

INSPECTION REPORT

KELLOE PRIMARY SCHOOL

Durham, County Durham

LEA area: Durham

Unique reference number: 114081

Headteacher: Mrs Carol Musztacs

Lead inspector: Mr Keith Edwards

Dates of inspection: 3–6 November 2003

Inspection number: 256583

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3–11
Gender of pupils:	Mixed
Number on roll:	151
School address:	Front Street Kelloe Durham County Durham
Postcode:	DH6 4PG
Telephone number:	0191 377 0275
Fax number:	0191 377 3783
Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr Tony Tribe
Date of previous inspection:	22 February 1999

CHARACTERISTICS OF THE SCHOOL

Kelloe Primary draws most of its children from the immediate locality. Numbers on roll are slightly higher than they were at the time of the last inspection. There are 119 full-time pupils as well as 52 children who attend the Nursery on a part-time basis. Almost all of the pupils are white and all come from homes where English is the first language. Twenty-four per cent of the pupils have an entitlement to free school meals. This is above the national average.

Not all of the children who start in the school's Nursery transfer into the Reception class. The attainment of most of the pupils on entry to their Reception year is well below average although there is a significant variation in the pupils' achievement at the start of their full-time education. There is a wide spread of ability in each class. Twenty-six per cent of the pupils are on the school's register for special educational needs. This is above the national average. One of these pupils, one has a statement of Special Educational Needs. The school has been through a considerable period of upheaval, with six changes of headteacher in the last 12 years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21190	Keith Edwards	Lead inspector	Mathematics Music Information and communication technology Physical education English as an additional language
13462	Roberta Mothersdale	Lay inspector	
15236	Morag Thorpe	Team inspector	Foundation Stage curriculum Science Religious education
22274	Vera Rogers	Team inspector	Special educational needs English Art and design Design and technology Geography History

The inspection contractor was:

Cambridge Education Associates Limited

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Kelloe Primary School provides a sound education and gives satisfactory value for money.

The school is beginning to make good progress since the appointment of the new headteacher in April 2003. It has made satisfactory progress overall since the last inspection. Although standards are below average in English and mathematics at the end of Year 2 and Year 6, the pupils make sound progress as they move through the school.

The school's main strengths and weaknesses are:

- The newly appointed headteacher provides very good leadership.
- The teaching in the Foundation Stage, the infant class and the Year 4 and 5 class is good.
- The provision for the pupils' personal development is good.
- The school has a strong commitment to inclusion and equality of opportunity.
- The positive ethos is very well supported by the teaching and support staff.
- There are weaknesses in the pupils' acquisition of basic skills of literacy and numeracy.
- Standards in music are too low.
- Assessment is not used effectively to prepare lessons.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The 2003 results represent a significant success for the school, particularly in mathematics and in comparison with similar schools' results. In relation to their attainment in Year 2, the pupils who left school in July 2003 achieved well. However, early indications are that the current Year 6 will not achieve as well in English and mathematics. Nevertheless, the pupils make steady progress as they move through the school and have satisfactory achievements. There is little significant difference in the performance of boys and girls. The school's 2002 test results in mathematics and science were declared to be invalid and no marks were awarded as a result of irregularities in the way the tests were conducted.

The children achieve well in the Foundation Stage and the infant class. Expectations of pupils in the Nursery class have significantly improved since the previous inspection when their attainment on entry was much higher than it is now. However, at present, there are insufficient opportunities for ensuring that the higher-attaining children in the Reception class are challenged well enough in reading and writing. As a result, the children are unlikely to reach the expected goals in their communication skills, although they are much more likely to succeed in the other areas of learning. Test results in 2003 at the end of Year 2 showed that standards in reading, writing and mathematics were all well below average. The teaching has now more focus on building on what the pupils already understand and this is beginning to have an impact on the pupils' progress. Inspection evidence shows that the current Year 2 pupils are achieving well and standards are improving.

The pupils develop their skills in information and communication technology well although there remains scope for the further development of the pupils' use of these skills across the curriculum. Achievement in physical education is good because the school makes the most of its accommodation and resources. However, in spite of good resourcing and the use of specialist teaching, standards in music are unsatisfactory.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. The pupils' attitudes and behaviour in the Foundation Stage and Years 1 and 2 are very good. This supports the good progress that they make. In Years 3 to 6, the pupils have good attitudes overall but they are more prone to lapses at break-times and in lessons where the teaching lacks challenge or interest. The pupils' moral and social development are good and strongly supported by the school's personal, social and health education programme. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory and improving. Teaching and learning are good for the children up to the end of Year 2 and satisfactory overall. Pupils in the infant class are making good progress because lessons are well planned for the different ability groups and the teacher uses a range of techniques to maintain the pupils' interest. In Years 3 to 6 the quality of teaching lacks consistency, particularly in literacy and numeracy, and more could be done to use assessment information to plan challenging work for the range of age and ability in each class, particularly in some lessons in the junior classes.

The curriculum is satisfactory overall. Strengths include the school's accommodation and resourcing and enrichment through the community. However, the school needs to refine its tracking procedures to ensure that the pupils build more effectively on their skills as they move through the school. The good level of care shown by the staff has a good impact on the pupils' achievement.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is satisfactory. The headteacher provides very good leadership. The overall impact of the headteacher is very good. She has motivated her colleagues to raise expectations of themselves and the children. She has a clear vision of how the school should be performing and has introduced a range of management innovations to make the school more effective. The school has made satisfactory progress since the last inspection and is well set to improve rapidly as the new initiatives have their impact. The management of the school is satisfactory. There remains scope for the development of the roles of the deputy headteacher and staff with management responsibilities to have a sharper focus on raising standards. The governors provide sound support for the work of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents show a good level of satisfaction in the work of the school. The pupils enjoy their school, although a few, like their parents, were concerned by the behaviour of others.

IMPROVEMENTS NEEDED

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

- Raise standards of achievement in English, mathematics, science and music by the end of Year 6.
- Improve assessment procedures and their use to track the pupils' progress and support the development of the pupils' skills.
- Improve the quality of teaching in some classes in Years 3 to 6.
- Improve the presentation of the pupils' work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children make a good start in the Nursery and Reception classes and achieve well. By the start of Year 1, many pupils will have achieved the goals expected for their age in most of the areas of learning except for their communication skills. Even though standards in Year 6 are below average in mathematics and science and well below in English, the pupils' achievement is satisfactory as many pupils have started from such a low base. Standards in Year 6 are not as good as those described in the last inspection. However, since that time, results in the Year 6 national tests have improved.

Main strengths and weaknesses

- The pupils achieve well in the Foundation Stage and in the infant class.
- The pupils make good progress in information and communication technology and achieve standards that meet expectations in Year 2 and 6.
- There are weaknesses in the basic skills of literacy such as spelling and writing.
- Too many older pupils do not know their number bonds and tables.
- Music is an area of weakness.

Commentary

Foundation Stage

1. The children achieve well because the teaching is good and the curriculum is well planned in most areas to provide a wide range of interesting and relevant activities. The adults are very good role models for the children and manage them well. The accommodation inside is very effectively used to create a unified Foundation Stage. Children have the confidence to move freely between the rooms depending on the activities of their choice and this helps their personal development and independence. Although this provision has many advantages, the needs of the older, higher-achieving children are not fully met, especially in reading and writing. As a result, most of the children are likely to achieve the expected goals in each of the areas of learning except in their communication skills.

