

INSPECTION REPORT

FRAMWELLGATE MOOR PRIMARY SCHOOL

Durham

LEA area: Durham

Unique reference number: 130940

Headteacher: Mrs M Richardson

Lead inspector: Michael Onyon

Dates of inspection: 22-24 March 2004

Inspection number: 256168

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
Number on roll:	205
School address:	Newton Drive Framwellgate Moor Durham
Postcode:	DH1 5BG
Telephone number:	0191 386 5400
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Jeff Lodge
Date of previous inspection:	22-25 June 1998

CHARACTERISTICS OF THE SCHOOL

This is an average sized community primary school serving an area of the City of Durham where most socio-economic indicators are below average. Since the previous inspection the number of pupils on roll has fallen, as the result of demographic trends in the area. At the time of the inspection there were 205 full-time pupils in seven classes, with an additional 80 children attending part-time in the nursery. Many pupils start school with below average standards of attainment, particularly in the areas of language skills, relationships and creative development. The percentage of pupils known to be eligible for free school meals is average. The percentage of pupils identified as having special educational needs is also average, most pupils having learning or language difficulties. The percentage of pupils whose first language is not English is higher than in most schools. The school is involved in the Leadership Development Strategy and has achieved the 'Investing in Children' and 'ECO' silver awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18146	Michael Onyon	Lead inspector	Foundation Stage curriculum, English as an additional language, science, information and communication technology, physical education.
13462	Roberta Mothersdale	Lay inspector	
22881	George Halliday	Team inspector	Special educational needs, mathematics, geography, history, religious education.
32943	David Townsend	Team inspector	English, art and design, design and technology, music, citizenship.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school, with many very good features. The pupils achieve well and the school provides good value for money. Children's attainment on entry is below average. The good quality of teaching has been maintained and developed since the previous inspection with more very good teaching. Standards are above average at the end of Year 6 in mathematics and science, representing very good achievement, and are average in English and information and communication technology. Leadership and management are very good with very effective self-evaluation.

The school's main strengths and weaknesses are:

- Very good teaching gives children a good start in the Foundation Stage and consistent good teaching, throughout the school, is leading to pupils' very good achievement in mathematics and science.
- Very good leadership enables continuous improvement and rising trends in standards.
- The very good support and guidance offered to pupils, based upon teachers' good assessment of pupils' progress, leads to very positive attitudes to learning and very good behaviour, successfully developing pupils' self-esteem.
- Pupils' views are actively sought and acted upon enabling them to contribute effectively to school life. There is excellent provision to encourage pupils' initiative and responsibility.
- Very good links with the community lead to improved provision in many areas of the curriculum, with a positive impact upon standards.
- A minority of parents do not feel that their views are sought and acted upon, and that they need to be better informed about their children's progress.

Since the last inspection, improvement has been good. At that time the school was identified as a good school, and has maintained its high quality. The key issues identified have been addressed well. In particular, issues related to health and safety have been addressed comprehensively. Risk assessment is undertaken regularly and considerable improvements have been made to the school playgrounds and corridor areas. Training has been provided, and the full requirements of the National Curriculum met, in information and communication technology. Since the previous inspection the trend in the school's average National Curriculum points, for English, mathematics and science has been above the national trend.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	E	B	C	C
Mathematics	D	A	B	A
Science	E	C	C	C

*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.*

Overall, standards of attainment, as indicated by national test results, represent **good achievement** for the pupils taking account of their below average starting point when they enter the school. Children achieve well in the nursery and reception, reaching the goals they are expected to reach by the end of reception, in all six of the required areas of learning. Pupils' achievement in Years 1 and 2 is good, and attainment is average in reading, writing and mathematics. Overall, achievement in Years 3 to 6 is good. Inspection evidence indicates that the present standards by Year 6 are above

average in mathematics and science and average in English and ICT. This represents very good achievement in mathematics and science and, overall, good achievement. Pupils with special educational needs and those learning English as an additional language achieve well. Teachers use assessment well to match activities to the needs of pupils. **Pupils' personal qualities are very good.** Their attitudes to learning are very positive and they behave very well. The school's very strong valuing ethos effectively supports **very good moral, social and cultural development, and good spiritual development** of pupils. The rate of attendance is good.

QUALITY OF EDUCATION

The school provides a good quality of education. The quality of teaching is good overall, and is consistent throughout the school. Teaching is very good in the Foundation Stage and examples of very good teaching were seen in English, mathematics and science. Teachers plan effectively and use the outcomes of assessment well to match activities in lessons to the needs of individual pupils. The good quality of teaching seen at the previous inspection has been maintained and developed contributing to effective learning. There are very good relationships with pupils, and teachers use a very effective range of teaching strategies. The positive ethos enables teachers to insist upon high standards of behaviour, and teaching and support assistants provide very effective support, actively supporting teaching and learning. The curriculum is broad and balanced with very good opportunities provided for enrichment. Pupils' personal, social and health education is developed very well and is a strength of the school. The care, support and guidance offered to pupils are very good. The school's partnership with the community is very good, with a good partnership with other schools and colleges. The partnership with parents is satisfactory and would be improved by investigating further strategies to involve parents, as outlined in the school's action plan.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher and deputy head work very well together and lead very effective self-evaluation enabling the school to successfully establish its strengths and weaknesses and its priorities for improvement. There is a very clear strategic vision that accurately reflects the schools ambitions and goals. There is a very strong commitment to inclusion, the promotion of equality and the needs of individuals. The very good continuing professional development of staff contributes effectively to the standards achieved. Pupils' achievements are effectively monitored and evaluated with targets for improvement in English, mathematics and science effectively shared with pupils and parents. All statutory requirements are in place. The governing body provides good governance; they know the school's strengths and weaknesses well and are fully involved in helping to shape the future of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents regard the school highly in many aspects of its work. In particular they feel their children make good progress, they are required to work hard, the teaching is good, there is good quality leadership and management and staff are approachable. A minority of parents feel that the school could do more to listen to their views and to act upon them. Pupils are very supportive of the school and feel that their views are listened to well and that they contribute effectively to the life of the school. Pupil representatives play an exemplary role through their involvement in the school council and many of their suggestions have been put into practice.

IMPROVEMENTS NEEDED

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

- To explore further strategies for establishing effective links between parents and the school.
- To ensure the consistency of information for parents about the progress of their children.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is a measure of how well pupils are doing, taking their progress and capability into account.

Achievement is good overall for all groups of pupils and is improving. Pupils reach average standards by the end of Year 6, from below average standards on entry.

Main strengths and weaknesses

- Pupils make a strong start in the nursery and reception classes.
- Standards are above average in mathematics and science by Year 6.
- Achievement is good throughout the school as a result of strengths in the teaching.
- Standards in art and design are above average.
- Pupils with special educational needs and those pupils for whom English is an additional language achieve well.

Commentary

1. Standards have improved since the last inspection. Trends have risen and results in 2002 and 2003 are higher than those in previous years. Last year, for Year 6, the school added very good value in terms of pupils' achievements over time. Standards in English and ICT are average overall. It was only possible to sample work in religious education. Inspection findings confirm that standards in mathematics and science have risen and are now above average by Year 6. Improvement has been brought about by systematically improving the quality of teaching and learning and the close monitoring of the needs of individual pupils.
2. At the last inspection, standards were average in reading, writing, mathematics and science by the end of Year 2. For a period of three years until 2002, results fell to well below average. Since then standards have markedly improved. This is due to the improvements made to teaching, particularly as the pupils' standards on entry are now generally below average. The points scores in the first table below show that standards in the recent tests were average in reading and mathematics and above average in writing. Average and lower attaining pupils achieved well. The higher attaining pupils also did well last year in writing, but did less well in reading.

