

# INSPECTION REPORT

## **HEMLINGTON HALL PRIMARY SCHOOL**

Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111664

Headteacher: Mrs P Baldwin

Lead inspector: Mr G Brown

Dates of inspection: 29 September – 1 October 2003

Inspection number: 256386

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	305
School address:	Briscoe Way Hemlington Middlesbrough Cleveland
Postcode:	TS8 9SJ
Telephone number:	01642 591171
Fax number:	01642 591019
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Trice
Date of previous inspection:	26 April 1999

## CHARACTERISTICS OF THE SCHOOL

The 305 pupils on roll include 51 children who attend the nursery part time and 6 pupils who are registered in the local authority's Infant Assessment Unit accommodated in the school. Approximately 18 nursery children are due to transfer to the reception class at the beginning of the spring term. Pupils are drawn from the surrounding estates comprising mainly local authority and housing association properties. Some of the area is beset by difficult social backgrounds where unemployment is relatively high. Over 50 per cent of pupils are entitled to free school meals. All pupils are of white UK heritage and no pupil speaks English as an additional language. There is relatively little movement in and out of the school except at the beginning of the school year. A significant number of children enter both the nursery and reception classes with below average standards. The school has 54 pupils with special educational needs (an above average number) none of whom has a statement of special educational need. Many have moderate learning problems involving language and communication difficulties or difficulties within their own personal and social development. The school's aim is to ensure that all its pupils reach their full potential, academically, socially and emotionally. The school has received three successive national achievement awards for its improving standards over time and recently gained Investors in People status.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21060	Mr G Brown	Lead inspector	Music Physical education Religious education The Foundation Stage
11437	Mr A Anderson	Lay inspector	
32283	Mr D Goodchild	Team inspector	Science Information and communication technology Art and design
22274	Mrs V Rogers	Team inspector	English Geography Special educational needs
2759	Mr D Sleightholme	Team Inspector	Mathematics Design and technology History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school.** Teaching and learning are good in all years so that pupils learn thoroughly, reach satisfactory standards and achieve well. Most work is challenging and imaginative. Leadership and management are both very good, ensuring that the school is forward looking, well resourced and aims to improve year on year. The school gives **good value for money**.

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

- Pupils attain good standards in science, information and communication technology (ICT) and in art and design. Standards in mathematics are slightly below average overall by the end of Year 2. Pupils' work is not always presented neatly enough but most achieve well over time.
- Teaching is good and staff have high expectations as to what pupils should do and how they should behave.
- Pupils enjoy their lessons, work hard and behave well. Their personal development is well planned for.
- Attendance is below the national average and unsatisfactory overall.
- The curriculum is strengthened by visits and visitors together with a wide range of enrichment activities outside normal school hours. Some of the pupils' skills in non-core subjects need greater attention.
- The headteacher and other key staff provide very clear educational focus and direction. Governors, however, need to be more involved in helping to shape school improvement.

**Since the last inspection in April 1999**, the school has tackled successfully all the key areas of weakness identified then and has made very good progress since that time. Standards have continued to rise and the school has received several national awards for achievement. The methods used to assess pupils' work in core subjects like English have improved and pupils' individual progress is carefully monitored. The Foundation Stage (nursery and reception) is now planned more effectively.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	C	D	A
Mathematics	E	B	E	C
Science	B	A*	B	A

*Key: A\*- very high; A - well above average; B - above average; C - average; D - below average; E - well below average*

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

**Pupils achieve well in all years.** The goals children are expected to reach by the end of reception are largely achieved except in language and literacy and mathematical development. Attainment in these areas is relatively low when children enter nursery. By the end of Year 2, pupils attain broadly average standards in reading and writing and above average standards in science, ICT and art. Their standards in mathematics continue to improve but remain just below average overall. By the end of Year 6, pupils' standards are high in science, above average in ICT and art and design and broadly at the level expected for their age in all other subjects. Where standards in some subjects vary considerably from year to year, it is often because of the nature of that particular year group including the number of pupils present with special educational needs. Most children achieve well because they learn at an appropriate level and rate and the good teaching encourages them to do their best.

*Note: The non-core subjects are those other than English, mathematics and science*

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall and well nurtured by the school.** Pupils show enthusiasm for learning and behave and work well. Most also play harmoniously and are supportive and sensitive to the needs of others. Relationships in the school are very good and the oldest pupils help younger children in all sorts of ways. Attendance is unsatisfactory because it is below average and some pupils arrive late to school.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** This is because **teaching** is largely effective, the pupils' individual needs are clearly planned for and they learn well. Teaching and learning are particularly good in English, mathematics and science and also in ICT and art, where planning is effective and where teachers recognise that pupils learn in different ways. Most work set is challenging to each individual although this is less successfully done in relation to pupils' skills in the non-core subjects. Class numbers are relatively small and teachers are ably supported by a team of committed classroom assistants. Teachers assess the pupils' work well, although some of the marking is less helpful than it should be. Pupils with special educational needs are well supported and also achieve well.

The school curriculum is good and provides pupils with a wide range of opportunities to learn, including clubs and activities outside of normal hours. This is a caring, supportive school where staff know the pupils well and have their best interests at heart. The links with parents are strong and helpful and pupils' learning is enriched by the school's contacts within the wider community, including its links with secondary schools.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The work of the headteacher and key staff brings purpose and direction to the school, particularly through the emphasis on standards and the development of the whole child. The governing body are helpful and committed but are not sufficiently involved in matters relating to school development and improvement.

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

Parents are very satisfied with how the school functions and with the standards reached by their children. They feel well informed as to how their children are doing and recognise the care, skills and commitment of staff. Pupils enjoy coming to school and clearly know what is expected of them. They like the way they are rewarded for doing their work well and for behaving properly.

## **IMPROVEMENTS NEEDED**

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

- ensure that non-core subjects are carefully planned to bring out the skills that individual pupils need and that these are systematically taught, learned and assessed;
- maintain and if possible extend those procedures likely to improve pupils' attendance and punctuality;
- extend the contribution of governors to the school's improvement programme;
- lay more emphasis on the presentation of pupils' work and ensure they complete this tidily.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Achievement** across all age-groups is good and there is no significant difference between that of girls and boys. **Standards** are now close to and sometimes above the national average in core subjects.

#### Main strengths and weaknesses

- By the end of reception, children are likely to attain the various goals expected for their age except in language, literacy and communication and mathematical development.
- Standards in Years 1 to 6 vary from year to year but continue to rise overall in the core subjects.
- Pupils throughout the school achieve particularly well in science, ICT and art and design and standards in these subjects are on course to be above average by the end of Years 2 and 6.
- By the end of Year 2 standards are slightly below average in mathematics.
- By the end of Year 6 standards are broadly average in English and mathematics.

#### Commentary

##### *Standards at Level 4 and above (percentages) in national tests at the end of Year 6 in 2002*

Standards in:	School results	National results
English	67 (79)	75 (75)
Mathematics	53 (91)	73 (71)
Science	83 (97)	86 (87)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

##### *Standards at Level 2 and above (percentages) in national tests at the end of Year 2 in 2002*

Standards in:	School results	National results
reading	89 (81)	84 (84)
writing	96 (92)	86 (86)
mathematics	93 (84)	90 (91)

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

1. The above tables reflect the percentage scores of Year 2 and Year 6 pupils in tests in the core areas in 2002. This is a school that shows quite significant variations in pupils' overall performance from year to year, depending on the size and nature of the year group. This can be seen, for example, by the Year 6 results achieved in 2002 compared with those of 2001, the latter cohort containing an unusually high proportion of pupils with above average attainment. The indicative results from 2003 suggest that standards in Year 6 continue to rise overall, including the proportion of pupils in English and mathematics who achieve the higher levels for their age. This trend was also confirmed by the results of inspection. Standards in science fell slightly in 2002 but remain well above average. Test results in Year 2 are often affected by the percentage of pupils with special educational needs, including those in the Infant Assessment Unit. In 2002, a relatively small number of Year 2 pupils reached the higher levels for their age in mathematics, although, over time, many more pupils are reaching at least the basic standard expected for their age. The inspection also confirms

