

INSPECTION REPORT

KINGSTON PARK PRIMARY SCHOOL

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108490

Headteacher: Mrs J Evans

Lead inspector: Mrs J Morley

Dates of inspection: 15th-18th September 2003

Inspection number: 256631

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	437 FTE (463 inc. Nursery)
School address:	Cranleigh Avenue Kingston Park Newcastle upon Tyne Tyne & Wear
Postcode:	NE3 2EL
Telephone number:	(0191) 214 0363
Fax number:	(0191) 271 3244
Appropriate authority:	The governing body
Name of chair of governors:	Mr Andrew Wynne
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

- Kingston Park Primary School holds several awards linked to the quality of its provision, including the Charter Mark, Basic Skills Award, Healthy Schools Award and the Schools Curriculum Award.
- The school has resourced provision for pupils with physical disability.
- It has a rich ethnic mix of pupils, and English is an additional language for about 20 per cent of those on roll.
- Attainment on entry to the Nursery broadly meets expectations and pupils are attaining well by the time they start Year 1
- Socio-economic factors are broadly average, although comparative (free school meal) data do not reflect this as about 20 per cent of families are in Britain temporarily and are therefore not eligible to apply.
- Pupil mobility is high: families from abroad come and go and, in addition, between 25 and 40 per cent of pupils leave at the end of Year 4 to guarantee them a place in a secondary school to which Kingston Park does not generally transfer pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25470	J Morley	<i>Lead inspector</i>	English; Personal, social, health and citizenship education; Design and technology.
9333	K Schofield	<i>Lay inspector</i>	
29188	G Ulyatt	<i>Team inspector</i>	Art and design; The Foundation Stage.
20038	G Watson	<i>Team inspector</i>	Mathematics; Music; Physical Education; Religious Education; Special educational needs.
25623	E Cox	<i>Team inspector</i>	Science; Information and communication technology; Geography; History.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school. Its outstanding ethos and commitment to inclusion are evident to anyone who enters it. Although its population is particularly diverse, pupils from different cultures, those with different first languages, and those with significant special educational needs unite happily as a school family. Pupils achieve very well because they receive very good quality teaching and exemplary support and guidance, and because they themselves give of their absolute best. They attain high standards in many areas of the curriculum. Because of the unusually diverse needs of the pupils, leading and managing the school are especially complex. The headteacher and deputy headteacher show exemplary skill as they succeed in offering a rich and innovative curriculum and in guiding each individual towards high achievement. The support they receive from the staff as a whole is equally impressive. **The school provides very good value for money.**

The school's main strengths and weaknesses are:

- the school guarantees to every pupil the right to an equal share of what is on offer;
- all pupils achieve very well, both academically and personally;
- the work of all teachers and classroom support staff is at least good and often very good or excellent;
- the leadership and management of the headteacher and deputy headteacher are exemplary;
- there are no significant weaknesses, and the areas for improvement identified in the current school improvement plan are comprehensive and appropriate. However, the school may wish to extend its focus on speaking skills as an added means of helping with its continuing attempts to raise writing standards.

The school has improved significantly since its last inspection in 1998. Standards in the key subjects were then reported as satisfactory; they are now at least good and some are very good. The proportion of teaching that is good, very good or excellent is much increased, and unsatisfactory teaching has been eliminated. All key issues from the last report have been dealt with rigorously, particularly in relation to assessing how well pupils are doing; assessment was judged to be 'underdeveloped' but is now very good. Provision for pupils with special educational needs was good and is now very good, with some excellent features, and improvement is still being sought.

STANDARDS ACHIEVED

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

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.

**Left blank because the special circumstances of this school mean that the data do not present an accurate picture.*

The 2002 data in the table above, together with the 2003 data that are as yet unvalidated, reflect standards that are consistently above and well above national standards, but they nevertheless fail to do full justice to the work of the school. There are three key reasons why. The first is the impact of the exodus of high attaining pupils at the end of Year 4 or in Year 5 (32 per cent of the last year group, for example) and their replacement with pupils of much lower attainment. Secondly, the

school has resourced provision for pupils with physical disability. Thirdly, it has a significant number of pupils who are at the early stages of learning English, very few of whom stay from Nursery to Year 6. The result is that the school constantly welcomes pupils with little or no English into all year groups.

Despite this range of challenge, **achievement is very good for everyone.** From attainment that broadly meets expectations on entry to the Nursery, the majority of children meet or exceed all the early learning goals by the time they begin Year 1. These good standards are built on in Years 1 to 6, so that by the time they leave the school pupils attain standards in mathematics and in science that are well above those expected nationally, and above average standards in English. There are strengths in other subjects too: standards are above those expected in information and communication technology (ICT), music and physical education; and there are particularly impressive standards in art and design and in design and technology.

QUALITY OF EDUCATION

The school provides very effective education. Teaching is very good overall: half is very good or excellent and most of the rest is good. The contribution of support staff is equally impressive. A crystal clear work ethic has been established, as has a vibrant, busy and cheerful atmosphere in a school alive with outstanding displays that celebrate pupils' work and excite interest. Teachers' skills in assessing what a pupil knows and what he or she next needs to learn are used intelligently to respond to the particularly diverse needs of the pupils in this school. For all these reasons pupils learn very well. Little more could be expected of them.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and the deputy headteacher are exemplary. In both they are backed up by very impressive contributions from all staff in their various management roles. All curriculum co-ordinators are skilled and have influenced standards considerably. Governors are perceptive, knowledgeable and challenging, and are justifiably supportive of those key staff who lead and manage the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are rightly very supportive of the school. A small number feel that there are not enough out of school activities on offer. Inspectors judge that these are adequate for pupils aged five to seven and generous for those who are older. Discussions with **pupils** confirm how happy they are at school. They like their teachers, feel safe and well cared for, and think it right that they are expected to work hard.

IMPROVEMENTS NEEDED

There are no significant areas for the school to address other than those already identified in the school improvement plan. However, a heightened focus on the development of pupils' speaking skills will enhance its existing and intelligent plans for further improving writing standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the end of Years 2 and 6 standards are above average. Achievement is very good for all pupils, including those with special educational needs and those for whom English is an additional language. Children in the Nursery and reception classes make good progress, so that by the time they enter Year 1 almost all have met the early learning goals and many have exceeded them. As is evident in the tables below, standards are rising.

Main strengths and weaknesses:

- Given the particular make-up of the school, pupils' achievement is very good overall, and in some instances excellent.
- All the school's test results in both Years 2 and 6 are above or well above national averages.
- Standards are above expectations in ICT, music and physical education and well above them in art and design and design and technology. In religious education standards exceed those of the locally Agreed Syllabus.
- The school regards writing standards as a relative weakness and is trying hard to improve them. Inspectors agree with their assessment of standards and with their action.

