

INSPECTION REPORT

GREEN GATES PRIMARY SCHOOL

Redcar, Cleveland

LEA area: Redcar and Cleveland

Unique reference number: 111607

Headteacher: Mr H. N. Skene

Lead inspector: Ian Nelson

Dates of inspection: June 14th to 16th 2004

Inspection number: 256269

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3-11
Gender of pupils: Mixed
Number on roll: 306

School address: Kielder Close
Redcar
Postcode: TS10 4HS

Telephone number: 01642 485463
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Appropriate authority: The governing body
Name of chair of governors: Mrs M Ovens

Date of previous inspection: 8/6/98

CHARACTERISTICS OF THE SCHOOL

Number on roll	306 (Above average)
Pupils entitled to free school meals	57% (Well above average)
Pupils whose mother tongue is not English	5.6% (Above average)
Pupils on the register of special educational needs	26% (Above average)

This is a large primary school serving an area that includes some severe social and economic deprivation. Part of the school catchment area has a curfew order to prevent young people from being on the streets in the evenings. Although most of the pupils are of white British origin, an increasing number of asylum seeker and refugee families send their children to the school. The school has an early intervention unit for pupils with behaviour problems from neighbouring schools. The school site also houses a local learning centre for members of the community and a Sure Start project that provides a range of services to local families with pre-school children. The special needs of pupils in the main school are mainly in moderate learning, or social, emotional and behavioural difficulties. Seven pupils have statements of their special educational need. During the last school year, 38 pupils left the school and 33 joined. At the time of the inspection, one teacher was absent on long term sick leave and another had just returned from maternity leave. Attainment on entry is well below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2220	Ian Nelson	Lead inspector	Science Art and design Design and technology Information and communication technology
13459	Eva Mills	Lay inspector	
4350	Clive Whittington	Team inspector	English Music Physical education Special educational needs
19765	Pauleen Shannon	Team inspector	Foundation stage Mathematics Geography History Religious education English as an additional language
17182	Michael Farrell	Team inspector	The early intervention unit.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with a commitment to high quality care for all its pupils. The head leads the school well. Management is satisfactory, but has some weaknesses. Teaching overall is good. Although standards are well below average, pupils' achieve well. Parents and pupils have positive views of the school. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher's vision for a very caring school at the heart of its community is shared by all staff.
- Good teaching is leading to good achievement, but pupils still struggle to remember everything they have learnt in the longer term.
- The early intervention unit is very good.
- The school has been very successful at attracting community provision to its site.
- Provision for pupils with special educational needs is good.
- The children in the Foundation Stage (nursery and reception) are well provided for.
- The teaching of the youngest and oldest pupils is good, but it is currently not as strong in the middle of the school.
- Provision for the personal development of all pupils is good.
- Staff with management roles are not given enough time and support to carry out their responsibilities effectively.
- Spelling and handwriting are weaker than other aspects of English.

Improvement since the last inspection has been satisfactory overall. Teaching is better than at the time of the last inspection so pupils achieve well in their lessons. The school has improved provision and standards in information and communication technology (ICT). Assessment systems are better and the priorities in the school development plan are based on an accurate analysis of how well the school is doing.

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*	E*	E	D
mathematics	E	E	E	D
science	E	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Overall achievement is good. Children enter the school with well below average attainment and many have severe social and behavioural problems. Current standards are well below average in English and mathematics at Year 6. In science they are below average, but factual learning is better than investigation skills. Standards in the 2003 national tests at Year 6 compared with similar schools were below average in English and mathematics and average

in science. However, as the comparison is with schools with similar numbers of pupils eligible for free school meals it does not provide a true picture of progress between Years 2 to 6. Given the numbers of pupils with special educational needs, the severity of some of those needs and the social and emotional problems many face, these pupils achieve well, with most making the expected rates of progress between Years 2 and 6. Standards seen in Year 2 during the inspection were well below average, but above those of the 2003 national tests. Although pupils, including those with special educational needs, or whose home language is not English, achieve well in lessons, they do not remember what they have learned well enough to reach the levels in the national tests expected of their ages. Achievement in Years 3 and 4 is not as good as elsewhere in school partly because of the disruption caused by staff absences. Children in the Foundation Stage achieve well in their lessons, but are well below the standards expected of their ages. Pupils in the unit achieve very well.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall. They have good attitudes to their work and they behave well in lessons and around the school. The school supports their moral and social development well so that relationships are good. Spiritual and cultural development are satisfactory. Attendance is below average.

QUALITY OF EDUCATION

The overall quality of education is good. Teaching and learning are good and pupils generally learn well in their lessons, although they do not remember their learning effectively enough over time. The school is working closely with other agencies to raise the aspirations of the community and encourage a positive attitude towards learning. The best teaching is with the youngest and oldest pupils. Systems for checking how well pupils are doing and for tracking their progress are good. The curriculum is satisfactory and meets statutory requirements. The school provides many extra activities to stimulate the pupils' interest in learning. Pupils with special educational needs, and those whose home language is not English, are well supported. The school has good links with parents and very good links with the local community. The quality of provision in the early intervention unit is very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The work of the governors is good and they fulfil all their statutory duties. The headteacher provides good leadership with a clear vision for the future of the school that is appreciated by staff, parents and governors. Management is satisfactory. While there are some strengths in the systems for ensuring the care and welfare of pupils, staff with management posts do not have enough time to carry out their roles effectively and the procedures for checking the quality of teaching are not rigorous enough.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have positive views of the school. They have few concerns of any significance. Parents of pupils who have had places in the early intervention unit are particularly appreciative and several have transferred their children to the main school from the unit.

IMPROVEMENTS NEEDED

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

- Improve spelling and handwriting, and investigation skills in science.
- Improve teaching in Years 3 and 4 and develop strategies to help pupils to retain what they learn in lessons.
- Ensure that all staff with management responsibilities have the time and training to enable them to carry out their duties effectively.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is good, although standards are well below average. Pupils, including those with special educational needs and those whose home language is not English, make good progress in lessons, but do not retain this learning over time effectively enough to raise standards to the levels expected of their ages.

Main strengths and weaknesses

- Standards have improved in ICT.
- Children achieve well in the Foundation Stage.
- Most pupils achieve well in lessons.
- Standards in spelling and handwriting, and in investigation skills, are weaker than other aspects of English and science.
- Pupils do not always maintain over time the good achievement they make in lessons.
- In the unit, younger pupils ages 5 to 7 and older pupils aged 7 to 11 make very good progress and achieve very well.

Commentary

1. Children enter the Foundation Stage with attainment well below the standards expected of their age. Many have quite severe social and emotional difficulties and have problems communicating. They make good progress throughout the Foundation Stage because the school focuses on their personal, social and emotional development. There is also a strong emphasis on language, literacy and numeracy skills. However, despite the good provision in nursery and reception, and the good progress they make, children generally enter Year 1 with standards still well below average because of their low starting point and the difficulties they have in retaining what they have learned.