The tables shown in this section give average point scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term. So, if a school's points are one point above the national, their pupils are, typically, a term ahead.

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

Standards in:	School results	National results
Reading	15.8 (12.8)	15.7 (15.8)
Writing	16.4 (12.8)	14.6 (14.4)
Mathematics	16.4 (15.7)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

3. The second table below shows that for Year 6, in 2003, standards were above average in mathematics, average in English and science and in line with the national average overall. The points scores show that the pupils were more than a term ahead in mathematics. Whilst

overall, standards were slightly higher in 2002, the 2003 test results are part of a rising trend. The improvements were due to staff targeting all pupils closely, including the more able who did well in English and mathematics. Standards also rose because of the improvements in teaching, the use of booster classes in English and mathematics and more emphasis being given to practical mathematics and scientific enquiry.

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

Standards in:	School results	National results
English	27.0 (27.8)	26.8 (27.0)
Mathematics	28.2 (28.3)	26.8 (26.7)
Science	29.0 (28.3)	28.6 (28.3)

There were 36 pupils in the year group. Figures in brackets are for the previous year

4. Children make a good start in the nursery and reception. Standards on entry are below average and, in some aspects such as expressive language, well below average. The good induction arrangements, very good opportunities for enrichment of the curriculum and very good teaching ensure that children are achieving well in all the areas of learning and are reaching the goals they are expected to reach by the end of reception.
5. Standards in the current Year 2 are average in speaking and listening and reading, as they were in 2003, and are also currently average in writing. Standards in writing are currently lower than those in 2003, because there are fewer pupils capable of reaching the higher levels in writing this year. Pupils' work in mathematics is also of average standards, as it was in 2003. Standards in science and ICT are also average. Given that most pupils start school with below average standards, pupils achieve well in each core subject by Year 2. Good and some very good teaching has ensured that last year's notable rise in Year 2 standards has been maintained.
6. Inspection evidence indicates that present standards by Year 6 are above average in mathematics and science. This represents very good achievement in these subjects. Science results have improved since 2001 when standards were average, due to improvements in the teaching. Pupils are reaching average standards in English (in reading, writing, speaking and listening) and ICT. Achievement over time in art and design is good for all pupils and by Year 6, standards are above average, particularly with regard to pupils' knowledge and understanding in the subject.
7. Overall, achievement is good. This is an improvement since the last inspection when achievement was good by Year 2 and satisfactory by Year 6. This is supported by the achievement seen in lessons and the improvement has occurred primarily because the proportion of teaching seen that is good or better has increased. The children in the reception classes are doing well. Achievement in Years 1 and 2 is good. Achievement is also good in Years 3 to 6 and the school's own analysis confirms this. Boys and girls do equally well. The higher attaining pupils now do consistently well and are the pacesetters for other pupils. Pupils with special educational needs also do well because of careful identification of their needs and the careful support they receive. Most average and lower attaining pupils, and those learning English as an additional language, do well in relation to their capabilities because teaching is carefully matched to their needs and learning support assistants make a very effective contribution.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are very good. Overall, their behaviour is very good. They enjoy coming to school and their attendance and punctuality are good. Pupil's personal development is very good and they respond very well to the responsibilities of living in a community. The school's very strong

valuing ethos supports very good moral, social, and cultural development and good spiritual development of pupils.

Main strengths and weaknesses

- Pupils respond very well in taking opportunities for responsibility.
- Pupils' personal development and emotional well-being is very well addressed in the school.
- Pupils enjoy coming to school and have a positive attitude to learning.
- Overall, pupils' behaviour is very good and this makes a good contribution to learning.
- Attendance is above the national average and punctuality is good.

Commentary

8. Pupils display very good enthusiasm for taking responsibility in school. The school council is championing pupils' drive for a 'Healthy School', even to the extent of challenging established teacher reward systems that have been built upon sweets, and requesting the opportunity to bring fruit to school for playtime snacks. Pupils have taken responsibility for the environment of their school, planting new trees around the school fences and placing eco-bins in each classroom for recycling rubbish. Through their own initiative, they have set their sights on the contents of the average packed lunch, with a responsibility to ensure that they are as healthy as a cooked school lunch. Pupils vie for 'office' and such is the competition, that pupils are interviewed for a comprehensive range of tasks. Class job lists are roles of honour and not a duty, and, as a result, the school's own community is efficient and harmonious.
9. The personal development of pupils is very good. As a result of very good teaching and well-planned activities children in the Foundation Stage are on course to achieve the Early Learning Goal in personal, social and emotional development by the end of reception. A wide range of international visitors to school emphasises for pupils the multicultural nature of today's society. Pupils have a very good knowledge of international artists and local culture and history are celebrated, for example, by a display on St Cuthbert and the painting of an entire corridor as a sea and seaside environment highlighting the north-east's history of fishing. Pupils enjoy the social opportunities of residential visits to Howtown in Cumbria and have taken part in a wide range of challenges such as the children's 'Marathon Challenge' and the 'Eco Award'. All pupils have responded well to the school's strategies for taking responsibility.
10. Pupils enjoy school and their views of the school are very positive. In lessons they are confident to contribute and answer questions. They try hard to do well in lessons and this has a positive impact on their learning. For example, in Year 4, pupils struggled at first in a religious education lesson to understand the implications of the symbolism of Lent, but by the end of their lesson, many had successfully drawn the outlines of a poster depicting their ideas and wanted to continue with their work at the end of the lesson to complete it.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	169	5	0
White – any other White background	3	0	0
Mixed – White and Asian	1	0	0
Mixed – any other background	1	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	2	0	0
Chinese	1	0	0
Any other ethnic group	3	0	0
Parent/pupil preferred not to say	1	0	0
Information not obtained	22	0	0

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

11. Overall, behaviour is very good. There were five fixed-period exclusions in the previous school year, and these involved three pupils, two of whom have left the school. The school's rules and class rules are prominently displayed and well known to pupils. Pupils are aware of the importance of friendship and being kind to each other, but their views on each others' behaviour were mixed, although most considered other children to be friendly. Generally, most pupils do not consider that bullying or harassment is an issue in the school and neither do parents, although there are some concerns about behaviour expressed in both pupil and parent questionnaires. In lessons, a minority of boys, especially in Years 4, 5 and 6, may sometimes become distracted and need frequent reminding of the school's behavioural expectations. Pupils show very good behavioural awareness and pupils acting as 'mini-buds' and 'buddies' are very well received by pupils as a way of ensuring that no pupil is ever lonely or vulnerable at break or lunchtimes.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	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.

12. Attendance is good. Very good systems are in place to check on and improve attendance and punctuality, and to examine and follow up the different reasons for why pupils are away from school. Parents are responsive to the school's requests not to take their children away for more than the discretionary ten days during school time. They are also helpful to the school in establishing the reason a pupil is away and there are no unauthorised absences.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good. Assessment is used well. The curriculum is good. Provision for pupils' care, support and guidance is very good. The school's partnership with parents is satisfactory, whilst the partnership with the community is very good and with other schools is good.