Commentary

1. In order for pupils' achievements to be clearly understood, they need to be explained in terms of factors that are unique to this school. It is a very complex organisation. Firstly, it has resourced provision for pupils with physical disabilities. Secondly, at any one time there are around 20 per cent of pupils whose first language is not English. Because few of these remain at the school for the full eight years, the school is constantly 'starting again' with new pupils, many of whom speak little or no English. Finally, a significant number of pupils (anywhere between 25 and 40 per cent is typical) leave at the end of Year 4 or during Year 5. This is to enable parents to make choices about secondary education that would not be available to them if they waited until their child completed Year 6. The popularity of this school means that vacant places are soon filled, but the difference in attainment of those who leave and those who join is stark. For example, of the pupils who would have taken the 2003 national tests at this school had they not left, all were on track to attain Level 4 and the majority to attain Level 5. Of those who replaced them, none was working above the expected level, four were working at it, five had been in Britain for less than a year and spoke little or no English, and the attainment of the rest was as much as four years behind.

2. Clearly this means that while many leave before their very good achievement can be demonstrated in national test results, the school has to 'start again' with low attaining pupils in Year 5. Unless explained, school data might well give the impression that pupils achieve well and attain no more than good results. In fact, their achievement is consistently very good and sometimes outstanding. A typical example is that of a pupil who joined the school in Year 5 speaking no English and who achieved Level 4 in the national tests in mathematics and science at the end of the following year.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.7 (15.8)	15.8 (15.7)
writing	15.3 (14.1)	14.4 (14.3)
mathematics	17.2 (18.2)	16.5 (16.2)

There were 61 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.8 (26.7)	27.0 (27.0)
mathematics	28.8 (27.0)	26.7 (26.6)
science	29.8 (28.6)	28.3 (28.3)

There were 66 pupils in the year group. Figures in brackets are for the previous year

3. The latest validated test results in reading, writing and mathematics in Year 2 show above average standards. These have been maintained. The latest validated Year 6 results show above average standards in English and well above average standards in science and in mathematics. These too have been maintained.

4. Achievement is good and sometimes very good in the Nursery and Reception classes. In Years 1 to 6 it is consistently very good. No differences in achievement are apparent among pupils. The performance of girls and boys is similar. Pupils with learning difficulties, as well as those who do not speak English at home, achieve to their utmost ability. This is possible because a number of factors combine particularly successfully. These are the quality of the curriculum, of teaching, and of subject leadership, and the trouble the school takes to ensure that the work challenges each pupil. In art and design and in design and technology, these features have led to work that is plentiful, varied and of a very good standard. The excellent work of the science co-ordinator has had a major impact on achievement in science throughout the school. Pupils' achievement in English and mathematics is supported considerably by the leadership given by the subject co-ordinators. They oversee very good assessment systems, undertake the interpretation of data, and implement strategies as a result of their findings.

5. The school is modestly aware of how well it is doing but there is no sign of complacency. Quite rightly it sees the need to improve pupils' attainment in the writing element of English. The action it is taking is entirely sensible and is very likely to generate improvement. Working specifically and methodically on the development of speaking skills as an aid to writing of good quality is an additional strategy that could be further explored.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are among the principal strengths that contribute to the success of the school. Attendance and punctuality are very good, reflecting pupils' enthusiasm for school.

Main strengths and weaknesses:

- Pupils' attitudes are outstanding, enabling their learning and personal development to reach a very high level.
- Behaviour is excellent during lessons as well as at play, maximising the opportunities for teaching and learning.
- The spiritual, moral, social and cultural development of pupils is very good.
- There are no significant weaknesses.

Commentary

6. The most striking feature for many visitors to the school is the way in which everyone works together. The whole-school commitment of caring for one another is truly excellent and is a model of inclusiveness. Through the high quality of its leadership, the school devotedly caters for the needs of everyone. Pupils follow the excellent role models seen among staff and never hesitate to help anyone with a physical impairment. Pupils with learning difficulties or those whose first language is not English are very well supported.

7. Pupils benefit from having both individual and collective responsibilities. Delegates from Class Councils send their suggestions to the School Council, where new ideas are discussed and often put into operation. The School Council is especially effective in creating mature ideas. For example, on their own initiative, council representatives re-wrote the school anti-bullying policy so that younger pupils could understand it, and they have championed healthy-eating practices such as having no salt on chips.

8. During the last year, there have been no exclusions. Lessons start promptly and, if a pupil is unexpectedly absent, contact is made with the home. Good attendance is promoted through rewards, such as pens, books and tickets for special events. In addition, the local education authority awards attractive certificates. These are viewed as prestigious: pupils who transferred to secondary school last year returned to receive theirs. Attendance rates at the school exceed the national average.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Asian or Asian British – Pakistani
Chinese
Any other ethnic group

No of pupils on roll
362
2
13
86

Exclusions in the last school year

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0

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

9. Without doubt, individual performance is directly related to the pupils' excellent attitudes and their relationships with adults. They are eager to learn, and concentrate diligently during whole class teaching and group work. Even in the early years, they are beginning to develop good levels of concentration and show a very good attitude. Following the high expectations of teachers, pupils sustain concentration and persevere with tasks even when they are quite challenging, as is usually the case. The pupils clearly know right from wrong and are delightfully polite and helpful. They have good awareness of local and national heritage and learn about multicultural issues through the broad and innovative curriculum. They respect each other's beliefs, cultures and differences and are visibly caring and helpful to those with physical disability or language difficulty. Pupils are reflective and thoughtful, and the 'sense of family' so very evident in this school is testament to their very good spiritual development.

10. From conversations with pupils, it is clear that they enjoy coming to school. Parents also confirmed this in the pre-inspection questionnaire, where 99 per cent either agreed or strongly agreed with their children's response.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The quality of teaching and learning is very good overall. Assessment is very good and is used well to support teaching and learning.

Main strengths and weaknesses:

- Teachers expect the very best of their pupils and plan inspiring activities to help them learn.
- They take steps to ensure that all pupils have an equal opportunity to learn.
- Homework is a regular and important feature of teaching.
- Teaching assistants are of a high calibre.
- Teachers make very good use of assessments to challenge pupils and encourage them to work hard during lessons.
- There are no significant weaknesses.

Commentary

Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (7%)	23 (43%)	22 (41%)	5 (9%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

11. Throughout the school, teachers always insist on high standards of behaviour, commitment and work from pupils. They are skilled at ensuring that every individual is stretched to the limits. They plan a very good range of interesting topics that capture pupils' imagination and allow their skills and knowledge to develop gradually and systematically over time. No time is wasted! As pupils enter the class each morning, they register with the teacher and then sit at their desk reading quietly until all others have arrived. There are no significant weaknesses in teaching, although there are times when young children sit for too long or when the very best use is not made of the outdoor area. The school recognises these as areas for improvement and is tackling them.

12. Teachers actively promote equality of opportunity and show sensitivity to pupils' different values and beliefs. They value the contributions of all pupils and make sure that as many as possible are questioned during lessons. The teachers plan activities at different levels so that all pupils achieve very well, and they encourage pupils to collaborate.

13. Homework is used to reinforce learning. It is marked regularly so pupils realise how valuable it is in the learning process. Parents are given very good guidance about ways in which they can help their child. From the Nursery to Year 6 there are regular opportunities for pupils to practise reading at home.