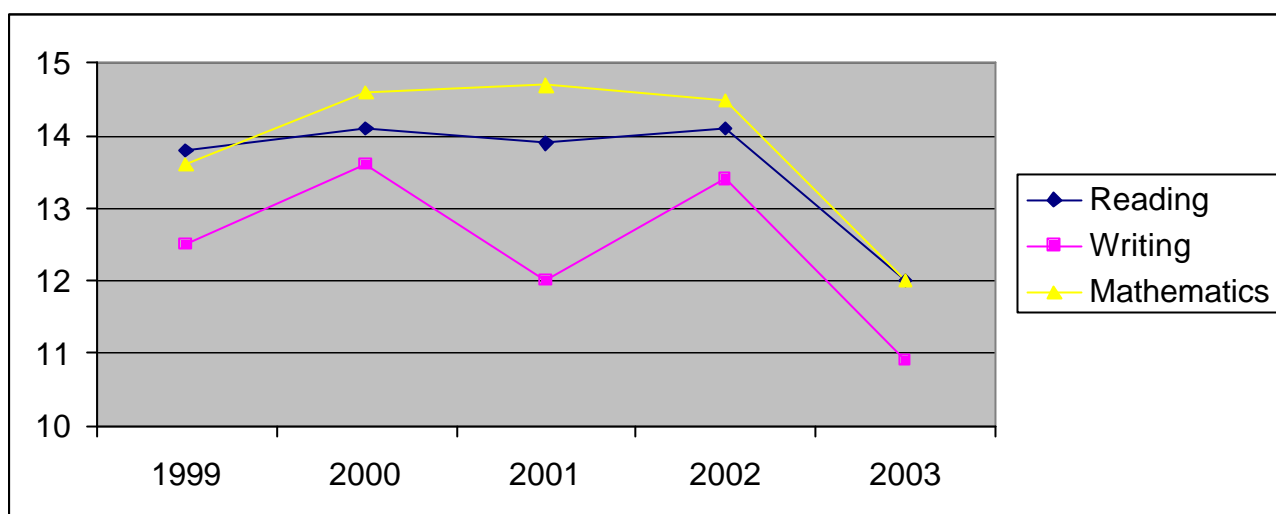
Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	12.0 (14.1)	15.7(15.8)
Writing	10.9 (13.4)	14.6 (14.4)
Mathematics	12.0 (14.5)	16.3 (16.5)

There were 42 pupils in the year group. Figures in brackets are for the previous year

2. In the national tests for Year 2 in 2003 the school was in the bottom five per cent of all schools in reading, writing and mathematics. The school has been well below the national average over recent years. Standards compared with similar schools were well below average in 2003. The school predicted from its ongoing assessment results that this year group would find difficulty with the tests since an unusually high proportion of the pupils have special educational needs. Over recent years, pupils have generally attained results in line with or above those of similar schools, suggesting that achievement has been at

least satisfactory. The graph below shows that standards have fluctuated over recent years, but that the decline in 2003 was exceptional.



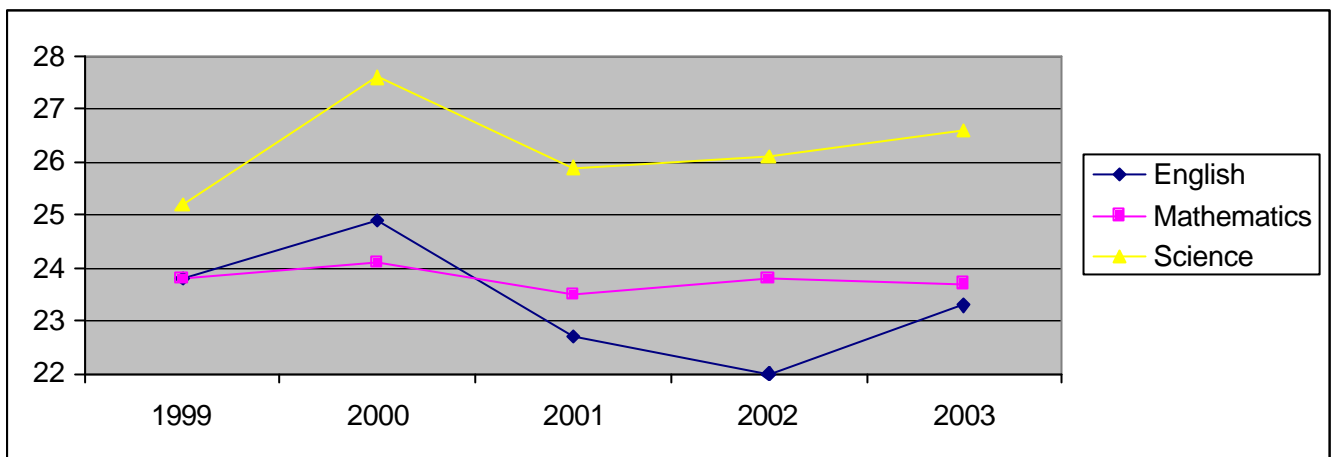
Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	23.3 (22.0)	26.8 (27)
Mathematics	23.7 (23.8)	26.8 (26.7)
Science	26.6 (26.1)	28.6 (28.3)

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

- In the national tests for Year 6 in 2003, the school was well below average in English, mathematics and science. The results have been consistently well below the national average over recent years. The graph below shows that standards have risen since 2001 in science, but have been around the same level in mathematics for the last four years. In English they dropped between 2000 and 2002, but rose again in 2003. Pupils have attained better in science than in English or mathematics over recent years. Part of the reason for the fluctuating standards overall is the high proportion of pupils who arrive or leave part way through a school year. Below average attendance rates also impact on the pace of learning over time for some pupils. An analysis of the levels gained by pupils who remained in the school throughout the time between the Year 2 and Year 6 tests shows that most pupils progressed by the expected two National Curriculum levels. Given the proportions of pupils with special educational needs, the severe social and emotional problems of many of the pupils, the lack of parental support for their learning for a significant number, and the below average attendance, this represents good achievement overall.

Standards at Year 6



4. Standards seen during the inspection were well below average in English and mathematics, below average in science, and average in ICT and religious education (RE) at Years 2 and 6. All pupils, including those with special educational needs and those whose home language is not English, are well supported in lessons. Achievement is good in Years 1 and 2 in English, mathematics, science and ICT. It is very good in RE. In Years 3 to 6, achievement in mathematics and science is satisfactory, and in English and ICT it is good. Nevertheless, in English, although much of the content of writing is good, the standard of what is actually written (spelling and handwriting) still needs improvement for many pupils. In science, factual knowledge, which is important for tests, receives more emphasis than pupils' skills in carrying out investigations. This means that an important opportunity to consolidate learning is not exploited. Pupils do have difficulty in retaining what is learned in science and across the curriculum. Achievement in Years 5 and 6 is better than in Years 3 and 4, where pupils have had temporary teachers covering long-term absences of permanent staff.
5. Pupils make very good progress in the early intervention unit and achieve very well because of the very good teaching and the invaluable support of the learning support assistants.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to their work are good. Attendance is below average. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall.