Years 1 and 2

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

Standards in:	School results	National results
Reading	14.7 (13.6)	15.7 (15.8)
Writing	14.3 (12.2)	14.6 (14.4)
Mathematics	14.2 (14.5)	16.3 (16.5)

There were 21 pupils in the year group. Figures in brackets are for the previous year

2. Although standards were below average in reading, writing and mathematics at the end of Year 2 in the 2003 national tests, the pupils achieved well. This is because the quality of teaching is good and many of the pupils started from a low base in their communication and mathematical skills. Results in the 2003 national tests showed a clear improvement in reading and writing on the 2002 test results. Standards in mathematics were broadly similar to those of the previous year. Standards in the basic skills of literacy and numeracy are likely

to be below average at the end of the year in spite of the good teaching because of the high

proportion of pupils on the special educational needs register. In the 2003 Year 2 science Teacher Assessments, standards were slightly below the national average. there was no significant difference between the attainment of boys and girls in any of the tests.

Years 3–6

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

Standards in:	School results	National results
English	25.8 (25.8)	26.8 (27.0)
Mathematics	26.8 (15.0*)	26.8 (26.7)
Science	27.7 (15.0*)	28.6 (28.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year

** The school's results were annulled in 2002 because of irregularities*

3. Although standards in English and science were below the national average in the 2003 national tests, the pupils performed well in comparison to those pupils who had similar scores at the end of Year 2. In mathematics, they achieved very well in comparison.
4. Standards in English are well below average in Year 6. They are stronger in reading than in writing. The pupils' achievements are satisfactory overall, as they enter school with standards that are well below average. The pupils' achievements in English improved in 2002 and standards in the 2003 tests remained broadly similar. This was largely as a result of the well below average standards of the pupils in writing. Pupils' achievements in English are better in Years 1 and 2 than in Years 3 to 6. This is largely because older pupils have gaps in their knowledge of basic skills, due to the lack of consistency in previous teaching. Furthermore, many pupils have poorly developed handwriting skills and their standards of presentation are poor. For similar reasons, standards of the work seen in mathematics are below average in the current Year 6. The pupils in Year 6 are insecure in their knowledge of basic computation such as their tables and number bonds. However, the pupils make satisfactory progress towards the targets that have been set for them.
5. The pupils make satisfactory progress in the other areas of the curriculum with the exception of information and communication technology and physical education where they achieve well. This is because the pupils have the opportunity to develop their skills under the guidance of a range of specialist teachers and the school is well resourced in both of these areas. There is underachievement in music because too few good quality opportunities are provided for the children to listen to music from a range of genres and the provision is patchy.

Special educational needs

6. Pupils with special educational needs achieve satisfactorily, although the standards that they attain are well below average. Pupils who are causing concern are identified early and given extra support within lessons. They are monitored well. Those who are placed on the school's register of special educational needs are set clear targets and they make good progress towards meeting them. This is because they are well supported in the basic skills by the teaching assistants.

Pupils' attitudes, values and other personal qualities

Provision for these aspects of pupils' development is good. Pupils' have positive attitudes to their work and most are well behaved in class and around the school. Their personal development is good. Pupils' spiritual, moral, social and cultural development is good. The pupils' attendance and punctuality are satisfactory.

Main strengths and weaknesses

- The generally good behaviour of pupils enables teachers to concentrate on teaching and pupils on learning.
- Relationships are good at all levels.
- Pupils are enthusiastic about school.
- Adults provide good role models, which underpin the pupils' personal development.
- Assemblies support pupils' spiritual, moral, social and cultural development well.
- The provision for citizenship is a strength.
- Music does not make a strong contribution to pupils' spiritual, moral, social and cultural development.

Commentary

7. The ethos of the school is a strength. The headteacher and staff go out of their way to make pupils feel valued, not only by listening to their views, but by acting on them. Since the recent appointment of the headteacher and her deputy, the provision for this aspect of pupils' school life has improved significantly and is well placed to become a very good feature of the school. The good relationships throughout the school are based on mutual respect and co-operation. In most cases there is a genuine partnership in learning where the pupils' enthusiasm is developed.
8. Nearly all pupils behave well and during the last year there have been no exclusions. The friendly but purposeful atmosphere in most lessons enables pupils to achieve at least satisfactorily and often well, especially considering the very low levels of attainment on entry to the Nursery.

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	117	0	0
Mixed – White and Asian	1	0	0

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

9. The pupils' positive attitudes are well developed by the school's strong spiritual, moral, social and cultural provision. They enjoy school and, during the inspection, most pupils showed a high level of interest, listened carefully and were responsive to their teachers. A few pupils displayed passive attitudes, but most were determined to try hard and achieve well, even when their lower than average writing skills hampered their efforts.
10. In the Foundation Stage, children enjoy school, want to learn and behave well; the staff ensure that children become confident in the routines and have ample opportunities to share in activities. The children are well set to achieve the Early Learning Goals that are prescribed for them.
11. Relationships in the school are good and pupils and classroom staff work in a harmonious, caring and inclusive community. The very good provision for care in the dining room and the attractive environment created by the lunchtime supervisors contributes to this aspect of children's social and moral development being very good. The "Golden Table" is very much

appreciated and valued by pupils who have achieved very well throughout the week. Pupils praise the introduction of the “Healthy Tuck Shop” and this contributes to their understanding of the value of healthy eating.

12. Pupils’ cultural development is enhanced very effectively by their studies of local history, especially the mining culture that was once a very strong feature of the area. The effective links developed with a school which has a high proportion of pupils from other cultures who celebrate a range of faiths prepare pupils well for life in multi-faith and multi-cultural Britain.
13. Pupils have too few opportunities to participate in a range of musical activities and therefore this element of cultural development is a weakness.
14. Although the very good range of strategies developed for improving behaviour and improving pupils’ self-image is effective in most cases, there are a small but significant number of instances concerning bullying. However, this has diminished over the past year and there have been no exclusions.

Attendance

15. Pupils’ attendance and punctuality are satisfactory and the school makes very good efforts to promote these areas:
 - Procedures to promote attendance and improve punctuality are good.
 - A number of families take their children away for holidays during term-time.
16. Good strategies are in place to check on and improve attendance and punctuality. There are close links to the education welfare service to follow up instances and patterns of unpunctuality amongst pupils, although in the first case the school always addresses this personally through staff. The school rewards good attendance amongst pupils, and discourages parents from taking their children on holiday in term-time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.0
National data	5.4	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory.

Teaching and learning

The overall quality of teaching and learning is satisfactory. In almost all of the lessons observed the teaching was satisfactory or better. Almost all of the very good teaching occurred in Years 1/2 and 4/5. Three lessons in the junior classes were judged to be unsatisfactory. Although the teaching of English is satisfactory overall, more could be done to improve the quality of the pupils’ writing. Information and communication technology is well taught in the computer suite but the classroom computers are underused to support learning.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (21%)	11 (32%)	13 (38%)	3 (9%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

Main strengths and weaknesses

- The quality of teaching and learning in the Foundation Stage and the infant class is good.
- The school makes very good use of teaching assistants to help the children to learn.
- There are weaknesses in the use of assessment data to guide the planning of lessons.
- The quality of marking is weak.

