

INSPECTION REPORT

Jarrow Cross Primary School

Jarrow

LEA area: South Tyneside

Unique reference number: 133680

Headteacher: Mr Peter Hall

Lead inspector: Mrs Alice Soper

Dates of inspection: 10 – 13 November 2003

Inspection number: 256556

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:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	269
School address:	Borough Road Jarrow
Postcode:	NE32 5UW
Telephone number:	0191 4898354
Fax number:	0191 4309652
Appropriate authority:	Governing body
Name of chair of governors:	The Rev Fr W Braviner
Date of previous inspection:	None

CHARACTERISTICS OF THE SCHOOL

Jarrow Cross Church of England Primary School is a new school, formed in April 2002 after the amalgamation of two local schools. It is an attractive building, with spacious gardens and grounds. The ward in which the school is situated is ranked in the most deprived 5 per cent of wards nationally and there is high unemployment. It is in an Excellence in Cities Education Action Zone and benefits from additional support through its action plan. The school qualifies for funding under the Neighbourhood Renewal Programme, which provides additional funding for pupils. In 2002, the school received a School Achievement Award and it has recently been accredited as an Initial Teacher Training 'Partnership Promotion School' because of its commitment to teacher training. There are 241 pupils on roll, with a projected decline in numbers over the next few years. Most pupils are from white British backgrounds. A higher than average percentage of pupils, 44 per cent, is eligible for free school meals. The proportion with special educational needs, 26 per cent, is above average percentage. Most of these pupils are identified as having moderate learning difficulties. No pupils are learning the English language. There is no significant pupil mobility. Pupils' attainment on entry is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18148	A Soper	Lead inspector	Science, Art and Design, Citizenship, Design and Technology, Geography, Physical Education
9572	K Anderson	Lay inspector	
32346	L Wylam	Team inspector	English, Information and Communication Technology, History, Religious Education, Special Educational Needs
32436	M Beasley	Team inspector	Mathematics, Music, Foundation Stage

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is **good**. From below average attainment on entry, pupils achieve well and attain the standards that are expected nationally. The teaching is good and the school is well led and managed. It provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher, staff and governors share a clear vision for the school's further development.
- They have good knowledge of the school's strengths and areas requiring development.
- Effective teaching ensures that pupils make good progress and achieve well.
- There is very good provision for children in the Foundation Stage (reception), who have a good start to their education.
- Pupils with special educational needs receive good support.
- Some more able pupils are insufficiently challenged.
- Teachers' marking is inconsistent.

STANDARDS ACHIEVED

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

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

Pupils' achievement is **good**. Pupils with special educational needs make good progress throughout the school. By the end of the reception year, children meet the goals they are expected to reach for their age in all areas of learning because the provision for them is very good. In Years 1 and 2, pupils continue to achieve well, attaining average standards in most subjects. In Years 3 to 6, pupils generally achieve well in lessons, though there are some variations, particularly in Years 3 and 4, where more able pupils are not always sufficiently challenged. Year 3 science teaching and learning are less successful than elsewhere due to the teachers' insecure subject knowledge. In some cases, pupils' achievement is restricted by the limited value of some teachers' marking, particularly when it offers insufficient guidance. Nevertheless, good and very good teaching in Years 5 and 6 ensures that pupils achieve well and attain standards that match those expected for their age by the end of Year 6. There was insufficient evidence to make a secure judgement about standards in design and technology where the school has identified the need for the provision to be further improved.

Pupils' personal development is **good** and the school is committed to providing equality for all. Teachers provide good examples of courtesy and care, which actively enhance the learning environment and successfully promote pupils' very positive attitudes to learning. Behaviour is good and pupils show good understanding of right and wrong. They care for others and have **good** spiritual awareness. Their moral and social development is **good**. Cultural development is satisfactory, though pupils have yet to gain a good understanding of the diversity of cultures in modern Britain. Attendance has improved recently due to the school's effective methods for promoting this. However, too many pupils arrive late, missing the important start to lessons.

QUALITY OF EDUCATION

The quality of education is **good**. Most teaching is good and enables pupils to achieve well. The provision benefits from the expertise of leading and advanced skill teachers who provide strong support for staff. There is very effective teaching and learning in the Foundation Stage, which impacts greatly on the youngest children. Similarly, good teaching in Years 1 and 2 and in the later stages of the school, ensure successful achievement in most subjects. On occasion elsewhere, the pace of lessons is too slow, limiting the extent of pupils' achievement. In a few cases, teachers have insecure subject knowledge and lesson aims are not made clear enough to pupils.

There is good care and a commitment to providing the best for pupils. The school is developing the curriculum well to ensure it meets the needs of all and there is also a good focus on evaluating the effectiveness of teaching and learning styles. Much has already been done to ensure that pupils with special educational needs are identified as early as possible and the provision for them is good. Gifted and talented pupils have been identified, though there is still work to be done to enhance their learning. There is a strong emphasis on further enhancing the good links with other schools and colleges. The satisfactory partnership with parents is also a main priority for development, so that parents become more actively involved in their children's education.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides good leadership and is supported well by the deputy headteacher and key staff. They have established effective management systems that successfully encourage team work and responsibility. Development planning is good and is based on very effective self-evaluation. For example, the school has already identified the need to improve assessment procedures and to provide staff training in subjects where they feel less confident. The governance of the school is satisfactory and is developing well as governors' skills in monitoring and evaluating the school's performance increase. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents and pupils have **good** views of the school, though inappropriate behaviour is a concern for some of them. This was not substantiated by the inspection team. Pupils with severe behaviour problems have now received appropriate provision. Some parents are also dissatisfied with the quality of communication, which is already being improved as a result of their response to a school questionnaire.

