

INSPECTION REPORT

MOORSIDE COMMUNITY PRIMARY SCHOOL

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108492

Headteacher: Ms J E Foster

Lead inspector: Mr G Brown

Dates of inspection: 15 – 18 March 2004

Inspection number: 256954

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:	425
School address:	Beaconsfield Street Newcastle upon Tyne Tyne and Wear
Postcode:	NE4 5AW
Telephone number:	0191 272 0239
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Brian Hannah
Date of previous inspection:	17 May 1999

CHARACTERISTICS OF THE SCHOOL

Moorside is a large primary school situated in the west end of the City of Newcastle upon Tyne. The 425 pupils on roll are aged between 3 and 11 years and include both part-time and full-time children in the integral nursery unit. Pupils are drawn from a wide range of social, cultural and economic backgrounds but most typically where unemployment is high and where family movements in and out of the area are very common. Currently, some 60 per cent of pupils come from non-European and non-British European backgrounds. There are 38 community languages spoken and a very high percentage of pupils speak English as an additional language, over 160 of whom are at an early stage of English language acquisition. Some 50 pupils originate from refugee or asylum seeker backgrounds. The number of pupils entitled to free school meals is consistently well above the national average. A majority of pupils enter nursery and full-time schooling with well below average skills, particularly in spoken English, knowledge and understanding of the world and aspects of their personal development. A broadly average number of pupils have special educational needs, including those with moderate learning difficulties. Two pupils have statements of educational need. Staff recruitment is sometimes difficult although, currently, staff turnover is low. The school is part of Excellence in Cities and, despite the very high levels of pupil mobility, aims to give all its pupils a quality form of education where each child is included fully in school life and developed as an individual. The school is particularly proud of its standing in the community, its Investor in People and Healthy School Awards and the celebration of pupil diversity, all of which it considers strengths of provision.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21060	George Brown	Lead inspector	English as an additional language Mathematics Music Physical education
19741	Trevor Smith	Lay inspector	
32620	Olson Davies	Team inspector	Special educational needs Science Geography Information and communication technology
20962	Chris Ifould	Team inspector	English Design and technology Religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school that serves its community particularly well. The very good leadership and management combined with good teaching and learning, ensures pupils achieve well in much of their schooling. Standards are mainly below average but the school has many significant strengths and gives good value for money.

The school's main strengths and weaknesses are:

- The excellent leadership of the headteacher, supported by a very able management team, helps the school celebrate its diversity and ensures pupils develop well and are fully included in the life of the school.
- The hard-working staff provide good levels of teaching and learning ensuring pupils achieve well.
- There is effective support given to pupils with English as an additional language (EAL) and those with special educational needs (SEN).
- Pupils' standards are below average in core subjects.
- There is a broad and enriching curriculum by which pupils extend their knowledge and skills.
- The poor attendance of some pupils limits the opportunity to improve their standards.
- There is effective provision for the personal development and values of the pupils which leads to good behaviour, positive relationships and a real eagerness to learn.

The school has made good progress since its previous inspection, including those areas singled out for particular improvement. Although standards in core subjects remain below and sometimes well below average, the school has strengthened its provision to help overcome the many difficulties that result from high pupil mobility and unfamiliarity with the English language. The provision for ICT, design and technology (DT) and religious education has improved significantly and pupils now achieve the expected standards for their age in these subjects. Whilst the school's level of attendance remains below average, very good procedures are in place to tackle this problem and the impact of pupil lateness has lessened significantly.

STANDARDS ACHIEVED

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

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.

Pupils achieve well set against the frequently well below average standards at their time of entry. Pupils with SEN also make good progress as do those for whom English is an additional language. In reception, relatively few children are likely to reach average standards in most areas of learning by the end of the year. Standards in reading, writing and mathematics are well below average by the end of Year 2 as are standards in core subjects by the end of Year 6. The school specialises in its very good support of EAL pupils and, where these and other pupils remain in the school for a sustained period, progress is particularly well marked. Many pupils struggle with writing and find it difficult to read and understand all but simple texts. Even by the end of Year 6, significant numbers are unlikely to reach the level expected for their age and few attain higher standards. This is reflected in the well below average test results in the table above (E* means results are in the bottom 5% nationally). However, in mathematics and to a lesser extent science, standards are rising because of the mainly good teaching and the less emphasis in such subjects on written language.

Pupils achieve well in almost all other subjects including ICT and religious education, where standards are broadly average. **Pupils' personal qualities, including their spiritual, moral, social and cultural development are good overall.** This helps them to develop good attitudes and positive relationships. They also behave well and work hard. Pupils' attendance is below average but most are punctual and enjoy coming to school.