Teaching and learning

Teaching and learning are good, with consistently very good teaching in the Foundation Stage. Assessment procedures are good.

Main strengths and weaknesses

- Teaching in Years 1 and 2 is consistently good and often very good and teaching in Years 3 to 6 is good and sometimes very good.
- Common very strong features are the effectiveness of teachers' planning and the use of assessment to plan work well and to help pupils learn.
- Teachers are good at leading and encouraging pupils' contributions through discussions.

Commentary

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16 (38%)	21 (50%)	5 (12%)	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.

13. Very good teaching of children in the Foundation Stage makes a significant impact on the development of their early skills. The classroom and outdoor areas are used effectively to stimulate learning. Teaching is always interesting, purposeful and well organised. Support staff play a significant part in the teaching and learning process. This leads children, including those who have special educational needs, to make good progress and achieve well in all areas of learning. Teachers place particular emphasis on pupils' personal and social development, and their independent learning.
14. Inspection findings support parents' views that teaching is good and pupils' views that teachers expect them to work hard. The strength of teaching throughout the school enables pupils to learn and achieve well. Teachers use a variety of teaching strategies to accommodate pupils' different learning styles. As a result, pupils have very good attitudes to their work. An improvement since the last inspection is the emphasis on independent learning. This gives pupils a good capacity to work independently as well as collaboratively and gives them more control over their own learning. The strength of planning ensures that pupils are given work that is matched sensitively to their needs. Well-directed teaching assistants reinforce and support learning very effectively.
15. Pupils with special educational needs and those learning English as an additional language are fully included in class activities. Teachers' planning reflects the learning targets for pupils, set out in the very good individual education plans. The targets are clear and manageable. Support staff play a significant role in helping pupils to achieve well, keeping them well focused on their work and boosting their confidence. Pupils' progress is monitored closely and regularly and adjusted as necessary. The procedure for sometimes teaching pupils in withdrawal sessions ensures their full inclusion in the curriculum. The special educational needs teacher provides high quality teaching that ensures they achieve well. Good support is provided, by a visiting teacher, for pupils learning English as an additional language.
16. In Years 1 and 2 there is a very high level of expectations for what pupils can do, and there is realistic challenge in the range of tasks. Teaching strategies are very effective and maintain a very high level of interest. Teachers are sensitive to the needs of individuals and groups of

pupils and their insistence on very high standards of behaviour enables pupils to learn in an enthusiastic, calm and purposeful atmosphere.

17. In Years 3 to 6 three-quarters of the lessons observed were good and better and one quarter satisfactory. Where teaching was satisfactory, rather than good, time was not used to best effect and some work planned for pupils was not completed. In two lessons the 'teacher talk' session was over long, limiting opportunities for pupils' contributions and involvement. On the whole, however, teachers are good at posing questions, prompting pupils and getting them to think out answers with full explanations. As a result, discussions often move at a brisk pace and keep pupils well involved and attentive.
18. Assessment procedures are good. Teachers systematically track pupils' progress and achievement. They use the information well to plan different activities to meet the needs of pupils of varying abilities. Plans to enter assessment information on to a computer database will soon streamline the procedure and help teachers identify strengths and weaknesses more readily. Marking has improved since the last inspection, although it is variable in quality. Most teachers, however, give well-focused constructive comments. Pupils are helped to judge the success of their work and to set targets for their progress and improvements.

The curriculum

The curriculum is good and there are very good opportunities for enrichment of the curriculum. Accommodation is very good and resources to support the curriculum are satisfactory.

Main strengths and weaknesses

- The school provides pupils with a very good range of opportunities for enrichment of the curriculum.
- Provision for pupils who have special educational needs is good.
- Innovative practices contribute well to pupils' good achievement and the school prepares pupils well for later stages of education.
- There is a good match between the skills of teachers and support staff and the needs of the curriculum.
- The school's very good accommodation makes a positive contribution to pupils' achievement.

Commentary

19. The curriculum has improved since the previous inspection. Statutory requirements are now met fully in ICT. Planning is very good and is based on national guidelines.
20. There is a very good programme to enrich pupils' learning before, during and after the school day. The school's many clubs and activities are well attended, and where possible, are open to a wide good range of ages. A very good programme of visits and visitors gives pupils interesting first-hand experiences. For example, during the inspection pupils in Year 1 visited Durham Cathedral. Opportunities for pupils to participate in sports and the arts are very good. Parents and pupils were very positive in their views about the quality of the opportunities.
21. Teachers and support staff understand the needs of pupils with special educational needs in depth. They are very well placed to work closely with each other and the co-ordinator for special educational needs to develop individual education plans. The team for special educational needs plays a significant role and this results in very high quality plans with clear and manageable targets. Well-focused support is also provided for pupils learning English as an additional language. As a result, these pupils achieve well and standards are good.
22. There is a very good match of staff to the curriculum. Teachers and support staff give good help to pupils of all abilities and enable pupils to achieve well. The school's accommodation is very good and is much improved since the previous inspection. It is a well-maintained, clean

and attractive environment for pupils to work in and feel a secure part of the community. The spacious grounds and two halls provide pupils with very good opportunities for physical activities. The new computer suite is a good improvement since the last inspection and makes a significant contribution to pupils' competence in the use of information and communication technology.

23. The school has good procedures for preparing pupils for subsequent stages of education. These include careful consideration of the needs of children about to enter nursery and those about to leave for secondary education. The arrangements for smooth transfer make a good contribution to how well pupils settle in and learn.
24. Innovative practices in the curriculum make a significant contribution to pupils' learning in pairs, groups and independently. Staff have received considerable training in presenting lessons that take account of individual pupils' learning styles and, as a result, pupils work confidently. They concentrate well when asked to undertake tasks as individuals, collaborate well when working in groups and with partners and explain clearly what they have learned when they share their achievements, with the rest of class, in the sessions at the end of lessons. There is a consistent approach, by teachers and other adults, when teaching different subjects, so that expectations, in all subjects, are clear to pupils.

Care, guidance and support

Care for pupils is very good and pupils receive very well thought out support, advice and guidance in relation to their welfare, health and safety. Very good systems are in place to consult and involve pupils on their views.

Main strengths and weaknesses

- The school is very conscious of health and safety and promotes healthy eating.
- There are very good arrangements for child protection.
- Adults know pupils very well and support and advice is very personal to each pupil.
- Pupils' views are sought very regularly in lessons and through the school council.
- Pupils set themselves targets for learning and personal development with staff based upon good assessment of their progress.
- Induction of new pupils is securely organised within the school.

Commentary

25. Health and safety procedures are very well organised with risk assessments completed well. This is a considerable improvement from the time of the previous inspection. The school is part of the 'National Fruit Initiative' for pupils in nursery, reception and Years 1 and 2, and encourages other pupils to follow the school council's initiative and bring fruit to eat at playtimes. Pupils have access to drinking water at any time and are often reminded by their teachers to make sure they regularly drink water. The school is conscious of supporting healthy eating through its efforts to gain 'Healthy School' status, and the school cook goes to great lengths to encourage pupils to try different fruit and vegetables. The school nurse plays a very prominent role in encouraging healthy eating and high standards of health both in classes and as an adviser to the school council.
26. Child protection issues are very well addressed. All staff have received training in accordance with the locally agreed guidelines. There are also notices in key areas, reminding staff of the locally agreed procedures to be followed. The headteacher is the designated person and shares this responsibility with the deputy headteacher. Teachers know pupils and their families very well and so, for example, where there are concerns about the welfare of pupils, issues are raised quickly with parents. Following a suggestion from the school council, teachers now walk all pupils to the school gates at the end of the school day to ensure their safety in the school grounds.