Main strengths and weaknesses

- Staff have high expectations of pupils' good behaviour, resulting in lessons which are calm and orderly, allowing pupils to learn well.
- The school places great emphasis on the raising of pupils' self-esteem and there are well-planned opportunities to help pupils to grow in confidence and to become responsible citizens.
- Although the school works hard to ensure that pupils attend regularly, rates of attendance at the school remain unsatisfactory.
- Pupils are keen to learn, listen well to their teachers and work well with each other in lessons.
- Pupils' behaviour and attitudes to learning are very good in the unit.

Commentary

6. Parents agree that their children enjoy coming to school, and this view is echoed by the pupils. Pupils work hard and listen well to their teachers, joining in class discussions and working well in groups or pairs when they are required to do so. This is a result of good teaching and high expectations. Children in the Foundation Stage are encouraged to become independent, to share with others and to work and play together. Although most make good progress in their personal, social and emotional development, they are unlikely to achieve the goals expected in this area by the time they leave reception. Relationships between staff and pupils are very good, with much emphasis on praising and rewarding good attitudes and behaviour. Teachers and other members of staff insist on high standards of conduct and are skilful in managing potentially challenging behaviour in and around school. Staff deal effectively with incidents of misbehaviour, bullying and racist language, and this provides pupils with a clear direction on the standards expected by the school.
7. Provision for the social and moral development of pupils is good. Provision for their spiritual and cultural development is satisfactory. The school has identified the need to improve pupils' self esteem and to instil in them some self respect as well as respect for others. Moral and ethical messages are reinforced both informally throughout the school day and in well-planned opportunities such as in citizenship lessons, religious education and in assemblies. These include topical, environmental and social issues that may impact on pupils' lives out of school. During the inspection, the Schools Liaison Officer from Cleveland Police worked with Year 6 pupils, encouraging them to develop an awareness of their responsibilities in the community. A lesson for pupils in Years 1 and 2 taught them the importance of caring for the environment, and moral issues are effectively addressed in assemblies. The system of rewards and merits encompasses good achievement in pupils' personal development as well as in their academic progress. Working hard and doing their best in and out of school is celebrated as much as achieving well in their lessons.
8. Throughout the school pupils are given simple tasks and they respond well to these. Older pupils carry out more complex duties, helping to organise resources and assisting teachers. Some help in the nursery and others as librarians or house captains. This is a reflection of the school's conscious efforts to encourage pupils to grow in confidence and to help them to become mature and responsible and pupils respond well to these opportunities.
9. Pupils who attend the unit make very good progress in their behaviour and attitudes, because of carefully planned work and some very strong teaching. For example, in an excellent personal, social and health education (PSHE) lesson for older pupils, a poem about a child who looked shabby and dirty because he had no good clothes or soap set the tone and pupils listened spellbound. Pupils, guided by excellent questioning, then considered how the pupil might feel ("He'd have a sad face because they would say unkind things to him and when he got home he would cry") and gave sensitive ideas about how they might help the pupil without offending him. This led smoothly to the pupils recording in drawing and writing their ideas for keeping clean and tidy. The lesson made a powerful contribution to PSHE, fusing an excellent learning atmosphere, excellent use of resources and lesson structure and the intense concentration of the pupils. Pupils know their behaviour targets and understand what they have to do to achieve them because the staff review these regularly with the pupils and constantly reinforce good behaviour. This

helps the pupils to carry over appropriate behaviour to their work in mainstream classrooms for the other sessions of each day.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.7
National data	5.4

Unauthorised absence	
School data	1.7
National data	0.4

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

10. Although there has been some improvement this year, attendance rates at the school remain below those achieved nationally. The school works well with the Educational Social Worker to improve these rates and to stress the importance of regular attendance, but there is some lack of support from a few parents as well as circumstances out of the school's control which have a negative impact on attendance rates. For example, pupils sometimes move schools without letting staff know that they have left. Punctuality is satisfactory.

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	147	1	1
White – any other White background	3	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Pakistani	6	0	0
Asian or Asian British – any other Asian background	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	80	0	0

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

The exclusions were the result of pupils behaving in severely inappropriate ways and were resorted to as part of the school's well-documented behaviour policy.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching and learning are good and pupils generally learn well in their lessons, although they do not always remember their learning over time. Systems for checking how well pupils are doing and for tracking their progress are good. The curriculum is satisfactory and meets statutory requirements. Provision for the pupils' care, welfare, health and safety is very good. The school has good links with parents and very good links with the local community. The quality of provision in the early intervention unit is very good.

Teaching and learning

Teaching, learning and assessment are good.

Main strengths and weaknesses

- There is a positive climate for teaching and learning.
- Many lessons are lively and imaginative.
- Good inclusive provision through good teamwork enables individual needs to be met successfully.
- Teaching in the unit is very good.
- Whilst satisfactory, teaching is not as strong in Years 3 and 4 as it is elsewhere in the school.
- Assessment procedures are good for English, mathematics and science, and within the nursery and reception classes.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (23%)	18 (51%)	8 (23%)	0	1 (3%)	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.

11. The quality of teaching has improved since the previous inspection. In particular, the proportion of very good teaching is higher than previously. Very good teaching was seen in the Foundation Stage and in Years 1, 2, 5 and 6. The quality of teaching is mainly satisfactory in Years 3 and 4 although two good lessons and one poor lesson were seen.
12. Teachers plan their lessons thoroughly in order to make them interesting and to ensure that all pupils are included. Teachers and support staff develop good relationships with pupils and encourage them to work hard and to show high standards of behaviour. Pupils work for sustained periods of time and develop personal attributes, such as perseverance and productivity in their learning, and many show great eagerness and commitment to their work. They take pride in their work. In many lessons, teachers' enthusiasm encourages the pupils, whose interest is stimulated by absorbing work and skilful teaching. These notable features underpin the good learning and achievement that takes place in these lessons.
13. The teaching in the unit is highly skilled and experienced. In all lessons, learning support assistants provide highly skilled and sensitive support, encouraging and helping pupils as necessary. Resources are very well used. In a very good art lesson for younger pupils, in which they made displays of woodland items, the variety of resources, including leaves, fir cones and twigs, captivated the pupils' attention and the use of magnifying glasses enabled them to inspect some of the natural patterns and features. In the positive atmosphere, pupils responded very well (often with beaming smiles) to the warm praise they received for their efforts. They made very good progress because they were enabled to feel confident and enjoyed the well-chosen and very well structured activity.
14. Teachers and support staff work very effectively as a team to ensure that the needs of all pupils are fully met. Teachers have a secure knowledge of the subjects they teach and, in the best lessons, they understand how to engage pupils' interest by pitching questions at the right level to meet individual needs. Pupils' progress is assessed carefully and this is used to set further relevant targets in English and mathematics.
15. Teaching and learning in Years 3 and 4 are satisfactory so that progress and achievement are not as good as in other year groups. This is partly because of staff absence, leading to temporary teachers in some of these classes, and partly because the systems for checking teaching quality and providing support to improve it are not rigorous or systematic enough. In the one poor lesson seen the work covered was inappropriate and, as a result, the pupils lost interest.
16. The teaching of pupils with special educational needs is effective. Pupils are helped to succeed through appropriately set work and good levels of support. Their individual education plans are detailed and specific, with clear, achievable targets for improvement. These have been agreed with parents or carers, although in some instances parents do not respond to the school's invitation to discuss them. Pupils are insufficiently involved in setting their own targets for improvement. However, pupils' progress is assessed carefully and this is used to set further relevant targets. Those pupils identified as being more able are given work that is appropriate, and they too achieve well.
17. Teachers' challenging questioning promotes the pupils' understanding of new concepts and skills. Praise is effective in rewarding and encouraging effort. Pupils confirm that the work they are given is interesting and set at the right level for them and that teachers will always explain if