QUALITY OF EDUCATION

The school provides a good quality of education for all its pupils. The overall quality of teaching is good and there are several examples of very good and even excellent teaching. Assessments are used very well. The most effective teaching occurs where teachers plan for all levels of pupils' ability and make learning fun, yet challenging, through the use of a wide range of methods and resources. The support given by teaching assistants is very effective, particularly that given to EAL and SEN pupils. Some subjects such as ICT and physical education are taught particularly well and no unsatisfactory lessons were seen during the inspection.

The curriculum is well planned and there is good emphasis on literacy and numeracy. With pupils coming from such a wide range of cultural backgrounds, the curriculum is particularly inclusive and adapted well to the needs of individuals. A wide range of clubs and activities bring significant enrichment and enjoyment to pupils' learning and helps broaden their horizons. Pupils' work is greatly valued as can be seen by the level of classroom displays and comments made by teachers when marking children's work. Parents are made welcome as partners in their children's learning although the impact of such contacts on pupils' standards is somewhat limited. The school places great emphasis on its duty of care. The welfare and safety of the pupils are very well organised as are the levels of support and guidance provided.

LEADERSHIP AND MANAGEMENT

Leadership and management are both very good. The headteacher, deputy and other management staff form a highly influential team which brings clarity, vision and drive to the running of the school. There is a strong commitment to making all pupils welcome and to help them achieve as well as they can. There is also a clearly defined set of roles and responsibilities which brings effective coverage of all critical areas that impact on the education and care of the pupils. This is a very good, self-evaluating school that takes on fresh initiatives and regularly checks on the levels of what is achieved. Governors are integral to this approach and form a good, supportive body committed to the school's priorities. Some extra information must be added to the school prospectus and to their annual report to meet statutory requirements. Educational finance and learning resources are very well targeted and used effectively to support pupils' learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the levels of education and care offered to their children and are quick to praise the commitment and hard work of all the staff. The very significant number from asylum seeking backgrounds and ethnic minority groups are particularly delighted with the progress their children make in English. A few express some doubts about the behaviour of a minority of pupils but inspectors found little of concern. Pupils are also very positive about their school and welcome new initiatives such as the school council, which helps take their views into account.

IMPROVEMENTS NEEDED

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

- Continue to raise pupils' standards in English, mathematics and science and ensure this process is helped by extending the quality of teaching and learning to the level of the very best already present in the school.

and, to meet statutory requirements:

- Ensure the omissions in the school's prospectus and the governors' annual report to parents are rectified as soon as possible.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Most pupils enter school with well below average standards and their progress is often affected by frequent changes of school and by difficulties in mastering English as an additional language. As a result, standards are generally below or well below those expected for the age of the pupils in core areas by the end of Years 2 and 6. Despite this, most achieve well or very well, including those with SEN and EAL, because of the school's very effective provision and support. Boys and girls achieve broadly similar levels in most subjects.

Main strengths and weaknesses

- Most pupils achieve well although their standards are relatively low.
- Standards in ICT have improved and are now at the level expected for the age of the pupils.
- Pupils with English as an additional language (EAL) make good progress as a result of particularly effective teaching.

Commentary

1. Children in the Foundation Stage achieve well but significant numbers are unlikely to reach the standards anticipated for children at the end of their reception year. The exception is in physical development where many are on course to attain the expected targets for their age.
2. The tables below reflect the performance of Moorside pupils in their annual tests compared with pupils of a similar age nationally. Average points reflect pupils' achievements across the full ability range towards the end of Years 2 and 6.

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

Standards in:	School results	National results
Reading	12.5 (9.8)	15.7 (15.8)
Writing	12.0 (8.2)	14.6 (14.4)
Mathematics	13.4 (10.3)	16.3 (16.5)

There were 59 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 2003

Standards in:	School results	National results
English	22.3 (21.4)	26.8 (27.0)
Mathematics	24.9 (23.7)	26.8 (26.7)
Science	25.5 (26.3)	28.6 (28.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year.

3. Although there is a slightly upward trend, the below average standards are caused by the relatively small number of pupils who reach the average and higher levels for their age. The proportion of pupils with EAL is high and their difficulties in understanding and applying language across the curriculum are very marked. The inspection confirmed that, where pupils complete a two or more year period in the school, their achievements are notably higher. The targets set for these and other pupils are appropriate. Standards achieved by pupils with

special educational needs are affected by the high level of mobility within the school. Lower attainers who remain in school for an appreciable length of time achieve well in relation to their prior attainment because they receive good support from well trained and experienced teaching assistants under the guidance of the class teacher. Many pupils make the greatest strides in their oral language, as a majority listen well and most are willing to express their views or suggest answers to teachers' questions. The most limited progress occurs in reading and written English where many pupils struggle with texts or, despite available help, cannot find the right vocabulary for their purposes. The use of good grammar and spelling is also very variable.