27. In their questionnaire responses, pupils stated overwhelmingly that they are very confident that there is always an adult they can talk to if they are worried. Relationships are very good and pupils are well known to staff and there are many occasions for staff to informally engage with pupils to seek out their views, for example, in after-school clubs or on the school playground. They enjoy having a say in the school council and there are established times for class councils so that their 'voice' can be heard on a range of issues. In lessons, pupils are used to working with staff to discuss and set their targets in certain subjects, and then to review them. In classrooms there are displays signifying each pupil's individual targets for the term, which are linked effectively to the good assessment procedures.
28. The school provides very good advice and guidance for pupils who have special educational needs and those learning English as an additional language, based on careful monitoring. Induction arrangements for pupils are good. Not all children transfer from the school's nursery into the reception class, but it is an easy and well-organised transition, with pupils sharing the school hall for activities and meeting up at playtimes.

Partnership with parents, other schools and the community

Overall the partnership with parents is satisfactory. Very good links are established with the community. Good relationships are established with other schools.

Main strengths and weaknesses

- A minority of parents do not feel that their views are sought or acted on.
- The format of annual written reports is not consistent in providing information on pupil's progress.
- There is regular day-to-day contact and consultation with parents at the school doors through successful 'meet and greet' arrangements.
- The school makes very good use of opportunities and skills that exist in the community to enrich pupils' learning and well-being.
- There are good links with the neighbouring secondary school to support transition.

Commentary

29. Whilst many parents feel that their children work hard and make good progress in school, and that the teaching is good, a very small number consider that their views are not canvassed effectively. The school has made many efforts to involve parents, and has had a poor response to its efforts to hold, for example, workshops and consultation evenings. One evening where the school confidently expected 100 parents to turn up, only 12 did, and on another occasion, a computer workshop only attracted two parents after being initiated at a parent's request. The school is actively considering more ways to involve parents, but as yet there are few parent helpers in school on a regular basis, although many parents will help out on school trips and there is always a good response to sports day, school fairs and performances.
30. Although parents do not routinely come into school at the beginning and end of the school day, the school has put strategies in place to make sure that it can rapidly and efficiently respond to any messages or appointments required by parents. A teaching assistant stands at each door to take notes of parental requests, take charge of any medication and take messages, for example, that a different person is collecting a child in the afternoon from school. At the end of the school day, the teachers go out to the school gates and can meet up with parents there, or parents are welcome into the school. This has established a clear communication with those parents who bring and collect their children from school.
31. Annual written reports to parents do not consistently report on the progress that each pupil makes in each subject. Parents would like more information on the progress of their children. The school is planning to address this issue. Homework is undertaken in all the classes and in

Year 6 pupils have revision homework in order to boost their work for National Curriculum tests. Parents are contacted if homework has not been completed and they are given information about how to help their children. Parents of pupils who have special educational needs are involved well in the review process.

32. Pupils benefit from the very wide range of links to the community that the school has fostered. For example, pupils profit from the visits of musicians, artists and sportspeople to the school. The school has increasingly good sporting links with a range of schools across a wide swathe of the community. Many neighbouring schools use the school's swimming pool and there are a large number of students and graduates who use the school for work experience and training placements. Transition arrangements are well organised with the neighbouring secondary school. In Year 6 pupils are taught by secondary teachers in key areas on a regular basis, both in the school and in the secondary school.

LEADERSHIP AND MANAGEMENT

Leadership is very good and management good. The leadership of the headteacher and deputy headteacher is very good. This close partnership is the key to the improvement in leadership since the previous inspection. They are well supported by a strong and unified staff team. Management and governance of the school are both good.

Main strengths and weaknesses

- The headteacher has a very clear vision for the school and provides very good leadership.
- The deputy headteacher has recently taken on additional responsibilities very ably.
- The governors play an effective role in shaping the school's future.
- There is a shared commitment to ensuring that all feel included in the school.
- The school's processes for self-evaluation and strategic planning are very good.
- There is a strong commitment to the continuing professional development of all staff.

Commentary

33. The headteacher and deputy head work very effectively together. The headteacher has a very clear vision for the school, high aspirations for all pupils and a very strong sense of purpose. Her success in building an effective staff team, ably supported by the deputy head, is due to her decisive leadership and strong commitment to inclusion. She has continually promoted high expectations, positive attitudes and the importance of ongoing professional dialogue among staff. Policies are borne out of close consultation within the school community. Features of high quality professional practice are made explicit to all staff and together with her deputy, the headteacher provides a very good role model herself. The impact of her work has been recognised beyond the school, as evidenced by her invitation to participate in a national leadership programme.
34. During the recent absence of the headteacher due to ill health, the deputy has ensured that the school's drive for improvement continues unabated. As a leader, she has continued to inspire, motivate and influence staff and pupils alike, ensuring that the school's inclusive approaches are nurtured and that teaching and learning continue to be effective.
35. The governors work as a united and effective team. They have been very involved in the formation of the school's ethos, aims and self-evaluation work. They have a clear understanding of the school's strengths and areas for development. They continue to be fully involved in shaping the school's future and provide the leadership team with effective challenge and support. The governors are focused on developing the school's principles of inclusion, the achievement of all groups of pupils, and enriching the curriculum and the confidence and self-esteem of the pupils. They visit the school regularly, have a clear picture of teaching and are self-reflective, having drawn up a plan for developing their own work still further.

36. The promotion of equality and the needs of individuals are central to the work of the school. The organisation of teaching and learning is based upon a shared commitment to finding the best ways of ensuring that all pupils feel included and are enabled to succeed. The staff work as a strong and successful team. As a result of the very good leadership offered by the deputy headteacher, the effective leadership by subject co-ordinators has helped ensure that teaching and learning opportunities are more closely matched to learners' needs and, as a consequence, pupils' achievement has improved since the last inspection. Support for pupils with special educational needs has been developed in the light of findings from the comprehensive work on tracking and assessment of pupils' progress. The team for special educational needs provide good leadership and management. Provision for these pupils is good. Recommended procedures are followed carefully and record keeping is systematic. Funding is spent well for pupils' benefit. Regular lesson observations have led to teachers increasing the levels of challenge for more able learners. Key to the school's inclusive outlook has been the dual emphasis placed upon nurturing pupils' personal as well as academic development.
37. The school analyses the achievement of pupils very thoroughly and also ensures that the quality of teaching and learning is kept under continual review. Pupils' achievements are monitored very effectively by teachers and learning support assistants. Learning strengths and needs are carefully identified. Targets for improvement in English, mathematics and science are effectively shared with pupils and parents. The quality of teaching has been rigorously monitored and evaluated, often with specific themes for later whole-staff discussion. Time is given to all staff to observe others teach, to engage in individual as well as shared training and to develop their own leadership roles in school. Support for newly qualified teachers is closely monitored by appointed mentors. They ensure that the induction process is a positive and inclusive process. The school uses its self-evaluation data to pinpoint priorities for action very accurately and plans for and evaluates improvement systematically. As a consequence, improved teaching has led to raised levels of achievement for pupils.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	628,088
Total expenditure	651,231
Expenditure per pupil	2,554

