessment and target setting procedures are not used sufficiently well to help pupils understand how good their work is and how it could be improved.
- Higher attaining pupils need to be challenged more.

### **Commentary**

66. The quality and impact of teaching in years 1 and 2 is satisfactory. Pupils' achievement by the end of year 2 is satisfactory but standards are below average. Teaching and learning are good in years 3 to 6 and as a consequence pupils achieve well, attaining average standards by the end of year 6. In year 2 standards of work seen during the inspection were below expectations. National assessments made in 2003 and teacher assessments at the end of year 2 confirm this. Detailed analysis of national assessments indicates the trend over time in mathematics to be in line with expectations. Standards of work seen and the level of understanding expressed by pupils in discussions, confirm that by the end of year 6 standards are in line with expectations. At the last inspection standards in mathematics were judged to be above average.
67. Overall the quality of teaching and learning are good. Teachers have good subject knowledge and communicate enthusiasm for mathematics. Pupils achieve well. Teaching and learning in years 3 to 6 shows breadth of study including negative and positive numbers, tests of divisibility, coordinates, and data handling. However, evidence from the scrutiny of work highlights an over emphasis, particularly in years 1 and 2, on the teaching of number. There are limited opportunities for pupils to use and apply their knowledge and skills. Pupils need more opportunities to apply their knowledge and skills to real life and new situations.

68. Teachers plan carefully for lower attaining pupils and those with SEN. These pupils make good progress. Average and higher attaining pupils are not, however, always sufficiently challenged. Teachers need to hold higher aspirations for these pupils.
69. Questioning is used effectively. Teachers use visual images, including number lines and practical demonstrations, well. They make effective use of interactive whiteboards to engage pupils in their learning.
70. Although pupils' books and worksheets are marked regularly, opportunities to inform pupils about their learning and what they need to learn next are missed. Target setting procedures need to be used consistently to establish high expectations for all pupils and particularly for the average and high attaining groups. Assessment procedures that track pupil progress need to be used more effectively to identify pupil underachievement and to ensure that staff are aware of what pupils' need to learn next, in order to improve.
71. Leadership and management are satisfactory. The mathematics subject leader has a good understanding of strengths and weaknesses in the subject. Plans for improvement have been made and are appropriate. Currently there are too few opportunities for the subject leader to monitor the teaching and learning in classes across the school.

### **Mathematics across the curriculum**

72. The breadth of the curriculum ensures that pupils have a satisfactory all round knowledge in mathematics that they are able to use to support work in subjects like science, music, geography, and design and technology. The confidence staff show in their use of new technologies and interactive whiteboards is very good.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- Standards achieved are above average.
- Teaching is very good and is well supported by the use of ICT.
- The focus on practical work generates interest and enthusiasm for science.
- Leadership and management are good which secure full and accurate coverage.

#### **Commentary**

73. National test results show that above average standards have been sustained since the last inspection. By the end of year 2 most pupils are on course to achieve at least average standards and by the end of year 6 standards are above average.
74. Achievement is good. Pupils achieve well because the teaching is very good. Pupils understand what they are expected to do and what they will learn. Following lively question and answer sessions, often well supported by interactive whiteboard technology, an emphasis is given to learning through practical investigations.
75. Year 1 pupils were investigating how magnets behave. They discovered, to their surprise, that different one penny pieces behave differently with magnets; one penny was attracted whilst another was not! In year 4, pupils investigated how different circuits can be made and recorded using conventional symbols. Having gained ideas from the questions and answers in the introduction to the lesson, they went about their investigations with interest and purpose. In year 6, the teacher and pupils used the interactive whiteboard well in setting up an investigation into feeding relationships and the food chain. Research from books and recording using ICT facilities resulted in enthusiastic pupils making very good progress.

76. The subject leader has good subject knowledge and has made significant contributions to development. Provision is broad and well balanced so as to ensure good coverage of the science requirements in the national curriculum. Standards could be raised further with more attention to the marking of the pupils' recorded work so they know how to extend their hypotheses and investigations more independently.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **very good**.