- that standards in English and mathematics are rising across the school over time and that it continues to set challenging targets for the future.
2. Despite achieving well in both nursery and reception, a significant number of children are unlikely to attain all the relevant goals for their age in language, literacy, communication and mathematical development. Difficulties persist for many in speech, early reading and writing skills and in understanding number. However, many children are on course to achieve the goals expected for their age in personal, creative and physical development and in their knowledge and understanding of the world. This represents good achievement over time set against their standards on entry to the nursery and is a commentary on the good planning, teaching and learning that occur.
  3. Most pupils continue to make good progress and to achieve well in the core subjects in Years 1 and 2. By the end of Year 2, standards in mathematics vary considerably and are currently marginally below the national average within the year group as a whole. Many pupils also find difficulties in speaking out with clarity and confidence about their learning, although listening skills are generally good. The good work done in the Literacy Strategy has helped raise reading and writing to their present average levels. Improvements in science have occurred over time and standards are now above the expected level for Year 2 pupils. There is no significant variation between the achievements and standards of girls and boys in core subjects by the end of Year 2. The recent school emphasis on ICT has meant growing confidence among staff and pupils and standards are now above those expected for the age of the pupils. Standards in art and design have remained above average since the previous inspection. Pupils perform at broadly the expected level for their age in all other National Curriculum subjects and in religious education.
  4. The good foundations for pupils' learning laid lower down the school work to good effect as pupils move through the junior years. Achievement remains good in core subjects. Currently, Year 6 pupils are likely to achieve broadly average standards in English and mathematics, above average in ICT and art and design and well above average in science. In these subjects teachers are careful to build on the pupils' previous learning and the work set is usually challenging and appropriate to the ability of the individual. Standards in other subjects, including religious education, are broadly in line with that expected for their age, although in subjects such as geography and design and technology, pupils do not always acquire and practise the skills they require in a systematic way. As in Years 1 and 2, there is no significant difference between the achievement and standards of girls and boys.
  5. All pupils benefit from the very good leadership and management of the school, particularly the emphasis on driving up standards over time. Parents are generally happy with the standards the school achieves and many pupils feel they are doing well. The improvements over time have been recognised by several achievement awards given by the Department for Education and Skills. The school's tracking system has also enabled challenging targets to be set in important areas. Pupils with special educational needs generally attain lower than average standards but achieve as well as their peers in relation to their previous learning. Their needs are clearly identified, learning targets are set and they are well supported by teachers and classroom assistants. Higher attaining pupils also achieve well, although there is scope for even more challenging provision in non-core subjects.

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

Pupils' attitudes, values, behaviour and personal development are all good. Pupils' attendance and punctuality are unsatisfactory.

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

- Most pupils exhibit good attitudes and behaviour in the classroom.
- Pupils are well behaved around the school and in the playground. No recent exclusions.
- The provision for the pupils' spiritual, moral, social and cultural development is good overall.

- Attendance and punctuality are unsatisfactory.
- Children in the Foundation Stage are on course to achieve the goals expected for their age in personal and social education. Most pupils in all classes behave well in lessons and around the school. For example, in two observed assemblies, pupils walked quietly into the hall and responded very appropriately to the teacher's questions and stories. In the playground, pupils played well together and had harmonious relationships with all supervisory staff. The recently introduced playground 'Buddy' system works very well in practice (every child in the school is a potential buddy) and this makes a very positive contribution to pupils' personal development. The school's 'golden time' system, whereby pupils have to maintain points earned and which lead to a free choice of activities, has caught the imagination of the pupils and their parents and works well as a motivation to behaving well and working hard. Pupils have a very positive view of their school and enjoy almost everything that goes on. They appreciate the variety within their learning and the many 'extras' in which they can participate. Parents also believe that pupils behave well and note that there have been no recent exclusions.
  - Teachers have high expectations of pupils' behaviour and this can clearly be seen in the classroom where most lessons were well paced and pupils' concentration levels were high. In one observed physical education (PE) lesson, for example, pupils worked very well together in pairs as they practised and developed their bat and ball skills. Pupils of different abilities and backgrounds play and learn well together as do girls and boys.
  - The school council has been in operation for a few years and provides a very good forum for pupils to debate the issues of the day as seen through their own eyes. Most pupils have made some contribution to the school council system and to this extent it is a very inclusive provision which adds significantly to pupils personal development. Many other opportunities are provided for pupils to take responsibility for their own standards of work and in carrying out various tasks around the school. One child who was unable to take part in a PE lesson was well utilised by the teacher to give out and collect various resources relevant to the lesson's aims.
  - The spiritual development of pupils is satisfactory but the planned provision is not strong enough. During worship and in a minority of lessons, pupils have time to reflect on what they and others are doing and to think about their own values, beliefs and relationships. Provision for moral and social development is very good and often hinges around 'circle time' and other occasions where qualities such as honesty, rules, truthfulness and being special are debated. The cultural development of pupils is satisfactory and pupils have a firm grasp of their local heritage and the traditions of their own area. Given its lack of pupils from different ethnic groups, the school could provide more opportunities to make pupils aware of the diverse nature of society. However, comparative faiths are taught satisfactorily in religious education.
  - The overall attendance at the school is unsatisfactory. It is regularly below the annual national average although there is no unauthorised absence. There is significant evidence of pupil lateness although this involves a relatively small number of pupils. It is vital that all parents support the school's clear policy on attendance and ensure their children attend with absolute regularity. The school is very proactive in following up all unexplained absences and in promoting good attendance but their efforts have not always met with great success.

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

Authorised absence	
School data	6.8
National data	5.4

Unauthorised absence	
School data	0
National data	0.5

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

## Exclusions

### *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	305	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education** provided by the school, including teaching and the curriculum, is good and provides well for the needs of all the pupils.

### Teaching and learning

**The quality of teaching and learning** is good across all phases of the school and leads to most pupils achieving well and making good progress.

### Main strengths and weaknesses

In the nursery and reception classes:

- Very good relationships help children settle quickly into school life.
- Adults form a strong team and support children well in their learning.
- A spacious, well-resourced area and a good range of opportunities stimulate learning.
- Activities are well managed and assessments made of children's attainment have improved.

In Years 1 to 6:

- Challenging teaching gets the best out of most pupils.
- Very good use of information and communication technology (ICT) across other subjects.
- Strong emphasis on literacy and numeracy and on the development of scientific skills.
- Good assessment in the core subjects contributes to rising standards.
- Work well matched to pupils of all abilities, enabling learning to be relatively rapid.
- Teachers' expectations of pupils' presentation of their work not always high enough.
- Basic assessment in the non-core subjects limits the achievement of some pupils.

### Commentary

#### *Summary of teaching observed during the inspection in 55 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (14.5%)	28 (51%)	19 (34.5%)	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.*

11. The quality of teaching and learning is good, with several examples of very good practice in each phase. This represents an overall improvement since the previous inspection. Teachers have benefited from appropriate training and regular evaluation of their work. They have also been supported by guidance on how they can best improve their practice, particularly through gaining a working knowledge of how pupils learn in different ways. The teaching of pupils with special educational needs is generally good, particularly in English and mathematics, where the focus is on learning in small, meaningful stages. However, in some non-core subjects, the work planned for such pupils does not always match their needs as too often all

pupils in the class are given the same task to complete. In most lessons, the higher attaining pupils are targeted appropriately and work is relevant to their needs. Again, this is less consistently the case in the non-core subjects.

12. Parents agree that teaching is an important strength of the schools' provision. Returns from a recent questionnaire showed that almost all parents believe teaching to be good or very good. In response to their questionnaires, pupils feel that teachers listen to them, treat them fairly and encourage learning.
13. The good quality of teaching in the Foundation Stage ensures that children make good progress in their learning. This is because the wide range of activities both supports and challenges children. Activities are carefully structured and teach children important skills which are carefully assessed and then built on. However, there is also opportunity for children to make choices and develop independence- for example, during self-registration. Lessons and activities are managed well by the teachers with very good support from the assistants.
14. Elsewhere, teachers also are knowledgeable, well prepared and plan interesting and challenging lessons. This, together with high expectations of behaviour, ensures that classes are orderly and all pupils make the most of time in lessons. Learning in this setting is relatively rapid. Many teachers also make good and sometimes very good provision for pupils to take responsibility for their own learning. This is particularly the case in ICT and science. Very good teaching in ICT ensures that pupils develop many computer skills. This enables them to record and research and supports learning in other subjects. A Year 6 class used a search engine to research fox hunting. This activity was effective in developing their reading and study skills.
15. The teaching of literacy and numeracy has been given high priority in recent times and most lessons are well structured towards the Literacy and Numeracy Strategies. Reading, spelling and writing skills form a major part of the curriculum and the intensity of such work has undoubtedly helped to drive up standards. Number is also well taught, although some lessons need greater emphasis on pupils applying known knowledge and methods to problem solving.
16. Independent learning is encouraged, for example, through investigation-based lessons in science. Pupils develop very good scientific skills because teachers ask questions that set challenges such as 'What do snails eat?' or 'How do we find out which is the best spinner?'. Teachers are adept at using probing questions that encourage pupils to draw and build on their previous learning. In their work on circuits Year 4 pupils remembered that plastic was not a conductor of electricity. Year 2 pupils said that the snail had to be placed the same distance from the food otherwise it wouldn't be a 'fair test'.
17. Assessment in the non-core subjects is not rigorous or consistent enough. It is sometimes limited to teachers writing comments at the end of a unit of work or at the end of the year. Whilst this provides a picture of how well a pupil has worked on a topic it does not always measure standards against national expectations. Nor does it identify what a pupil needs to do to improve. Expectations of pupils' presentation is not always high enough and sometimes pupils produce quite inferior looking work which goes unchecked.
18. Procedures for assessing pupils' attainment and progress are very good in English, mathematics and science. This supports teachers' planning and ensures that the needs of all pupils are met. Tracking of pupils' progress through the school enables the teachers to set targets for improvement. These appear in the front of pupils' exercise books and, in some classes, individual targets appear on pupils' desks. In the Foundation Stage, assessments made on a daily basis enable adults to see how well children are progressing and thus how best to give appropriate support.

## The curriculum

**The overall opportunities for learning are good.** The curriculum meets statutory requirements and represents a broad range of opportunities that provide well for the diverse needs, interests and aptitudes of all the pupils.