Balances (£)	
Balance from previous year	68,130
Balance carried forward to the next year	44,988

38. Financial planning, including that in support of school improvement work, is detailed and effective. The respective roles played by governors, the headteacher and administrative staff in the school's financial administration are well defined and responsibilities are met effectively. Whilst the current surplus exceeds five per cent, detailed expenditure plans in place for the current year clearly allocate the funding. Principles of best value are applied well. Good value for money is achieved because the school's success is ensured with average costs.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is good in the Foundation Stage and children achieve well. Children attend the nursery part-time, starting at the beginning of the year in which they become four. The nursery serves a wide geographical area and around 75 per cent of the children move to other schools to begin their reception year. The remainder enter the school's reception class and are joined by other children, many of whom have little or no experience of pre-school provision. This has an impact on overall achievement. Despite the change in the group of children, very good teaching ensures that they achieve well. Children enter the nursery with a range of attainment that is, overall, below average. They make good progress in the nursery. Children entering the school at the beginning of the year in which they become five, in the reception class, also enter with a range of attainment that is, overall, below average. In the areas of language development, relationships and creative development, attainment is well below average. By the end of the reception year most children reach the goals children are expected to reach in all six of the required areas of learning.

The provision is led and managed well and, as a result, achievement is good. Teaching during the previous inspection was judged as sound, with good features. Teaching and learning are now very good in all areas of learning with a wide range of practical activities to support the children and support their learning very well. Teaching during the inspection showed high expectations of the children in both the nursery and reception, as a result they achieve well. The Foundation Stage has been an area of focus in the school's development plan. The teachers currently in the nursery and reception have been with the classes since September 2003 and the very good teaching is leading to the current good achievement. There is a clear focus on independent learning, effectively developing children's skills in building relationships and using language in structured situations, for example, the 'vet's surgery' in the nursery and the 'fruit shop' in reception. Main strengths of the teaching seen during the inspection include very good detailed planning for all adults who are teaching or supervising children's activities. Their progress is also monitored very well. All adults manage the children very well and the good ratio of adults to children ensures that individual children's needs are met well. Provision is better than at the time of the previous inspection, the quality of teaching and learning is better and children's achievement has improved. The previous inspection identified the need to provide a cover for the nursery sandpit. This has been addressed and the outdoor area substantially improved, with further plans for improvement. There are good induction arrangements in place both for those children who enter the nursery and those who join the reception class.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well because the very good teaching ensures that they are encouraged to take responsibility for their own actions at an early age.
- Children are encouraged to make independent choices about their learning through well-planned activities.
- Children are encouraged to be sensitive to the needs of others.

Commentary

39. The teachers and other staff provide a secure environment where classroom routines are quickly and securely established. All children enter their classrooms quietly and sit politely, listening carefully. In the nursery the children 'self-register', placing their chosen picture in a shape on the wall, to indicate their attendance. They co-operate well with each other in group activities and work well, independently where necessary. Teachers provide a good balance of directed and self-chosen activities and there is a peaceful and purposeful atmosphere in the

classrooms. Children in reception use the convention of raising their hand to answer questions and are confident when speaking in class.

40. Adults are very good role models. They are courteous to each other and to the children. As a result, children are courteous and respectful to each other. From the beginning of their time in the nursery and reception, staff teach the children rules and responsibilities. Children are encouraged to work together, to help each other and to share. Children are taught to play games as a group fairly and they use the words 'please' and 'thank you' and respond well to the contributions of other children. Activities develop the children's understanding of emotions and adults encourage them to reflect on their own feelings and relationships. The theme of 'pets' in the nursery, during the inspection, encouraged children to be aware of the needs of animals and how they might be treated. Children eagerly participate in preparing the daily fruit and drinks and sit quietly, together, whilst eating and drinking.
41. Children with special educational needs and those learning English as an additional language are integrated well and receive good support. They and others are encouraged to maintain concentration by the interesting activities offered. Due to the very good teaching, and despite a large number of children coming into reception with little or no pre-school experience, children achieve well. Most enter the nursery with below average levels of attainment and some of the children who later join reception enter with attainment that is low, reaching standards that are average by the end of reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff make good opportunities to develop the children's language skills and teaching is very good.
- Early reading and writing skills are taught systematically and well.
- Adults provide very good role models.

Commentary

42. Several of the children admitted to the nursery have underdeveloped speaking and listening skills. All adults speak clearly, ensuring clear explanations of the tasks expected of children. They model the language and encourage its use in a number of activities, effectively focusing adult support in areas where there are opportunities for speaking and listening. Expectations of attentive learning are met well by the children in both the nursery and reception and signals for children to stop and listen are well established and effective.
43. As a result of the good links between the nursery and reception there is continuity of approach to writing and the learning of letters and sounds. The approach is consistently applied for those children who enter reception without having attended the nursery. The structured approach and well thought out practical activities give good support to the start made in the nursery. The daily practise of letter sounds and 'actions' to reinforce the sounds, in reception, is a good example of this.
44. Staff use good standard English, often using dramatic intonation and gesture. Children echo the adults' expressions and confidently express themselves to the rest of the class when making a contribution. Confidence in speaking develops in the nursery and is further advanced in reception because children feel at ease and are encouraged. The majority of children are on course to reach this Early Learning Goal and some to exceed it.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The range of well thought out practical activities ensures that early number work is well covered.
- Numbers are used well in other activities to reinforce learning.

Commentary

45. The children are provided with interesting tasks that are well matched to their mathematical development and the teaching and learning are very good. Teachers use every opportunity to teach mathematics. For example, when checking attendance, opportunities are taken to count and to calculate the answers to simple problems. In reception a Russian doll was used as the comparison to find which objects in the classroom were longer and which were shorter. Teachers use counting strategies in order to signal the end of one activity and the beginning of another.
46. When reinforcing skills, in nursery and reception, literacy skills are also reinforced in such tasks as 'draw how many objects the hungry caterpillar ate each day'. Teachers used physical activities such as counting numbers in nursery rhymes, accompanied by the movements, in a lesson in the hall, as a way of reinforcing 'the clock struck one'. As a result, children understand how many objects relate to each number.
47. Teachers are also very skilled at matching work to the ability of individual children. They effectively ask children questions to help them reflect on their solutions to number problems and reinforce the work by presenting opportunities to use computer programs to count on and count back. As a result, children, by the end of reception, have a good understanding of how many objects relate to numbers up to ten. Overall, teaching is very good, children achieve well and the majority reach the Early Learning Goals in this area of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children learn about the world from first-hand experience.
- The teachers and support staff plan interesting activities for children's learning.

Commentary

48. Children use the locality to explore their immediate surroundings and are introduced to the different areas within it. The children learn where to take the register, where other parts of the school are and the outdoor areas. They have taken part in planting young trees and shrubs in the school grounds. In both classrooms children are familiar with the keyboard and mouse controls on their computers.
49. The teachers and support staff plan suitable activities to extend children's knowledge and understanding of the world. The children use their senses to explore their immediate surroundings, listening to the sounds outside and identifying them, with adults' help. During the inspection the nursery children were involved in a project on 'pets' and visited a local vet's surgery. Two guinea pigs, belonging to one of the children, were brought into the classroom and all had the opportunity to look at them and to talk about them. Reception children looked at

caterpillars in their classroom and were preparing an area for the butterflies that would grow from them. Very good teaching and learning effectively widens children's knowledge and understanding of the world and leads to most of the children reaching the Early Learning Goals in this area of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The children use their bodies well to move in a variety of ways and are starting to link movements.
- Children are taught how to control their movements and are starting to evaluate their own and others' work.
- Outdoor climbing equipment needs further development.