14. The contribution of teaching assistants to pupils' achievement is invaluable. They provide high quality support to pupils with special educational needs, to those who are in the early stages of learning English as a second language, and to those with physical disability. This sometimes leads to outstandingly rapid achievement.

15. Assessments in English, mathematics, science and the Foundation Stage Profile (for children in Nursery and Reception classes) are firmly embedded. Results are analysed and provide useful data for the school. This process helps teachers to track progress and set future targets. In other subjects the school is developing assessment systems influenced by national guidelines. At the

end of units, teachers successfully identify pupils who exceed or fall short of national expectations. This valuable information is used to guide their future planning. Assessment of pupils who are newly admitted and have very little English language is thorough. It takes place in lessons, in a sensitive manner, within a few days of arrival, and this enables the school to get straight on with helping the pupils to make progress.

16. Teachers make good use of day-to-day assessment as a natural part of teaching and learning. In lessons they question pupils skilfully, taking careful account of how they are learning, and repeat concepts that have not been fully understood. This secures pupils' progress and ensures that none are left behind. Pupils are very clear about the standard of their work because the 'learning objectives' in lessons are reviewed in detail. Teachers offer good guidance to pupils through marking. Pupils say they have to try not to make the same mistakes in subsequent pieces of work.

The curriculum

The curriculum is refreshingly broad and innovative. It caters very well for all pupils and offers extensive opportunities outside lessons. The accommodation is delightful, inside and out, and resources are good.

Main strengths and weaknesses:

- The curriculum is of high quality because it is innovative in design and underpinned with a commitment to the development of pupils as responsible young people.
- The curriculum is designed to be fully inclusive.
- The range and quantity of activities outside lessons are very good.
- There is good quality and potential in the building and its grounds.
- There are no significant weaknesses.

Commentary

17. The curriculum features extensively in the school improvement plan and is constantly being re-evaluated. Very effective arrangements for some subjects, such as religious education, result in their being taught in a block of time. This 'saturation' results in pupils gaining a lasting and impressive depth of understanding. Projects are organised so that pupils' work covers several subjects, enabling them to use and develop skills of one subject in others. All learning is reinforced by a regime of visits and visitors that contributes to the diversity of pupils' experiences. Topics are rigorously planned and parents are given very good levels of information to enable them to help their children extend their work at home.

18. Each year there are two projects which are focussed specifically on citizenship and personal, social, and health education. Work is planned to include incorporate all areas of the curriculum, and creative and multi-cultural activities. Again, visits and visitors make significant contributions to the pupils' experience. The quality of work that results from these themes is often excellent, particularly that produced for the Summer Exhibition.

Example of outstanding practice

The diverse needs of pupils and the high mobility at Kingston Park Primary make it particularly difficult for the school to be an inclusive one. Its achievement is outstanding.

The school is determined that there will be total inclusion and high achievement, even though:

- around 25 per cent of pupils are new to Britain, its language and its culture, and they seldom stay for long;
- around 30 per cent leave at the end of Year 4 (for reasons not associated with this school) and places are quickly filled by pupils with much lower attainment.
- The school has resourced provision for the physically disabled.

An amazing 'feeling of family' greets you at the door. There is an outstanding team spirit among all who work there: this is evident in warm smiles, love of their work and respect for diversity. These are highly contagious qualities, and pupils catch them!

Pupils with physical disability are fully integrated into classes. Newcomers are assessed within the first few days. Work is a brilliant match for all – from someone with minimal English to the most able. Outlets for gifts and talents are sought and provided. Teachers push everyone to the limit of achievement. All pupils reach the 'This is hard!' spot in just about every lesson, but their 'stickability' carries them through, still smiling.

19. The progress made by pupils with special educational needs, and by those for whom English is an additional language, is carefully monitored and appropriate targets are set *with* them. This process often enables pupils to achieve national expectations by the age of 11. Pupils in Year 6 are organised into sets for mathematics, and this has been found to help class teachers to plan for the range of pupils' abilities and needs more efficiently. The school identifies the gifted and talented pupils and ensures that they have the best possible opportunities. Materials are plentiful and each teacher has a 'G&T' file containing a range of ideas. Pupils have benefited from master classes in music and mathematics, have played football with the Sunderland and Newcastle United Academies, and have shone in city athletics tournaments.

20. The curriculum is especially well enriched by a very extensive range of lunchtime and after-hours clubs and activities. In these groups pupils can develop their skills in team games, gymnastics, athletics and music. They can also join 'interest' groups such as chess and modelling. Pupils may join groups to help and extend them in general study, mathematics and ICT.

21. The number of qualified teaching and support staff, who have valuable experience, supports this curriculum very well in its many innovative features. Both inside and out, the school's accommodation is far reaching in its potential to support a variety of organisation and teaching methods. The amount, quality and suitability of resources and equipment are good overall and very good in art and design. The grounds, like the interior of the school, are excellent in the degree to which they make a contribution to pupils' learning and personal development.

Care, guidance and support

All aspects of pupils' care, welfare, health and safety are very good, providing a safe and secure environment in the school. The support and guidance available to pupils are exemplary. Pupils really are involved in decision making, particularly through Class and School Councils.

Main strengths and weaknesses:

- Very good support and guidance encourage pupils to achieve their very best.
- The school asks pupils for their views, listens to what they have to say and acts on it. This helps them to feel valued.
- Pupils have very effective and trusting relationships with adults in the school. This helps them learn.
- There are no significant weaknesses.

Commentary

22. There is very good management of child protection, with the designated person having received the appropriate training. All adults in school are up to date with procedures and are clear about their responsibilities. Procedures for accidents and emergencies are very good, with many of the staff, including lunchtime supervisors, trained in first aid. A senior manager, working closely with the caretaker, makes sure that the whole school community is safe from potential hazards.

23. Very good systems are in place to monitor pupils' views, through, for example, surveys and individual target-setting books. Pupils also maintain a portfolio of work called 'All About Me' that shows their progress throughout their school career. The school policy for responding to pupils' work is based on positive comments by teachers, which enable pupils to know and understand how to improve. The wishes of all pupils are taken really seriously. One pupil with significant physical disability, for example, wanted to be able to eat lunch without getting his uniform dirty. Staff provided special cutlery and made him a sleeved 'cover-up' in the same colour as his jumper. Hence, the garment wasn't noticeable to others and the pupil was delighted with his success.

24. To cater for the religious beliefs of Muslim pupils, there are alternative worship arrangements and prayer facilities. During some assemblies, simple but effective quiet periods of reflective contemplation are used rather than religious prayers. Moslem parents have expressed their gratitude for these arrangements and Moslem pupils feel that their culture and beliefs are valued.

25. Circle time is a well-tried and tested way for encouraging pupils to voice concerns and support one another. At Kingston Park Primary, it is a regular feature in every classroom and forms part of the personal, social and health education curriculum. Special care has been taken with this subject and the school has been awarded the Healthy School Award.