### Main strengths and weaknesses

- The curriculum for science and ICT is particularly good.
- There is effective provision for building up many basic skills in English and mathematics.
- Good curriculum enrichment is provided through an interesting range of extra-curricular activities.
- Pupils' skills in some of the non-core subjects are not developed well enough.
- Learning resources are good and the very good accommodation is used well to extend pupils' learning.

### Commentary

19. The curriculum has continued to improve and develop since the previous inspection. The work done in the planning and delivery of literacy, mathematics, science and ICT has been particularly impressive and has contributed much to pupils' achievements and the rising standards in these areas. It is also a good, inclusive curriculum which allows access by all pupils and provides well for their individual strengths and weaknesses. Strong emphasis is placed on literacy and numeracy and this is reflected in the school's daily timetable. There is some danger that parts of the non-core curriculum, such as geography and design technology, may be a little fragmented in terms of the way pupils learn and practise their newly acquired skills. The school is rightly looking at the balance of its working week to ensure that time is allocated in the most effective way. The curriculum prepares pupils effectively for movement between year groups and also for subsequent stages of education, including transfer to the secondary school.
20. The curriculum provision in the Foundation Stage (nursery and reception) is good and much has been achieved by the staff in this respect. Planning and liaison between the nursery and reception are effective and children are introduced to knowledge and skills in a very structured way. Increased partnership with parents is helping to ensure children recognise and benefit from the links between home and school.
21. As well as making good provision overall for the subjects in the National Curriculum, the school meets its requirements to teach religious education and this is a subject that helps pupils to become more aware of the diverse nature of society and the presence and beliefs of other ethnic groups. The programme followed has strong links with daily acts of collective worship which also meet statutory requirements. Over the past year, the school has developed very well its provision for personal and social education including good health, sex education, drug and alcohol awareness programmes and the beginnings of citizenship. Regular lessons have taught pupils to be conscious of their own emerging roles in society and helped them to develop the very good relationships that now exist in school.
22. The school has overall good curricular provision for higher attaining pupils although it needs to think more precisely how it will help identify and support any pupils who are particularly gifted and talented. Pupils with special educational needs are well supported through their school lives and, as a result, achieve well. Classes are small and the very good adult/pupil ratio allows children with learning difficulties to work through their problems. The individual educational plans prepared for such pupils are well focused and help their knowledge in small meaningful steps. Classroom assistants are used well to support pupils with degrees of problems in English and mathematics in particular. All pupils, irrespective of their ability, benefit from the different teaching strategies and methods used by staff.

23. The previous inspection report expressed some concerns about the lack of extra-curricular activities to support pupils' learning. The school has now developed a wide range of visits, visitors and out-of-hours clubs to enrich pupils' everyday experiences. Pupils are taught off site in as diverse places as local churches, Hemlington Lake, museums, theatres and the public library. A wealth of visitors contribute much to learning, including the police, visiting PE specialists and musicians performing arts groups. Many pupils attend and enjoy after-school clubs such as French, animation, computers, netball and dance. Pupils' questionnaires and parents demonstrate how much these activities are appreciated and the benefits they bring.
24. Learning is very well supported by a knowledgeable teaching staff and an above average number of classroom assistants. Staff are deployed well and in some cases, such as science, specialist teaching occurs. Most pupils are 'set' for literacy and mathematics according to their potential and this helps staff to provide appropriate challenge to different groups. Classroom assistants play a vital part in pupils' learning and plan and work well with individuals and small groups.
25. The main accommodation is well maintained, spacious and very good overall. Specialist rooms are set aside for subjects such as music and this works well. The facilities for ICT are very good and provide state of the art accommodation and resources, factors that are clearly impacting on pupils' achievements and standards. Learning resources are good in most subjects and are well used by staff and pupils to ensure that the curricular needs of the pupils are well met.

### **Care, guidance and support**

The level of child protection, welfare and support given to pupils combined with the very good procedures for promoting the development and well being of individual pupils, have a positive impact on learning and are a significant strength of the school.

### **Main strengths and weaknesses**

- Effective child protection procedures are in place.
  - Teaching and support staff know their pupils very well and provide very good support and guidance as they progress through the school.
  - Good assessments are made of pupils' academic and personal development.
  - Very good risk assessments take place in advance of school trips and around the building as a whole.
  - Very good systems are in place to seek, listen and act on pupils' views of the school.
26. Child protection procedures are in place and the reporting person is known to all staff in the school. Teaching and support staff, themselves supported by a range of external agencies, provide a high degree of welfare support to individual pupils as exemplified by the good provision for pupils with special educational needs. Pupils' academic performance and personal development are monitored both formally and informally and steps are taken to identify any individual problems through a range of effective strategies.
  27. Teachers and support staff know the pupils very well and are quick to observe any personal difficulties exhibited by them and to take rapid and remedial action. The assessment and monitoring of pupils' academic and personal development are good and lead to clear targets being set and the raising of standards as a whole. The school operates a very good first aid system for minor accidents and appropriate records are maintained. Regular fire drills are carried out and the school also maintains medical logs. Health and safety audits of the site are carried out and the school is very proactive when considering possible risks on trips out of school.

28. Lessons in personal and social education are used well to provide pupils with the opportunity to talk about themselves and to express ideas and suggestions as to how they perceive a range of issues. The school council enhances this provision by providing every pupil with a voice in relation to how the school should evolve. Pupils' personal development is further enhanced through the provision of both class and individual targets to which pupils are expected to work. Most children are clear what these are and have a positive view about their purpose and value.
29. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies to which parents are usually invited. This practice is clearly a much valued and effective area of the school's promotion of pupils' personal development and self-esteem.

### **Partnership with parents, other schools and the community**

Parents' views of the school are very positive and **the school's links with parents are very good.** The school's **links with the local community, including other schools, are also good.**

### **Main strengths and weaknesses**

- The majority of parents like the school and feel that their child is happy here.
- Parents feel that the school is well led and managed.
- The teaching is thought to be good and teachers are approachable.
- The school reaches out very well to all parents and gives them the right sort of information.
- The school uses the wider community and other schools well to support the curriculum.
- A few parents are not supportive of the school, for example in relation to the need for good attendance.

### **Commentary**

30. The parents' meeting with the inspectors was reasonably well attended but the parental questionnaire was returned by only a moderate number of parents. Overall, a significant majority of parents are very supportive of the school including its aims and objectives. Parents feel that their children like school and that they are making good progress. Parents also feel that the teaching is good and that the school is well managed. The pupils' questionnaire was completed by the majority of children and their overall response was overwhelmingly positive. They appreciate most the various clubs and 'golden time' (which allows them to be rewarded with free time if they have worked and behaved well). Almost all pupils realise they have to work hard but feel that teachers are fair and that learning is fun.
31. The information provided by the school through the prospectus and annual governor's report and via regular and well designed newsletters is of a very good standard. Annual academic reports to parents are well conceived. There are also two parents' evenings each year during which parents have the opportunity to discuss their children's progress and these evenings are generally well attended and help cement the bond between home and school. In addition the school holds a target setting evening near the start of each academic year to ensure that parents are made aware of what their children need to concentrate on during the next 12 months. The school notes carefully which parents attend these open evenings and any who are unable to attend are sent relevant details through the post to ensure that they are kept fully informed about their children's development.
32. A few parents are frequent visitors to the school both to provide very welcome classroom support or to assist with external visits and occasional residential trips. All parents have been invited to enter into a home/school agreement, which is designed to promote improved communication between the school, parents and children. Parental attendance at school

concerts, celebrations and sports days is very good. The relatively few parents who do not cooperate with the school's policy on pupil attendance are rightly being targeted, as non-attendance at school can lead to gaps in learning and progress.

33. Good use is made of the local environment to enhance pupils' learning. The school has good links with the local church and library and regular field trips are made to study the local environment. The school nurse is a regular school visitor and the education social worker is very well utilised by the school to assist in the promotion of good attendance and punctuality. The school has good links with the local Cellnet Stadium at which some pupils undertake occasional project work inside and outside the school day.
34. Very close links are also maintained with several local schools- for example, sports development activities which take place in conjunction with the local secondary school and inter-school competitive sport. Contacts with other schools are also good in relation to the transfer of pupils in and out of Hemlington Hall. The school also encourages a range of incoming visitors to the school to enhance the curriculum for its pupils. Recent visitors have included a woman who talked about the manufacture of felt and an ex-member of the pop group Status Quo who brought in a very wide variety of musical instruments.

## **LEADERSHIP AND MANAGEMENT**

### **The quality of leadership and management is very good and central to pupils' learning and achievements**

- The governance of the school is satisfactory.
- The leadership of the headteacher is very good.
- The leadership of other key staff is very good.
- Management is very effective.

### **Main strengths and weaknesses**

- The headteacher and staff have a very clear vision of school improvement. They work effectively as a team particularly in raising standards in core subjects and ICT.
- There is a very positive ethos and the aim to meet the needs of all pupils is promoted very well.
- Strategic planning is comprehensive and detailed and covers financial and training implications well.
- The governors are very committed and meet their statutory requirements but are not sufficiently involved in school development matters.
- The headteacher and staff monitor standards and track pupils' progress rigorously.
- Staff development has been given high priority and the school has achieved Investors in People status.
- Financial management is very good and specific funding is spent appropriately.