IMPROVEMENTS NEEDED

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

- continue to develop assessment procedures, including marking;
- continue to provide appropriate training for staff, particularly in science and design and technology;
- continue to develop governors' roles;
- continue to improve links with parents, including their support for their children's punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils begin school with below average attainment. Achievement is **good** and pupils attain **average standards** in the core subjects by the end of Years 2 and 6. In a few instances, more able pupils do not achieve as well as they might because they receive insufficient challenge.

Main strengths and weaknesses

- The children in the Foundation Stage achieve well in all areas of learning because the provision for them is very good.
- Most pupils in the school make good progress and achieve well.
- Pupils with special educational needs achieve well.
- Achievement in science is less successful in a few classes because teachers have insecure subject knowledge.
- There is not always enough challenge for more able pupils.

Commentary

- 1 The provision for reception children ensures they make good progress in all areas of learning. The teaching is often very good, providing stimulating experiences and effective support and guidance. The children meet all of the goals for their age by the end of the reception year. The good teaching in Years 1 and 2 ensures continued success and good achievement in all subjects. By the end of Year 2 pupils attain standards expected for their age in reading, writing, mathematics and science. Pupils' speaking and listening skills are slightly below average but achievement is good. Overall, the standards are better than those attained by the Year 2 pupils in the 2003 tests.

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

Standards in:	School results	National results
reading	14.2 (15.4)	15.7 (15.8)
writing	12.9 (14.1)	14.6 (14.4)
mathematics	14.1 (16.4)	16.3 (16.5)

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

- 2 The table above shows the standards attained by Year 2 pupils in 2003. They show that standards in reading, writing and mathematics were below national expectations. The results reflected the capabilities of the pupils tested at that time.
- 3 In Years 3, 4 and 5, pupils generally achieve well in most subjects. However, there is sometimes insufficient challenge for more able pupils in some lessons, which restricts achievement. In a few cases, teachers lack secure subject knowledge of science, which means that learning is not as effective as it might be. In Year 6 pupils achieve well, supported by teaching that is often very good. By the end of Year 6, pupils attain average standards in the core subjects and achieve well. The standards attained by the current Year 6 pupils are slightly lower than those gained by the pupils who undertook the 2003 national tests, as shown in the table below, but they reflect pupils' capabilities.

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

Standards in:	School results	National results
English	27.7 (27.8)	26.8 (27.0)
mathematics	27.0 (27.8)	26.8 (26.7)
science	28.7 (29.4)	28.6 (28.3)

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

- Standards in most subjects of the curriculum are in line with those expected for pupils aged seven and eleven. There was insufficient evidence to make a secure judgement about standards in design and technology, which is a priority for school development. Pupils with special educational needs achieve well and make good progress.

Pupils' attitudes, values and other personal qualities

The attitudes, values and personal development of pupils are **good**. The school effectively encourages pupils to behave well, consider others and play their part in the life of the community. Attendance is **satisfactory** and the school is taking effective action to promote good attendance, though punctuality is an issue. Some concerns are held by parents about bullying. Pupils' spiritual, moral and social development is good. Cultural development is **satisfactory**. Pupils have yet to have a breadth of opportunities to learn about the diversity of cultures in modern Britain.

Main strengths and weaknesses

- The school's monitoring and promotion of attendance and punctuality are thorough and most parents ensure that their children come to school regularly.
- Pupils show positive attitudes to school, behaving well both in class and when moving to and from lessons.
- The school promotes spiritual, moral and social development well.
- Pupils have yet to become secure in their understanding of the diversity of cultures in Britain.
- Punctuality is unsatisfactory for a number of pupils who are habitually late.

Commentary

- The most recent figures show that attendance is satisfactory and the school has set a clear target to improve attendance rates in the next year. Great care is taken to monitor attendance regularly. Pupils' absence is investigated thoroughly and good attendance is actively encouraged. Most parents promptly inform the school if their children are absent. As a result, unauthorized absence rates are low. However, a number of pupils are habitually late, which means they miss the important start to lessons.
- Pupils' attitudes are very good. They say that they like coming to school and enjoy the work. Most willingly take full advantage of the opportunities offered. The school has successfully created a calm and purposeful atmosphere where high expectations of behaviour and consideration for others result in a very orderly community. Pupils enjoy both lessons and out of school visits. Movement between lessons and at break times is extremely well organised. Pupils have a clear sense of right and wrong. Although some parents expressed concern about behaviour, there was no evidence of misbehaviour or bullying during the inspection. Pupils behave well both in lessons and at break times. Earlier issues concerning a few pupils' severe behavioural problems, resulting in ten fixed period exclusions, were resolved before the inspection.

- 7 In the short time since this school has been established, it has placed a high priority on the spiritual, moral and social development of its pupils. A strong Christian ethos pervades all its work. Circle time is used well to encourage pupils to consider feelings and values. For example, children were observed discussing the 'special' aspect of friendship. Pupils are encouraged to take on responsibilities and do as much as possible for themselves. They take pride in their school and develop confidence and self-esteem. The members of the school council are beginning to play a role in decision making. Relationships are good. Each member of the community is valued and treats others with care and respect. Pupils share and collaborate well. No incidents of harassment were observed. Any incidents of poor behaviour are dealt with and resolved effectively. Pupils from ethnic minorities and those with special educational needs are very well integrated into the school.
- 8 The cultural education of pupils is not yet fully developed. Although pupils do, for instance, make visits into the community and take part in events such as music festivals, their experience of other cultures is limited. As a result of fund raising activities for children's charities, pupils demonstrate care for others less fortunate than themselves.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	8.6
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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
White – British
Mixed – White and Black African
Mixed – White and Asian
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi

No of pupils on roll
258
1
2
1
6
1

Number of fixed period exclusions	Number of permanent exclusions
10	0
0	0
0	0
0	0
0	0
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 is **good**. Pupils achieve well because of the good climate for learning that includes good teaching, warm relationships and high expectations of both achievement and conduct. The curriculum is satisfactory and is being developed well to provide stimulating experiences for pupils. Pupils are cared for well and the school is effectively developing the ways in which it guides and supports them.