26. The school has very good induction arrangements. Staff visit children in their home and invite them to school the same day. This builds up good relationships right at the start. The school gradually admits children into Nursery and Reception classes over a two-week period. As children arrive at school, parents are encouraged to linger until the child is settled. Because of these arrangements the atmosphere throughout the Foundation Stage is calm and purposeful.

Partnership with parents, other schools and the community

Links with parents and the community are excellent features of the school, and those with other schools are very good.

Main strengths and weaknesses:

- The provision of information to parents is very good and keeps them up to date with their children's progress and the day-to-day activities of the school.
- There are very good strategies to involve parents in the life of the school, which, in turn, helps to cement the strong relationship.
- Parents' views are sought and valued. This ensures their satisfaction and supports the education of their children.
- The links with parents make an excellent contribution to the quality of the pupils' learning at school.
- The procedures for dealing with parents' concerns and complaints are excellent.
- There are no significant weaknesses.

Other links to the community are shown later in the report in 'Other Specified Features'.

Commentary

27. The school provides information of very good quality for parents. The prospectus and newsletters are well presented and informative. An impressive number of attractive booklets have been created to explain the curriculum for each year group. The list of publications seems to be endless, with almost every type of information a parent could realistically expect to see. Particularly noteworthy is the 'Welcome Back Pack', which is given to every family at the beginning of a new school year. This includes a professionally printed calendar containing all key dates in the school year as well as all the essential contact details at school. Translations and / or interpreters are always available.

28. Annual written reports provide a good insight into the performance of individual children during the academic year. They contain comments about personal development, highlighting individual talents and idiosyncrasies. Although advice about the future learning objectives is not shown in reports, pupils have separate target-setting books which they share with their parents and teachers. Three consultation evenings provide further opportunities for parents to review their children's progress and to discuss the setting of targets. Parents are also welcomed into school on a more informal basis to discuss any concerns they might have about their child's academic or social development.

29. A home-school agreement is in place and parents receive guidance about homework. They expressed confidence in the school's ability to sort out concerns quickly. At the parents' meeting, there was praise for the way that teachers made themselves freely available to ensure that any issues are shared at the earliest opportunity.

30. Over 50 parents come into school to help with reading, organise the Book Club and support other practical activities. Parents also help with pursuits outside school. For example, they assist instructors during swimming lessons and support teachers on school trips. Other people, who are not parents, provide more academic assistance, such as a retired university lecturer who frequently comes into school.

31. The parent-teacher association, Friends of Kingston Park Primary School, regularly organises social events and is very active with fund-raising events. In the last year, the association has raised a magnificent amount of money for the school calendar and many other projects.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are excellent. Governance is very good. The leadership of staff with curriculum responsibilities is very good.

Main strengths and weaknesses:

- The headteacher and her deputy are a highly effective team with a clear vision for pupils' academic, pastoral and welfare needs and an impressive strategy for attaining it. This vision is communicated clearly to all staff, and fully embraced by them.
- Inclusion has been successfully nurtured to be the hallmark of the school.
- There are excellent approaches to financial management, to achieve educational priorities through the principles of best value
- The governors are very well informed and play an active role in supporting the school.
- There are no significant weaknesses.

Commentary

32. The headteacher has an impressively positive effect on the way the school operates, seeking to ensure that all who work in it, be they adult or pupil, are able to give of their best. She is supported fully by a most able deputy. The strategic planning they have established reflects the school's constant drive for improvement. Analysis of all aspects of the school's work is realistic, rigorous and uncompromising. Because their vision and strategy have been so well communicated, all who work in the school understand them, share them, and work together on putting the strategy into practice to achieve the vision. The 'feeling of family' is stunning. In addition, the leadership provided by staff in their designated areas is very good overall, and sometimes – as in the case of science – outstanding.

33. It is concern for the needs of the individual that best defines the nature of the school. Its ambition to be inclusive drives much of what it does. Many pupils come to the school from the Middle East not speaking English. The school makes immediate and persisting efforts to ensure that they can take part in lessons, employing an assistant who speaks their language and providing translations for everyday words and more technical words related to subjects. Such is the success of this approach that many of the pupils reach at least average standards by the end of Year 6. The school has also gained the confidence of the local Saudi Arabian community, which makes extensive use of the building after school hours and at weekends. Pupils with disabilities are cared for superbly. In common with all pupils, they are given every opportunity to take a full part in lessons and the wider range of activities the school offers. The work of the school in this and other areas has been recognised with the award of the Charter Mark, the School Curriculum Award and the Basic Skills Award. When the Charter Mark was awarded for the second time in 2002, the awarding body commented on the culture of openness and accessibility in the school.

34. Financial management is excellent. Intelligent, thoughtful planning means that the costs of projects are carefully worked out. The school strives to provide the best it can and does not always accept the lowest quote if the quality is not what it wants. This can be seen in the training days provided for staff, where only speakers of the highest quality are engaged and then only after the headteacher has heard them herself and is satisfied that they are exactly what the school needs. As a matter of course, spending is expected to lead higher standards and tracking of this is automatic. In the case of ICT, for example, careful consideration has led to good resources, high quality training and much improved standards. Staffing levels are kept high so that, where possible, staff absences can be covered from within by staff who are used to working in such an open-plan school. The school functions smoothly on a day-to-day basis because of the efficient work of the clerical staff.

35. The governors play an active part in the life of the school and are fully supportive of the headteacher and the staff. They challenge the school in what it plans to do to ensure that decisions benefit all users. Their understanding of the school, and the challenge they offer, covers all aspects of the school's work. For example, they are equally rigorous in deciding issues as diverse as the need for a new fence, the appointment of a bilingual assistant, or why a child appears not to be reading as well as he or she should. The governors expect teachers to encourage pupils to reach the highest goal possible but realise that their expectations must be reasonable.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,078,228
Total expenditure	1,111 697
Expenditure per pupil	2465

Balances (£)	
Balance from previous year	119,759
Balance carried forward to the next year	86, 290

OTHER SPECIFIED FEATURES

LINKS WITH THE COMMUNITY

The school excels in developing exemplary links with the community. The Schools Curriculum Award and Careers Service Award were given in recognition of work with the community.

Main strengths and weaknesses:

Some of the partnerships in which the school has an involvement are shown in the list of strengths below. There are no significant weaknesses.

- A family learning programme has enhanced the home-school relationship.
- Job placements for students have created additional resources to support teaching and learning.
- The school has very good links with the local secondary school, and the arrangements for transfer of pupils are very effective.
- The school receives financial and supportive sponsorship from local businesses and other organisations.
- Partnerships with many other community organisations are a credit to the school.

Commentary

36. The school has many partnerships. and it received the Basic Skills Agency Quality Mark again this year for a range of courses aimed at extending the knowledge and skills of parents and local residents. Following the last visit, the assessor stated, 'Documentation informing parents about the curriculum and attempts made to learn about the curriculum at home was of a high standard. Documentation was strongly supported by parental feedback. Parents also commended the school on involving the children in decisions which affected them.' As a further outcome, some of the parents are now qualified and employed by the school as special needs educational support assistants and as teaching assistants. Other parents have benefited from learning about computer skills and have gained knowledge about their children's curriculum for physical education.