### **Commentary**

35. The headteacher provides inspirational leadership. Working very effectively with all staff, she leads a team that has a clear vision that reflects the aims of the school very well. Very good progress has been made since the previous inspection. Leadership and management techniques have been strengthened at all levels and the result is considerable success in raising standards in core subjects and ICT. The very positive ethos, high expectations and strong commitment to inclusion are significant factors in helping pupils achieve well and to make good progress across the school.
36. Governors support the school well and back the strong commitment to improving pupils' confidence in literacy and numeracy and ICT skills. They regularly approve new policies and make sound use of their committee structure when taking decisions on financial, curriculum

and staffing matters. They are less pro-active in matters relating to initiating change and school development. Strategic planning is comprehensive, detailed and covers financial and training implications well. At present, however, the governors' role in improvement planning is mainly focussed on ratification of plans that the headteacher and staff have drawn up rather than on questioning or challenging the senior managers sufficiently on the range of options open to them.

37. The headteacher and staff monitor standards and track pupils' progress rigorously and they assess their own performance and other aspects of the school very well. Performance management arrangements, introduced since the previous inspection, are well embedded and several members of the teaching staff function as team leaders for other teachers. All teaching staff agree personal targets with their respective leader and all are supported well in their roles and with personal career development. There are good arrangements for the induction of new staff. The strong focus on staff support and development resulted in the school meeting the criteria in March 2003 for the Investors in People standard.
38. Financial management is very good with specific funding, such as that available for pupils with special educational needs, spent appropriately. Considerable progress has been made in improving provision in classrooms, shared teaching areas and in support for administration. The school has injected additional funding to that provided externally to enhance several initiatives including the high level of ICT provision. There has been good consultation with parents on their views and aspirations for the school, a detailed analysis of pupil performance data and careful scrutiny of the options available when services are being engaged. The school is developing best value principles well, particularly in its competitiveness and the way it contrasts its performance with that of other schools and against its own annual targets. The school provides good value for money.
39. This very well managed school operates efficiently and smoothly on a day-to-day basis. The management has a positive effect on the ethos of the school and on the achievements of the children, factors that are also recognised by both parents and pupils.

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

Income and expenditure (£)		Balances (£)	
Total income	975,221	Balance from previous year	nil
Total expenditure	888,080	Balance carried forward to the next	87,141

**THE INFANT ASSESSMENT UNIT**

**What is the effectiveness of the Infant Assessment Unit?**

The overall provision in the special educational needs unit is **good**.

**Main strengths and weaknesses**

- The work of the assessment unit is managed effectively by the teacher in charge.
- There is a high level of support for pupils.
- The curriculum meets the needs of the individual pupils and is broad and balanced.
- Staff use the assessment of the pupils appropriately to plan work that meets individual needs.
- Accommodation and resources have improved since the last inspection.
- Teaching is at least satisfactory and sometimes good.

40. The Infant Assessment Unit has a maximum of ten places for pupils aged from four to seven years. During the time of the inspection there were six pupils on roll, all from Years 1 and 2. The unit is staffed with a qualified teacher and a learning support assistant. The pupils come

from a number of local schools and have a range of learning difficulties, particularly in language and communication. Although the standards that they attain are well below average, they achieve well as a result of the high level of support they receive.

41. The planned curriculum is mainly based on the areas of learning of the Foundation Stage and is sufficiently broad in scope. There is a good deal of emphasis on developing pupils' communication skills through a wide range of activities that focus on giving opportunities to gain confidence in speaking and in developing early reading and writing skills. At present the pupils are integrated successfully with the reception class for some lessons, such as music and physical education. The level of integration into other lessons is increased during the time that the pupils are in the Unit. They are fully integrated into other aspects of school life such as assemblies, playtimes and any special events.
42. The quality of teaching is at least sound and sometimes good. It is particularly strong in developing pupils' language skills. Every opportunity is taken to develop pupils' skills and confidence in other areas of the curriculum such as in design and technology, when much support and encouragement were given to a pupil who found difficulty in cutting fabric. This meant teacher that the pupil was willing to try and with help achieved his goal. The staff have developed good relationships with the pupils and manage them well. As a result, all the pupils respond well and try hard with their work.
43. The teacher and learning support assistant assess the work of the pupils well. They make a daily assessment of pupils' achievements and record these in detail. This information is used appropriately to match work to the needs of the pupils and set new targets on the pupils' individual education plans.
44. Since the previous inspection the available accommodation has improved and the Unit is now spacious and secure and resources are good. The difficulties with regard to the accommodation at the time of the last inspection have therefore been successfully overcome. The leadership and management of the Unit are good. The teacher in charge is experienced and knowledgeable. There are good, regular links with outside agencies. She liaises well with parents to ensure that they are aware of their children's progress by means of a diary which is sent home each day. Funds allocated to the Unit are well managed and used appropriately. The headteacher monitors the work of the Unit on a regular basis and evaluates the progress that the pupils make.

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

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

Overall provision in the nursery and reception is good and shows considerable improvement since the previous inspection. Teaching is good across all areas of learning, particularly in relation to personal and social development and literacy, language and communication. The curriculum is planned effectively ensuring that pupils achieve well over time. There is helpful and positive liaison between the two classes and among all staff concerned. The accommodation is very good, particularly in the nursery, where staff have set up various displays and resources to support all areas of learning. Learning resources are also very good and children benefit from the wide range of experiences on offer. The leadership and management of this phase are both good. Planning is well thought through and the resulting activities are carefully monitored by staff. Recently, some staff have visited other establishments to build on their own range of ideas and experiences. They have also wisely used the expertise within the local authority as a source of ideas and as a means of monitoring the quality of their daily practice.

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

**Provision in personal, social and emotional development is good** and children achieve particularly well in an area where their standards on entry to the school are relatively low.

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

- Most children are on course to achieve the expected standards for their age by the end of the reception year.
- Children develop very good relationships with staff and each other and play and learn harmoniously.
- Most children are quick to develop confidence and self-esteem.

#### **Commentary**

45. Although a few children find it difficult to relate to others in the class, most make friends very easily and are quick to learn and take part in nursery and reception routines. Nursery children are soon able to make informed choices about which activity they would like to do and are aware of the importance of sharing resources and putting things away when finished. Many build up their communication skills in small groups whilst playing in the water and sand troughs. Reception children concentrate well when acting out 'doctors, nurses and patients' in their make-believe hospital. Most develop satisfactory listening skills whilst watching their teacher or listening to the experiences of others. During 'circle time' children take turns well and share their ideas and knowledge. Staff give clear guidance on what practice is allowed in the two classes and children respond appropriately and behave well. Because of their varied backgrounds, children display different emotions but staff make careful assessments as to the ability of individual children to deal with nursery and reception life. The growth towards more independent learning is very apparent in some children and the more mature soon increase their levels of attentiveness and concentration.

## COMMUNICATION, LANGUAGE AND LITERACY

**Provision in communication, language and literacy is good** and central to many other areas of learning. Despite the low attainment of many on entry to the school, children make good progress and work hard to make at least some improvements in their basic speaking, reading and writing.

### Main strengths and weaknesses

- Most children achieve well in their early attempts to read and write.
- Significant numbers are unlikely to reach at least some goals in this area of learning.
- Staff ensure that there is an ever-changing environment to help motivate children to learn.
- The use made by staff of the assessment of children's standards is particularly good.

### Commentary

46. The current theme of 'The Bear Hunt' provides a wealth of opportunities for pupils to speak and express their ideas. Such themes are used well by staff to help pupils communicate and lead them to look at a wide range of attractive picture books. In their everyday speech, several nursery children are unable to express what they are doing very clearly and offer little by way of conversation with others. Standards improve in the reception class and many can offer more specific vocabulary as they play in their 'drive-through restaurant' or 'the school office'. In both classes there is good emphasis on children sharing books and enjoying their content. In the nursery children listen well to adults reading to them and can answer basic questions about what is happening and the many favourite characters they come across. The most able children in reception recognise key words and just a few attempt their own short accounts of favourite people or possessions. Most children know that words convey meanings and some recognise several letters and their associated sounds. Reception children can trace the shape of certain letters in sand although several are confused as to the point they should start.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Staff give children a wide range of experiences, particularly in counting, to develop their early understanding of number.
- Significant numbers of children are unlikely to reach the standards anticipated for their age but nevertheless most achieve well and make good progress in their learning.

### Commentary

47. Teachers are skilled at introducing children to early number ideas and experiences through a wide range of activities, songs and rhymes. Nursery children have limited pre-school experiences but recognise some numbers and know a little about numbers in a group. Reception children know the order of numbers up to 20 but cannot equate these very readily to actual objects. Both the nursery and reception have useful sets of objects or pictures for children to count and several know the meaning of 'more than' and 'the same as'. When taking part in an obstacle course, nursery children showed an early grasp of positional language such as 'under', 'over' and 'next to'. More able children in reception are able to rearrange numbered stepping stones to allow teddy to reach his destination in a water trough. As part of their current topic on shape, a few reception children can compare and contrast the properties of shapes such as a square, triangle and cone.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

**Provision in knowledge and understanding of the world is good.** The accommodation and related resources are used very well to promote a wide range of experiences.