Teaching and learning

The quality of teaching and learning is **good**.

Main strengths and weaknesses

- There is consistently good teaching and learning in the Foundation Stage.
- Elsewhere, the best teaching is in Years 1 and 2 and Years 5 and 6.
- Most teachers have good command of the subjects they teach.
- Some lack confidence in teaching subjects such as science and design and technology.
- Most teachers have good relationships with pupils, which encourage enthusiasm for learning.
- The quality of marking is inconsistent.
- In some lessons, there is not always enough challenge for the more able pupils.

Commentary

- 9 The youngest children have a good start to their education because the Foundation Stage teacher has a very good understanding of the ways in which they learn. Activities are very well designed to promote curiosity and investigation, encourage independence and increase children's knowledge and understanding. From below average skills in most areas of learning, the children make rapid progress and meet the nationally agreed early goals for their age by the end of the reception year. The good teaching in Years 1 and 2 ensures that pupils continue to achieve well and attain standards that are expected for their age by the time they are seven. Teachers use effective methods to engage pupils, such as using interesting resources and setting clear targets. They ask questions that demand consideration and reasoning and expect pupils to work at a brisk pace. The good relationships mean that pupils willingly ask questions and express their ideas, showing a keen interest in learning.
- 10 In Years 3 and 4, where teaching is mostly satisfactory, relationships are good, work is planned and taught conscientiously, but there is sometimes less effective organisation. For example, in an information and communication technology (ICT) lesson, some Year 3 pupils had less opportunity than others to use the computer due to the organisation of the lesson. There is sometimes insufficient challenge for more able pupils, as seen in Year 3 and 4 science lessons. The unsatisfactory lesson observed gave unclear aims and demonstrated the teacher's insecure subject knowledge, restricting pupils' progress.
- 11 Pupils with special educational needs receive good support. There has been a particularly strong emphasis on identifying difficulties at an early stage, so that appropriate intervention is possible. The headteacher and senior staff have expertise in special educational needs and provide good guidance for class teachers. Work is carefully adapted and the pupils' progress closely monitored. The support staff provide valuable help in lessons and when working with individuals.

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	12 (27 %)	21(48 %)	10 (23 %)	1 (2 %)	0 (0 %)	0 (0 %)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

- 12 Teachers assess pupils work regularly and many provide helpful comments about ways in which pupils might improve. There are some inconsistencies in quality. A few teachers' written comments contain spelling errors, which does not provide a good example for pupils. The quality of assessment is satisfactory and is rightly a priority for development, to ensure that all staff plan appropriate work and challenge for all pupils.

The curriculum

The curriculum offered by the school is **satisfactory**.

Main strengths and weaknesses

- Provision for pupils with special educational needs across the whole school is good.
- The curriculum for the youngest children is good.
- Resources are very good and match the demands of the curriculum.
- Accommodation is very good; it is used effectively and maintained to a high level of cleanliness.
- A whole school policy for developing the needs of gifted and talented pupils is still to be fully implemented

Commentary

- 13 The requirements to teach all subjects of the National Curriculum and religious education are fully met. Since the school's amalgamation in April 2002, there has been a good focus on developing a curriculum that fully meets the needs of all pupils, with particular emphasis on English and mathematics. The school has improved its provision in the foundation subjects; the timetable has been amended to ensure time allocations are adequate to allow enough coverage of each subject. In many areas, there are effective links with other subjects and the school is endeavouring to make further improvements in this area. Much work has been done to create a curriculum that covers a two year cycle in order to meet the needs of pupils in mixed age classes and ensure continuity and progression in teaching and learning. The school is successfully introducing 'Brain Gym,' a means of focusing pupils' attention on the ways in which they learn. There are effective partnerships between teachers and classroom assistants that support the good progress pupils make in lessons.
- 14 The curriculum for children in the Foundation Stage is good, providing a wide range of stimulating and well-organised experiences. The provision for pupils with special educational needs is good. Pupils are given work that meets their needs and because of this, they achieve well. The co-ordinator and part time teacher effectively support staff and pupils. However, although there is a policy for promoting the development of gifted and talented pupils, this has yet to be fully implemented to ensure that their particular needs are met and that they are suitably challenged.
- 15 There is a good range of visits, visitors and practical experiences. For example, pupils perform in the Jarrow Music Festival, Tyneside Schools Dance Festival and take part in football and netball events with other schools. They are offered recorder, woodwind and string tuition. The school is actively involved in the community and encourages pupils to contribute to national charities. Citizenship is promoted well through for example, links with a local chemical factory and the contribution of pupils' ideas about transport in the community.
- 16 The provision for pupils' personal, social and health education is good. Pupils are successfully helped to gain an increasing awareness of themselves. Staff set high expectations of behaviour and pupils are successfully encouraged to work together in harmony, as seen in their mutual respect and sensitivity to the needs of others. The systems in place to prepare pupils for subsequent stages of education are satisfactory and the school is working well to develop constructive links with other schools.
- 17 There is an adequate match of teachers and support staff to teach the curriculum, which is resourced well. Teachers are supported in their planning by national schemes of work, supplemented by further materials provided by subject co-ordinators. There is a well equipped computer suite housed alongside the library. The accommodation is very good; it is

maintained to a very high standard of cleanliness and staff work hard to create an environment that is lively and stimulating, with a wide variety of displays.

Care, guidance and support

The school provides well for the health and safety of its pupils. Staff know their pupils well and provide them with **good** care.

Main strengths and weaknesses

- The school is very safety conscious and there are frequent safety checks.
- There are very thorough arrangements for the administration of first aid.
- There are good relationships with staff; pupils feel they always have someone to turn to for support.
- There are thorough induction arrangements.
- The school involves pupils in decisions through the school council. However systems for all to make suggestions and express their views have yet to be fully established.