37. The school provides job-training placements for teacher training, and accepts psychology students from two nearby universities. This adds extra people into classes to help pupils and, in one recent case, has helped with the selection of a new member of the teaching staff. Other students from local colleges and schools have also gained work experience in the school as part of their studies for National Vocational Qualifications, BTEC and the secondary schools' Year 10 Syllabus.

38. Kingston Park Primary has established good partnerships with the local secondary school and a special school. Senior members of staff share knowledge and ideas with the network of schools that are linked to Kenton Comprehensive School. This secondary school is particularly co-operative in providing curriculum support, such as that for ICT.

39. The school receives sponsorship from a local superstore and other businesses. Besides offering practical experience, the store sends visitors to school to give curriculum-related talks. Newcastle's premiership rugby club works closely with the school, supporting the healthy eating project and providing training for sport. As a result of this latter relationship, the school played in a national tag-rugby event at Twickenham. The Territorial Army have assisted the school by building an obstacle course and helping with the refurbishment of the school grounds.

40. Many other arrangements are in place to encourage parents and other members of the community to use the school's facilities. As a result, there are very good relationships with the Saudi Arabian community, local childminders, and a parent and toddlers group.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in the Foundation Stage is predominantly good, with very good provision for children's personal, social and emotional development.

41. Staff work very well as a team to ensure that children settle well to their learning and that all have equal access to the rich range of experiences on offer. Standards in all six areas of learning are above average by the end of Reception. The majority of children reach the Early Learning Goals and a significant minority exceed them.

42. Provision for children who do not speak English at home, and for pupils with special educational needs, is very good. The Foundation Stage curriculum is managed and led with great enthusiasm and the action plan shows very appropriate developmental points. Staff have improved and developed the curriculum and assessment very well in response to national initiatives. They know children well and address individual needs. Staff have begun to look closely at the outdoor curriculum and are considering ways to improve and develop learning opportunities outside.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Children learn at an accelerated rate because teaching is very good.
- Children learn how to play together because adults are good, caring role models.

Commentary

43. Staff are very caring, and children in both Nursery and Reception classes show high levels of concentration in all they do. They show great interest and excitement in their learning during practical activities. For example, in mathematics, children were well motivated to order and recognise numbers to 10 when hanging numbered garments on the washing line. Many children have established friendships, sharing equipment and taking turns; they play very well together in small groups in the home area. Behaviour is very good. Adults have high expectations and the children are very sure about boundaries; they follow rules and routines very well, lining up sensibly when moving around the building. Staff praise children and listen carefully to what they have to say. They offer very good support to children who do not understand English, helping them get used to the new environment. Most children are confident and many happily talk with adults.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses:

- Children learn well because staff adopt a systematic approach to teaching basic reading and writing skills through a range of practical activities.
- Staff assess children as they work with them.

Commentary

44. Children enjoy acting out letter sounds and new words and they achieve very well. They are very good listeners and this has a significant impact on their learning. Teachers plan activities to develop speaking skills, though not enough time is allocated for children to work in small groups so that they can be encouraged to talk more freely about their work. All children show interest in books and know how to handle them correctly. They make their own storybooks in the Nursery. At the beginning of the academic year all children express their ideas in drawings. The work of the current Year 1 pupils is evidence of the good progress they make ; by the end of Reception; some write in short sentences, spelling simple words accurately.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses:

- Children achieve well because staff know exactly what children understand and can do, and build systematically on it.

Commentary

45. Most pupils reach the Early Learning Goals and some exceed them. Teachers place good emphasis on number skills and mental work and make learning fun, taking every opportunity to let the children see the need to count. The children make cakes with dough and count birthday candles, and they count plastic animals and the number of children present. They are challenged to identify the numbers displayed and are encouraged to refer to them. The children also learn to make repeating patterns. They are taught to write numbers clearly and know how to calculate using the symbols of addition, subtraction and equals. Nursery children make symmetrical patterns with paint. They go for walks in the school grounds to identify shapes around them, and this helps them to see that mathematics is everywhere.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses:

- The ethnic diversity in school is celebrated and used to advantage.
- Use of the outdoor environment is not fully developed.

Commentary

46. Teaching is good and children achieve well. Plans show that there are good opportunities to explore and investigate, though not enough use is made of the area outdoors. Children look closely at their face and copy what they see, using a range of materials, scissors and glue spreaders to achieve their effects. Staff play alongside children, with construction equipment, and help them to build models. Teachers allocate time to teach computer skills and use a range of games to support learning. Children are fortunate to come from very different backgrounds; they develop a very good awareness of their own culture and the culture of others through the various celebrations which occur throughout the year.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses:

- Children achieve well because they have regular access to challenging equipment outdoors.

Commentary

47. Teaching is good. Children master the art of throwing and catching, and learn to balance and climb as they walk across the rope bridge. They develop their fine finger skills, and the older children control brushes, glue spreaders and pencils well. Teachers help the children to learn to pour liquid carefully from small cups into containers, as they play. The children develop an awareness of a healthy lifestyle when they drink their milk each day, and they have healthy snacks.

CREATIVE DEVELOPMENT

Provision in creative development is good.

Main strengths and weaknesses:

- Very good resources open up equally good opportunities.

Commentary

48. Teaching is good and children achieve well. There is an extensive range of creative materials, and adults encourage children to experiment for themselves. Children paint spontaneously or use the extensive range of collage resources. Staff plan good lessons to teach children to tap out simple rhythms, sing songs and rhymes. Children play with imagination in the *Home Corner*, but these good creative opportunities do not readily extend to the area outdoors.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is very good.

Main strengths and weaknesses:

- All pupils achieve very well because high quality teaching focuses on individual needs.
- The impact of the work of classroom support staff is very good.
- Pupils attain standards in listening and reading that are well above expectations.
- Standards in speaking and writing are above expectations.
- Literacy skills are developed very successfully through the full curriculum.
- Leadership of the subject is very good.

Commentary

49. While the school has a more or less constant number of pupils on roll, the individuals change frequently, particularly at the end of Year 4. Despite this, all achieve very well because the school responds to the needs of each new pupil. This applies whether they are new to the country, culture and language, as is often the case, or whether they have underachieved elsewhere and join this school with low attainment. Almost immediately upon their arrival they are assessed and their learning needs skilfully identified in a genuinely welcoming environment.

50. Teachers are hard working and skilled. These qualities, together with the dedication of the skilled support staff, enable pupils to achieve the standards they do. Arrangements for the deployment of support staff are complex but are such that their time is used to very good effect. Along with their teaching colleagues, they ensure that the pupils have an equal share of what is on offer as a basic right of the inclusiveness, which is the hallmark of this school.

51. Pupils of all capabilities listen attentively in lessons and play a full part because the questions are selected 'especially for them'. They read with accuracy and expression, relative to their age and fluency in English, and most talk enthusiastically about a favourite book or author. Systems for reading awards and a headteacher's award offer encouragement, and pupils are proud to receive them, particularly those from their headteacher.