Commentary

50. The children in both the nursery and reception enjoy outside physical play when they use wheeled vehicles as well as whole-class physical education lessons in the hall. During the inspection, reception children were seen to run, jump, hop and skip around and changed their mode of moving on signals from the teacher. Nursery children energetically rode tricycles and trucks about the yard, with adults offering realistic challenges to control their movements and to think about the direction in which they were travelling.
51. Children are learning to watch each others' movements and to think quietly about how they can improve their own. Nursery children move small equipment effectively, for example, building 'homes for their pets' with building blocks and matching shapes. Scrutiny of displayed work reveals that they have used a wide range of painting, pen and printing techniques. Reception children confidently cut out shapes and stuck them into their 'hungry caterpillar' booklets. Good opportunities are provided for children to use construction sets and a range of equipment such as rollers and cutters for play dough. For example, reception children use their play dough to make the 'longest caterpillar'. In physical development, children's attainment at the beginning of nursery is below average. Teaching and learning are very good and by the end of reception most children have reached the Early Learning Goals, with some doing better.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good opportunities to use a range of materials.
- Children are taught skills and are also encouraged to experiment.
- Good provision for role play in which children participate well.

Commentary

52. Children paint pictures of themselves and have made models that are on display in the school's main hall. Recently they drew and painted pictures that have been framed professionally and, during the inspection they were available for sale to parents and friends. Evidence of their work is also displayed attractively in their classrooms. Children in both the nursery and reception use play dough, clay and a range of materials to create pictures and models related to their work.

53. Teaching and learning in creative development are very good in both the nursery and reception. Teachers and other adults give the children imaginative activities so that they are involved in the context as they acquire skills and knowledge. In the nursery, children are engaged imaginatively in role play in their 'vet's surgery'. In reception, children interact in their 'shop' using appropriate symbols, gestures and formal language. In both classrooms the children use sand and water areas imaginatively.
54. Both classrooms are organised so that children have easy access to equipment for each of the areas of learning. However, teachers and other adults skilfully guide the choice of activities so that children gain experience across all the areas of learning rather than repeating from a limited range. Children are given time and space to follow through their own ideas and teachers extend their learning by discussion, provision of materials and general encouragement. Children's achievement is good and they are on course to achieve the Early Learning Goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good and, as a result, pupils' achievement is also good.
- Procedures for assessing pupils' work and target setting ensure that teachers have a good awareness of pupils' literacy needs.
- Learning support assistants make a very effective contribution to the pupils' learning.
- Opportunities for pupils to use the library and develop higher order reading skills need to be extended.
- The co-ordinator leads and manages teaching and learning well. She knows the strengths and weaknesses in the subject and takes effective action.

Commentary

55. Good progress has been made since the last inspection when pupils' achievement over time in Years 3 to 6 was satisfactory. Pupils' achievement in all year groups is now good because the quality of teaching has improved. Pupils' skills in using expressive language are below average for their age when they enter the school, but effective teaching has raised their attainment and brought it into line with national expectations by the end of Year 2. The current Year 6 pupils achieved below national expectations at the end of Year 2, but good teaching in Years 3 to 6 has brought their overall attainment up to national standards.
56. There are several reasons why standards have improved. Teaching is more challenging and innovative and a clear focus has been given to improving the subject. In previous years some of the higher attaining pupils had not done as well as expected, but now these pupils are carefully targeted and set tasks that engage their interest and challenge them at the right level. Lower attaining pupils and pupils with special educational needs are carefully supported and attend booster classes that help to improve their standards. Pupils for whom English is an additional language receive work that is carefully tailored to ensure that learning is both accessible and challenging and so their achievement is good.
57. Speaking and listening standards are average by Year 6. Achievement is good, taking into account most pupils' lower than average standards on entry. Teachers take care to ensure that whole-class sections of lessons engender pupils' talk and careful listening, which some Year 2 pupils find difficult. In Year 1, for instance, the class is encouraged to listen very carefully as less confident pupils read their writing aloud and in Year 6, drama is used very effectively to help pupils play the role of a book's central character and articulate her thoughts and feelings. Opportunities for talk through 'circle time' in class and school council meetings, when pupils

discuss school issues and their own thoughts and feelings, are raising pupils' confidence in expressing themselves in front of an audience.

58. Standards in reading are in line with national averages by Years 2 and 6. Focused teaching in Years 1 and 2 ensures that pupils use simple reference systems when studying non-fiction texts in the library, and have regular opportunities to read aloud as a group. Guided reading sessions in small groups has been a recent development focus for the school and teachers are ensuring that younger pupils develop strategies to establish the meaning of unfamiliar words and older pupils understand significant themes and ideas in a range of types of text. However, whilst directed teaching is working well, some older pupils speak less enthusiastically about reading. Opportunities for focused and informal use of the library and home-school reading links are needed to improve the profile of reading for pleasure.
59. Writing standards are also average in both Years 2 and 6. While the school is effective and often very effective in teaching pupils the features and uses of a good range of writing styles, the proportion of pupils in these classes who require extra support this year is marked. There are also some pupils in Year 6 who are higher attaining writers, and they are given highly structured teaching advice enabling them to compose creatively and incorporate the key features of a style of writing in their own scripts.
60. The teaching seen was always good and sometimes very good. Teachers' planning for literacy ensures a good balance of reading and writing opportunities, which meet the needs of individual pupils well. Subject delivery is confident, and teachers use questioning very well to provide good levels of challenge for most pupils. The well thought through assessment arrangements are detailed, accurate and secure and help teachers and pupils to have a clear idea of how to raise standards. Pupils know and act upon their own learning targets. The learning support assistants make a very effective contribution to the learning process, providing skilled advice to individual pupils and groups and able assistance to teachers in assessing learning.
61. Leadership and management of the subject are good. A particular strength is the school's analysis of pupils' performance data. This has enabled the subject co-ordinator to define areas for improvement in teaching and learning very accurately. Improvements to teaching have been secured through careful monitoring and targeted training opportunities for all staff. Given pupils' literacy needs, improvements to provision for speaking, listening and reading continue to be an area for development. Partnership with parents can be strengthened to engender positive attitudes to reading in older pupils.

Language and literacy across the curriculum

62. Pupils enjoy good opportunities to use their reading and writing skills across the curriculum. Pupils for whom English is an additional language are enabled to participate fully in all lessons because planning in other subjects takes careful account of the required vocabulary relating to key learning concepts. Texts relating to learning in other subjects, for instance, about electricity in science, are also regularly incorporated into literacy lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and teachers have a good understanding of pupils' progress and needs.
- Leadership of the subject is good.
- Pupils achieve very well and have a good understanding of most aspects of mathematics.
- They are less secure in their understanding of fractions and problem solving.