work is not understood. Both parents and pupils recognise the good quality teaching that their children receive.

18. The procedures for assessing and recording pupils' attainment and progress are very good in the unit and good in English, mathematics and science in the main school. In the unit, a range of initial assessments including literacy skills being used to guide pupils' work. In English and mathematics, teachers make good use of assessment information in order to set targets for pupils and to plan future work based on how well pupils have progressed in lessons. However, subject targets are not yet set for pupils aged 7 to 11 who attend the unit for numeracy and literacy lessons. Teachers mark pupils' work thoroughly and positively, often including helpful written comments. Pupils know how well they are doing from the teachers' comments. The arrangements for checking the attainment and progress of children in the Foundation Stage are also good, and are an important factor in the good progress that they make.

The curriculum

The curriculum is satisfactory, but with good opportunities for enrichment and after school activities. Accommodation is very good and resources are good.

Main strengths and weaknesses

- The school is fully inclusive of all groups of children.
- There are not enough strategies to help pupils retain their learning.
- Accommodation and resources are used well to support learning.

Commentary

19. The curriculum meets the requirements of the National Curriculum and the locally agreed syllabus for RE. Strategies for literacy and numeracy are securely in place. Weaknesses identified at the time of the previous inspection relating to schemes of work and coverage of skills have been addressed. Pupils are satisfactorily prepared for the next stage in their education.
20. Pupils experience a wide range of additional enrichment activities, with regular trips out. There is good range of visitors to the school to support most subjects. For example, a visiting story teller fully captured the attention of all ages of children, encouraging their interest in stories and books. There is a good range of clubs for Years 3 to 6, and a friendship club for infants. There are regular opportunities for pupils to participate in sports, music and arts activities, all of which enliven the curriculum.
21. Many children have difficulty remembering what they have learnt despite going over things they have learnt and practising skills regularly. This slows down the rate at which they learn over time, even though they re-visit topics to reinforce and build upon prior learning. Nursery and reception children have begun a programme for improving memory skills, which is effective and enjoyable. However, more systematic strategies are needed throughout the school to help pupils improve their memory skills.
22. Pupils have good access to the curriculum whatever their ability, disability, gender, cultural or social background. Nursery and reception children are helped to develop the necessary social skills to learn. Care is taken to ensure that asylum seekers settle quickly. Provision for children with special needs is good and ensures they achieve well. The few

children who have English as an additional language get specialist support at an early stage and consequently make good gains with their English skills. Parents are very pleased with the provision for pupils in the early intervention unit and several have transferred their children to the main school from the unit. These children have settled in very well.

23. The level of staffing is satisfactory to meet the needs of the curriculum. The school works hard to overcome difficulties related to staffing absences. The level of staffing is good in the Foundation Stage. The additional staffing, due to the schools' involvement in the Layla Nurture programme, is highly effective. It impacts significantly on the children's personal development, behaviour and attitudes.
24. Accommodation is very good. Staff provide a bright and attractive learning environment. The nursery provision has improved since the time of the previous inspection. The school makes very good use of the large corridor areas for practical work in Years 3 to 6, which are constantly in use. Good use is made of the two halls and large grounds. There is a good range of resources to support all subjects, with improved provision and use of the library areas.

Care, guidance and support

Pupils' care, welfare, health and safety are very good. Support and guidance for pupils are good and measures to involve them in the school's work and development are satisfactory.

Main strengths and weaknesses

- The school places a very strong emphasis on the welfare and care of pupils and has very good systems in place to support this.
- The school identifies pupils who need additional support, both academically and emotionally, and provides this effectively.
- The very good relationships that permeate the school are instrumental in ensuring effective pastoral care.
- Arrangements for children starting in nursery and reception classes are very good and pupils new to the school are helped to settle in well.
- The school could do more to canvass the views of pupils and involve them in the work of the school.

Commentary

25. The school provides a secure and very caring environment which is conducive to learning and in which pupils feel safe and happy. Parents appreciate the care and concern shown by staff and know that the well-being of their children is seen as a priority. Procedures to support the health, safety and protection of pupils are in place and very effectively managed by the head teacher and other experienced members of staff.
26. Staff know pupils very well, are aware of their personal circumstances and are sensitive to their needs. Consequently, they are able to identify pupils who may require additional support. The school's most vulnerable pupils spend afternoon sessions in the Layla Group in which specialist staff focus on pupils' individual needs and work very well to promote self-esteem and personal development. Pupils in Years 5 and 6 who have problems with school routines have the very good support of the Learning Mentor, who helps them to overcome any barriers to learning and helps to smooth the transition to secondary school.

Nursery staff arrange home visits before children join, which contribute well to helping pupils to settle in quickly and the procedures for induction to main school are good.

27. A notable feature of the school is the very positive ethos in which all pupils are valued as individuals. Relationships are very good throughout the school and the good-natured approach of both teaching and non-teaching staff is instrumental in ensuring that pupils feel secure and happy. Staff treat pupils with respect and expect the same in return.
28. Pupils' academic progress is tracked well. They are aware of how they are doing and are given targets to improve their work in some subjects and guidance on how this can be achieved. Pupils are confident that they can ask for help if they need it.
29. Pupils express their opinions readily and are happy to make suggestions. These are taken into consideration by staff, but there are no formal arrangements in place to canvass the views of pupils and give them more responsibility in making decisions on whole-school issues.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The head teacher has been very proactive in securing on-site provision for family and community learning in order to promote the importance of education.
- Parents are highly satisfied with the work of the school and have good relationships with staff.
- Liaison between the unit for pupils with behavioural difficulties and the schools at which they are registered is good.
- Although many parents support their children's learning at school and at home, some do not take an active enough interest.