### Main strengths and weaknesses

- Most children are on course to reach the goals expected for their age by the end of the reception year. Rapid progress is achieved in relation to their attainment on entry.
- Children respond particularly well in this area of learning.

### Commentary

48. Both the nursery and reception accommodation provides an attractive back-drop to this area of learning with many pictures, displays and resources for children to handle. The nursery home corner and 'The Bear Cave' provide a good source of language and ideas whilst children are constantly exploring sand, water and even soil. Both classes introduce the days of the week and simple recordings of weather which children manage for themselves. Both have areas where children can build structures using a wide range of resources. Reception children enjoy some basic work on the computers and show appropriate understanding of the mouse and how it controls on-screen information. Reception children know the properties of different materials and can select these to finish their collage. Most talk with assurance about their environment, where they live and some past events in their lives. A group of nursery children faced with different musical instruments can identify why some are similar or very different. Under the care of a nursery assistant, a group were able to make toast and prepare the fruit for mid-morning break. Staff continually question children about what they see, hear and touch and this extends their learning very well.

## PHYSICAL DEVELOPMENT

**Provision in physical development is good.** Children have access to very good indoor and outdoor facilities that encourage them to explore the potential of their bodies and which challenge them to explore their own movements and strength.

### Main strengths and weaknesses

- Particularly good outside accommodation that can be used flexibly and imaginatively.
- Most children on course to achieve the standards expected for their age.

### Commentary

49. During the inspection nursery children showed good poise and balance whilst navigating trikes in their play yard. During their imaginative bear hunt most were able to run, jump and change direction to the expected level. In the classroom, staff prepare a series of activities that develop dexterity and give children many opportunities to manipulate objects and to handle small tools and equipment, such as when shaping modelling clay. Reception children show increased confidence when handling scissors, modelling tools and other small equipment with relative accuracy. During a lesson in the school hall, most showed they were on course to achieve the standards of movement and agility expected for their age. Most were successful in exploring different forms of footwork and in taking small and large steps. Following some good teaching, most were also able to appreciate the impact of rigorous exercise on their bodies. Their control and co-ordination are soundly developed for their age and well rehearsed by the teacher. The outside accommodation is a rich resource and is used very well by staff and children.

## CREATIVE DEVELOPMENT

Provision in creative development is **good** and centres on a wide range of activities and techniques that most children are free to explore and develop independently over time.

### Main strengths and weaknesses

- Most children are likely to achieve the standards expected for their age by the end of their reception year.
- Good range of quality resources used imaginatively by staff.

### Commentary

50. The oldest nursery children are familiar with the everyday resources and most play with toys and other objects for the purposes intended. As in the reception class, creative role play is well provided for and children can act out simple roles and characters when playing imaginatively with others. Reception children sometimes prefer working in a group and in the 'hospital' agree to be either a doctor, receptionist or a patient. Displays that give children practice in recognising colours are used very effectively in both classrooms. Nursery children were able to paint small cylinders using primary colours and then created a printed picture of which they were very proud. Some children used unusual materials such as felt to create their own pictures whilst reception children made stick and plate puppets to represent themselves. Only a limited amount of music making was available for observation but reception children made satisfactory efforts to use percussion instruments to help create their own music for 'the bear hunt.' Nursery children take a keen interest in the musical instruments on display and know an appropriate range of rhymes and action songs, the rhythms of which they can tap out.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Standards in reading and writing are average at the end of Years 2 and 6 and pupils achieve well in relation to their prior attainment.
- The school has improved its provision, particularly in writing.
- The teaching is good overall, although the quality of marking is inconsistent.
- Procedures for assessment are good and used well to monitor the achievement of the pupils.
- Pupils' speaking skills are below average.
- The quality of leadership and management is very good with a clear commitment to improvement.
- Standards in spelling are below average.
- Handwriting and the presentation of pupils' work are often untidy.

### Commentary

51. Most pupils achieve standards that are average in reading and writing by the end of Years 2 and 6. Their achievement is good, particularly by the end of Year 6, as they enter the school with standards that are below average. Since the last inspection the school has worked hard to improve provision in English and there has generally been a steady rise in standards, particularly in writing. As a result, in the recent national tests at the end of Year 6, a higher percentage of pupils' achieved the expected levels in English. However, there remain weaknesses in spelling and in the presentation of pupils' work.

52. The pupils enter school with low levels of speaking skills and, although the teachers work hard to provide opportunities for pupils to develop their skills, the standards that they achieve by the end of Years 2 and 6 are below average. Despite this, the teachers provide regular opportunities to promote speaking within many areas of the curriculum. Pupils' listening skills are better and most listen attentively both to their teachers and to the contributions made by others.
53. In reading, most pupils achieve standards that are average in Years 2 and 6. The school has responded to the below average standards on entry by introducing extra time for the development of reading in addition to the morning literacy hour. Reading is assessed regularly and each pupil has clear targets for improvement. Pupils in Year 2 are developing a grasp of letter sounds which most are beginning to use when tackling words that are new to them. The oldest pupils do not always share an enthusiasm for reading and lack a breadth of reading experiences. The above average and average attaining pupils read fluently, accurately and with attention to punctuation but with little expression. Less able pupils read from a simple text reasonably accurately but lack expression and have few strategies to help decipher unfamiliar words.
54. Pupils make good progress in developing their writing skills through the school, from a below average standard at the start. As a result, most pupils achieve close to the expected levels at the end of Years 2 and 6. Since the last inspection the school has identified the weakness in writing as a key area for development. It has focused much of its development on improving teachers' expertise. This has enhanced the quality of teaching, which is beginning to have an impact on raising standards.
55. Previous work indicates that the most able seven-year-olds write their ideas independently, putting their ideas into sentences, using full stops and capital letters appropriately. They are beginning to develop the skills of planning their writing using a framework and place emphasis on structuring their work. The average attaining pupils sequence their ideas appropriately and generally use full stops and capital letters correctly when writing in sentences. The below average pupils attempt to write their ideas independently in simple sentences. Although the spelling of simple words by the higher attaining pupils is generally secure, it is less so by the pupils of average and below average ability. Pupils write using a joined script but this is sometimes formed carelessly and the presentation of their work is often untidy.
56. Pupils in Years 3 to 6 write for a range of purposes and make good progress especially at the end of the key stage. This is largely as a result of the emphasis which has been placed on improving teachers' expertise and on using assessment more successfully to plan pupils' work. The writing of higher attaining pupils is technically competent with correct use of punctuation and a more imaginative use of vocabulary which makes their work more interesting. Average and below average attaining pupils have similar opportunities for writing although they lack a wide range of vocabulary and are insecure in applying their technical skills when writing independently. The work of the below average attaining pupils often lacks organisation. Spelling of many pupils across the school is insecure, particularly of the average and lower attaining pupils. The school has recognised this as an area for improvement and has put in place strategies to ensure that spelling is being taught more constructively. Whilst handwriting is taught and practised regularly, the skills are not always transferred adequately to pupils' individual work across the curriculum.
57. Pupils with special educational needs make satisfactory progress towards the targets set for them. The pupils work in 'sets' for English, which means that these pupils have good support and are able to develop their reading and writing skills at an appropriate level. They are further helped in lessons by the teaching assistants who provide good support.

58. Teaching is good overall; in some lessons it was of very good quality and no unsatisfactory teaching was seen. Teachers plan their work well and use a good range of strategies to engage the interest and involvement of the pupils. Across the school, teachers have developed a good understanding of the teaching of writing and are beginning to use a varied approach to lessons. They make good use of information and technology, especially the interactive white boards, as a learning tool and each classroom has good displays of appropriate suggestions and support, which help pupils in their work. The teachers have good relationships with the pupils and maintain good discipline; the orderly atmosphere in classes supports learning. The setting arrangements by which pupils are placed according to their ability combined with the effective use of assessment, enables teachers to set work that is matched to pupils' level of understanding. As a result most pupils achieve well. Pupils' work is marked regularly but, although marking is sometimes evaluative, it often lacks clear suggestions for improvement.
59. The school has developed good procedures to assess the achievements of its pupils, based on regular evaluations by class teachers and standardised tests. This information, alongside that gained from the assessment of pupils' attainment soon after they start school, is used well to plot the achievements of pupils as they move through the school and to set individual targets in reading and writing.
60. The leadership and management of the subject are very good and are positive factors in helping to raise standards since the previous inspection. The co-ordinator is well informed and enthusiastic and has very clear ideas of areas for development. These have been identified through the monitoring of teaching and learning and regular monitoring of pupils' work alongside very thorough evaluation of the pupils' achievements in statutory tests. This information is used well to identify any common areas of weakness.

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

61. There are good opportunities for pupils to use their writing skills in other subjects, for example, in science and history. Pupils also have good opportunities to extend their speaking and listening skill in most lessons. Good use is made of a wide range of literature in other subjects to provide opportunities to further extend pupils' reading and to use their reading skills. Pupils have satisfactory opportunities to use their skills in IT, particularly word processing in writing, and are increasingly using the Internet for research.