Commentary

- 18 All adults are safety conscious, checking on potential risks and reviewing systems regularly. Good procedures are in place to identify pupils who may be in need of protection. Staff are aware of pupils' medical needs and ensure these are met. Systems for recording accidents and delivering first aid are very well established and thorough. A high-quality cleaning programme ensures pupils work in a clean environment and are not put at risk. Pupils are encouraged to live a healthy lifestyle. There is fruit available at lunch time and all have access to water bottles through the day.
- 19 Personal support and guidance are good. Pupils have good relationships with adults and know who to turn to if they need support. Pupils are becoming increasingly knowledgeable about their academic targets. The school is developing effective methods for monitoring pupils' progress and providing support and guidance.
- 20 Through the work of the school council, pupils are beginning to be consulted about ways to improve routines and facilities. The council members feel that they are listened to and are given reasons if their ideas are not acted on. For example a suggestion was made to install swings and slides in the playground but, after discussion, pupils realised that this would not be safe. However, opportunities for all pupils to make suggestions and learn what has been discussed at meetings are not yet in place. This limits the ability of all pupils to make a real difference to their school.
- 21 A close relationship with the local nursery schools means that practices for settling children into reception are effective. Information about each child's development is exchanged and children spend two half a days in school before transfer. They settle quickly into routines.

Partnership with parents, other schools and the community

The school has established **satisfactory** links with its parents. Good links with the community, other schools and colleges support learning.

Main strengths and weaknesses

- Although school is making efforts to involve parents it is aware that more needs to be done.
- Most parents are supportive of the school.
- There are good links with other schools.

- There is good support from local businesses and use of community to enhance the curriculum.
- Parents' contribution to their children's education is limited and few help in school.

Commentary

- 22 This new school has gained the support of the majority of parents and carers, who feel that the teaching is good and that their children are expected to work hard. Many praise the leadership and management and believe that the school is establishing itself well. A minority are concerned about instances of bullying and behaviour in the playground. Others would like to see more clubs and activities outside lessons. Consultation evenings enable parents to discuss and contribute to their child's progress and reports provide relevant information. The school has recently surveyed parents in order to ascertain their views about the reports. As a result, the reporting system is being improved to provide detailed information about what children will be studying and their progress each term. Workshops in such areas as literacy, numeracy and the Foundation Stage help parents understand what their child is studying. However, most parents are not playing an active role in their child's learning. Few parents currently help in school, although there is good support from the 'Friends of Jarrow Association' at functions and in raising funds, such as those used to purchase seating.
- 23 Good, productive links with the community and other schools, for example Tyneside School Dance Festival, have made an impact on achievement in the creative arts. The school enjoys good links with its local nursery and high schools. As a member of the Jarrow Cluster and Church of England Primary Schools group, there are regular staff meetings together to share values and aims. A number of visitors into school and visits to places of interest serve to increase pupils' understanding of the wider community and enrich learning. The management is making good efforts to increase the part that the school plays in the community. Good support from local businesses, such as a chemical firm and local supermarket, has benefited pupils. Students from Sunderland University receive effective support in work placements in the school.
- 24 The school successfully ensures that the pupils' transition to their next school is smooth. Staff from this school and the high schools meet together regularly to discuss pupils' needs. Pupils make a visit to their new school and attend a sports event at Jarrow School. Documents are transferred efficiently.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher and key staff are **good**. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher and all staff have a good vision for the school.
- Teamwork is good.
- The headteacher and the chair of governors work closely together.
- The newly structured senior management teams work well together.
- The school's self evaluation is good.
- Curriculum assessment has yet to be fully developed.
- Governor's roles have still to be further defined, for example for the subjects that individual governors will oversee.

Commentary

- 25 The headteacher has a clear vision and sense of purpose. He aims for the school to become the 'the best school in South Tyneside' and acts as a good example for other staff and pupils. He is well supported by the deputy headteacher in creating effective teams, which aim to empower all members of staff and broaden their areas of expertise. The leaders of the school are committed to professional development, with involvement in national training, which means that staff are fully aware of new developments. The school's contribution to initial teacher training is very good. The headteacher and deputy headteacher are passionate about the school's involvement in this, considering it to be central to raising standards in teaching and learning. There is a strong focus on reflection of practice, analysis and explanation of what works well in the classroom. All staff are committed to raising standards. The leadership of the curriculum is good. There is a strong commitment to inclusion, promotion of equality and concern for the needs of individuals. The strategies for school evaluation are well developed. The headteacher monitors lessons and performance data regularly, reviews patterns and takes appropriate action, providing a clear understanding of the school's strengths and areas for development.
- 26 The governors are very keen to develop their role of shaping the vision and direction of this new school and have successfully worked together to produce the school's mission statement. The newly appointed chair of governors knows the school well and is of great support to the headteacher, acting as a critical friend. As part of their strategic plan, a local authority governor training package has been purchased. The governors have ensured that the school fulfils its statutory duties, including promoting inclusion policies. They have a satisfactory understanding of the school's strengths and weaknesses. Their main priorities at present are appropriate. These include developing their monitoring role by involvement in daily school life, financial management and the school improvement plan. A governor for special educational needs has not as yet been appointed and although there is a curriculum governor, individual subjects remain unrepresented. A shortage of governors impacts upon the composition of committees. The governors' role of challenging and supporting senior managers is at present limited and their roles have yet to be further defined.
- 27 There is a breadth of curriculum expertise amongst the staff. There is an Advanced Skills Teacher for ICT and Leading Literacy and Mathematics Teachers, enabling the management to deliver a high quality of training. Teamwork is a strength of the school with all staff, including non-teaching staff, meeting regularly with the headteacher. They are fully encouraged to be actively involved in school evaluation, development planning and moving the school forward. There is an effective management structure. Performance management of teaching staff with trained leaders and identified targets for school improvement are successful in bringing about school improvement, with clear links to the budget. There is a comprehensive induction programme for staff, with the newly qualified being well supported by their colleagues. The more experienced staff act as excellent examples and their mentor, the headteacher, is highly efficient in setting and reviewing targets. The approaches to financial management are good and help the school to achieve its educational priorities. Decisions are made against tight criteria, using best value principles. The school provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	731,832
Total expenditure	753,290
Expenditure per pupil	2541