52. Standards in reading and writing are good but the school is never complacent and is actively seeking to improve them, particularly the former. The school improvement plan clearly identifies the action it is taking. Because the plan incorporates an intelligent and well-conceived response from the literacy co-ordinator to the relative weakness in writing, it is likely to bring about some significant improvement. However, careful scrutiny of pupils' work shows convincingly that their writing is technically accurate. In other words, pupils have learned the basic skills of grammar and punctuation and deploy them well. Development of writing, therefore, will depend for its success on the extent to which pupils can use more adventurous vocabulary, more complex sentence structures and more imaginative (including figurative) language. To focus on oral language as a means of achieving this improvement would be one additional avenue for the school to explore.

Language and literacy across the curriculum

53. The school is very skilled in using other areas of its curriculum for pupils to practise and consolidate the skills they learn in their literacy lessons. Their reading skills seldom let them down or hinder their progress in other subjects. There is no excessive use of worksheets, and pupils have ample opportunities to write from scratch in lessons such as science, religious education and history.

MATHEMATICS

Provision for mathematics is very good and enables pupils to reach high standards.

Main strengths and weaknesses:

- Teaching is very good and occasionally excellent.
- Standards are consistently high.
- Leadership is very good.

Commentary

54. Over the past few years, the numbers of pupils attaining expected standards in the national tests at the end of Years 2 and 6 have remained above average. . There is a high percentage of pupils who reach standards above those expected in relation to their ages. In the most recent results these pupils have exceeded the school's required targets by over 20 per cent. This achievement was matched by the standards of work in the lessons seen during inspection. Pupil turnover is high, particularly in Years 4 and 5. Because of the very good quality of teaching of pupils with special educational needs, and of the provision for pupils whose first language is not English, the effects of the turnover are minimised. This enables pupils to reach high standards, and the association was very well demonstrated by excellent teaching in a Year 2 class. Having good levels of expertise in mathematics and the ability to respond to pupils' different learning styles, the teacher was able to meet pupils' various needs most effectively. The pupils for whom English is an additional language and those with a range of special educational needs received excellent support, and the result was a very inclusive lesson. In a Year 6 lesson pupils were asked to give to each other clear explanations of the method for multiplying 3 digit numbers by 2 digit numbers without a calculator. This collaboration helped to reinforce their own skills and understanding and was an excellent example of using talk to enhance learning.

55. The curriculum leader has a very good grasp of the strengths and areas for development in the subject. This is illustrated by the current emphasis on 'solving word problems'. The effectiveness of the leadership is evident in the rate of progress and eventual standards reached by late entrants to the school, as well as by those who frequently join with very little English language. There has been an impressive analysis of standards over recent years, and this helps to set priorities for development as well as to highlight those areas of substantial success.

56. All areas for development raised in the previous report have been addressed and standards have risen.

Mathematics across the curriculum

57. The range of work that pupils are given in each successive year group covers the National Curriculum well, and teachers are good at forging links between different areas of the curriculum. The use of mathematical skills is evident in design and technology and science in particular, and plays a significant role in the high standards pupils achieve in those subjects.

SCIENCE

Provision in science is very good.

Main strengths and weaknesses:

- The leadership of the co-ordinator is outstanding, and she gives excellent support to other members of staff.
- Teaching is very good, particularly in terms of teachers' expectations of pupils.
- Pupils have excellent attitudes and enthusiasm for the subject and demonstrate very good thinking skills.
- All pupils are given equal opportunities to succeed.
- Best use is not always made of ICT in recording and presenting the results of investigations.
- Teachers' marking does not always show pupils what they have done well and how they can improve.

Commentary

58. Pupils' standards and achievements are good up to Year 2 and very good by the end of Year 6. In the Year 6 classes, pupils make very good progress in response to teaching which is of high quality and sometimes excellent. Standards have risen since the previous inspection because of the outstanding leadership and example set by the subject co-ordinator, and the high standard of teaching. A greater percentage of pupils now reach higher levels than expected nationally. The co-ordinator does not have responsibility for a class and this enables her to teach in classes across the school. She is able to check how well science is being taught in all age groups and to share her knowledge and enthusiasm. Teachers plan well what they want to teach, and incorporate aspects of subjects such as history, design and technology, and geography into single lessons. This enables them to work with groups of pupils of similar attainment and to teach them scientific skills and methods of investigation very well. A large proportion of the work is based on first-hand investigations. The system would not work without the participation of teaching assistants, who play a vital role in supporting teachers and pupils. However, teachers could make more use of spreadsheets and computer-generated graphs to help pupils to record and display the results of their investigations. In some books, the marking was not helpful to pupils. Comments such as 'You have written about the moon.' do not show pupils how well they have done or what they need to do to improve further.

59. Teachers plan lessons thoroughly and explain carefully to pupils what they will be learning. Pupils find the investigations they carry out stimulating. The tasks capture their interest and make them enthusiastic about what they are doing, with the result that they learn very well. For example, in Year 6, pupils worked in threes to find out how large their fields of vision were. They tried very hard to make sure that the equipment they were using was positioned correctly so that they conducted the test fairly, and the results were accurate. When they found results which seemed inaccurate they repeated the test. Pupils used the skills and knowledge they gained very well.

60. The co-ordinator has introduced a system of comprehensive assessments of how well pupils are learning. At the end of each topic, pupils answer questions on it. For pupils in Years 3 to 5 the questions are simplified forms of those they will answer in the National Curriculum tests in Year 6. Further assessments are made at the end of Year 2 and Year 6. Teachers generally use their assessments well to plan work which is matched well to pupils' abilities. They take account of the many pupils for whom English is not their first language and provide translations of the main words in the pupils' home language. The care devoted to ensuring that all pupils can take part in lessons was evident in the success of one pupil who will serve as an example. This pupil reached average standards in the Year 6 National Curriculum tests despite having come to the school not speaking English a little over a year before. Sometimes, however, teachers overestimate what pupils can understand, with the result that pupils do not make as much progress as they should. Nevertheless, they are quick to amend their lesson plans to make the work understandable.

61. The school has achieved higher standards than schools nationally for several years. However, there is no hint of complacency in the approach of the co-ordinator and the rest of the teachers. Checks on pupils' work and their achievements are very good, and steps are in hand to improve them further. With the excellent leadership of the co-ordinator and the enthusiasm of the teachers and support staff there is every reason for optimism that results will improve even further

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is good

Main strengths and weaknesses:

- Significant improvements have been made since the previous inspection, with the result that standards of attainment are now above expectations in Year 6, and as expected in Year 2.
- Pupils' achievement is good, and by Year 6 they use computers confidently and benefit from a good range of resources, including software.
- Pupils' attitudes to learning are very good.
- Leadership and management of the subject are good
- Information and communication technology (ICT) is used well to support some aspects of the curriculum but less well to support others.