## **MATHEMATICS**

The school makes **good** provision for mathematics at both key stages.

### **Main strengths and weaknesses**

- At both key stages most pupils achieve well compared to their prior attainment.
- Teaching and learning are mostly good across the school.
- Most teachers are confident in the teaching of mathematics and the National Numeracy Strategy is being implemented well and helping to raise standards.
- Teachers have high expectations of the standards they expect pupils to reach.
- Resources are used well, particularly the ICT interactive facilities.
- Classroom assistants provide focused help for pupils with special educational needs.
- The leadership and management of mathematics is good.
- Marking is not always used sufficiently well to help pupils improve.
- The standard of presentation as pupils complete their work is very variable.

## Commentary

62. The inspection shows that pupils' attainment by the end of Year 2 is likely to be marginally below average, but by the end of Year 6 it is on course to be broadly average. One important factor impacting on standards is that each year some Year 2 pupils with special educational needs (those in the Infant Assessment Unit) leave at the end of the infant stage and usually transfer to other schools. This means that, at the start of Year 3, the proportion of lower attaining pupils in the cohort is usually reduced. Standards in Years 1 and 2 continue to rise and the good teaching in these age groups has considerable impact on the standards pupils eventually achieve in Year 6.
63. The school's strong focus on raising standards in core subjects is impacting positively in both infant and junior classes. Teachers' high expectations, combined with organisation of teaching groups through setting arrangements and a strong focus on individual targets, have led to steady improvement. Year by year standards have moved closer to the national average. This inspection has clearly found that, as the initiatives for raising standards are impacting positively at both key stages, most pupils throughout the school achieve well compared to their prior attainment and there are no significant differences between the attainment and achievement of boys and girls.
64. By the age of 7 higher attaining pupils are confidently adding and subtracting numbers to 100, recognising odd and even numbers and naming two and three-dimensional shapes. They make good progress through the year and by the end of Year 2 are multiplying number tables such as  $4 \times 6$ . They can solve shopping sums and set down totals such as £4.38, cut shapes carefully and name and record  $\frac{1}{2}$  and  $\frac{1}{4}$  as fractions. Lower attaining pupils, who benefit from the focussed help provided by classroom assistants, at the beginning of the year are learning to understand numbers to 20 and add coins to make 10p in different ways. By the end of Year 2 these pupils, who are provided with a programme well matched to their capabilities, are starting to use numbers to 50 in addition sums such as  $40 + 5$ . Although these pupils make good individual gains, try hard in lessons and achieve well, many are just reaching the minimum levels of the national standard at age 7.
65. Teachers use the national numeracy programme well and the good gains made in the infant years carry through to junior work. By the age of 11 most pupils, including those with special educational needs, have made good progress and higher attaining pupils are now adding and subtracting numbers to 1000, estimating and measuring perimeters and have grasped an understanding of decimals. When a Year 6 teacher asked pupils to write a selection of fractions and decimals in a random pattern such as  $\frac{9}{100}$ , 0.009,  $\frac{1}{9}$ , 9.09 all of them confidently met this challenge. By the end of Year 6 these above average pupils are working out journey times from timetables and simplifying fractions. Lower attaining pupils' competence in mathematics at the beginning of Year 6 is more typical of nine-year-olds as they work with tens and units to 100, understand simple fractions and solve elementary shopping sums. By the end of Year 6 these pupils have also achieved well and are solving more complex number problems that draw on their improved understanding of addition, subtraction, multiplication and division.
66. Teaching and learning in mathematics are mostly good and in some lessons it is very good. Teachers have high expectations of the standards they expect pupils to reach and they engage their interest through well-planned interesting activities. Pupils particularly enjoy the practical work that is often based in the shared open space areas of the good accommodation. Resources are good and used well, particularly the ICT interactive facilities; these appeal to the pupils who are regularly using IT skills such as dragging the image and finger tapping to highlight an object or text. In a very good lesson for Year 6 pupils, the teacher ensured that pupils quickly consolidated their knowledge of tables and were caught up effectively in a structured mathematics experience.

67. Some aspects of teaching nevertheless merit attention. Although pupils' success is celebrated regularly, the marking of their work does not give them sufficient direction on how to improve. Secondly, pupils' standards of presentation are variable; numbers are not always formed legibly or consistently and some pupils use pencil or pen at random to complete their work.
68. The leadership of mathematics is good and has been a significant factor in the good improvement in standards and pupils' progress made since the previous inspection. The new co-ordinator is building well on the work of the predecessor and is continuing the strong focus on monitoring standards and tracking pupils' progress. A useful booklet of activities has been drawn up and issued to parents to encourage them to be involved in a learning partnership with the school in this subject.

### **Mathematics across the curriculum**

69. In some subjects, such as science, where the recording and handling of data are important, mathematics is used to good effect. It was not possible to judge its use in wider settings such as in design and technology or geography. The school would benefit from an addendum to all its subject policies giving typical instances when that particular subject could use mathematics within its own curriculum.

## **SCIENCE**

Provision in science is **very good** and leads to high standards.

### **Main strengths and weaknesses**

- Teaching is good with some very good practice in several classes.
- Strong emphasis is laid on the development and use of pupils' scientific skills.
- Pupils are challenged and are enthusiastic about their learning in the subject.
- Very good leadership and management has made a positive contribution to pupils' standards.
- Marking does not always identify what pupils need to do to improve.

### **Commentary**

70. Pupils achieve very well and are on course to reach well above average standards by the end of Year 6. Standards continue to rise and the school has made very good improvement since the previous inspection. In the current year's national tests in science a significantly higher number of pupils than the national average achieved the higher levels for their age.
71. Pupils achieve well because there is a strong focus on the development of investigative skills. This is consistent in all years. Pupils have opportunities to observe, describe, classify, record and investigate. Activities are challenging and generate interest and a real enthusiasm for science. At an early age pupils learn and understand scientific vocabulary. In a good Year 1 lesson, pupils were 'predicting' which would be the best light source. They tested torches in a tent and in 'dark boxes.' They thoroughly enjoyed the activity and were able to place the torches in order of brightness. Lower attaining pupils made good progress with the support of a classroom assistant. In a very good Year 2 lesson pupils made good use of their scientific knowledge in an investigation on snails. They knew how to design a 'fair test'. After examining remains of food and snail trails they were able to come to a conclusion on the food preference of snails. They made good use of their understanding of healthy foods to arrive at their conclusions. Pupils' use of prior knowledge was evident in a very good Year 6 lesson investigating spinners. They were challenged to use scientific knowledge to answer why is it moving slowly?'. Many were able to suggest it may be air resistance.

72. Most teachers plan and deliver good or very good lessons. They are knowledgeable, enthusiastic and well prepared. Pupils are well motivated because of the way teachers present learning to them and this enhances the learning process still more. Teaching is never boring. All lessons include some form of investigative activities. Learning is therefore enjoyable and pupils achieve well. They are constantly questioned and challenged. Teachers insist on pupils explaining their answers and conclusions. This develops pupils' ability to interpret the results of experiments correctly. Teachers also have very good subject knowledge and model the correct scientific vocabulary at all times. This extends pupils' own vocabulary and enables them to express ideas clearly.
73. Teachers ensure that pupils understand the principles of experimental process and design. In discussions, pupils are able to suggest ways to change an experiment. Teachers know their pupils well and activities are matched to pupils' abilities; this is because checks are made on pupils' progress at the end of each unit of study. Targets for learning are in the front of workbooks and are discussed with pupils. There are examples of some very good marking which suggest to pupils how they can improve but this practice is not consistent across the whole school. ICT is used well by the pupils to check their progress in learning new knowledge and scientific skills.
74. Leadership and management are very good. The subject co-ordinator monitors and evaluates teaching and work and has a good understanding of the strengths in the subject and areas for further development. Priorities are therefore appropriate and focused on raising standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision for information and communication technology is **very good** across the school.

### **Main strengths and weaknesses**

- Standards throughout the school are above average.
- Teachers have very good subject knowledge.
- Very good use of ICT in other subjects.
- Pupils are enthusiastic in using ICT.
- Very good subject leadership and management.
- The resources are very good and make a significant contribution to pupils' standards.

### **Commentary**

75. Pupils achieve very well and are likely to reach above average standards by the end of Year 6. The school has therefore made very good improvement since the previous inspection when standards were below those expected for the age of the pupils.
76. Teachers deliver good and sometimes very good lessons. Their very good subject knowledge and use of ICT across the curriculum are the driving forces behind the rise in standards. Teachers are confident in using ICT and provide clear explanations. A good demonstration by the teacher of which keys to use enabled Year 1 pupils to quickly access the 'Teddy Bear's Picnic'. They were able to move the mouse and accurately place the cursor on the correct icon. The most able pupils could select different activities from the menu and further developed their basic ICT skills. A good question and answer session developed pupils' understanding of how ICT can be used to represent the real world. One teacher accessed an Internet site for on-line shopping which gave the pupils an insight on how ICT can be used by adults.
77. Pupils are enthusiastic about their work in ICT. When asked if they enjoy working with computers the answer was 'Definitely!' This is because the school encourages pupils to use computers in a purposeful manner. Parents also report their children's enthusiasm for the subject. Regular use across the curriculum leads to pupils developing an appreciation of how

ICT supports their wider learning. Lower attaining Year 2 pupils made good progress in their understanding of simple addition using laptop computers. Many pupils have a very good understanding of the need to refine information when using a search engine. This was evident, for example, in a very good Year 6 lesson when pupils used the Internet to build up a database of evidence 'for' or 'against' foxhunting. They skimmed through the evidence making notes on 'post-its'. Pupils were engrossed because the exercise was interesting and relevant.