Commentary

30. Parents are very supportive of the school, hold the school in high regard and have very few concerns with any aspect of the school's work. There are good opportunities for parents to talk to staff, either formally at consultation evenings or informally at the beginning and end of the school day. Parents particularly appreciate the presence of the head teacher when they deliver and collect their children, and value the good relationships fostered by the school. Some parents have concerns about the conduct of some pupils, but most agree that the school deals well with any instances of poor behaviour and bullying. The school does much to encourage parents to be involved in the education of their children and many respond well. However, some parents do not place enough importance on this and fail to listen to their children read or ensure that their children attend regularly.
31. Parents are well informed about all aspects of the school's work and are provided with details of pupils' topic work. Information about pupils' progress is satisfactory and the deficiencies in the information provided about the school identified at the time of the previous inspection have been addressed.

32. Great care is taken to keep parents of pupils in the unit informed of the day-to-day progress of their child through home-school books and other contacts, and parents greatly value the work of the unit. Other schools that pupils in the unit attend greatly value the help and support that the unit provides.
33. Community involvement has been greatly improved with the recent opening of a Local Learning Centre and Sure Start Children's Centre on the school's site. The head teacher has been instrumental in securing this provision with the aim of raising the profile of the school and of promoting the importance of education in the community. The school has become the focal point of the community. Visitors to the school, including the School's Liaison Officer from Cleveland Police and local clergy, provide valuable help and the school has good links with local organisations, including Middlesborough Football Club and Kirkleatham Owl Centre.
34. At the time of transition to secondary school, there are good arrangements for pupils to visit and for the exchange of information. There is also good liaison between the staff of the unit for pupils with behavioural difficulties and the schools with which these pupils are registered, which ensures a smooth transition back into mainstream school. .

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The work of the governors is good and they fulfil all their statutory duties. The headteacher provides good leadership with a clear vision for the future of the school that is appreciated by staff, parents and governors. Management is satisfactory.

Main strengths and weaknesses

- Governors have a clear understanding of how well the school is doing.
- The headteacher has a clear vision for the school as the heart of the community.
- Some of the management procedures are not as rigorous or systematic as they should be.
- Staff with management posts are not able to be fully effective.
- Leadership and management of the behaviour unit are very good.

Commentary

35. Governance is good. The governors share the headteacher's clarity of vision of the school being at the heart of the community and work well to support staff in achieving this aim. They understand the information provided for them by the government on how well the school is doing in the annual national tests at Years 2 and 6, and know where the school's priorities for improvement lie. They ask appropriately challenging questions of the headteacher. This was witnessed when they discussed a new initiative proposed by the headteacher for improving the school grounds. The governors have a clear committee structure to ensure that they work effectively and efficiently. They ensure that all statutory policies and procedures are fully in place. They are fully involved in school development and improvement planning, and appreciate the need to get the best value they can from the funds at their disposal. They understand that spending needs to reflect the priorities identified through school self-evaluation and they keep a close eye on the budget. Governors have kept back some money to give an above average carry forward for the year in order to pay for upgrading and improving ICT resources and improving the fabric of the building and playground. They ensure that all funds for designated purposes are used appropriately and that the school provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	907,301
Total expenditure	893,626
Expenditure per pupil	2,628

Balances (£)	
Balance from previous year	73,639
Balance carried forward to the next	87,314

36. Leadership is good. The head is a good and popular leader, well liked by staff, governors and parents. He knows well the community the school serves and works hard to establish the school as the heart of that community. He is particularly good at attracting to the school site facilities, like the adult learning centre and the pre-school provision for young children, aimed at tackling the social deprivation and lack of formal education within the local community and elevating the status of learning to enable and encourage families to help their children more effectively. He appreciates the potential longer-term impact of such facilities on the standards and achievement of pupils at the school.
37. The staff all share the headteacher's vision for the future of the school and he has established a competent and hardworking senior management team. There is also a very clear commitment from all staff to ensure that all pupils, whatever their ability, disability, gender, social or cultural background, are fully included in the full life of the school. This leads to a very positive ethos and a very harmonious atmosphere throughout the school. The head teacher passionately supports the unit, and staff in the rest of the school make a valuable contribution to the success of the unit in their work with pupils who have previously attended it and who now attend lessons in the main school full time. In these lessons, the pupils make very good progress and behave very well because of very good teaching.
38. Management is satisfactory. The criticisms in the previous report about school improvement planning have largely been addressed, but procedures for checking the quality of teaching are not systematic and rigorous enough yet. They do not give a strong enough role to subject leaders who have not had the time or the training to be fully effective in monitoring the quality of teaching. Consequently, subject coordinators are not aware of the quality of teaching within their subjects and where it could be improved to benefit pupils' achievement. The school has already earmarked funding to provide a part time teacher from September to give staff time to manage their subject area. Performance management is fully implemented and appreciated by teachers. This is an improvement since the last inspection, when the lack of appraisal procedures was criticised. Staff development is good in terms of increasing subject specific knowledge and skills, but lacking in terms of developing leadership and management skills. Day-to-day management is satisfactory overall. Self-evaluation of how well the school is doing has been accurate and perceptive, with a clear understanding of the links between the quality of provision and the standards pupils achieve. The management of the behaviour unit is very good. The leadership and management of pupils with special educational needs are effective. The co-ordinator is committed and well-organised. However, her role is hampered by the fact that no release time is allowed for her to fulfil her duties within the school day. Pupils with special educational needs are identified early and this has a positive effect on their progress.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good** overall. Admission arrangements are very effective and help children settle in quickly. Staff build up an early partnership with parents through home visits and pre-school sessions. Parents' contributions are valued and they are provided with helpful information. Nursery staff establish children's needs very early. Assessment information is used effectively to provide good support for children who are in the early stages of using English. This enables good support to be obtained for children who have particular special needs. The co-ordinator plans effectively a coherent and imaginative curriculum, through interesting topics. This makes children keen to learn. The work is well matched to the very different needs of individual children. This ensures that all children are well catered for. In the mixed age class, the older, more able reception children have a good level of challenge. Care is taken to ensure the younger Year 1 children complete their early learning goals. The management of the Foundation Stage is good. The school is committed to a long term strategy of raising attainment through early intervention. The foundation team work well together. This is an improvement from the time of the previous inspection. However, the co-ordinator is not a member of the senior management team and is therefore not in a position to contribute to management decisions. Accommodation is good with stimulating areas that are used well to support learning. For example, the areas are organized to enable nursery and reception to work both separately and together, and to accommodate the many small group sessions that take place daily. This is highly effective.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Achievement is very good because teaching and learning are focused on promoting children's confidence, independence and social skills.