62. The school is better equipped now than at the last inspection, and teachers have benefited from training. They make very good use of interactive display boards to teach whole class groups. The introduction of laptop computers has given the school greater flexibility in the way lessons are planned. The co-ordinator works hard to raise standards in the subject.

63. Pupils thoroughly enjoy working with computers. By the end of Year 2, pupils use word processing and drawing programs to present their work, which they save and print. They talk about some of the advantages of ICT, such as the speed with which messages can be sent by e-mail and how bar-code readers can be used to collect information. Year 6 pupils have a good command of the basic skills of logging on, saving, printing and amending their work. . They use interactive display boards with confidence, demonstrating to other pupils, for example, how to develop multi-media presentations. Year 6 pupils are well aware of the advantages of using computers in the home and office and are alive to the dangers posed by computer viruses and by allowing children

unsupervised access to chat rooms. In one instance, Year 5 pupils used a graphics program to plan a classroom. The teacher's careful introduction allowed pupils to build on previous work. Pupils' confidence was boosted because their teacher allowed them to demonstrate their ideas and to show how well they could use the features of the program.

64. The leadership and management of the subject are good. The co-ordinator is knowledgeable and provides helpful advice and support for his colleagues. The school improvement plan shows clearly how the school intends to develop the subject. Assessment procedures are good and are being further improved to take account of the skills pupils learn and to help teachers judge the levels reached by the pupils.

Information and communication technology across the curriculum

65. The use of ICT in other subjects is patchy. During the inspection several examples of good practice were seen. For example, pupils' mathematical and science skills were supported when they recorded the results of investigations into the effects of exercise on their heart rate, using a spreadsheet, and converted the results into graphs. However, past work shows that opportunities have been missed in science and in history and geography. Pupils sometimes use the Internet to gather information in history and geography, and this skill could be developed further. The school is fully aware of the need for further development and has it in hand.

HUMANITIES

Provision in history and geography are satisfactory

Main strengths and weaknesses:

- Visits and out-of-school projects support the curriculum well.
- Good assessment procedures are being introduced.
- There remains work to be done on several issues, including the use of ICT and the quality of marking.

Commentary

66. On the evidence of past work and conversations, pupils are attaining broadly in line with the expectations of the National Curriculum. Not enough evidence is available to make a secure judgement on teaching and learning.

67. Visits to places of interest, including residential visits by Year 6 to Scarborough and the Lake District, make a good contribution to pupils' learning in both subjects. Good use is made of the local area. For example, pupils in Year 2 draw maps of the route to local supermarkets and see how a local transport company operates. They develop a sense of belonging to the Northeast when they write about famous 'Geordies' such as Alan Shearer and Rowan Atkinson and the Angel of the North sculptor, and they gain an understanding of the way people lived during World War Two.

68. Homework is used well to support both subjects. Pupils complete individual projects alongside the work they do in lessons. For these, they use books and computers to gather information, often using their computers at home. Good assessment procedures have recently been introduced, with particular emphasis on identifying pupils who are working below or above average, so that appropriate work can be given to each group.

69. Some improvements are required. To its credit, the school recognises these and is working on them. They are the need for more use of ICT during lessons; more thorough and helpful marking;

minimising the use of worksheets; and ensuring that pupils for whom English is an additional language fully understand their task.

Religious Education

Provision for religious education is very good.

Main strengths and weaknesses:

- The impact of the school's innovative curriculum on pupils' knowledge, on the views they express and on the beliefs they hold is impressive.
- Pupils' achievement exceeds expectations in the subject.

Commentary

70. Evidence for this section of the report was gathered through talking extensively with pupils. They know how their curriculum works and, entirely without prompting, explain the arrangements clearly. They are fully aware, for example, that the school covers the religious education syllabus in a block of about three to four weeks each year. Talking with them provides convincing evidence that the arrangement works really well. The Diocese and the local education authority adviser recognise the strengths of the system.

71. Pupils are knowledgeable and remember a great deal about what they have been taught. As we viewed the extensive high quality work on display, with its comprehensive coverage of the locally Agreed Syllabus, pupils talked enthusiastically, recalling their own experiences. 'We don't learn from books', they report, 'We have visitors and we go to places.' All say they believe in God and talk respectfully about seeing their Muslim friends pray. 'Our friends have an Eid party and two of us from each class go each year,' they say. 'We know how our Arab friends feel when we speak English because they speak in Arabic at the party!' Pupils don't only learn about religion; they learn from it such skills as empathy and tolerance. 'There are no racists in our school', they report emphatically. They all name their 'special place' and talk openly about times when they have found peace and comfort there. Following 45 minutes of conversation with these delightful pupils there is little doubt that their experiences linked to religious education in school have a lasting impact on them.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

The quality of provision is very good.

Main strengths and weaknesses:

- Teaching is consistently very good.
- Pupils learn at an accelerated rate and reach standards that are well above average.
- The subject is very well led.

Commentary

72. Teachers place very good emphasis on using and mixing colour, and the youngest pupils in Year 1 are already clear about how to make colours lighter or darker. All teachers and support assistants guide and direct pupils in their work and demonstrate techniques well. Pupils therefore have a clear idea about the high standard they are expected to reach. All resources are readily available and of high quality. Staff praise pupils and value their contributions by displaying their work in an inspiring way. This encourages pupils, and all feel confident in art lessons; their achievement

is very good. The school teaches art skills through topics, and older pupils in Year 6 collaborate well. They produce optical illusions – some through pencil work and others with computers. The work is used to enhance understanding about sight and vision in science lessons.

73. The subject leader is enthusiastic and knowledgeable and is committed to ensuring that art and design has a consistently high profile in the school. She has improved and developed the subject very well since the previous inspection by reviewing schemes of work to make sure that teachers continue with their good practice and encompass new national initiatives at the same time. There is greater emphasis given to the work of great artists as an inspiration for pupils, and pupils are now encouraged to use ICT as an additional medium. Planning includes a stronger emphasis on the development of skills, and pupils talk enthusiastically about the progress they can see in the work recorded in their sketchbooks.

74. In the *Summer Exhibition* held in the school there was a tremendous range of artwork. The main theme for each year group was a focus on ethnic art from around the world. The result was an outstanding display of work influenced by each continent, including places as far away as Africa and Australia. The work showed pupils to be using a variety of media and techniques in both two- and three-dimensions. The range of colour and styles was outstanding.

Design and Technology

Provision for design and technology is very good.

Main strengths and weaknesses:

- Pupils attain standards that are well above national expectations and achieve very well.
- The National Curriculum guidelines for the subject have been skilfully and intelligently adapted for this school.
- The co-ordinator has generated interest and expertise amongst the staff and ensures easy access to resources.

Commentary

75. Opportunities in this subject are rich and diverse, and pupils achieve very well as a result. National Curriculum guidelines have been carefully adapted and then adjusted. The result is that not only is each of the three yearly design projects linked to the class topic, but this is achieved without compromising the development of design and technology skills from one year to the next.