Commentary

17. The quality of teaching in the Foundation Stage is good. The teachers' planning is of a good quality and addresses the six areas of learning for young children. Both the Nursery and Reception classes are organised into well-structured learning areas. The wide range of interesting activities and attractive displays provides a welcoming environment where the children feel secure and are motivated to learn. This atmosphere has enabled the new intake of very young children to settle well into the daily routines. There are high expectations of good behaviour, which provides a good learning atmosphere in most lessons. The teachers cope well with the challenging behaviour displayed by some of the children. As a result of the good teaching, most children make good progress towards the expected standards, particularly in their personal and social development and in learning to speak and listen.
18. The staff make ongoing observations of the children efficiently in the Foundation Stage. For example, there is good analysis of children's attainment on entry. Assessment guides the teachers' planning satisfactorily overall and is effective in increasing their knowledge of the pupils' progress. However, it does not always track the rate of progress of different ability groups as well, it might and it is not used well enough to plan reading and writing activities for higher-attaining children in the Reception class. Overall, the teachers are alert to the needs of the children within their classes.
19. In the infant and junior classes, the teachers and their support staff work well together. The teachers manage their classes well, and when it is available the adult support within the class is effectively deployed to help small groups of pupils. However, when it is not available in Years 3 and 6, it affects the progress of groups of pupils who struggle to work independently. Furthermore, not all teachers make effective use of assessment information to ensure that the work set for different groups of pupils is pitched at the right level. This is a major contributor to the below average standards of attainment in English and mathematics. Most of the work in the pupils' books is marked. However, the quality of marking is inconsistent in providing pupils with information on how they might improve their work. Although learning targets are in place, there is little evidence in the planning documentation or lessons that they are used to promote improved progress or to inform pupils of how well they are doing.
20. The quality of teaching in Years 1 and 2 is good. Little time is wasted in lessons. The teacher and classroom assistants work effectively together. Classroom displays are attractive and informative and provide useful vocabulary and guidance for the pupils. The teacher manages the pupils very well and ensures that the pupils are purposeful within the context of a friendly and supportive atmosphere. The teacher fully understands the requirements of the National Literacy and Numeracy Strategies. There is a strong focus on speaking and listening, and reading and writing are well taught. This particularly supports the progress of those pupils who have special educational needs. A characteristic of many introductory sessions in literacy and

numeracy lessons is the good use of questioning. The teacher ensures that all of the pupils are able to make a contribution by pitching questions at different levels and varying the activity to enable each pupil to achieve success in answering. This enables the pupils to achieve well over time. The teacher makes very good use of the information and communication technology suite to support her teaching but too little use of the class-based computers.

21. The quality of teaching in the junior classes is satisfactory overall. The quality of relationships is good in most classes and the pupils are keen to learn. In the very good lessons seen, the teachers asked searching questions to test the pupils' prior learning and to arouse interest. The lessons are then conducted at a challenging pace so that no one loses interest. In a very good mathematics lesson in Year 4/5, for example, the teacher explained clearly the technique of partitioning to simplify calculations. Because the pupils clearly understood what was expected of them and the lesson involved a practical activity, the pupils responded enthusiastically and achieved well. The pupils completed the activity in groups, with the teacher intervening appropriately. The whole exercise was conducted within time constraints to concentrate attention and her expectations were high. However, in some lessons in the junior classes, the teachers do not introduce appropriate challenge for pupils of differing abilities in the numeracy and literacy sessions. This is because the teaching of basic skills sometimes lacks the rigorous use of assessment and this leads to underachievement. Furthermore, the pupils are allowed to get away with unsatisfactory presentation and incomplete work on too many occasions. This is particularly evident in lessons in Year 6.
22. The teaching of pupils with special educational needs is similar to that of other pupils. These pupils are fully included in all lessons and receive good support in English and numeracy lessons from the learning support assistants, who are appropriately trained and know the pupils well. However, in other subjects, the work planned does not always match the needs of these pupils, as all pupils are given the same tasks to complete. The pupils' Individual Education Plans (IEPs) contain clear targets, although these are not always broken down into sufficiently small and achievable steps. The headteacher, who is the SENCO, has already started to revise provision, particularly with regard to the IEPs to ensure that they are more relevant and manageable.

The curriculum

Curriculum provision is satisfactory.

Main strengths and weaknesses

- The curriculum is fully inclusive, allowing good equality of access for all pupils, including those with special educational needs.
- The pupils' learning is enriched by a good range of visits and visitors to school.
- The accommodation is good, it is spacious and very well maintained to enable the curriculum to be taught effectively.
- Pupils are well prepared for transfer to secondary school.
- There is no system in place to track the coverage of the various elements of the National Curriculum and ensure that pupils develop the necessary skills as they move through the school.

Commentary

23. The curriculum meets statutory requirements to teach all subjects of the National Curriculum and religious education. This is similar to the findings of the last inspection. However, since then the school has reviewed the time allocated to provide the recommended hours of teaching. The school has appropriately identified the need to focus much of its work on developing pupils' literacy skills and plans are in hand to develop teachers' skills in teaching writing and reading. The school uses the national (QCA) and local authority guidance to enable appropriate curricular coverage and the progressive development of pupils' knowledge, skills and understanding. As the pupils are arranged in mixed age classes, coverage of the

curriculum is based on a two-year cycle. However, there is no system in place to track the coverage and ensure that pupils develop the necessary skills as they move through the school.

24. The headteacher and staff work hard to try to ensure that all pupils are treated equally and that everyone receives the same kind of experiences and opportunities.
25. The school makes satisfactory provision for pupils with special educational needs. They have full access to the curriculum and have good support in class to enable them to participate in all lessons. The pupils' Individual Education Plans state clearly what pupils need to learn in order to make progress.
26. The provision for pupils' personal, social and health education is satisfactory. The school has a policy for this aspect, although this needs updating with regard to current requirements. It is taught as part of 'circle time' and as elements of other subject areas such as science, religious education and physical education. The dangers of drugs misuse are taught as part of these lessons. Good use is made of the regular visits of the community policeman, school nurse and education trainer to deliver aspects of personal and social education. The school has a very strong programme to support a healthy lifestyle and has recently won a 'Healthy School' award.
27. The school has very good arrangements for pupils before they transfer to the next stage of their education. They have established strong links with the local high school, to which most of the pupils transfer. There are regular visits from the staff of the secondary school who teach pupils in Years 5 and 6, in lessons such as art, music and information and communication technology, besides opportunities for Year 6 pupils to visit the secondary school for events such as science days. The school is currently re-establishing its links with other local primary schools in the area.
28. The school provides a good number of activities outside of the school day. These include a number of after school clubs, including crafts, sports, music, chess, gardening and drama. Members of the local community are involved in leading some of these activities, such as the crafts club. The activities are well supported and some are open to both infant and junior classes. The curriculum is enriched by a wide range of visits to places of interest, both within the local area and further afield, such as Durham Cathedral, Beamish Museum, Eden Camp, and a planned residential visit. Pupils' learning is supported well by a good number and range of visitors to school including artists, poets, visitors who taught the pupils traditional playground games, members of Sunderland Football club and visitors from other cultures. There are opportunities for pupils to learn to play musical instruments such as woodwind.
29. The school has a good provision of suitably qualified staff. There are an appropriate number of well qualified and experienced teaching assistants and support staff who work in close partnership with teachers and make a valuable contribution to the quality of education that the school provides.
30. The accommodation is spacious and well-maintained and provides a good learning environment which supports learning well. The school has made the most of the generous amount of space by creating rooms for music, a computer suite, areas for quiet reflection and an attractive central library. However, the main playground requires some renovation work and the swimming pool is currently out of action.
31. Learning resources are good in almost all subjects and allow all aspects of the curriculum to be taught in full. The school's library has recently undergone a thorough overhaul with the replacement of many books. These are now of good quality and quantity. Similarly many of the books for group reading and individual readers have been updated to provide pupils with more incentive to want to read and so raise standards.

Care, guidance and support

The school provides a good level of care for its pupils. The school strongly supports pupils' healthy eating. Arrangements for the support, advice and guidance of pupils are very considerate of pupils' individual needs. The school actively seeks to find out the views of all pupils through the School Council.

Main strengths and weaknesses

- The school has very clear health and safety procedures.
- Pupils are well known to staff.
- A strong school council is central to school initiatives.
- The school needs to extend its child protection training for the whole staff.