Balances (£)	
Balance from previous year	n/a
Balance carried forward to the next	86,130

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is very good. The co-ordinator is very enthusiastic, innovative in her ideas and knowledgeable in the areas of provision. Children are prepared well for their transition to Year 1. They enter school in the September before they are five, with the majority of pupils having attended nursery. Liaison between the school and the nursery is very good, with records passed on and a smooth transition made possible for the children. All children achieve well due to very good teaching. The curriculum is planned to provide a wide range of stimulating activities which are suitably adapted to meet the needs of all the children. The staff are very enthusiastic and dedicated to raising standards. The class teacher has formed excellent relationships with the children and parents. Her good humoured and caring approach enables the children to grow in confidence and flourish. The progress of individual children is monitored and recorded systematically, using the Foundation Stage profile, which is updated regularly and shared with parents. The accommodation is very good and there is a large secure outdoor play area with an attractive, safe surface. Resources are very good and are used well. There are good systems for the early identification of children with special educational needs, who receive good support.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well because of very good teaching
- The children are in line to reach the goals expected for their age by the end of the year, with the most confident of children exceeding them.
- Excellent relationships enable the children to feel confident.
- Staff work very hard to provide structured activities to develop personal and social skills.
- 'Busy Bee' contributes well to children's development.

Commentary

28 Children achieve well, meeting the goals expected for their age by the end of the reception year. The personal, social and emotional development of the children is enhanced by clear routines and boundaries. The children know what is expected of them and the appropriate behaviour to adopt. A child is chosen daily to become 'Busy Bee,' as a reward for good behaviour or for being kind. As 'Busy Bee,' the child is given extra responsibilities for the day, such as leading their class in and out of the hall for assembly. Children settle down to activities very well, following clear routines. Their attitude to learning is very positive. They are encouraged to work co-operatively and to share resources such as in the role play hospital area. The children are well motivated and responsive, approaching their tasks with enthusiasm and taking turns amicably. Their concentration is good and they are eager to contribute to lessons.

29 Within this positive environment, achievements are celebrated and praise is given as a reward for individual effort and contribution. Each child is treated with respect by adults and children alike. When minor disagreements occur or behaviour is inappropriate, incidents are dealt with firmly and sensitively. The children are developing a good sense of right and wrong. They are encouraged to develop a sense of responsibility and independence, such as tidying their areas at the end of each session. This happens without prompting when the 'tidy up' music plays. The children take responsibility for jobs in the classroom, dress themselves and choose their own activities and resources. They are encouraged to help each other and positive relationships with adults ensure that they are confident to ask for help when required. Continuous reinforcement and trusting relationships enable all children to succeed.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is taken to develop the appropriate skills.
- Teaching is good.
- The class teacher's lively approach ensures that learning is enjoyable.
- The nursery nurse works well with groups

Commentary

30 Most children are on course to meet the goals for their age. There are many opportunities to develop the children's vocabulary through probing questioning and discussion. A high priority is given to helping children to develop communication, listening and language skills. The children are encouraged to make marks on paper, writing lists and captions for their work. They work enthusiastically and most write their own name. The children enjoy books and are engrossed in the stories due to the expressive reading style of the class teacher. They make sensible suggestions when predicting the story. Displays reinforce learning by depicting characters from the reading scheme. Games are used well to encourage the children to write, making learning fun. There is a strong emphasis on the teaching of phonics. The success of this was clear during a lesson where a list was being written for a party tea. One child asked if he could write 'strawberry sauce' for the class. He made an excellent attempt at word building and was praised by the class teacher and his peers. Several children have immature speech and lack confidence in conversation with their peers. Good strategies are used to increase their vocabulary and confidence.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**

Main strengths and weaknesses

- A wide range of interesting activities are planned to support learning.
- Pupils achieve well.
- Teaching and learning is very good due to the good subject knowledge of the staff.

Commentary

31 Most children are working at levels expected for their age. A variety of number rhymes and songs are used to help the children count throughout the school day. In one lesson, most of the children successfully ordered numbers to ten, counting backwards and forwards from a given number. The children were motivated, enthusiastic and keen to help each other with the answers. The practical activities using very large numbers were very well matched to the objective of using vocabulary such as 'more than,' and 'less than' and comparing two numbers. The children were effectively challenged and made good progress. When the children were split into small groups the tasks were varied and held their interest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area.

- Questioning skills are used very well to extend and enhance learning.
- The children make good progress in this area.

Commentary

32 Teaching and learning are good and children achieve well. A good range of activities are planned to stimulate curiosity and enhance understanding. The school aims to widen the children's experience of the world beyond the immediate area in which they live by, for example, focusing on people who help them. Children listened with great concentration and interest when the class teacher talked about a visit from Nurse Liz from the local hospital. The teacher used the large puppet Doctor David well to 'treat the patients,' such as Winnie the Pooh, Jessie and Ted, who had a variety of medical conditions. The children listened attentively while the class teacher talked about and demonstrated the relevant medical equipment. The children identified a 'stethoscope' and 'thermometer,' which enhanced their vocabulary. Children were delighted to demonstrate the use of a syringe and ways to administer medicine. The lesson also contributed well to children's personal development, as, besides considering the role of medical professionals, they made choices for treatment and showed compassion towards their 'patients.' The nursery nurse contributed very well by reinforcing and supporting children's learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- There is an excellent outdoor area offering great opportunities for physical development.
- The children achieve well and are developing skills confidently.
- Teaching and learning are very good.