76. During the inspection, a mini-topic was underway, and Year 1 pupils were looking at body joints and making a model of themselves with shoulder, elbow, hips, knee and neck joints. Year 2 pupils were disassembling mini-coats, matching them to pattern pieces and then attempting reassembly prior to designing a coat themselves. Year 5 pupils were designing a classroom, using graphical modelling, while Year 6 pupils were designing and constructing a zoetrope for their project on 'the eye'.

77. The co-ordinator has secured the interest and commitment to the subject of all staff, and offers help and expertise where needed. She has clever arrangements for 'top-up' of resources, which do not inconvenience staff yet ensure that everything they need is to hand – in their classroom. Such is the enthusiasm for the subject that design and technology skills are used to support additional work. In the school's magnificent 2003 Summer Exhibition, for example, where each year group studied a landmass, everyone produced artefacts typical of their subject area. The school was awash with pupils' work and a substantial part of it was linked to design and technology. There were funeral sticks and aboriginal totems from Australia; knitted, tasselled blankets from Russia; traditional European costumes; North American Indian moccasins, Navajo blanket designs; dream makers and ghost dance dresses; kimonos and dragon heads from China and Japan; and necklaces from Africa.

Music

Provision for music is good.

Main strengths and weaknesses:

- There are lots of opportunities for pupils to perform.
- Visiting specialists and instrumentalists broaden pupils' experiences.
- Music has a high profile within the school and beyond.

Commentary

78. Not enough lessons were seen in Years 1 and 2 to enable a judgement to be made, but previous work and a singing lesson suggest that standards are at least satisfactory. The singing and practical classroom work of older pupils are of good and sometimes very good standard.

79. Composition involving melodic elements needs to be more frequently taught. Without the skills in using tuned instruments such as xylophones, glockenspiels, recorders etc., pupils are not able to compose the most memorable element of a piece of music – the tune. The school is aware of the need for development.

80. In Years 4 and 6, music lessons demonstrated some very good teaching features. These included the opportunity to rehearse, refine and perform; very good technical knowledge and skill; and early access to instruments within the lesson. In addition, in the Year 6 lesson the teacher allowed choice and gave pupils room to progress in their work creatively, without intervention or prescription. These teaching approaches enabled pupils to work together and truly share ideas. They developed their musical skills as well as those of effective learning and personal development. Personal skills are used and developed further in the major Christmas performances. One that was seen showed a very good standard in singing, enhanced by movement and dance. All pupils, including those with special education needs, are encouraged to take up musical opportunities.

81. The management of music is good, and lots of opportunities are planned for music to make a contribution to pupils' other work. In a recent project on school grounds, pupils from Year 4 made sketches of the horizon and different surfaces. They chose appropriate instruments to play simple sound patterns that interpreted the textures. The subject leader ensures that there are many opportunities for pupils to learn an instrument through additional teaching and after-hours activities. The range of music from visiting musicians gives pupils a very good understanding of the variety of music of many cultural backgrounds. All areas for development highlighted in the previous report have been addressed.

Physical Education

Provision for physical education is good, with some very good features.

Main strengths and weaknesses:

- Standards are above expectations; they are secured by very good, and occasionally excellent, teaching and by a very knowledgeable subject leader.
- There is a wide range of opportunities in which to join and excel.
- Inclusion is excellent.

Commentary

82. In relation to the pupils' age, standards are above average and sometimes well above average. This represents an improvement since the previous report. Because of the high quality of support, some pupils with special educational (physical) needs reached expected standards in some lessons.

83. An excellent lesson was seen in Year 5. The quality of the relationships between teacher and pupils and between pupils was very good. The lesson was well paced, with successive stages featuring increased expectations that required physical effort and concentration from the pupils. They worked extremely effectively in pairs, producing sequences of movements which involved using symmetrical and asymmetrical patterns. The work was often very accurate and graceful. Pupils gave their views on the work of others in mature and constructive ways. These qualities of teaching and learning resulted in very high achievement and very good standards.

84. Pupils in a Year 1 lesson were given a wide range of strategies for throwing and catching. After the pupils practised their chosen method, the teacher gradually added extra challenge, increasing expectations of them. This was done on an individual basis so that all the pupils were able to build on their own level of skill. This very inclusive approach resulted in good standards of work and very evident progress.

85. Pupils in Year 6 were keen and enthusiastic when they described their physical education work and the wide range of clubs and activities. They showed a good level of understanding of important aspects of the subject.

86. In a lot of the activities, teamwork among the pupils is essential, and they readily support one another. If any pupils have a problem with the language, or have physical difficulties, others work with them. Work is often linked to other subjects, such as dance in the Tudor style during a history topic.

87. The leadership of physical education is very effective. It values the contributions of pupils and colleagues alike. There are many good opportunities for pupils to develop their skills and interests in out-of-school activities, one of which ended up in the tag rugby team playing at Twickenham! There is a shared determination that all pupils shall have access and make progress no matter what their physical abilities are. This is a very inclusive aspect of school life.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social, health education and citizenship is outstanding.

Main strengths and weaknesses:

- The innovative curriculum is underpinned by the determination to develop pupils' personal and social skills and to teach them about keeping healthy and being responsible young citizens.
- This leads to exemplary behaviour, relationships, attitudes and work ethic.

Commentary

88. The work the school does in this aspect of the curriculum has a powerful influence on how well pupils do academically and how they develop as responsible, caring young people. It underpins everything they do. The quality of the school's work has been encapsulated in its Charter Mark Award, which said: 'You operate to an ethos that recognises the value of diversity and social

inclusion and ensures that equality is at the centre of what the school aims to achieve'. It is a thoroughly deserved recognition of the school's commitment to treating all people fairly and to valuing each individual and his or her contribution to school. It is summed up in the school's motto 'Together We're Better'.

89. The way in which the curriculum is organised has this element and pupils' cultural awareness at its core, as well as the subject-based factual content. This is particularly true of the projects linked to health education and to the Summer Exhibition. Guidance on pupils' personal, social and health education and on their responsibilities as young citizens is there in abundance as an invaluable feature of what is on offer. The impact on relationships, behaviour, attitudes and work ethic is outstanding.

90. Excellent relationships are evident at every turn: able-bodied pupils and pupils in wheelchairs race each other in the playground; children from Christian families know about and respect the lifestyle and beliefs of their Muslim friends, and vice versa; and pupils deal as a matter of course with the fact that they don't all speak the same language. All are a delight to see.

91. The school's work on behaviour pays dividends. Behaviour is impeccable, almost as if the pupils are saying, 'Well, what other way is there to behave?' They are regularly complimented when they go on visits. For example, a recent, unsolicited letter from Beamish Open Air Museum prompted the comment, 'I was very impressed with their behaviour. They made it a memorable day for me.' Year 6? No. Year 1.

92. The school develops in the pupils exemplary attitudes to work, and then uses these to best effect. The work is not too hard nor too easy, and the result is very good achievement for everyone. It is evident everywhere in the school but can be best demonstrated by the progress made by the pupils who join the school only in Year 5. They may speak no English or have low attainment, but the school is immediately 'on the case', ensuring that they achieve as much as they can before they leave.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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