Commentary

32. The school actively seeks out opportunities to improve the health and safety of pupils. Gold award pupils run a Healthy Tuck Shop each break time, an activity that has been selected for praise by the school's community doctor. Pupils eagerly queue up for their apple, slice of melon, scoop of raisins or bag of strawberries, with no regrets for the passing of the crisp packet at break-time. Brain Gym sessions regularly take place in lessons and help pupils stay alert and receptive to learning.
33. The school responds swiftly to health and safety concerns identified by regular risk assessments. First aid procedures are well organised and the school is alert to any pupils with allergies.
34. Pupils are very well known to the staff. Circle times provide teachers with good opportunities to listen to pupils and judge their self-esteem and personal development. A wide range of awards ensure that each pupil has a chance to win a Golden Award, or the Gold Award for their individual strengths and efforts. Being a Gold Award pupil, a selection by the Lunchtime Supervisors, is especially highly prized, and carefully rotated amongst pupils so that all of them have a chance to feel special. Older pupils are encouraged to share the care of younger pupils and so, for example, Year 6 *buddies* are to be seen helping Reception pupils at lunchtime in the dining hall. The School Council is taken very seriously as a sounding point for pupils' views and is currently in charge of seeking out pupils' views on school playground developments.
35. The school's procedures for child protection are satisfactory. A new child protection policy has been written with, and shared by, all staff, but currently the headteacher is the designated member of staff, and only she has received up-to-date training in child protection arrangements. The school has, after consultation with the educational psychologist, established quiet areas in the school known as "the place to be", where pupils can take time out if they are feeling that events are proving challenging for them in a lesson or at playtime.

Partnership with parents, other schools and the community

Links with parents are satisfactory and the school is hoping to build and expand the relationship. Links with the community are good and the school has a strong community base. Links with other schools and colleges are very good, and provide a rich resource for the school.

Main strengths and weaknesses

- The school has a high profile of school in local community.
- There are very strong links to other schools and colleges.
- There is strong parental support for activities but there are few parent helpers in school.

Commentary

36. The partnership with between parents and teachers of children in the Nursery and Reception classes is good. It is very good in some cases, especially the way parents support the many celebrations and take part in visits. However, there too few opportunities for parents to share books with children in the Reception class although, there are plans to improve this.
37. The administration office keeps a close contact with parents on a day-to-day basis, for example, when receiving information about why a pupil cannot attend school, and is a focal point for exchange of information between parents and teachers. Parents consider that the school offers a genuine open door policy, and that teachers always have time to talk to them. The school is keen to know what the parents consider is important and values their comments.
38. Friends of the school are very active in raising funds and initiating social activities for the school. Although only a few people are at the heart of the association, the whole community responded to, for example, a Halloween Disco held recently in the school.
39. Links with the extended community are good and provide a wide range of resources in the form of visits and visitors for the school. A room in the school is used as a community base and a wide range of community activities takes place in the school building, many involving pupils and their families. The school has identified links with schools outside of the immediate area to provide pupils with a broader range of experiences. Very well-organised procedures are in place for pupils in Year 6 to gradually integrate into Gilesgate Sports College, including for example, sports leaders from Gilesgate taking a range of physical education lesson for Year 5/6 pupils.
40. Parents enjoy supporting school activities. During the inspection, Reception and Nursery children had a Spell Party, and parents helped their children by assisting them to dress up as ghouls, witches, pumpkins and ghosts for the day's lessons. Well-organised procedures are in place for the school to work with parents whose children have been identified as having behavioural concerns. This is having a noticeable impact. The school is actively seeking greater parental participation and involvement. There are few parent helpers in the school and the staff recognises that this is a rich resource that is lost to them and wants to involve parents more. A few parents have concerns about how they are to help their children learn at home, and the school is aware of their anxieties and is seeking to resolve them. Presently, the setting of homework is inconsistent in the junior classes and parents are not clear how they can help.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership and is committed to ensuring that the pupils achieve as well as possible. In her short time at the school, she has rebuilt the confidence of her colleagues and has won the respect of pupils, staff, governors and the community. She has raised expectations and has built a largely cohesive and successful team through her own unstinting efforts. Her effective promotion of the school's systems and procedures is creating a greater consistency of practice because her colleagues have a better understanding of what is expected of them. The governors provide sound support but have not yet developed their role as a critical friend of the school.

Main strengths and weaknesses

- The headteacher has a very good understanding of what needs to be done to raise standards and has set about the task with a clear sense of purpose.
- The headteacher inspires confidence and provides a strong motivating force.
- The ethos of the school is both inclusive and supportive.
- Subject co-ordinators do not monitor achievement in their subject in a systematic way.
- The governors' role as a critical friend is underdeveloped.

Commentary

41. The headteacher sets a very good example in terms of the quality of the relationship she has established with the pupils and their parents and provides a very good role model for all of her colleagues. She has established a high quality learning environment for the pupils. The school has a commitment to develop the pupils' individual talents and to ensure equal opportunities for all pupils. In practice, the work of the school reflects its aims well on the pastoral side but is not yet effective in terms of academic success. However, it is a rapidly improving situation. The headteacher has been very successful in promoting a common ethos of social inclusion and higher expectations of the pupils' achievement, behaviour and courteousness. Pupils of all abilities and backgrounds are happy to come to school; this is reflected in the positive response of the parents in the questionnaire and at the meeting prior to the inspection. The school has a growing reputation within the community and is strengthening links with partner institutions.
42. The curriculum priorities identified in the school development plan are entirely appropriate. However, there is considerable variance in the effectiveness of the roles of teachers with management responsibilities and of the curriculum co-ordinators. For example, although the literacy co-ordinators are new to their role and still lack confidence and expertise, they are beginning to evaluate the pupils' achievements to identify strengths and weaknesses. The co-ordinator of the Foundation Stage has taken very successful steps to ensure that the Nursery and Reception classes are working as one unit. Expectations of pupils in the Nursery class have significantly improved since the previous inspection when their attainment on entry was much higher than it is now. However, the newly appointed deputy headteacher does not yet make a significant contribution to the leadership and management of the school. Although there is a shared commitment to raise standards, not all subject co-ordinators have developed their area of responsibility by evaluating achievement in their subject in a planned and systematic way.
43. The headteacher has taken on the role of co-ordinator for those pupils with special educational needs. She has a commitment to ensuring that all pupils benefit from the educational opportunities that the school provides and has developed the role of the teaching assistants in making a valuable contribution to the pupils' own sense of worth and to their learning.
44. The governing body is supportive of the headteacher and the school. The committee structure is well established although much of the work is left to a hard working nucleus who visit the school regularly and know staff and pupils well. The governors fulfil their statutory duties. They have a clear understanding of pastoral, staffing and premises issues but are less well informed about the curriculum and standards. The governing body's role as a critical friend to the school is underdeveloped, as the governors rely too heavily on information presented to them by the headteacher.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	369,371
Total expenditure	354,040
Expenditure per pupil	2,284

Balances (£)	
Balance from previous year	23,008
Balance carried forward to the next	15,331

45. The school has secure financial systems. Financial administration is efficient and effective. For example, the school administrator can readily provide accurate budget information to guide the senior management team and governors in making their spending decisions. The school seeks best value in its spending decisions by evaluating the relative costs of services required. Good use is made of resources allocated to support specific groups of pupils such as those with special educational needs. Although standards are below average in important subjects by the time the pupils leave school, the school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good with some very good features. In most areas of learning children are prepared well for transfer to Year 1. Although there is a wide range of ability, the majority of children enter school with attainment that is well below average, especially in all aspects of communication, language and literacy. Most children achieve well as a result of good teaching and support. The outdoor area has been greatly improved since the previous inspection and contributes to good achievement in physical development and the development of personal and social skills.

Children enter the Nursery in the term following their third birthday and, although some children transfer into the Reception class, a significant number of children transfer to a village school nearer their homes. Parental links are very well established before children begin school and are maintained well during their years in the Foundation Stage.

Personal, Social and Emotional Development

Provision for this area of learning is **very good** and is given a high priority throughout the day. Consequently, children achieve very well in the way they work and play together and share equipment and, in the Reception class, are well placed to achieve the levels expected for their age group.

Main strengths and weaknesses

- There are very well planned activities and resources increase children's independence and their ability to work in groups.
- There is very good teamwork ensures strong support for those who need direction.
- There is very good progression in the range of activities between the Nursery and Reception classes.