Commentary

33 Outdoor play activities are well focused and stimulating, offering a wide range of activities for developing physical skills. For example, the children build with large boxes, using good control. Pairs of children use wheeled toys such as tricycles co-operatively and with great enjoyment. Children handle small objects and manipulate tools well. For example, they confidently use construction equipment, play dough, scissors and brushes. In movement activities, the children show imagination, as when suggesting and demonstrating a variety of movements linked to the theme of 'Feelings.' Here, the class teacher used a variety of stimulating strategies to capture children's imagination, as in throwing 'feelings dust' for the children to 'catch' and sprinkle all over them. Pupils responded very well by, for instance, demonstrating sadness by walking slowly with their heads bowed, arms hanging limply by their sides, with sad facial expressions. They talked about matters that made them feel this way, contributing well to their speaking and listening skills. The class teacher provided an excellent example, joining in with obvious enjoyment.

CREATIVE DEVELOPMENT

Provision in creative development is **good**

Main strengths and weaknesses

There are many good opportunities for role play.
The teaching is stimulating and successfully promotes creativity.

Commentary

- 34 The children are developing a good awareness of texture and shape. They explore colour imaginatively, using a variety of creative activities, many of which are displayed attractively. There are many opportunities for role play, which support the development of children's creative ideas.
- 35 Children sing enthusiastically and tunefully, as seen when they sang 'Head, Shoulders, Knees and Toes' at varying speeds, both with and without musical accompaniment. The teacher uses good methods to involve all children, such as encouraging them to 'look for famous Jarrow Cross smiles' and watching an egg 'jump off a wall' when singing 'Humpty Dumpty.' Awe and wonder were apparent and the children went on to try to mend him with sticky tape. They discussed ways to make him well again, using their problem solving skills creatively. A puppet doctor was used well to inspire role play and teach rhythm, as when singing 'Miss Polly had a dolly.' The theme of accidents and illness was continued well by using 'Jack and Jill' as a focus for discussion about stethoscopes and heart beats. Overall, the teacher provides imaginative and stimulating experiences that fully engage the children and help them to achieve well.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and pupils achieve well.
- Pupils are managed well; their behaviour is good and they have positive attitudes to their work.
- Time is used effectively.
- Good links with other subjects.
- Leadership and management are good.
- Pupils' work is not always well presented.
- The quality of marking is inconsistent and does not always indicate ways in which work could be improved.

Commentary

- 36 The standards attained by pupils at the ages of seven and eleven are broadly in line with the national average. All pupils, including those with special educational needs, achieve well and make good progress. Teaching is good. Planning is secure and in lessons, time is used effectively. Pupils behave well. There is good use of praise and encouragement to boost pupils' self-esteem, resulting in them being responsive, responsible and motivated to perform well. In the most successful lessons, teachers display good subject knowledge and ensure pupils know what is expected of them. They provide good support and challenge and make effective use of classroom assistants.
- 37 Pupils' spoken language is slightly below average. Opportunities for developing speaking and listening skills are carefully built into lessons to improve pupils' communication skills and understanding. Teachers make effective use of questioning to extend pupils' vocabulary and develop their thinking skills. For example, in a Year 2 literacy lesson, the pupils successfully used the teacher's checklist to evaluate the instructions they had written. Fully involving the pupils in this created enthusiasm and resulted in good achievement. Teachers ensure that meaningful activities are provided for pupils to practise, develop and refine their language skills. In most lessons, pupils have good opportunities to discuss their work and most develop confidence in speaking to their peers and adults. In all lessons pupils listen well.
- 38 Pupils achieve well in reading, where standards are in line with the national average. There is a core scheme, supplemented by other materials, which is used effectively to develop reading skills. Pupils are encouraged to take books home to read with parents. Standards in writing are broadly average. The school is rightly focusing on raising standards further by offering stimulating experiences, such as developing a whole school story and visiting a publisher to create a feature page for the local newspaper.
- 39 Marking is inconsistent. There is little highlighting of pupils' spelling mistakes, nor indication of how they might improve their work. In some instances, there are errors in the teachers' use of grammar and handwriting, which do not offer the pupils good examples.
- 40 Resources for the subject are good. Pupils' work in books and displays around the school indicate some good links with other subjects, but pupils do not always transfer their literacy skills to other areas. For example, in history and religious education books, many pieces of work lack appropriate punctuation and have spelling errors. Pupils' handwriting alternates between a printed and joined style.
- 41 Leadership and management are good. The co-ordinator monitors teachers' planning to gain an overview of the content and is developing a portfolio of pupils' work to provide guidance for

staff. Teaching and learning have been observed in some classes and there are good plans to continue this across the school.

Language and literacy across the curriculum

These skills, particularly speaking and listening, are mostly developed well in other subjects of the curriculum. Some aspects of writing, including spelling and punctuation, are less well developed in some classes.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good overall. Examples of very good teaching were seen in Years 1, 2 and 6.
- Pupils' attitudes and behaviour are very good, which contribute well to their achievement.
- The promotion of equal opportunities through mathematics is very good
- The breadth of curricular opportunities is good.
- There is a strong focus on raising standards.
- Leadership and management are good.
- There are inconsistencies in marking.

Commentary

- 42 Standards are as expected for pupils nationally by the end of Years 2 and 6. Pupils achieve well. Teaching and learning are good overall. In the best lessons, as in Years 1 and 2 classes, the pace is brisk, pupils are challenged well and teachers use effective methods to interest pupils and to extend their learning. For example, during a mental arithmetic period, Year 2 pupils responded confidently and enthusiastically when adding and subtracting. Pupils apply themselves well and work confidently as individuals and as members of a group. Teaching assistants are used well to support learning and the use of homework to reinforce and extend is good. On occasion, as in a Year 5 numeracy lesson, pupils became restless because the conclusion lacked focus.
- 43 Pupils have positive attitudes. They work well, independently and collaboratively, particularly in Years 1 and 2. Pupils enjoy the subject and achieve well because most teachers provide stimulating tasks. The curriculum is good and provides a wealth of experiences. Areas such as problem solving and using and applying mathematics are focused on well to improve standards. Pupils with special educational needs are well provided for, with work suitably adapted to their needs.
- 44 Leadership and management of mathematics are good. There is clarity of vision, sense of purpose and high aspirations of key staff. Leaders create effective teams. The co-ordinator provides knowledgeable and innovative leadership, providing a good example for other staff and pupils. Self evaluation and monitoring procedures are used well. There is a comprehensive strategic plan for improvement, including training in learning styles and problem solving.
- 45 Assessment is satisfactory and is being effectively improved as part of the school's priorities for development. Teachers respond well to individual needs and pupils have an adequate understanding of how they can improve. Marking varies in quality. At its best, there are constructive comments from teachers which provide good guidance and support for pupils. There are some examples in Year 5 work where presentation is unsatisfactory.