Commentary

39. Most children enter with poor social and emotional skills and many lack confidence. Teaching is very good and, as a result, children make very good progress in their learning and achieve very well in developing their social skills. However, most children will not achieve all the national learning goals by the end of reception and standards are well below average. Nursery staff work hard to establish secure routines so that children feel safe. All the staff are very caring and use every opportunity to praise children's independence. The daily small group sessions help children learn to take turns and to listen to each other. Reception staff encourage more independence. The *Layla nurture programme* is highly effective in meeting children's emotional needs and raising their self esteem and confidence. As a result, many children work successfully both alone and in small groups. However, a significant group of children find it difficult to stay at their tasks

and continue to have immature social skills when they enter Year 1. All staff have high expectations of children's behaviour. When children do not do as expected, they are dealt with firmly but fairly so that they learn how to appreciate the needs of other children. Children respond well to this and, as a result, by the time they leave the Foundation Stage their attitudes to school are good and most behaviour is satisfactory. Nursery and reception children enjoy school and show real interest in what they are doing. They are eager to start the day and learn.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teacher and support staff take every opportunity to develop the children's language skills.
- Many children have difficulty expressing their ideas and recording work.

Commentary

40. Many children enter nursery with poor communication skills. As a result of good teaching and learning, children make significant improvements and achieve well by the end of reception. However, most children will not achieve all their learning goals so standards are well below average.
41. Children's difficulty in expressing their ideas affects their ability in many areas of learning. Staff work hard to develop children's speaking and listening skills. Many children in nursery tend to give single word answers and have a limited vocabulary. All staff take every opportunity to encourage less confident children to talk in sentences and more fluent communicators to extend their vocabulary. Support staff make a very big contribution and are used very well to extend children's communication skills. They help deliver the recently introduced *Blast language and concentration programme*. This is effective in helping children practise using sentences. In every activity, teachers and support staff continually talk with children and reinforce their vocabulary. Very good relationships between the children and adults mean that less confident children gain confidence to express their ideas.
42. The staff consistently establish good reading habits. They help children enjoy books by using appealing stories with familiar characters such as *The Red Hen*. The use of characters and puppets from the jolly *phonics scheme* helps children remember their sounds. Staff share books informally throughout the day, however, few children actively choose to look at books independently. Older children in the mixed age class are well challenged. They make good gains in their reading skills.
43. Daily opportunities are provided for children to write for a range of purposes. While every effort is taken to develop writing skills, many children have difficulty forming their letters fluently or recording their work independently.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Every opportunity is grasped in all activities to promote children's mathematical development and language.
- Many children have difficulty expressing their ideas and recording work.

Commentary

44. Many children enter nursery with poor mathematical skills. Many have limited experience in using and applying mathematical knowledge. This area is well taught, with a focus on first hand practical activities and attractive resources, and most children achieve well in their learning. However, by the end of reception, most children will not achieve all their learning goals and standards are well below average.
45. All staff work hard to reinforce and extend children's mathematical skills and language. For example, children take an active role daily in counting numbers for the register. In nursery, mathematical awareness is often promoted through rhymes and games. This engages the interest of boys and girls, many of whom join in enthusiastically. A range of sand and larger mathematical equipment is in constant use so that children can practise their mathematical language. Many younger children find it very difficult to stay with an activity when they are not with an adult. Reception staff build on these practical experiences while encouraging children to record their work. In a well-taught lesson, the teacher made learning about weighing objects relevant and fun. However, by the end of reception many children still find difficulty explaining their thinking and recording their work. They need constant reinforcement and practice.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

There is no judgment about the overall provision, teaching and learning, standards or achievement in this area of learning. Children learn to bake bread and identify fruits. Curriculum plans show that staff provide an interesting range of first hand practical experiences with a good range of visits and visitors. While computers are available in all areas, staff do not make enough use of them on a systematic basis. Few children choose to use computers in free choice times.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Achievement is good because teaching and learning are focused on developing children's creative response and physical skills.
- A number of children have poor manipulative skills.

Commentary

46. Most children enter nursery with skills below expectation. Teaching and learning are good and as a result most achieve well. By the end of reception, most are on course to achieve their early learning goals.

47. Nursery children have daily access to large soft play equipment. They also have a well resourced outside area with large equipment. Reception staff continue to build on children's skills with regular hall sessions to help them extend their physical skills and response to music. In a well-taught lesson, children really enjoyed creating their own dance movements in small groups.
48. All children develop their manipulative skills by handling dough, scissors and small toys. For some children their hand–eye co-ordination remains weak, which affects their ability to hold and use pencils effectively.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The imaginative areas are used well to extend children's creativity.

Commentary

49. Most children enter nursery with skills well below expectation. Teaching and learning are good and as a result most achieve well. By the end of reception, while most remain below average, a minority are on course to achieve their early learning goals.
50. There are many opportunities for children to develop their creativity and skills. There is daily access to a good range of materials, with many planned opportunities to paint, draw and make models. Staff develop children's skills and creativity through a range of interesting topics and imaginative play experiences. Nursery children have many opportunities to sing rhymes and explore musical instruments informally. Reception children work through a planned music programme. The imaginative play area is shared by nursery and reception. It is changed frequently to match the curriculum topics and is currently a bakery. Enrichment activities such as an arts week give children the opportunity to participate in circus, dance and art workshops.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Overall standards in English are well below average at the end of Year 2 and Year 6.
- Most pupils achieve well.
- Very good progress is made in speaking and listening.
- The standard of teaching and learning is good, and often very good.
- The good relationships between adults and pupils boost confidence and encourage interest and effort.
- Pupils' have positive attitudes to the subject.

- Good use is made of assessment to track the progress of pupils across the school.

Commentary

51. Standards are well below average at Year 2 and Year 6. Statistics from the last inspection showed the pupils to be at a similar standard. However, there are many strengths within the development of English, and most pupils achieve well. They have carefully identified targets, and these are updated regularly. Those pupils with special educational needs, and those who are more able, are given work that is appropriate to their abilities.
52. Pupils enter Year 1 with very poor speaking and listening skills, and improvement is slow. These skills are, however, promoted very well in all classes, with specific opportunities provided through the use of 'response partners' and this is effectively developing their confidence. A particularly good lesson in Year 6 focused on developing question and answer techniques. Most lessons seen were fully inclusive, with all pupils, including those with special educational needs, making a positive contribution. In an effective lesson in Year 2, use of the pupils' response partners ensured all took part. In a very good lesson in Year 5, a small group of less able pupils reported back to the class with confidence. The role play areas in Years 1 and 2 effectively help to promote speaking and listening skills.
53. The overall standard of reading is well below average, although this represents good progress from pupils' attainment on entry to the school. Guided reading sessions are used purposefully and are helping to raise standards. Many pupils say that they enjoy reading. Pupils are encouraged to take books home and read to an adult, although support from home is limited for some so that reading skills are not reinforced outside of school. Pupils write interesting book reviews, showing an appreciation of what they have read.
54. Standards in writing are well below average and remain an area for continued development. Although much of the content is good, the standard of what is actually written (spelling and handwriting) still needs improvement for many pupils. There is some evidence of word-processing, showing good links with ICT. There are literacy displays around the school which reinforce and record the pupils' understanding and achievements. These include a wide range of well-written poetry across the school, as well as riddles and "interesting adjectives".
55. The overall quality of teaching and learning is good, and around half the lessons seen were very good. These were in Years 1, 5 and 6. Teaching seen at Year 3 and 4 was mainly satisfactory, although one poor lesson was seen. Most staff are enthusiastic and have the highest expectations. This encourages the pupils to try hard during their lessons, and most are fully committed to their learning. Relationships in most of the classes are good and all adults give praise to reward and encourage pupils. The best lessons seen were lively and imaginative, and here all the pupils were fully involved, enhancing their positive attitudes to learning. Teaching assistants are involved fully in lessons and clearly enjoy their work, making a positive contribution to pupils' achievements.
56. Good use is made of assessment to track the progress of pupils across the school. This is helping to raise standards by ensuring that the work set is appropriate for each pupil. Day-to-day assessment is constructive and relevant.
57. Leadership and management are satisfactory. The co-ordinator looks at teachers' planning and pupils' work and analyses the results of annual tests, but she has not had the