Commentary

46. The staff work as a very effective team and children are introduced sensitively but thoroughly to good social conduct, including classroom routines. The staff establish very good relationships with the children and have a good knowledge of their needs. They take time to talk to them and use praise very effectively to raise children's self-esteem. They give sensitive reminders in order to develop good standards of behaviour. Children enjoy the recently introduced Healthy Tuck Shop and this aspect is a significant part of their personal and social training. During the inspection, all children shared in a very well planned "Spell Party" based on Halloween celebrations. This is one of the many opportunities throughout the year where children participate in celebrations of festivals based on local, national, Christian and multi-faith and multi-cultural aspects. Children adapt very well to working both as a class and in small groups. They enjoy shared activities and take turns in using the wide range of equipment in the outdoor area.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for this area of learning is **satisfactory** and children's achievement is satisfactory overall; they are not well placed to attain the Early Learning Goals in either speaking and listening or reading and writing. Although teaching is satisfactory overall, there is a wide variation in the quality of teaching. In the Reception class there is insufficient challenge for the higher-attaining children. This aspect was a finding at the previous inspection and has not been sufficiently well addressed.

Main strengths and weaknesses

- Teachers and support staff plan many opportunities to develop children's speaking skills.
- There are good opportunities for developing all aspects of communication, language and literacy in the Nursery.
- The children in the Reception class have too few opportunities for reading and practising writing either in planned literacy activities or in activities associated with other areas of learning.

Commentary

47. Children make satisfactory progress overall and staff create many opportunities during activities to develop children's vocabulary through probing questions. Although staff talk to children either individually or in groups, they do not always take the time to give them the opportunity to respond using more than one word. Although very good relationships give children the confidence to take part in activities, they do not always speak and adults do not always encourage them to do so.
48. In the Nursery, most children enjoy books and listen when a story is read to them. However, few children respond to questions. In the group reading activities in the Reception class the higher and average-attaining children listened carefully, discussed the pictures and recognised some key words. The lower-attaining child turned pages over and pointed to characters but had very little to say. During the shared book activity in the Reception class most children knew the title and the author and know that the text is read from left to right and from the top to the bottom of the page. They listened carefully and enjoyed the story but they have too few opportunities for sharing books. There are insufficient books in the Reception class and, although many areas have a variety of writing materials, this is the one aspect where the resources are not sufficiently well used. During the work on sounds, some children recognised initial sounds and higher-attaining children were able to spell some simple words but there were insufficient opportunities for children to relate the sounds learned to reading activities. Few examples of writing were seen for the current Reception children, but they are encouraged to hold pencils correctly when they are taught to write.

MATHEMATICAL DEVELOPMENT

Provision in this area of learning is **very good**. As a result children make very good progress from well below average standards on entry to children in the Reception class being well placed to achieve the Early Learning Goals by the end of the year. Higher-attaining children are on course to exceed the Early Learning Goals.

Main Strengths and weaknesses

- Teaching is very good; teachers know individual children's levels of attainment and rates of progress.
- The National Numeracy Strategy is very well adapted to the needs of children in the Reception class.
- Children have many opportunities for using numeracy skills in other areas of learning.

Commentary

49. Children develop mathematical skills in a wide variety of practical activities in both classes. During the inspection, children in the Nursery identified circles, squares and triangles and counted objects to 5, often with support. In the Reception class the majority of children count from zero to 10 and the higher-attaining children extend this to 20. They recognise a wide range of two- and three-dimensional shapes and straight and curved edges. The activities

are very well matched to children's number skills. They reinforce their number recognition and understand the concept of 'more' and 'less than'. During the inspection, children compared the size of objects, lower-attaining children comparing 3, average-attaining children comparing 5 and some higher-attaining children able to order 10.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **good**; most children in the Nursery class have limited experiences and communication skills when they enter school. Their opportunities to achieve are developed systematically over time and they make good progress across a wide range of activities. The majority of children in the Reception class are well placed to reach the levels expected by the end of the year.

Main strengths and weaknesses

- There is a rich range of opportunities provided to extend children's experiences.
- Teachers use displays and practical activities very skilfully to motivate children and reinforce learning.
- The very good relationships between adults and children develop their confidence and increase their motivation.

Commentary

50. Pupils benefit from a very wide range of rich and exciting opportunities within each class and from the creative use of the school grounds, local environment and a wide variety of visits. Throughout each day children are involved in many activities and their learning is very well developed by the investigative approach to learning about the environment and themselves. Work on display, photographic evidence and the curricular planning show that children have many opportunities for learning across all areas. In the Nursery, children have many opportunities for making models using large and small construction kits, matching shapes and a wide range of materials.
51. During the inspection, children in both classes enjoyed a very rich variety of activities associated with Halloween. Teachers extend children's knowledge of different cultures and religions through a wide range of practical activities; for example, they know many of the customs associated with the Hindu festival of Diwali and, in the Nursery, use Asian cooking utensils in addition to those which they see at home. Information and communication technology is incorporated well into children's learning.

PHYSICAL DEVELOPMENT

Provision for this area of learning is **good**. Children enter the Nursery with most physical skills close to those expected for their age and they achieve well. In the Reception class they are well placed to achieve average standards with particular strengths in balancing on beams and using the wide range of wheeled equipment in the outdoor area. No lessons were observed in the hall; however, observation of children moving and playing outdoors shows good levels of co-ordination and balance.

Main strengths and weaknesses

- There is very good planning, which incorporates very effective use of the outdoor area.
- There are stimulating activities, which develop children's physical skills in drawing and cutting.

Commentary

52. Children handle a wide range of construction equipment well as they turn cogs and fit shapes into containers. During the inspection, children progressed well from shaping modelling clay to designing buildings and using a wider range of art materials.

CREATIVE DEVELOPMENT

Provision is **good** and the enriching variety of creative opportunities contributes well to children's high levels of achievement and improved learning in other areas. Most children in the Reception class are well placed to reach the expected goals at the end of the year.

Main strengths and weaknesses

- There is good planning related to children's abilities and interests yet providing effective challenges.
- Teachers use a very wide range of media, which results in children learning in very attractive surroundings and developing confidence and a wide range of skills in the use of colour, texture and shape.
- The development of the children's musical skills and the creative aspects of their physical skills is good.
- Insufficient opportunities to ensure the development of language skills.

Commentary

53. As a result of good curricular and resource planning, children develop confidence in using an increasingly wide range of resources. This develops well from the Nursery class, where children experience a wide range of new activities, to the Reception class, where they select the most suitable materials for their purpose. They use a wide variety of media including paint, crayons, fabric and three-dimensional shapes to create pictures, sculptures and models. Children do not develop their speaking and listening skills well enough in the role-play activities such as the hospital. Although children bandaged each other and took on the roles of doctor and patient, very little conversation took place. In the music lesson observed, children played a wide range of percussion instruments with good control and a strong feel for rhythm and dynamic range.
54. There are insufficient planned opportunities for developing children's imaginative skills when sharing and retelling stories. The book corner in the Reception class was the most underused area during the inspection period.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average at the end of both key stages, particularly in writing.
- Achievement is satisfactory overall in relation to pupils' prior attainment.
- The school library is a good resource, although it is not used as well as it could be to develop pupils' learning.
- There is now a clear commitment to improvement.
- Assessment is not used as well as it might be to plan work that is matched closely to the abilities of all pupils.