78. The very good and modern resources help pupils understand how ICT can present information in different forms. During an after-school club, pupils used digital cameras to create animated sequences. Older pupils produced, scripted, directed and recorded a play on drugs as part of a successful Lottery bid. A wide range of pupils also have access to control programmes such as Roamer and Rob lab. Therefore their understanding of how ICT can be used to monitor sense and control is well developed as they move through the school.
79. Leadership and management are very good. The subject co-ordinator has ensured that teachers have the necessary skills and resources to teach ICT effectively. The co-ordinator is knowledgeable and effectively monitors and evaluates teaching and learning which in turn raises standards. Although he acknowledges the obvious strengths within the subject he is seeking to develop yet further video recording skills and the even wider use of ICT across the curriculum.

## **HUMANITIES**

### **History**

The school makes **satisfactory** provision for history at both key stages.

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

- Pupils have good opportunities to research information particularly through Internet access in classrooms.
  - Drama activities are helping them to understand historical events and periods.
  - Pupils have access to good historical resources, artefacts and specialists.
  - Some pupils' progress is hindered by insufficient attention at the planning stage to adjust the level of challenge to match their individual needs.
  - Marking is not used sufficiently to help pupils improve.
  - The presentation of pupils' written work is variable.
82. The inspection findings are based on a scrutiny of pupils' past work from the previous academic year, some in the form of photographic evidence, and on lessons observed in junior classes. This range of evidence shows that pupils reach average standards by the end of Years 2 and 6 and they have achieved satisfactorily compared to their prior attainment. The subject has remained on a secure footing since the previous inspection.
83. By the age of 7 most pupils can compare old and new houses and understand how domestic equipment has changed over time. Pupils know that, whereas satellite dishes are found on many houses today, gas lamps used to light streets in the past. In making these comparisons pupils have learned the meaning of the terms 'past' and 'present' and teachers draw out the appropriate language.
84. By the age of 11 most pupils have regularly studied a historical period such as the Victorians or a civilisation such as the Aztecs. Pupils make good gains in their learning when these topics are carefully planned to include first-hand experiences. They make good use of the Internet as a research tool particularly as it can be accessed on the interactive large display screens in their classrooms.

85. The work sample shows teaching to be satisfactory overall and there were good lessons for Year 6 pupils based on first-hand experiences of the Victorian period. These lessons had been well planned and were well resourced. Some pupils in Year 6 dressed up in Victorian costumes and acted out short drama sequences that represented life in the cotton mills. The pupils responded very well to these opportunities that built very effectively on a visit earlier in the term by a history specialist who had taught the pupils about Victorian school life. Pupils' personal development was promoted very well when pupils shared responsibility as photographers to record the drama sequences on digital "movie" cameras.
86. Whereas overall progress is sound, some pupils, including those with special educational needs, find their limited writing skills a barrier to success. The successful approaches to matching work to pupils' ability, found for example in English lessons, has not yet been carried over to activities in history and consequently some pupils find extended writing hard to complete. Generally, presentation skills are variable and teachers do not make sufficient use of marking to help provide clear direction on how pupils might improve.
87. History lessons make a positive contribution to pupils' understanding of the style and culture of the past. Class displays are used well to provide pupils with an insight into artists and designers linked to historical periods such as the wallpaper designs by William Morris. The range of history experiences noted shows the programme followed meets curriculum requirements satisfactorily and subject leadership and management are sound. The school is well resourced and pupils benefit from a visit programme that includes museum visits to help extend their historical understanding. The pupils' liking for history is evident, a fact confirmed by parents at their meeting.

## Geography

Provision in geography is **satisfactory**.

Two geography lessons in Key Stage 1 and one in Key Stage 2 were seen. Inspectors also looked at samples of pupils' earlier work and teachers' planning.

### Main strengths and weaknesses

- Achievement is satisfactory overall although not enough time is allowed for all topics to be studied in sufficient depth.
  - Work is not always matched to the pupils' differing ability levels.
88. Standards in geography are in line with those expected for the age of the pupils and achievement is satisfactory over time. This is very similar to the position reported at the time of the last inspection. Pupils' previous work and planning documents provide evidence that there is sound topic coverage in geography over the course of a year. However, some topics are covered in greater depth than others.
  89. In geography, pupils' achievement in developing mapping skills is satisfactory but knowledge and understanding in the remaining elements of the National Curriculum programmes of study often lack sufficient depth. Pupils with special educational needs find difficulty in recording some of the work because in most cases, all pupils are given the same tasks which are therefore not matched to their ability levels. This means that the learning by the lower attaining pupils is slower as they often have difficulty in recording their work.
  90. Achievement is satisfactory in Years 1 and 2 and pupils extend their knowledge at an appropriate rate. By the end of Year 2, pupils have a sound knowledge of their immediate area through their study of the different buildings around them. In Year 1, pupils acquire a satisfactory knowledge of contrasting areas of the world when following the adventures and journeys of an imaginary bear. They understand some of the differences between countries such as Egypt and France and are able to identify the countries on a world map.

91. In Years 3 to 6 pupils continue to develop their mapping skills. However, by the end of Year 6 there is likely to be some underachievement because some of the topics are studied superficially. There is insufficient evidence to judge how well pupils of differing capability are likely to achieve. Pupils are often given the same tasks to complete so the quality of their response can only be judged by the difference and quantity of their output. From the examination of pupils' work produced over the past year, it is apparent that all pupils cover very much the same work regardless of the stage of their development. Younger pupils extend their knowledge of the local area by identifying the key features of the environment and the use made of the land. Earlier work indicates that by the end of Year 6 pupils have developed satisfactory knowledge of physical features such as rivers, river systems and mountains and study the factors which contribute to the water cycle.
92. In the lessons seen, teachers provided good opportunities for pupils to investigate and discuss their findings. They used resources well to bring the subjects to life. Earlier work indicates that pupils are given some opportunities to use their writing skills in geography and they are increasingly using the Internet for research.
93. The leadership and management of the subject are satisfactory. The school has recently introduced assessment procedures based on coverage of the units of work. However, these are not yet used effectively to provide work that matches the ability levels of all pupils. Teachers' planning is monitored regularly but the monitoring of pupils' work or of teaching is not yet in place.

### **Religious education**

The school makes **satisfactory** provision across the school in religious education.

### **Main strengths and weaknesses**

- The subject meets the statutory requirements as laid down by the local agreed syllabus.
- The studies of comparative religions give pupils a good idea of the beliefs of different faiths.
- Some of the pupils' work lacks depth and some written work could be better organised.

### **Commentary**

94. Provision and standards in this subject have remained broadly the same similar since the previous inspection when pupils reached the expected standards in Years 2 and 6.
95. There is a clear structure to the overall curriculum ensuring that pupils study a broad and balanced range of topics during their time in school. There are useful links between some of the topics and the themes pupils meet during collective worship and in their lessons on personal and social education. These links make sense when pupils are studying Christian qualities such as love, forgiveness and kindness. The subject is led satisfactorily by an experienced co-ordinator who has produced a scheme making it clear what knowledge and understanding pupils in each year group are expected to have before moving on to the next. However, the monitoring of the quality and depth of the pupils' work is not rigorous enough and this is a weakness in the management of the subject, although this is sound overall.
96. A sound balance has been created between the study of the Christian faith and a knowledge of other faiths such as Hinduism and Judaism. Older pupils produced some satisfactory ideas when trying to discover answers to questions such as 'Why is the Qu'ran important to Muslims?' 'What can we learn from Christian buildings?' or 'How do people express their faith?'. Some of the work lacks in-depth research by the pupils themselves and appears to rely rather too much on the teacher merely imparting the information. Where notes or accounts are the chosen form of pupils recording their work, elements of untidiness creep into the finished work and some of it is unfinished or lacks depth and conviction. Outcomes are

more successful when pupils are encouraged to debate or work collaboratively. Working in small groups, Year 2 pupils made a good effort to dramatise the story of Zaccheus when studying forgiveness and good and bad qualities in mankind.

97. Most pupils achieve satisfactorily despite not always retaining knowledge over time. They often achieve best when the work is practically based. A group of Year 1 pupils showed increased understanding of the artefacts of Christian worship following their visit to a nearby Anglican Church. Year 5 pupils were not particularly secure in their knowledge of the Bible when asked to 'brainstorm' any facts they could recall. They were, however, able to formulate a series of useful questions which would teach them more after interrogating the Internet or reference books.
98. The quality of teaching and learning is satisfactory. Some basic assessments are taken of pupils' knowledge and understanding at critical times and these are reflected on. Teachers recognise the potential of the subject as a means of strengthening the spiritual, moral, social and cultural development of the pupils and these aspects are planned for well. Teachers have a satisfactory grasp of the themes they teach and use the good quality resources well to add extra interest for the pupils.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Design and technology**

The school makes **satisfactory** provision for design and technology at both key stages.