Mathematics across the curriculum

The use of mathematics across the curriculum is satisfactory. For example, pupils produce bar charts and graphs in connection with different topics and use their mathematical skills to plot co-ordinates in geography. Links with literacy include problem solving activities, while mathematical language is included in displays of pupils' work.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The subject is led and managed well.
- There are good resources for investigations.
- There is a good focus on developing pupils' enquiry skills.
- Some teachers lack confidence in teaching the subject.
- There is not always enough challenge for more able pupils, particularly in Years 3 and 4.

Commentary

46 Standards are in line with those expected nationally by the end of Years 2 and 6. Most pupils achieve well. The co-ordinator has a very good knowledge of the subject, has undertaken a close analysis of the provision and has been successfully working to improve it. This suitably includes supporting those teachers who lack confidence in teaching science and ensuring there is a good focus on investigative work. Teachers are being guided well by the co-ordinator, especially in assessing pupils' attainment and progress and in providing suitable challenge for more able pupils. The co-ordinator has good plans to provide additional support for staff who lack secure subject knowledge as a result of effective monitoring of teaching and learning. Resources have been enhanced.

47 There is a good emphasis on investigative work, which means that pupils learn to predict, construct fair tests and produce their findings in a variety of ways. Most teachers make good use of resources. Explanations, demonstrations and questioning were effective in the best lessons and ensured that pupils made good progress. In a few, as in some Year 3 and 4 lessons, the pace was sometimes too slow, objectives were unclear and pupils did not achieve as well as they could. Teachers missed opportunities to provide more able pupils with extended, challenging tasks, restricting their achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good quality and range of resources.
- Pupils have very good attitudes and behaviour.
- Direct teaching of ICT skills is good.
- Support offered by the assistant for ICT is very good.
- Opportunities are missed to use ICT in other subjects.

Commentary

48 The standards attained by the ages of seven and eleven are in line with national expectations. Teaching and learning are good. Staff plan and prepare well for their lessons and pupils make good progress. Both pupils and teachers benefit from the very good support offered by the

assistant for ICT, who has received specialist training and is currently funded by the Education Action Zone.

- 49 Teachers have high expectations. They make effective use of demonstrations, which provide examples of good practice for pupils. They observe pupils' investigations closely to evaluate their performance. Most lessons are well paced and provide a good balance between support and challenge. Meaningful links are sometimes created with other subjects. For example, one class working on their history topic 'Post War Britain' used various search engines efficiently to gather information about their chosen characters. The teacher's careful explanation and instruction ensured that time was used well. Pupils worked independently and successfully. Throughout the lesson, good use of praise and encouragement ensured all pupils were attentive and achieved well. In other subjects, ICT is not always used enough to support learning. In lessons held in the computer suite, there is very good use of adult support. The teachers and assistant have very effective partnerships, which enables the pupils to make good progress.
- 50 Resources for the subject are very good. The computer suite has high quality equipment and is timetabled well for daily use. The school is trialling software for a reputable company. All staff regard this program as being very effective in extending pupils' learning and in supporting the planning and delivery of lessons. The interactive whiteboards in some classrooms are used well in a wide range of lessons. Staff make good use of ICT in their planning, tracking of pupil performance and displays of work.
- 51 Leadership and management are good. The co-ordinator is enthusiastic and has worked hard to ensure resources are of high quality and are used effectively. Pupils file their work in folders, which the co-ordinator monitors to gain a view of standards across the school. Although the co-ordinator has had little opportunity to observe lessons in other classes, the ICT assistant supports all lessons in the computer suite and is able to report effectively on pupils' progress.

Information and communication technology across the curriculum

Although there are computers in each classroom, these are not always used sufficiently in lessons and opportunities for cross-curricular links are lost.

HUMANITIES

Geography and history

There was too little evidence to make a judgement on the quality of provision for either subject. In the few history lessons observed, the quality of teaching and learning was good. Pupils demonstrated positive attitudes and worked productively. Standards attained by pupils are in line with national expectations in both subjects and they achieve well.

Commentary

- 52 The learning resources are good and teachers are creative in their planning, developing good links with other subjects wherever possible. For example in history, they provide suitable opportunities for pupils to develop their speaking and listening skills and to create fact files about artefacts. In geography, Year 4 pupils showed good understanding of litter pollution and recycling, expressing their views clearly during a discussion. By the end of Year 6, pupils know the features of their local area well, showing good understanding of land use along the River Tyne. They know the relationship between aerial photographs and maps and use co-ordinates effectively. They have secure mapping skills.

- 53 Pupils use a good range of resources to develop their own lines of enquiry, devising questions to research information from artefacts, books and the Internet. Displays of pupils' work, such as maps, timelines and artefacts from different eras help to develop pupils' understanding of places and their sense of change over time.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Resources are good for the three main faiths that are studied.
- Pupils are encouraged to be respectful and tolerant of others at all times
- Pupils' have good attitudes and behaviour
- The co-ordinator has had no opportunity to monitor teaching and learning
- Assessment procedures are not yet fully developed.