Commentary

63. Consistently good teaching lifts pupils' attainment and there is a rising trend in the results reached by the end of Year 6. Standards are average by Year 2 and above average by Year 6. From a below average starting point, when children enter the school, pupils' attainment by Year 6 represents very good achievement.
64. Standards in Year 6 are higher than they were in the last inspection. This is because of better provision for higher attaining pupils who thrive on the extra challenge teachers give them so they achieve well and reach higher levels. Teachers know their pupils' strengths and weaknesses well and track their progress carefully over the years. This enables them to plan work that matches their needs. As a result, all pupils learn well at their own level. The school continues to make good provision for pupils who have special educational needs. The positive support they get from teachers and teaching assistants helps them to achieve well and make good progress.
65. Teachers have good knowledge of the subject. Lessons are conducted at a good pace and are interesting for pupils. Teachers are skilful at questioning and prompting pupils and encourage them to adopt and explain different strategies. This promotes good mathematical thinking and maintains a very high level of attention and interest. The best lessons seen were very good, in Years 1 and 2. The features that shone through in these lessons were the continuous fast pace and the exact match of the level of work and challenge to pupils' needs. As a result, pupils became totally involved in class discussions and in their tasks, and achieved very highly.
66. Teachers follow the National Numeracy Strategy closely so pupils get a good balance of learning in the different aspects of mathematics, including investigations. They are particularly good at number and handling data. However, there are some areas that need to be developed further, as indicated in the action plan for the subject. For example, in fractions and solving problems where even higher attaining pupils find more difficulty with solving problems than other aspects of mathematics. This was seen, for example, in a lesson in Year 6 when many pupils found difficulty working out savings when buying goods in bulk compared with single purchases or smaller quantities. Pupils use calculators on occasions to speed up the processes of calculation and do so competently.
67. The subject leader has a good grasp of the strengths and areas for development in mathematics. This is illustrated by the current emphasis on fractions, solving problems and consolidating recent improvements in pupils' knowledge of shape and space. There has been an impressive analysis of standards in recent years and this helps set priorities for development as well as to highlight the many areas of substantial success.

Mathematics across the curriculum

68. Teachers make satisfactory links between different areas of the curriculum, including information and communication technology. This plays a significant role in the high standards pupils achieve.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- As the result of good teaching, pupils achieve very well, and standards have improved since the previous inspection.
- Arrangements for assessing pupils' work and tracking their progress are well developed and used well by teachers.
- Good leadership encourages investigative work and the skills of scientific enquiry.
- There is a clear focus on developing data handling and extending pupils' knowledge of scientific vocabulary.

Commentary

69. Standards have improved at Year 6 since the previous inspection and are broadly the same at Year 2. Standards are now above average by Year 6 and average by Year 2. Overall, pupils' achievement is very good, given their below average attainment on entering the school and above average attainment by Year 6. The school has made good progress in improving provision in science, since the previous inspection, especially in providing appropriate opportunities for pupils to experience experimental and investigative work. The curriculum is well planned and leadership of the subject is good. The co-ordinator has carefully analysed the results from national tests and teacher assessments, and identified the elements needing more attention. The current focus is for pupils to be able to articulate and explain answers scientifically using appropriate vocabulary. The focus is an important factor in the rising trend of results in the national tests at Year 6. The school has a clear and well-informed understanding of the likely outcomes of this year's test results and pupils are on track to reach above average standards in the national tests. The co-ordinator has clear ideas about how she wants the subject to improve further and is providing good support.
70. Scrutiny of pupils' books shows that teaching caters effectively for the range of attainment within a class. The needs of pupils with special educational needs and those learning English as an additional language are met well. Progress is assessed regularly and targets set for improvement. Teachers effectively 'track' the progress of pupils to ensure that they are progressing at a rate commensurate with their previous attainment. In this way teachers build effectively on what pupils already know and what they need to learn next.
71. Overall, teaching is good and seeks to develop pupils' natural enquiry, presenting lessons and activities in ways that are interesting to pupils. In responses to the pupils' questionnaire they clearly expressed the view that lessons are interesting and that they learn something new. Good teaching is built upon good knowledge of the subject and good planning that challenges pupils in their learning. For example, in a lesson in Year 6 pupils were challenged to separate materials by considering different methods and recording their work so that others would understand their choices. Teaching was particularly effective in this lesson because the teacher constantly challenged the pupils through perceptive questioning, and all pupils, irrespective of their capabilities were motivated and involved. There is more investigative work than at the time of the previous inspection and it is contributing well to pupils' good learning.
72. Priorities for the development of the subject are clearly established, and understood by teachers and support staff. Currently pupils need to develop their use of data handling and to

further extend their understanding and use of scientific vocabulary. Analysis of the results of assessment has also indicated that pupils need to sustain their understanding of 'fair tests'. Teachers are incorporating these elements into their planning of lessons and the co-ordinator plans to monitor and evaluate these elements of the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Given the below average level of attainment when pupils enter the school, achievement is good and standards are average by Years 2 and 6.
- Teachers are confident in planning opportunities for pupils to use their skills in subjects like English, science and art and design, but it is insufficiently developed in other subjects.
- All teachers have undertaken professional development in the subject since the previous inspection, but need to further develop their confidence in using ICT, especially to support teaching in other subjects.

Commentary

73. There has been good improvement since the previous inspection. The requirements of the national Programmes of Study are now met and resources are much improved with computers in all classrooms and a computer suite, with an electronic/interactive whiteboard to support the teaching of skills. Training and support have been provided for staff and are ongoing. The co-ordinator has undertaken an audit of the staff's skills and their confidence in using ICT and provides a weekly workshop session after school, to support staff. She provides good leadership and is very enthusiastic about the subject.
74. Overall, the quality of teaching and learning is satisfactory. In the lessons seen, teachers' subject knowledge was secure and developed pupils' knowledge and skills appropriately. For example, in a lesson in Year 2, pupils successfully navigated their way through a program enabling them to produce pictures in the style of the artist, Mondrian, and to compare the style with their own style using curved lines and 'infilling' with colours. In a Year 6 literacy lesson ICT was used very effectively to support and develop pupils' writing. A science lesson, where pupils classified and sorted different materials, was enhanced by the use of a 'sensor'. The results could then be collated and collected in a database to be interrogated through a computer program on spreadsheets. There is less evidence of ICT being used to support teaching and learning in other subjects of the curriculum. Pupils' progress is assessed each term and future lessons planned accordingly. The school has formed a 'webwatchers' group of older pupils and they have constructed a website for the school, receiving a local community award for their work. The group regularly corresponds by e-mail, with pupils in another school and is looking forward to corresponding with pupils in a school in China.
75. The recent provision of the ICT suite is beginning to impact positively on work in the subject and to offer opportunities to develop the use of ICT in supporting teaching and learning in other subjects of the curriculum. Teachers are building their skills in the subject and the co-ordinator is beginning to monitor the use of computers in classrooms and to encourage their use. There is a clear vision for the subject that includes the building of the staff's knowledge and confidence.

Information and communication technology across the curriculum

76. Overall, ICT is beginning to be used satisfactorily to assist pupils in other subjects. This is an improvement since the previous inspection. They use databases to process and display data in science, use word-processing skills to support the teaching of literacy and programs to assist

the understanding of art and design. However, the use of ICT across the curriculum is inconsistent and teachers' confidence varies.

HUMANITIES

Few lessons were observed in religious education, geography and history. As a result, there was not enough evidence to report on provision in the subjects, or the quality of teaching and learning.