opportunity to observe lessons to identify and build on the best teaching. The quantity and quality of resources are good. The main school library is an attractive area; it offers space for whole classes and is used regularly to encourage a positive attitude towards reading and research.

Language and literacy across the curriculum

58. There are numerous examples of literacy used effectively in other subjects. In Year 6, pupils have written letters and poems as part of their history topic on World War II. In Year 5, they have written accounts of their class visit and descriptions of their textile work. In Year 3 history, pupils have written about life in Celtic and Roman Britain, and some of this is word-processed. In Years 1 and 2, pupils have illustrated adjectives from a book and drawn the characters.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well below the national average by the end of Year 2 and Year 6.
- Teaching is good for the youngest and oldest pupils.
- There is a good focus on developing mathematical language.
- Pupils in Years 1 and 2 are well taught through a practical first-hand curriculum.
- Pupils with special needs have good support and, as a result, achieve well.
- Many pupils need a lot of reinforcement to retain their previous knowledge.
- Individual targets are used well to help pupils with their learning.

Commentary

59. Standards are well below average by the end of Year 2 and Year 6, as they were at the time of the last inspection. Although pupils achieve well in lessons, they do not always retain the knowledge they gain sufficiently well to raise standards in the national tests to the expected levels. Pupils with special educational needs are well supported and achieve well. The very few pupils with English as an additional language make good progress with their work, achieving well.
60. Teaching is good overall. Teaching is good in Years 1 and 2, with an emphasis on developing secure learning patterns. There is a clear focus on learning basic skills through practical activities. A few Year 1 pupils have immature behaviour, which affects the pace at which they work. Most Year 2 pupils work hard and persevere well. They are developing their ability to work independently and to calculate. However, some struggle when they do not have practical equipment to help them. Many younger pupils have difficulty recording their work, with a few regularly reversing their numbers. This habit is not systematically corrected.
61. Teaching in Years 3 and 4 is mainly satisfactory. Records and work scrutiny show that the majority of pupils make satisfactory gains. In some lessons, the pace is too slow.

Occasionally, teacher expectation is not high enough. Consequently, a few more able pupils do not get work that is sufficiently challenging.

62. Teaching is consistently good in Years 5 and 6. Teachers have high expectations of pupils' work and behaviour. They have good subject knowledge and provide challenging work. There is some evidence of pupils beginning to use jotting to show their thinking and calculations. Not all pupils do this. Pupils respond well in lessons, work hard and are motivated. Most achieve well in lessons.
63. Teachers provide good feedback in lessons and refer to the learning objectives for each lesson. Junior pupils know their individual targets and say they find them helpful. Marking in books is generally positive, although in some classes there is not enough guidance to help pupils with the next steps in their learning. Satisfactory use is made of homework to reinforce and extend pupils' skills. For example, the school provides additional focused support for Year 6 pupils in preparation for joining the next school.
64. The headteacher currently has the overview of the subject and provides good leadership and satisfactory management. However, monitoring of teaching and learning is not systematic enough. The action plan identifies the need to raise standards, but does not include measurable targets. The school has made satisfactory progress with the key issue identified at the time of the previous inspection by improving the emphasis on learning basic number facts. In all classes, there is a clear focus on pupils using mathematical vocabulary. Additional time and strategies have been put in place to improve pupils' mental calculation. These are having a positive impact on pupils' confidence and ability. Pupils say they enjoy these sessions. This aspect is slowly improving, although many pupils still struggle with word problems.

Mathematics across the curriculum

65. Appropriate use is made of mathematical skills in other subjects. There are regular opportunities to measure and calculate accurately in science, geography and history, for example, recording temperatures in science, plotting information in graph form in geography and using time lines in history.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards have improved over the last two years.
- There is a very strong emphasis on teaching scientific facts, and less on developing investigation skills.
- The school provides a good range of special science events for pupils.
- The pace of some lessons is slow.

Commentary

66. Although standards in science are below average at Year 2 and Year 6, they have been rising since 2001 when they were well below average. Standards at the time of the previous

inspection were just below average in the Year 6 national tests. They have improved at the same rate as standards nationally since the previous inspection. Achievement in science overall is good in Years 1 and 2, and raises standards from well below average on entry to school to below average. Achievement in Years 3 to 6 is satisfactory.

67. Pupils' books show that they are taught a great deal of scientific facts and, in Years 1 and 2, there is also a good amount of practical investigative work. For example, pupils learned about fruits and seeds by looking at a variety of fruit that had been cut open to reveal the seeds. They looked closely, using a microscope attached to a computer, and drew what they saw. Pupils enjoyed this practical approach and worked with enthusiasm on their task. In Years 3 to 6, the pupils acquire the factual knowledge they need, but there is less evidence of investigative work. Although pupils record a great deal of factual information in their lessons, they do not remember it well enough to reach the expected standards in the national tests at Year 6. Some lessons rely too heavily on worksheets so that the pace of learning slows. For example, in a lesson on seed dispersal in Year 5, pupils worked through a worksheet that included diagrams of plants that confused some of the class, rather than looking at the actual examples from the previous Autumn. Pupils' work also shows that tasks are rarely aimed at different ability levels within a class so that some pupils achieve the standards they do in lessons with a good deal of support while others cope with rather less.
68. Teaching and learning overall are satisfactory. Teaching and learning are good in Years 1 and 2 with a strong focus on practical work so that pupils make good progress and achieve well. In Years 3 to 6 teaching is mainly satisfactory with a strong focus on learning scientific facts but not enough emphasis on practical investigative work. Progress in learning is satisfactory. Teachers are confident with the subject matter and plan their lessons well. They make effective use of teaching assistants so that all pupils, including those with special educational needs and whose home language is not English, are well supported and achieve the tasks they are set.
69. The science curriculum covers all aspects of the subject and meets statutory requirements. Pupils cover aspects of science in more depth as they move through the school. In Years 1 and 2, for example, they look at the different kinds of seeds in fruits while in Year 5 they study the ways in which seeds are dispersed and why some need to be dispersed far from the parent plant. The school also arranges special events like the visit to power station and the Children Challenging Industry visit to raise the pupils' enthusiasm for science.
70. The leadership and management of science are satisfactory overall. The subject leader has a clear vision for improving the subject and works hard to do so. However, she does not have time to check the quality of teaching and learning thoroughly enough to identify clearly where the strongest and weakest provision is so that the school can build on the strengths.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection.