Commentary

54 The best teaching was seen in Years 1 and 6, promoting good achievement. In a very good Year 6 lesson, which emphasised the value of the Bible's teachings, pupils successfully considered and discussed people's attitudes and actions in different scenarios. They showed good understanding of character and drew good parallels with Jesus' life, such as his temptation in the desert. Puppets and role play were used effectively in a Year 1 lesson focus on the effect of actions on others. In these lessons, pupils' spiritual, moral and social development were supported well. The pupils behaved well and showed very positive attitudes. In other lessons, learning and achievement were satisfactory. Although resources were well prepared in one Year 5 lesson about a parable, opportunities for involving pupils in discussion were limited. This restricted the extent to which they could reason and express their views and provided insufficient challenge for the more able pupils.

55 The school follows the locally agreed syllabus for religious education, which outlines Christianity, Islam and Judaism as the three main religions to be studied. There are good resources for delivering effectively the programmes of study and developing pupils' understanding of different faiths. The school also provides good, additional events at specific times during the year, such as a Christmas 'Hosannah Rock' and a Harvest Service.

56 Leadership and management of the subject are satisfactory. The headteacher, as co-ordinator, has had not yet had the opportunity to monitor teaching and learning, although samples of work have been moderated in collaboration with co-ordinators from other local schools. Assessment procedures have yet to be developed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was insufficient evidence to make a secure judgment about the quality of teaching and learning in design and technology in the whole school. Some teachers lack confidence in the subject and the school has rightly prepared a good action plan, similar to that for art and design, to improve the provision.

Art and Design

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

Main strengths and weaknesses

- The teaching observed during the inspection was good and pupils achieved well.
- There is a good action plan to improve the provision further.
- The multi-cultural aspect of modern art and design is not well developed.

Commentary

57 Standards are in line with those expected nationally by the end of Years 2 and 6. In the lessons observed in Year 2 and in Year 6 the teaching successfully enabled pupils to appreciate the work of different artists. In both lessons, teachers encouraged pupils to express their views, such as determining the mood, effect of colour and different techniques. The pupils made good deductions about the characters portrayed and the techniques used. For example, Year 6 pupils recognised that in abstract work, the artist altered the shape of faces, possibly because he wanted to represent 'two-sided personalities.' Year 2 pupils recognised 'brush marks' on paintings and suggested possible locations. In both lessons, pupils were engrossed and achieved well. Although these lessons provided good opportunities for pupils to learn about the work of artists, there is not yet sufficient focus on multicultural art and design to enhance pupils' understanding of the diversity of modern day society.

58 The subject, which is led and managed by a new co-ordinator, is currently being developed. The good action plan includes developing the scheme of work to ensure progression, establishing effective assessment procedures and providing an Arts Week. Sketchbooks have suitably been introduced to practise various skills and techniques and the curriculum is being enhanced by visits to places such as Hatton Gallery. Cross-curricular links are being developed well.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The co-ordinator is enthusiastic and committed to raising standards.
- The breadth of the curriculum is good.
- There are good resources.
- Assessment and monitoring have not yet been fully developed.

Commentary

59 The co-ordinator provides good leadership and management. Resources have been enhanced to ensure that all classes benefit from a range of interesting activities. For example, all classes have a compact disc player and pupils are encouraged to select their choice of music for work in subjects such as physical education. There are good plans to extend the use of music in other subjects, as in providing sound effects in drama. A school choir takes part in the local music festival and there is to be a Christmas musical for pupils and their parents. There are two well attended recorder clubs. The curriculum is enriched by tuition from visiting musicians. A pianist visits school once a week for singing lessons and there are tutors for the clarinet and violin. Cross-curricular links are successfully encouraged and music displays are linked well to art and literacy.

60 In the very few lessons observed the quality of teaching and learning was good. Pupils have very good attitudes and enjoy music. They sing clearly and tunefully and are successfully encouraged to follow the rhythm. Their obvious enjoyment was seen in their 'famous Jarrow smiles' while singing. Pupils in Years 1 and 2 made a successful attempt at singing a round.

Instruments were used well to explore pitch and rhythm. In a Year 6 lesson, 'The Carnival of The Animals' was used successfully to learn about pitch, timbre and tempo. Assessment procedures have yet to be developed as part of the school's improvement plan.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching is good and ensures pupils achieve well.
- Resources, including outdoor facilities, are generally good.
- Large equipment is not easily accessible and pupils do not always have opportunities to collect it.

Commentary

61 Pupils' attainment is similar to that expected nationally by the end of Years 2 and 6. The good teaching promotes positive attitudes and pupils achieve well. From the earliest stages in the school, pupils learn to use equipment safely. They know and understand the effect of exercise on their bodies, developing stamina and good control in gymnastics, games and dance. In most lessons, pupils are suitably challenged and they work hard to improve their performance. Pupils benefit from having very good indoor and outdoor facilities. The equipment for physical education in one school hall is not stored efficiently, restricting ease of access. In lessons, pupils do not always have sufficient opportunity to collect and store resources.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Pupils have very good attitudes and they behave well.
- Pupils are confident and have good relationships.
- Expectations of conduct are high and pupils respond well.
- The school very successfully promotes pupils' social and moral development.
- Pupils' understanding of the diversity of cultures in modern Britain is not fully developed.

Commentary

62 Standards are satisfactory. Pupils show enthusiasm for learning. They have a good understanding of the impact of their actions and they develop good understanding of right and wrong behaviour. They willingly take responsibility and most have good relationships. Pupils care for others, for example, older pupils helping the younger ones at break times and lunchtimes. They have a good understanding of the less fortunate and willingly contribute to a variety of charities.

63 Pupils are successfully encouraged to take part in all that the school has to offer. A dedicated notice board provides good information to pupils about a range of community and school activities. The school council is becoming actively involved in representing pupils' views. Pupils' understanding of citizenship is acquired through the developing curriculum schemes of work and religious education. Because of the early stages of developing these schemes,

there is, as yet, insufficient focus on developing pupils' knowledge of the diversity of cultures in modern Britain.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7). Not applicable (8)