### **Main strengths and weaknesses**

- Pupils with special educational needs make good progress because they benefit from the individual support provided by teaching assistants who know the pupils well.
  - The activities appeal to pupils and they make good use of the resources available to them.
  - Pupils are well managed when engaged in practical work, with good attention to safety.
  - There are good opportunities for collaborative work.
  - Standards of presentation in the written elements of DT are variable.
99. Inspection findings are based on a scrutiny of pupils' past work from the previous academic year, some in the form of photographic evidence, and on two lessons seen during the inspection. The range of available evidence shows that pupils reach average standards by the end of Years 2 and 6 and that they have achieved satisfactorily compared to their prior attainment.
100. By the age of 7 most pupils have studied the design of signs such as those used for traffic information and have observed the materials used to construct playground equipment. They have learned satisfactorily how steel and rubber are used and how chains link together. Pupils have made finger puppets from felt first by drawing their designs and then labelling the parts. New experiences are carefully planned for by the teacher. An infant pupil with special educational needs made good progress because the teacher provided individual help and direction to improve the pupil's cutting skills as a pattern for a teddy bear was cut out.
101. By the age of 11 pupils have made sound progress and have been provided with a satisfactory range of design, planning, construction and evaluating experiences. These include making photograph frames, building shelters and investigating packaging. Most pupils produce products of average standard. Following guidance from staff, some pupils are becoming more confident in questioning the merits of their designs and are assessing, for example, the stability of a lamp or the ease of use of a photographic frame they have made.

102. Overall standards of presentation at the design and evaluating stages of the DT process are variable and teachers' expectations are not high enough in this respect. Pupils with special educational needs benefit from the help and guidance provided by teaching assistants and this individual support helps them make good progress and achieve well.
103. Teaching and learning over time have been mostly satisfactory. Teaching was good in one junior lesson observed where pupils were engaged successfully in a lively discussion on how cams and levers worked. The teacher had planned this lesson carefully and produced a working model that was used effectively to show pupils how movement could be transferred from one direction to another. The lesson built well on pupils' previous work where they had used construction equipment. Now they were fascinated as they turned a handle and watched the movement of an off-centre wheel. By the end of the lesson most had achieved well as they practised drilling skills and learned how cams and levers operate. The teacher ensured that pupils understood the safety aspects of working with difficult tools as the pupils successfully acquired new skills to use in their own products.
104. Leadership of the subject is satisfactory and has ensured that the design and technology programme includes all pupils, meets national requirements and has progressed at least satisfactorily since the last inspection. There are sufficient resources and these are used well. An on-going programme of premises refurbishment has resulted in good provision of practical areas where pupils benefit from the opportunities to work collaboratively. For many, DT is a subject favourite and most pupils respond well and enjoy the activities provided.

## **Art and design**

The overall provision for art and design is **good**.

### **Main strengths and weaknesses**

- Pupils attain good standards throughout the school.
- Good teaching provides a range of creative opportunities which help to raise standards.
- Quality displays throughout the school reflect the value given to art.

### **Commentary**

105. Boys and girls achieve equally well to reach above average standards in their work by the end of Years 2 and 6. Colourful displays around the school indicate that by the end of Year 2 pupils have used a range of materials and practised a wide range of skills. This is due to the good quality of teaching and learning and the effective leadership and management of the subject. Year 2 pupils demonstrate sensitivity in creating abstract silk paintings. They paint geometric patterns based on an African theme and screen print on tee shirts. In a good Year 1 lesson pupils worked with balsa and other wood to create a large model of a 'secret' animal. This was challenging work set by the teacher, but the pupils showed a good understanding of how to create on a large scale and were given good adult support. With further help the pupils were able to suggest ways of recording their work. These included video cameras, drawing and drama.
106. Teaching and subject management is equally good at Key Stage 2. In a good Year 5 lesson pupils used pencils, pastels, chalk and paint to create a still life. They arranged a selection of natural objects into a suitable composition. This was a good lesson because the teacher laid strong emphasis on the development of pupils' critical and reflective skills. Pupils' learning was also well supported by very good use of laptop computers. The pupils researched and wrote brief commentaries on still life paintings by famous artists. ICT is also well used by the pupils in exploring ways to present their finished work. In a colourful display on Shakespeare, Year 6 pupils skilfully combined images from a digital computer with appropriate text.

107. The subject coordinators for art are recent appointments and have yet to fully develop their role but the school has a good tradition in art and standards have been sustained since the previous inspection. The school has appropriate documentation in place to support teachers' planning and teaching.

## Music

Provision is **satisfactory** across the school ensuring all pupils receive a balanced music curriculum.

### Main strengths and weaknesses

- Teachers and pupils enjoy the subject and it is taught and learned satisfactorily.
- Good use is made of the Tees Valley Music Service to strengthen the experiences of the pupils.
- The subject would benefit from closer analysis and monitoring to ensure that pupils' skills are being developed more systematically.

### Commentary

108. As in the previous inspection there were limited opportunities to observe music in action within the classroom. However, a good quality scheme of work is very evident and the subject has a satisfactory profile across the school. The subject is led satisfactorily and resourced well but the monitoring of pupils' achievements and standards is not sufficiently formalised to ensure that staff know exactly which skills are being learned successfully and what perhaps needs revisiting.

109. The quality and variety of pupils' singing are satisfactory. Singing in assemblies is usually tuneful and at the right pace. The appreciation of different forms of music could be enhanced by more emphasis on listening to music as pupils enter and leave worship. The informal singing of various songs and rhymes is satisfactory and clearly enjoyed by the pupils. Good use is made of visiting peripatetic staff who sometimes take whole classes for singing or for musical performance and sometimes engage pupils in group instruction of instruments such as the guitar and violin. The quality of such instruction is specialised and very good. Teachers are encouraged to stay and participate in class lessons taken by peripatetics and to use these as platforms for their own ideas and confidence building. In the only lesson observed with juniors, Year 4 pupils achieved satisfactorily with their own version of 'The Lion King', a cameo of group mimes and sound supported by musical instruments. A good aspect of the teaching was the use of a digital camera to record rehearsals as a means of helping pupils improve their performance.

110. The school is fortunate to have a special room set aside for music and this heightens pupils' interest and their sense of coming to make and enjoy music together. Pupils and parents have made comment on this. The curriculum is also strengthened by a number of enrichment activities including visiting music workshops and the performance of an Indian Drummer dancer.

## Physical education

The curriculum and general provision are **good** and the subject meets statutory requirements.

### Main strengths and weaknesses

- The planned curriculum is broad and imaginative and the subject is well led.
- Teaching and learning are satisfactory and sometimes good.
- The accommodation and learning resources are of a good standard and help create effective learning opportunities for the pupils.

## **Commentary**

111. Both girls and boys achieve satisfactorily in those elements observed and reach broadly the expected levels for their age. Standards have remained similar to those reported during the previous inspection but the curriculum and its management have been strengthened over time giving even more opportunities for pupils to develop their skills and more choice in what they do.
112. Only dance, movement and skills in minor games were observed. In all these lessons pupils achieved at least satisfactorily and there were no significant differences between the attainment levels of girls and boys. Where the teacher had carefully assessed the point pupils had previously reached, as in lessons in Years 3 and 4, achievement was raised because of good consolidation and the setting of fresh challenges. In these lessons there was particularly strong emphasis on teaching pupils technique (fielding, batting and throwing) and effective use was made of good pupil demonstrations.
113. In Years 1 and 2 pupils performed at the expected standard when using the themes of streamers and balloons to create movement sequences of their own. A teaching strength in such sessions is the time set aside for pupils to reflect on their own work and that of others and on how it could be improved. In all lessons, staff and pupils are very appropriately dressed for activities and good attention is given to health and safety matters.
114. The curriculum, together with subject leadership and management, are good and impact well on standards and pupils' achievements. The basic curriculum is enriched by a series of clubs and extra activities which have been extended since the previous inspection. Clubs such as those for dance, football and netball are very popular and provide well for any pupil with special interest and talent. Parents are particularly grateful for the extra dimension these bring to their children's learning. The co-ordinator has done well to forge good links with the neighbouring sports college and Middlesbrough Football Club and has developed additional coaching programmes in activities such as soccer, orienteering, rugby and tennis. Opportunities for swimming have continued since the last inspection and school records indicate that the great majority of pupils can swim at least 25 metres by the time they transfer to secondary school. There is also good provision for competitive sport but the greater emphasis is on all pupils having an equal chance to try different activities. The pupils' positive response during lessons is also a good aid to their own learning. The accommodation to support both indoor and outside activities is very good and staff use these facilities well together with the good resources.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

115. The school is now providing well for the personal development of the pupils. As indicated earlier, this is partly due to the ethos of the school and partly to the way it encourages very good relationships and positive standards of behaviour. In addition, the school has developed an effective and more formal approach towards the teaching of personal, social and health education and has appointed an experienced teacher to co-ordinate the work in these areas. Such an approach is already an integral part of the curriculum as described earlier and all year groups are now undertaking a structured course designed to strengthen personal development and prepare pupils for being the citizens of tomorrow.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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