### **Main strengths and weaknesses**

- Standards are well above expectations.
- Very good improvement in resources have been made since the last inspection.
- Teaching is very good and pupils make very good progress due to high expectations and by using ICT well in different subjects.
- Leadership and management are very effective.
- The use of ICT across the curriculum is very well developed.

### **Commentary**

77. Standards have improved very much since the last inspection. The standard of work seen during the inspection is good by the end of year 2 and very good by the end of year 6. Pupils make very good progress. Year 1 pupils use the computer to access word-banks to make simple sentences and design their own pictures. They are able to log on, save and retrieve their work and use the tool bar with confidence. Year 3 pupils can compile a database and in year 5 they are able to alter the tempo, introduce sounds from instruments, and show an ability to refine their work when composing a simple piece of music. In year 6 pupils use excellent word processing skills in their work on Van Gogh and Anne Frank and are able to work with and organise a variety of information. Pupils of all abilities, including those with SEN, have good access to all aspects of teaching and learning in ICT.
78. Since the last inspection the range of resources available to support pupils' learning in ICT shows very good improvement. There are interactive whiteboards in all class bases in years 2, 3, 5, and 6. The ICT suite is well equipped, and its use is well timetabled. Teaching staff plan effectively to ensure that their teaching makes very good use of the technology available to help pupils to learn. The technical support available to the school is not always reliable and this can hinder the teaching programme.
79. The standard of teaching and learning is very good overall. Teachers have very good subject knowledge and set high expectations. They are quick in sorting out technical problems so teaching time is not lost. Interactive whiteboards are used effectively to stimulate pupils' learning in most subject areas including literacy, numeracy, science, music, geography and religious education. Pupils have very good attitudes towards learning; they are enthusiastic and clearly find their work enjoyable.
80. Those leading are fully aware of the strengths and weaknesses in the subject. There is clarity of vision and a strong focus on developing staff skills and expertise. The action plan accurately identifies using graphics, research skills, and pupils' confidence as strengths. Control and spreadsheets are areas for further development. Provision is very good; more opportunities now need to be planned for the subject leader to monitor teaching and learning.

### **Information and communication technology across the curriculum**

81. Opportunities for using ICT across the curriculum are very good. In year 2 pupils use the computer to record information on graphs, charts and pictograms. In year 4 pupils use their

word processing skills to extend their writing and in year 5 pupils use their research skills in history. In year 6 a unit of work, shared with the secondary school, on 'Sweets' emphasises cross-curricular links and bridges the pupils transition effectively. The rapid build-up of good quality resources is making a significant contribution to pupils' learning.

## HUMANITIES

### History

82. It is not possible to make an overall judgement about provision and standards in history as only one lesson was seen during the inspection. However, from this lesson, other work by pupils and from teachers' planning, it is evident that the school meets the requirements of the National Curriculum.

### Geography

Provision in geography is **very good**.

#### Main strengths and weaknesses

- Pupils' standards are well above expectations.
- Teaching is very good.
- Resources are of high quality and selected to support learning most appropriately.
- Leadership and management are very effective.

#### Commentary

83. Standards are well above average which is a significant improvement on position at the time of the last report when standards were only in line with expectations. Teaching, learning and pupils' achievement are very good. Pupils have well developed geographical skills. Teachers confidently plan and organise their lessons using appropriate high quality resources. The use of models, maps and photographs engage and motivate pupils very well. Questions are well posed, recall previous learning and lead to lively discussions that allow pupils to express wide ranging ideas about geographical situations and features. From an early age, pupils are encouraged to look for similarities and differences, patterns and sequence, and they respond thoughtfully and with confidence.
84. In a lesson for pupils in year 2, the teacher had carefully assembled a collection of maps and literature to help pupils compare the features on the fictional Isle of Struay, with those of Marske, their local area. She skilfully challenged pupils to sort out similarities and differences using the interactive whiteboard and then organised them well in investigating these aspects in detail using maps and photographs. This helped pupils to clarify their understanding. They moved on from using Struay to the real isle of Coll, which they learned was off the west coast of Scotland.
85. In year 4 the teacher equally skilfully organised a practical lesson to investigate place and location. High quality photographs of the urban area of Nairobi were compared with those of the steelworks and industry of Redcar. Pupils formed excellent geographical questions in their groups as they debated ideas from the photographs, maps and written materials from each of the localities. Technical language such as 'shanty', 'industrial buildings', 'equator', and 'northern climate' was used readily and with good understanding. This resulted in very good learning about living in a developing country and helped pupils to reflect on the different circumstances of people's lives.
86. Pupils in years 5 and 6 were preparing to go on an annual residential weekend where map reading and orienteering are central features of the programme. The school and those leading give very good direction to the learning of geography and have established a strong tradition in its teaching.