77. One lesson was seen in **religious education**. In that lesson, teaching and standards were satisfactory. The teacher's good knowledge of the subject helped pupils to gain a satisfactory understanding about the significance of Lent. Work in pupils' books in Years 2 and 6 indicates that they have a satisfactory knowledge of Christianity and other faiths. In the school's curriculum the main focus is on learning about the Christian tradition and other faiths such as Judaism, Buddhism, Islam and Hinduism, as laid down in the locally agreed syllabus. The school seeks out places of Christian worship for pupils to visit so they can learn at first hand. A weakness in planned teaching is the irregular provision of opportunities for pupils to find out for themselves and to extend themselves with suitable writing tasks. The subject co-ordinator is appropriately involved in the development of religious education.
78. No lessons were seen in **geography**. Work in pupils' books in Year 6 indicates that they have satisfactory knowledge of mountain environments. A good feature is the opportunities pupils get to research from books and the Internet, and pupils' work displayed in classrooms indicates appropriate coverage of the subject throughout the school. Three lessons were seen in **history**. Teaching in two was satisfactory and good in the other. Where teaching was good there was a firm focus on the aim of the lesson, with lots of opportunities for discussion, which helped pupils to achieve well. The school has a satisfactory stock of resources, but teachers do not always make best use of them. As a result, pupils' interest in some lessons is not as high as it could be. In a lesson sampled very briefly, on the other hand, pupils enthusiastically interrogated two pupils 'hot-seated' and dressed as personages involved in the Great Fire of London. Standards, in lessons seen and in pupils' books in Year 6 indicate that attainment is average.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was inspected in full and is reported below. Work was sampled in design and technology, music and physical education. There was not enough evidence to report on any of the subjects individually.

79. Scrutiny of work in **design and technology** shows models of a good quality have been designed and constructed, indicating an appropriate development of skills in Years 3 to 6. Samples of work seen are at an average standard and demonstrate a variety of techniques. Skills are evident in the construction of large three-dimensional shapes constructed from modelling straws. Year 6 pupils have used scientific skills to test the shapes for their strength. Questions of the strength of triangles and the need to distribute forces were considered in designs. Evidence of standards at the expected level was seen in Year 2, in a portfolio of work. The timetable is planned to teach design and technology for part of each term and it was not being taught at the time of the inspection. Good leadership of the subject ensures that the curriculum provided for the pupils is good with a full range of activities and opportunities for pupils to develop skills, often linking well with other subjects of the curriculum.
80. In **music**, pupils were only observed when experiencing the teaching of a specialist teacher who currently visits the school to teach older pupils to play the violin. Previously pupils have had the opportunity to learn to play guitars, trumpet and keyboards. The whole school was heard singing in assemblies and younger pupils learned a song as part of an assembly led by a visiting vicar. The school use 'Music Express' as a teaching programme to enable all teachers to teach their own classes. It is clear that the sound subject knowledge of teachers is used appropriately to help pupils to move forward. Visitors to the school, who can share their musical

skills, are encouraged and a recent drumming workshop was presented for all pupils, giving them the opportunity to learn about the instruments. Concerts and performance also contribute to pupils' overall musical experience. This satisfactory picture has been maintained since the previous inspection.

81. Only one lesson in **physical education** was seen during the inspection. The school uses its accommodation well. Two halls are used for indoor work and the playing field for outdoor work. The school grounds also accommodate a swimming pool and currently, pupils in Years 2, 3 and 4 attend weekly lessons. From records of progress and discussions with teachers and pupils it is evident that all strands of the subject including outdoor and adventurous activities are regularly taught. All pupils have reached the national swimming standard, being able to swim 25 metres, by the end of Year 4. Pupils in Years 3 to 6 use the playing fields for games lessons. During the inspection, coaches from Sunderland Football Club provided football coaching for pupils in Year 6. Good use is made of such outside providers to give specialist training. The school has good links with its neighbouring high school and sports development officers led a dance session for Year 6 pupils, illustrating how skills had been developed well and presented in a final dance sequence to the music of 'Three Lions on the Chest'. A very good range of after-school clubs develops games' skills further and helps to enrich the curriculum well.

Art and design

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

Main strengths and weaknesses

- Standards in art and design are above average.
- Teachers' good subject knowledge and delivery ensures that pupils' knowledge and understanding of art and design is good.
- Classroom management is consistently good.
- Learning support assistants help pupils with their learning very effectively.
- Pupils show positive attitudes and behaviour.

Commentary

82. Standards of work seen in lessons are above average, and taking into account the wide range of artwork observed around the school, standards are above average overall by Year 6. This represents good improvement since the time of the last inspection when standards were average overall. Pupils' achievement is good. The displays across the school show the contribution pupils' studies in this subject make to their wider awareness of cultural traditions around the world, both past and present. For instance, younger pupils have created intricate designs as part of their investigation of Chinese art. Pupils experience regular opportunities to work in two and three dimensions. Year 4 pupils, using papier mache techniques, have made their own Greek urns.
83. Pupils' knowledge and understanding of the styles and techniques of the prominent artists are a strength of the school's provision. Pupils in Year 2 use ICT effectively to examine the use of horizontal and vertical lines and make colour choices for effect in the style of Mondrian. The project has enabled the pupils to extend their control of tools and techniques and experiment in a focused way with key elements such as colour, texture, line and tone, form and space. An exhibition of pupils' artwork was mounted during the week of the inspection showing that pupils' attention to detail and awareness of composition and form develops steadily as pupils get older. Opportunities for pupils to draw themselves, compose portraits of others and draw landscape scenes are offered in each year group. There is less evidence of pupils being given tasks that demand that they explore printing and sculpture and show skill in combining different materials and techniques.

84. The quality of teaching and learning is good overall. For example, a lesson in Year 6, taken by a visiting expert, enhanced older pupils' understanding of the artists' intentions and outcomes. In a very good exploration of portraiture and the theme of 'bodies in motion', pupils responded effectively to the teacher's focused input on the concepts of pose, body language and gesture. They made perceptive observations about the artists' approaches and the messages conveyed by paintings. In a Year 1 lesson, pupils made good use of pastels and charcoals to blend colours, and investigated shape and form through still life work. The pupils were given targeted support in groups and valuable guidance was offered to individuals. Less confident learners were helped by a support assistant to increase their skill in using shading and use of space when engaged in still life work, and all pupils were given good instruction by the teacher as to how to explore the use of shade and detail to better effect. Relationships in class promote a willingness in pupils to experiment and develop their own ideas further. Art and design is clearly enjoyed. The pupils' very positive attitudes and behaviour in lessons and their thoughtful reactions to seeing their own work on display in the hall show that the subject makes a good contribution to the aesthetic awareness of learners in the school. Leadership and management of the subject are good, with a clear vision for future developments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. There was not enough evidence to report on this area individually, but one session in Year 2 was sampled. From discussion with the teacher and pupils it was clear there was good learning and achievement. Assemblies seen during the inspection also made a good contribution to this curricular area. Discussions with pupil representatives of the school council indicated a high level of genuine involvement and an active contribution to decisions affecting the future of the school. For example, the way in which older pupils are encouraged to bring fruit to eat at playtimes and fund-raising to purchase 'heated trays' to serve school lunches. Class discussions are held to inform the council representatives and feedback given on the success, or otherwise of projects. For example, after introducing background music to accompany meals, at lunchtimes, pupils reflected and decided it had not been a good idea. The school places great emphasis upon this area of its work and has recently achieved the 'Investor in Children' award. In addition, pupils actively consider re-cycling and energy saving issues and, as a result of their work, the school has received the 'ECO' silver award.

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	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
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).