- Teaching is good.
- Resources have been improved.
- The classroom computers are not used enough in lessons.

Commentary

71. At the time of the last inspection, standards in ICT at Year 6 were below average and the report included a key issue on raising them. Current standards are broadly average at Year 2 and at Year 6, and the school has successfully tackled its key issue on this subject. Achievement is good. The school makes effective use of the computers in the learning centre. Pupils also enjoy working with laptops in the practical areas. The school has better resources now than at the time of the previous inspection and has plans for even more improvements, including new computers and upgrading existing ones. Improvement since the last inspection has been good.
72. Teaching and learning in ICT are good. Teachers are confident with the subject and give clear directions to pupils so that they learn basic skills effectively. Teachers generally plan their lessons well and make very effective use of teaching assistants to support pupils. Pupils are enthusiastic about ICT and so work hard in lessons. For example, a group of Year 6 pupils worked with a very competent learning assistant, writing simple programs to make bulbs flash and buzzers sound, and thoroughly enjoyed explaining to the rest of the class what they had done. A group of Year 2 pupils enjoyed searching for the answers to questions and took great delight in finding their way around the site to the correct pages, with very good support from a teaching assistant. A Year 5 class learned how to create shapes, change their size, position and colour, and developed interesting patterns based upon a famous painting they had looked at. As pupils often have to work in pairs on computers, taking turns or working together on a given task, lessons make a good contribution to their social and moral development.
73. The ICT curriculum covers all the required aspects and the school has some very good resources for control technology that are well used. Teachers record how well pupils are doing by noting their achievements on various tasks, but there is little evidence that this information is used effectively to set individual or group targets on a regular and systematic basis. Leadership is good and management is satisfactory. The subject leader has a clear enough view of how to improve the subject further, but does not have the time or training to be fully effective in checking the quality of teaching and learning.

Information and communication technology across the curriculum

74. Pupils use the computers in the learning centre on a systematic and regular basis, and this helps with their literacy skills as they search sites for information and improve their word processing skills. However, the use of classroom computers to follow up work done in the learning centre is not systematic or regular and many opportunities are missed to make effective use of computers to support learning in other subjects.

HUMANITIES

In humanities, work was sampled in history and geography and inspected in RE. No lessons were seen in geography and history and four were seen in RE.

75. In **geography**, pupils in Years 1 and 2 learn about the wider world through the travels of Barnaby Bear and develop basic mapping skills while comparing features on an island. In Years 3 to 6, pupils study the local area in some depth. They learn about the wider world and environmental issues through topics such as water use and land formation in Britain, India and America. Trips provide opportunities to further develop map and orienteering

skills. While coverage is adequate, some work could be in more depth for more able pupils.

76. In **history**, pupils in Years 1 and 2 learn about the different objects used in the past and the present. In Years 3 to 6 they develop their understanding of life in different periods. There is an appropriate balance between developing pupils' historical knowledge and research skills. Pupils have good opportunities to gain a real understanding of the lives of children in the Second World War, with moving accounts of life as an evacuee. Enrichment events really bring the subject to life. For example, the extremely funny but informative performance group who use their numeracy skills to repair Hadrian's Wall.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching is very good for Years 1 and 2 and pupils achieve very well with their learning.
- Older pupils struggle to use the correct subject vocabulary, and in some classes the learning lacks depth.
- Good use is made of pupils' writing and art skills.
- The subject makes a good contribution to pupils' understanding of different faiths.

Commentary

77. Standards in RE are broadly average at Year 2 and Year 6, as they were at the last inspection, and pupils achieve well in their lessons. Two lessons were seen in Years 1 and 2 and the teaching in both was very good. The delivery of a lesson based on looking after the environment was highly effective. Pupils were shocked to find their classroom had been "vandalised" and were fully engrossed in the follow up story *Dinosaurs and all that rubbish*. Pupils' books show that they cover the agreed syllabus. They learn about the life of Christ, a number of Bible stories and about festivals such as Diwali, Harvest and Easter. Some younger pupils struggle to record their work.
78. Two lessons were observed in Years 3 and 4, but none were seen in Years 5 and 6. Of the lessons seen one was good and one was satisfactory. In both lessons there was more emphasis on pupils' factual knowledge than on the spiritual aspect. The curriculum planned makes a good contribution to pupils' understanding of Christianity, Judaism and Hinduism. From discussion with older pupils, standards appear broadly average. Most pupils have a satisfactory understanding of the religions they have covered. However, many struggle to use the correct vocabulary and a few find it difficult to recall the information they have learnt. Pupils' books show that the agreed syllabus is covered adequately, but in some classes it lacks depth.
79. Pupils make good use of their writing and art skills in their RE lessons. For example, in a well-taught lesson, Year 4 pupils researched, wrote and illustrated newspaper accounts of the story of Pesach. There are regular planned opportunities for pupils to consider moral and social issues. There is less evidence of pupils having regular opportunities to use computer skills for research. There are good links with a local church. There are regular visits from the vicar and pupils audition for the church choir. However, there are no opportunities to visit places of non-Christian worship. This is a missed opportunity to relate pupils' knowledge of different religions to the current experiences of people in Britain and the local area.

80. The leadership and management of the subject are satisfactory. The co-ordinator monitors the planning and gives support to the staff. However she does not have any opportunities to monitor teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were all sampled. One lesson was seen in design and technology and none were seen in the other three subjects.

81. A scrutiny of pupils' work in **art and design** and discussion with Year 6 pupils suggest that standards are broadly average. Pupils use a range of media and learn about the work of famous artists.
82. In **design and technology**, standards appear to be broadly average in making, but there was too little evidence of the design element to be able judge standards. In the Year 6 lesson observed, teaching and learning were good, and pupils enjoyed the range of activities, including making models from construction kits and from card.
83. As no lessons were seen in **music** and **physical education**, no judgements can be made about provision or standards in those subjects.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

Personal, social and health education was sampled.

84. PSHE is covered through subjects, including science, where pupils learn about their growth and development, and PE, where they learn about the impact of exercise on the body. The school has agreed policies on sex and drugs education, and works effectively with the police in helping pupils to understand their role in society.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