Commentary

55. 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 are well below average at the end of Year 2 and below average at the end of Year 6. The teachers provide regular opportunities to promote speaking within many areas of the curriculum and try hard to extend and improve pupils' vocabulary by introducing opportunities for discussion. Within lessons, pupils are regularly encouraged to discuss their work with a partner and this gives confidence, particularly to the lower and average-attaining pupils. Pupils' listening skills are generally better than their speaking skills; most teachers manage their pupils well and have good relationships with them. As a result, the majority of pupils listen well to the teachers, although some need a good deal of encouragement to join in discussions. Many lack confidence and have a restricted vocabulary.
56. Pupils make a good start in developing their reading skills in Years 1 and 2 and, as a result, achieve well, although standards remain below average. In Years 3 to 6 their progress is inconsistent and, as a result, their overall achievement is satisfactory and standards remain below average. The school has responded to the below average standards by introducing a more systematic approach to the teaching of the basic skills. Consequently the pupils in Year 2 are developing a good grasp of letter sounds, which they use well to help them tackle words that are new to them. They express an interest and enjoyment in reading. Most older pupils have not had the same range of opportunities to develop their reading and, as a result, have few strategies that will help them to read unfamiliar words. They do not express a keen interest in reading and lack a breadth of reading experiences. The school has improved the quantity and quality of books available and has recently reorganised and stocked the school library into an attractive learning area. Older pupils know how to use the classification system to find a book in the library and the index and contents pages to help them to locate information. However, they do not use the library sufficiently as a learning resource and this impedes the development of research skills. Pupils have a home/school reading diary, which is used well in Years 1 and 2 to encourage the participation of parents and carers in their children's education and form a dialogue between home and school. However, this good practice is not extended sufficiently across Years 3 to 6.
57. Standards in writing are well below average across the school. The school has recognised writing as an area of priority for development this year.
58. Pupils enter the school with skills that are well below average and make satisfactory and sometimes better progress in Years 1 and 2. The most able pupils in Year 2 write their ideas independently, putting them in a logical sequence, and they generally use capital letters and full stops correctly to denote sentences. They are beginning to use a more varied range of simple

vocabulary. The average-attaining pupils write independently but are not yet secure in sentence construction. The below average pupils are at an early stage of writing. Although the spelling of most simple words by the higher-attaining pupils is generally secure, the pupils of average and below average attainment find difficulty in spelling the simplest words correctly. The pupils are taught to write using a joined script, but most of them print within their daily work. The presentation of their work is generally untidy.

59. Through Years 3 to 6, achievement varies according to the teachers' confidence in the subject. Pupils in this age range have the opportunity to write for a range of purposes but writing standards are well below average in Year 6. This is largely due to the lack of understanding that the pupils have of the basic skills in writing. The higher-attaining pupils plan their work appropriately; their writing is usually technically competent with correct use of punctuation within some complex sentences. They use a limited vocabulary and their spelling is insecure. Average-attaining pupils use punctuation correctly in their writing but there is some confusion with tense. Below-average-attaining pupils have similar opportunities for writing but their limited range of vocabulary and lack of technical skills has a detrimental effect on the overall quality of their work. Their spelling is insecure and they make many mistakes. Handwriting and the presentation of work of pupils in Years 3 to 6 are often untidy.
60. Pupils on the register of special educational needs make satisfactory progress towards the targets set for them. Their needs are identified appropriately and the teaching assistants provide good support to enable them to participate in lessons and work towards the development of early reading and writing skills.
61. In the lessons seen, teaching ranged from very good to satisfactory and was satisfactory overall. From the lessons seen and wider evidence taken from pupils' earlier work, the teaching is stronger in Years 1 and 2. Most teachers plan their work well and use a range of strategies to engage the interest and involvement of the pupils. In Year 1/2 for example the pupils worked well when writing instructions about how to make a sandwich then following the instructions to make them. This involved the pupils' well because it was purposeful and enabled them to achieve well. Teachers mark pupils work conscientiously and sometimes set new challenges or targets for improvement. This is not consistent across the school. Teachers generally use discussion and questioning well at the start of lessons. The ends of lessons are used appropriately both to reflect on what pupils have learned and in some instances to provide further challenges for them to use and apply their knowledge and skills.
62. The school has developed sound 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 to plot the achievements of pupils as they move through the school. The school has also recently started to use this information to set individual targets in reading and writing. These are not generally used to plan work that is sufficiently based on what the pupils already know and can do or provide further challenges. As all classes have pupils of mixed ages, there is a lack of clarity when planning, in ensuring that all pupils have developed the necessary skills before attempting to teach work at a much higher level. This impedes the rate of learning of some pupils who have gaps in their knowledge and development of skills.
63. The two newly appointed co-ordinators have a clear view of what needs to be done to improve provision and achievement. They have started to evaluate the pupils' achievements to identify common weaknesses but have not yet had time to monitor work in classrooms.

Language and literacy across the curriculum

64. There are satisfactory opportunities for pupils to use their reading and writing skills in other subjects such as history and religious education. There are some opportunities for pupils to use their information and communication technology skills, particularly word processing in

writing and the Internet for research in their work. However, these opportunities are not yet sufficiently well structured within teachers' medium-term planning.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- The teachers have a secure understanding of the National Numeracy Strategy.
- The quality of teaching in the infant class and in Year 5 is good.
- The school is well resourced.
- Although pupils achieve satisfactorily in relation to their prior attainment, standards are below average at the end of Year 2 and Year 6.
- The quality of marking is weak and lacks consistency.

Commentary

65. Current standards in Years 2 and 6 are below average and not as good as those described at the time of the last inspection. However, in 1998, the pupils' achievements in the national tests for both age groups were well below the national average. In the most recent national tests, the proportion of pupils achieving the expected standard was well below the national average at the end of Year 2 and broadly average at the end of Year 6. The pupils achieved well at the end of Year 6 in comparison to those pupils attending similar schools. Boys and girls make similar progress. Those pupils with special educational needs achieve as well as their classmates because they receive good support from the teaching assistants. However, the pupils who are currently in Year 6 are unlikely to reach their potential as the teaching in Years 3 to 6 is variable.
66. Since the last inspection, and particularly since the appointment of the new headteacher in April 2003, the school has worked hard to raise standards. Although the overall trend is below that of the national picture, the school's results have been distorted by the annulment of the 2002 test results due to irregularities. Most pupils start in Year 1 with below average mathematical understanding but they rapidly grow in confidence in their manipulation of number because of the good teaching. The teacher uses a range of effective techniques to help the pupils to achieve.
67. In the infant class, although many pupils are working at the expected level, a significant minority are not, and a few have very restricted skills. However, the pupils are keen to look for number patterns and enjoy performing mental calculation games. They place numbers up to 100 in the correct order and develop a sound understanding of number pairs that add up to ten or twenty. They begin to appreciate the properties of common shapes, and measure length with reasonable accuracy. For most pupils, this represents good progress from the standards they were achieving at the end of the Foundation Stage. However, the progress of a significant number of pupils throughout the school is limited by their lack of vocabulary. In Years 3 to 6, most pupils make sound progress, but the majority still achieve below the expected level and only a few are working at the higher levels. Older pupils are reasonably confident when drawing graphs and charts, and are beginning to work out the properties of two and three-dimensional shapes. Although many pupils are working at a level below the national average in Year 6, this represents satisfactory progress for these individual pupils compared with the results they gained at the end of Year 2.
68. The quality of teaching is satisfactory overall. The strongest teaching is seen in the classes for Years 1 and 2 and for Years 4 and 5 where the teachers' expectations are high, the content of lessons is stimulating and the pace is brisk. As a result of these elements the pupils' interest is high, good effort goes into their work and pupils enjoy rising to the challenges set. Overall the teachers' planning is clear but in the weaker lessons, notably in Years 3 and 6, insufficient consideration is given to the different groups of pupils in the class. In these classes the tasks

set are not closely matched to the abilities of the pupils and this results in low completion rates. The quality of summing up sessions is variable. Where the teachers use these well, as for example in Year 5 and in the infant class, good reinforcement of learning takes place. These teachers also use these sessions profitably for informal assessment. However, where these are not planned well, the information is of limited use to teacher or pupils. Formal assessment procedures, which contribute to the tracking of the pupils' progress, are a general weakness and the day-to-day marking in Years 3 and 6 gives little information as to whether the pupils are successful in meeting the objective of the lesson or successfully reaching their targets. Subsequently, pupils do not have a clear picture of how successful they have been or how well they are progressing. Homework is used satisfactorily to support learning. The management of pupils overall is good and consequently pupils who present challenging behaviours are well contained in lessons.