## RELIGIOUS EDUCATION

Provision in religious education is **good**.

### Main strengths and weaknesses

- Standards are above that normally expected for pupils aged seven and eleven.
- Pupils are sensitive to difficult ideas raised in RE and learn to use language carefully.
- Very good teaching and learning provide pupils with valuable opportunities to develop understanding about beliefs within different religions.

### Commentary

87. Standards achieved in RE are good whereas the subject was judged, in the last inspection report, to be a key issue for action. Improvements are significant. Pupils achieve well due to the very good quality of teaching and learning of the school's religious education curriculum which is drawn directly from the locally agreed syllabus.

88. Pupils listen to ideas and talk about the different behaviours and practices that characterise the rites of passage in major world religions. For example, year 4 pupils consider why people choose to marry; they use artefacts from a Christian wedding and study the ceremony of a Jewish wedding. They consider the ideas sensitively. Year 6 pupils make comparisons using the allegorical story of 'The Lion, the Witch and the Wardrobe' to draw out the meaning and symbolism in the Easter story. Year 1 use persona dolls (see paragraph 13) to help them begin to understand and empathise with the practices of Hindus and the importance of the home within worship. The pupils use language carefully and sensitively as they begin to understand difficult ideas about beliefs and customs.

89. Leadership and management are good and provides appropriate guidance on how to use the agreed syllabus effectively across the school.

### An example of outstanding practice

This year 5 lesson tackled difficult and complex ideas, central to the Christian faith, in an inspired and challenging way. It drew upon the pupils' skills in English and drama most effectively.

Pupils tried to understand the events leading up to the crucifixion. From previous work and using the interactive whiteboard, they re-ordered the events from Palm Sunday to Good Friday into the correct sequence. Lively questions and answers followed by further discussion led to the teacher setting the groups the task of creating theatrical tableaux of different scenes from holy week. With a digital camera, the teacher photographed each group's dramatic composition. She then set them the task of drafting a biased journalistic account of how their group would have written a newspaper report about the actions of Christ at that time. The pupils worked well independently whilst the teacher simultaneously produced different templates for their writing, each containing the 'press photograph' of their tableau. As these 'rolled off the printer' the pupils were highly motivated to edit their work on to the templates especially prepared for each group and adjusted for different children. High levels of enthusiasm were maintained. The pupils did most of their writing for homework. The resulting written work, containing appropriate childlike simplicity, demonstrated high levels of understanding about the complexity of this week in Christian tradition.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

Provision in art and design is **good**.

### Main strengths and weaknesses

- The standards being achieved are above average by the end of years 2 and 6.
- Achievement is very good.
- Pupils benefit from good teaching which is well planned with clear learning objectives.
- Art and design displays have a high profile around the school, effectively celebrating pupils' achievements.
- Assessment procedures are insufficiently rigorous.