69. Although the subject is satisfactorily managed, there is scope for improvement. The co-ordinator has successfully improved the resources available to help the pupils to learn and the pupils with special educational needs are well supported. She monitors the teachers' planning and ensures appropriate coverage of the curriculum. There has been some analysis of recent test results, although too little time has been spent on evaluating the quality of teaching and its impact on learning. The co-ordinator recognises that there is scope for developing tracking and assessment procedures to ensure that the pupils are reaching their potential throughout the school.

Mathematics across the curriculum

70. The pupils make satisfactory use of their number skills in subjects such as science and geography but these opportunities tend to be coincidental rather than planned for. The school misses opportunities for the pupils to apply their mathematical understanding to problem solving.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well and attain the national average at the end of Year 2.
- Science contributes well to pupils' knowledge and understanding of a healthy diet and lifestyle.
- Too little use is made of information and communication technology to support science.
- There is a lack of rigorous assessment to guide planning in Year 6.

Commentary

71. Because of the timing of the inspection so early in the year, there was little evidence of written work done by the current Year 1 and 2 pupils. However, analysis of the completed work, lesson observation and discussions with pupils indicate that standards are average. The current Year 2 pupils entered school with below average standards and they therefore achieve well in relation to their prior attainment.
72. Overall, pupils make satisfactory but inconsistent progress between Years 3 and 6 and this varies from very good to unsatisfactory. Pupils in Year 6 are not in line to achieve the expected standards by the end of the year as a result of unsatisfactory teaching and lack of challenge, especially for the average and higher-attaining pupils. No differences were observed between the achievement of boys and girls; the main differences are between classes. Pupils with special educational needs and higher-attaining pupils achieve as well as others in their classes.

73. In the lessons seen during the inspection, teaching and learning was good in Years 1 and 2 and varied between very good and unsatisfactory in Years 3 to 6. In lessons where teachers' subject knowledge was good and planning was relevant to the different ability groups pupils achieved at least well, showed interest and enthusiasm for the subject and concentrated very well. Where the activities planned were pitched below the attainment levels of pupils and the demands were not high enough, pupils' learning was unsatisfactory.
74. Teachers generally provide opportunities for pupils to carry out investigations, but analysis of work shows that there are insufficient opportunities for them to plan their own investigations. However, this was a very good feature for pupils in a Year 1 and 2 class and a Year 4 and 5 class. There was good emphasis in all lessons seen on the correct use of scientific vocabulary, which ensures that pupils fully understand scientific terms. There is a lack of consistency on the demands made on pupils and the ways in which pupils record their work. Assessment is not used well enough to guarantee good planning for each year group; for example, pupils in Year 6 were investigating scientific aspects which had been covered previously.
75. Owing to the absence of the science co-ordinator, the post has been temporarily filled. There is a satisfactory policy and scheme of work, which covers all aspects of science, including investigations. Statutory test results are analysed to highlight strengths and weaknesses and, where teaching is good, this guides the planning. Regular assessments of attainment and tracking of pupils' progress is not, at present, securely embedded into current practice in order to guarantee the correct levels of challenge. At present it is too dependent on the knowledge, understanding and commitment of individual teachers.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The pupils are making good progress.
- The provision has improved since the last inspection and the school is now well resourced.
- The staff have a good level of expertise.
- The local comprehensive school has provided substantial support and expertise and this has accelerated the pupils' learning.
- Too little use is made of the class-based computers to support learning across the curriculum.

Commentary

76. In Year 2 and in Year 6, standards are in line with the levels expected. The pupils achieve well because lesson plans are detailed and well focused upon developing pupils' skills. The school's commitment to training all staff has led to increased confidence and a willingness to make full use of the computer suite. However, too little use is made of the classroom computers to support learning in other subjects.
77. In Years 1 and 2, the pupils learn how to program a simple robotic toy to follow a prescribed route. They use forward and turn keys and remember the importance of clearing the "Roamer's" memory before keying in new instructions. Year 4/5 pupils understand that they can enhance the appearance of their word processing by changing the colour and size of the font or by the use of highlighting to create an impact. By the end of Year 6, the pupils have broadened and enhanced their experience of information and communication technology and they know how to combine different effects to improve the presentation of their work. For example, Year 6 pupils manipulate sound, images and text to create their multi-media presentations.

78. The quality of teaching is satisfactory overall. The teachers' demonstrations of skills and techniques are good and this ensures pupils can proceed with their tasks. Pupils have good opportunities to learn new skills. Good support is provided for pupils with special educational needs to ensure they develop skills at their own level of ability. Pupils respond well to the high expectations and they are well supported by teachers as they work in pairs on the computers.
79. The co-ordinator provides effective leadership. Resources for supporting teaching and learning have improved dramatically since the last inspection, mainly as the result of national and community initiatives. The quality and range of resources are now good and are having a positive impact upon the pupils' progress. The co-ordinator has good subject knowledge and is aware of the strengths and areas for further development throughout the school. She recognises the need for clear assessment procedures to measure the pupils' attainment.

Information and communication technology across the curriculum

80. Satisfactory use is made of the computers in the suite to help the pupils to learn but too little use is made of the class-based computers in day-to-day lessons. Infant pupils use a digital camera to make a record of the toys from the past that they have studied in history. In Year 6 groups of pupils use laptop computers to record the properties of two- and three-dimensional shapes. However, these are rare exceptions and it is an area for further development.

HUMANITIES

Religious education

Provision in the subject is **good**.

Main strengths and weaknesses

- Effective links have been developed with local churches, which enhance pupils' understanding of Christianity.
- The provision for teaching and learning of other religions is good.
- Religious education makes a good contribution to the pupils' spiritual, moral, social and cultural development.
- The co-ordinator has insufficient opportunities for monitoring teaching and learning.

Commentary

81. Standards of attainment are in line with the requirements of the Locally Agreed Syllabus. Pupils achieve well throughout the school.
82. Too few lessons were observed to make a judgement on teaching. From the analysis of work and discussions with pupils, it is clear that teaching is at least satisfactory with some good features, especially the teachers' knowledge and understanding of world faiths.
83. Good use is made of visits to the local churches and pupils understand the importance of many of the features, for example, the pulpit, the font and the lectern. There are good examples of cross-curricular links and pupils have made large scale models of the churches. Pupils have a good understanding about the importance of behaviour in religious buildings; for example, Year 1 and 2 pupils understand the code of conduct required when visiting the local church. Pupils throughout the school understand the care that is necessary when handling religious artefacts. Pupils' knowledge of other faiths is reflected in their understanding of the importance of the festival of Diwali to Hindus. Recent links with a nearby multi-faith school gave older pupils opportunities to learn about essential aspects of a Muslim lifestyle and the importance of Ramadan to Muslims.

84. Pupils benefit from an enriching curriculum which gives them a good understanding of the wide range of faiths studied. As a result, they know many aspects of Christianity and the religions celebrated in multi-faith Britain. Pupils in Year 2, for example, know some of the parables and miracles of Jesus and that Christians worship in churches. By Year 6, pupils have increased their knowledge and understanding to a wider range of faiths including Judaism, Sikhism and, because of links with another school, Islam. Teachers help pupils to consider moral and social issues, especially those concerned with the rights of people of different faiths and beliefs. As literacy levels are below average, teachers present the subject visually and introduce new vocabulary carefully. This practice has a positive impact on pupils' understanding and new vocabulary.
85. The recently appointed co-ordinator has organised the resources well and checked the teachers' planning. She has not had opportunities to observe teaching and learning in the subject, although she monitors displays.

History and geography

Provision in history is **satisfactory**. Geography was not a focus of the inspection and so it is not possible to make a secure judgement about provision in this subject.

Main strengths and weaknesses

- History is enriched by a good range of visits and visitors to school.
- Good use is made of the local area and community as a basis for much of the work.

Commentary

86. Standards in history are in line with those expected for pupils of this age and achievement is satisfactory. This is similar to the standards reported at the time of the previous inspection. Pupils' previous work and planning documents provide evidence that there is reasonable coverage in history over the course of a year. This is based on national guidance, which is enhanced through the effective use of the local area, resources and artefacts and a range of visits to make the subject interesting and relevant. For example, the pupils have visited places such as Beamish Open Air Museum, Eden Camp, the local church and Durham Cathedral as part of their studies. Recently, all the pupils were fully involved in bringing to life the last fifty years as they celebrated the school's anniversary.
87. In the lessons seen, teachers provided opportunities for pupils to investigate, discuss and record their findings. They used resources well to bring the subjects to life. Pupils in Year 3 were enthusiastic as they looked for clues to help them find out the history of the school. In Years 4 and 5 pupils investigated text and pictures depicting the life of Boudicca appropriately to help them understand that there are similarities and differences in how historical events are depicted.
88. Teachers identify areas for assessment in their planning. However, any assessments of pupils' achievements are not formally recorded or passed on to the next teachers. As a result, there is no clear record of the progressive development of pupils' knowledge, skills and understanding as they move through the school, so that teachers are not always able to provide work that matches the ability levels of all pupils.
89. The subject is managed satisfactorily. The co-ordinator is enthusiastic and ensures that the work enjoys a high profile in the school. Although she provides help with planning, she has not yet had the opportunity to monitor teaching and learning.

90. Only one lesson was seen in geography and there was little evidence of pupils' earlier work at this stage of the school year. Therefore it is not possible to make a firm judgement about standards or teaching. There is every indication from teachers' planning and the work seen that the school meets the requirements of the National Curriculum.
91. The co-ordinator has only recently taken over responsibility for the subject and has not yet had time to evaluate provision or monitor the subject across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision in art and design is **satisfactory**. No lessons were seen in design and technology; therefore it is not possible to make a firm judgement about provision.

Commentary

92. Standards in art and design are in line with those expected by the end of Years 2 and 6 and the pupils' achievement is satisfactory. This is similar to the findings of the last inspection. Pupils have opportunities to develop their techniques and skills in art using a wide range of media. They have opportunities to study the work of famous artists and the work of artists from other cultures, such as Japanese and Aboriginal art. The curriculum is enriched by a number of visiting artists to school, as seen in the designs that the pupils made for the metal work in the school gates when they previously worked alongside the sculptor. Although the older pupils have sketchbooks, these are not used regularly to practise their skills or try out their initial ideas. The school has some computer programs for art but they are used infrequently.
93. The quality of teaching is satisfactory. However, the teachers' confidence is variable. Where the teaching is stronger the pupils are encouraged to select their own materials to create some imaginative and colourful pictures. There are opportunities for the pupils to evaluate the work of others.
94. In design and technology, the teachers' planning and some evidence of previous work indicate that pupils are using a range of materials appropriately and developing the expected skills through designing and making a variety of products. Pupils in Year 3 have recently carried out a study and made a range of sandwiches in food technology. As part of this work they planned and evaluated their work appropriately. Resources for the subject are sufficient, although there is a lack of computer programs to support this work. As a result, there is no evidence of the use of information and communication technology to support learning either through planning, modelling or control.
95. The subjects are managed satisfactorily by the same co-ordinator. However, there is no clear overview of the strengths and weaknesses in teaching and learning across the school as there is no systematic monitoring or evaluation of the subjects. The school follows the local authority's guidelines for the teaching of both art and design and design and technology based on nationally recommended guidelines. This ensures full coverage of the National Curriculum Programmes of Study. Assessment and recording procedures are based on these programmes. However, there is no clear tracking of pupils' progressive development of skills as they move through the school.

Music

Provision is **satisfactory**.

Main strengths and weaknesses

- The school has a well-equipped music room.
- Standards are too low in Year 6.
- There are too few opportunities for the pupils to listen to and appreciate a wide range of musical genres or to use information and communication technology for composition.

Commentary

96. The provision for music is satisfactory because the school presents the pupils with sufficient opportunities to develop their skills in performance and composition. The room dedicated as a music room is well equipped and the school provides a range of extra-curricular activities to help develop the pupils' interest and progress. For example, the pupils have the opportunity to learn to play the recorder and the clarinet. However, more could be done to help the pupils to appreciate the richness of different musical genres.
97. The pupils achieve well in Years 1 and 2 because of the teacher's level of expertise and her high expectations. For example, the infant pupils combine actions with their performance on percussion instruments to add dramatic effect as they simulate the sounds of different fireworks. However, standards are unsatisfactory in Year 6 because expectations are too low. Furthermore, the pupils are not reproached when they handle the instruments poorly and when they play them with a lack of sensitivity. In spite of the involvement of specialist teaching from the local high school, the older pupils show immature attitudes when singing and in their musical performance overall. The co-ordinator shows sound leadership, although as yet there has been no systematic evaluation of teaching and learning. Not enough use is made of information and communication technology to support learning.

Physical education

Provision is **good**.

Main strengths and weaknesses

- A good range of experiences is included in the curriculum, although the swimming programme has been temporarily suspended.
- Facilities and resources are good.

Commentary

98. Standards in physical education meet national expectations in Years 2 and 6. Three lessons were observed. In these, the infant pupils showed a good awareness of their own bodies as they developed a sequence of movements based on the theme of fireworks. Year 5 pupils displayed a good sense of balance, co-ordination and control as they performed a series of moves and balances on the apparatus. In each lesson the pupils achieved well because the teachers had high expectations and helped them to refine their moves. Records show that most pupils in Year 6 have been taught to swim the required distance of 25 metres. However, although the school is not currently running a swimming programme, arrangements are being considered to restore the school's own teaching pool, which is temporarily out of action.
99. Physical education has a high profile in the curriculum and this helps many pupils to achieve well. The quality of teaching is satisfactory, with good teaching occurring in the infant class and in Year 4/5. A notable feature of the Year 4/5 lesson was the emphasis placed on quality of

movement, which resulted in improved performance. The school makes good use of its connections with the local sports college and other organisations such as Sunderland Football Club to raise the profile of sport and to encourage physical fitness. The school promotes competitive sport through a local schools' initiative. The school halls and playing fields provide good venues for learning, and are backed up by good resources.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

The provision is **good**.

Commentary

100. The newly appointed headteacher and deputy quickly identified the type of provision that would improve the pupils' spiritual, moral, social and cultural development and attitudes. At present, the provision is effective in the many strands in which it has improved pupils attitudes, behaviour and self-worth.
101. The "Healthy Schools Initiative" and the introduction of citizenship education contribute very positively to pupils' personal and social development. Although these are recent initiatives, they are beginning to make a profound impact on the pupils as they begin to realise that the headteacher and staff are working for their good. The pupils are beginning to appreciate that their opinions and concerns are valued. In class, the pupils are given good opportunities for voicing the aspects of their lives that make them happy and those issues, including relationships, which give cause for concern. This has been a recent innovation and in those classes where it is sensitively handled, it is beginning to have a positive impact on the pupils' self-esteem.
102. During the inspection the School Council was observed in consultation with and interviewing a member of the local education authority in preparation for the next day's interview with a contractor who has given a quotation for new play equipment. These pupils have been given the responsibility of finding out the views of all pupils in the school and planning a recreation area. They know the questions to ask and expect to see photographs of previously completed work in order that they can assess the suitability of the equipment, the quality of work and the value for money. In this particular instance the pupils demonstrated a much higher level of speaking, listening and reasoning skills than they had in some lessons. They were confident speakers, who could summarise their opinions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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