### Commentary

90. Pupils attain above average standards in art and design by the end of years 2 and 6. This represents good improvement since the last inspection.
91. Skills, processes and techniques are systematically and progressively developed and pupils of all abilities achieve well. They show a steadily increasing confidence. They work with a variety of materials including, pencil, pastel, paint, fabric and clay. Information technology is also used effectively to produce an additional dimension for art. Pupils are encouraged to express themselves imaginatively and to draft and refine their work. Painting skills are developed particularly well and pupils use a wide range of techniques to produce shades and tones. A good example of this was seen in a year 2 lesson where pupils were able to mix and match colours successfully for their daffodil paintings. First hand observations underpin much of the work that pupils do. Children learn about composition, colour and tone by studying and reproducing the style of artists such as Van Gogh, Mondrian and Lowry. Pupils are developing a good knowledge of the work of other artists from a range of periods and cultures and show real interest in learning about their approaches and methods. The work based on African art, produced by years 3 and 4, is excellent in its depth and extension. Well finished high quality work includes paintings, prints, fabric patterns and clay masks.
92. The quality of teaching is good. It is well planned with learning objectives clearly stated. Activities are well organised and teachers have good subject knowledge. There are many excellent examples of pupils' work around the school and it is clear that teachers attach great importance to displaying pupils' work attractively. As a result, pupils respond positively and present their work with care and patience. Pupils are keen to talk about their work and they say that they enjoy art lessons because they are interesting and challenging. They often help each other by offering opinions and by making suggestions in a supportive and constructive way. Resources for the subject are good and they are effectively and efficiently organised and used.
93. Although the subject leader provides good leadership and gives effective support to her colleagues, a programme for monitoring the quality of teaching and learning in the subject has yet to be established. The school is also aware of the need to improve assessment procedures in the subject.

### Design and technology

94. No lessons were observed in **design and technology** so it is not possible to make a firm judgement on provision. Discussions with pupils revealed that they have a developing sense of the designing, building and evaluating processes. Evidence in teachers' planning shows that work is planned for the different groups of pupils in the school and that creativity is fostered. Displays of work around the school suggest that standards are in line with national expectations. This is similar to when the school was last inspected. The work currently on display includes a

humane mouse trap, finger puppets, moving monsters (pneumatics) and food technology plans based on a story entitled, 'Stone Soup'.

## **Music**

95. It is not possible to make an overall judgement about provision in **music** because there was insufficient evidence available during the inspection. There is a satisfactory curriculum for all year groups and planning indicates that the needs of different groups of pupils are met. The planned programme for teaching and learning follows the 'Lively Music' scheme. Appropriate resources are available but at the moment most lessons take place in class bases. Plans are being developed to establish a prefab unit sited in the school grounds as a designated teaching base. The development of a specialist teaching base will enhance provision, provide an improved learning environment, and help to raise standards.
96. Peripatetic teachers from the Tees Valley Music Service provide pupils with individual tuition for string instruments and keyboard. The curriculum is enhanced by special occasions such as Christmas performances and concerts. There are visits from specialist teachers when class groups have an opportunity to use a range of instruments from different cultures. Displays around the school show evidence of pupils playing instruments from African cultures and of their participation in Christmas concerts. In design and technology pupils have designed and constructed their own musical instruments and these are on display.

## **Physical education (PE)**

97. Only two lessons were seen in PE. It is not therefore possible to make a firm judgement about provision. In addition to observing lessons, inspectors spoke to teachers about their work. From viewing planning it is evident that all aspects of the subject, including outdoor and adventure activities, are regularly taught. The standards in swimming are good and by year 6, almost all pupils have achieved the school standard by completing a 25-metre swim. This is a similar position to that found in the previous report.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)**

98. PSHE is integrated throughout the curriculum. Pupils are able to raise concerns they may have during circle time in which each person's point of view is valued and time is given for reflection. The school works to promote the understanding of other races, religions and cultures. Persona dolls are used with the younger pupils to encourage this understanding and racial harmony. The very few pupils who are of mixed race are well integrated into the life of the school.
99. A 'police fortnight' is held every three years when different sections of the police service come and work with the pupils. The school nurse and a commercial video are used as resources for teaching sex and relationships education. The emphasis is on the growth and development of the human body, changing emotions and responsibility. The harmful effects of smoking, alcohol and drugs are explained to pupils effectively and with relevance to the lives of the adult world.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
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
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).*