4. In mathematics, pupils tend to fare better because their knowledge is not unduly restricted by lots of words and phrases. Although many pupils have reasonable strengths in the basic rules and operations of number, others cannot apply their skills and knowledge as a means of solving problems. While many, for example, are adept with the names and properties of quite complex shapes, others cannot recall their number tables quickly enough or understand which mathematical operation needs to be used to get an answer right.
5. In science, pupils have a satisfactory grasp of knowledge but are not adept at applying this to new investigations. They also lack confidence with technical language. Although satisfactory overall, the quality of teaching in science does not always meet the needs of pupils with different levels of attainment. SEN pupils are well provided for and achieve well relative to their previous learning.
6. Standards in information and communication technology, design and technology, physical education, music and religious education, are broadly at the level for the age of the pupils and standards in history are broadly average by the end of Year 6. The improvement in standards in ICT is due to more informed teaching and greater opportunities given to the pupils in the new ICT suite.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and behaviour are good. Attendance is unsatisfactory. Pupils' spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- The school fosters good attitudes and caring relationships.
- Pupils enjoy learning and willingly take on responsibility in the wider school.
- Standards of behaviour are good and exclusions are rare.
- Much effort is put into encouraging good attendance although this is not always successful.
- Cultural development is very well promoted.

Commentary

7. Significant numbers of children find it difficult to reach the level of personal development anticipated for their age by the end of the reception year. However, the school is successful in placing strong emphasis on raising pupils' aspirations and self-esteem. Pupils enjoy school, show interest in their work and pursue each new task with purpose and determination. They listen carefully in class and respond sensibly, although their ability to work independently is somewhat limited. Activities organised for pupils outside of lesson time are well supported. Opportunities for them to take on additional responsibilities are readily accepted, and the duties associated with them carried out well. The school council is a good example of this. It operates effectively, manages its own budget, and plays an important role in school life. The school has maintained its good standards of pupil response and behaviour since the previous inspection.

8. There are high expectations of pupils' behaviour and the measures to achieve this are implemented well by all staff. As a result, their general conduct is good, and often very good, both in and out of class. Pupils show good respect for school property. They treat its fabric and fittings with care, and there is no litter or graffiti around the site. Bullying and unacceptable behaviour are not seen as problems, but, when these occur, incidents are handled well by staff. Exclusions are also very low when compared with other schools nationally. The concerns of a few parents and pupils about poor behaviour are not supported by the inspection findings.
9. Pupils' spiritual awareness is satisfactory and is mainly promoted through brief moments of reflection in lessons and during assemblies. Pupils' moral development is good. Teachers are effective role models and work hard to foster caring and considerate attitudes. As a result, pupils know the difference between right and wrong and show due respect for each others' feeling and for the school environment. Pupils' social development is also good. They are polite, work well together in class, and have positive relationships with each other and the staff. Organised support for various charities also raises the pupils' awareness of those less fortunate than themselves. Pupils' cultural development is very good. Links with the community are used effectively when they study local heritage, and awareness of different cultures is very well promoted as teachers use every opportunity to draw on and celebrate the diversity of origins and traditions of the school population as a whole. One teacher said, 'It is like seeing a good part of the world working and playing together in a single day.'
10. Attendance remains well below the national norms and has been for several years, despite some very good efforts by the school to improve the situation. All possible opportunities, including regular prizes and a free breakfast club, are used to encourage pupils to come to school, but these are having only limited impact on raising attendance levels generally. A significant number of families continue to take their children out of school during term-time for overseas holidays or to celebrate religious festivals. This not only worsens attendance, but also has a detrimental effect on learning. Lateness, on the other hand, is not a problem and shows considerable improvement. Almost all pupils arrive on time and lessons start promptly. Registers are marked properly. They are monitored thoroughly and immediate contact is now made with the parents of any pupil not in school without good cause. This is good practice and is helping to keep levels of unauthorised absence relatively low.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.7
National data	5.4

Unauthorised absence	
School data	0.6
National data	0.4

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

Exclusions

There were no exclusions in the academic year previous to the inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for all its pupils. The high proportion of pupils with English as an additional language provides a real challenge to the school but the good teaching, curriculum, policies and procedures ensure that they and others make the most of their time in school.

Teaching and learning

Teaching and learning are good throughout the school. They are also good in most subjects where judgements could be made, including English and mathematics. Teaching and learning are satisfactory in science, design and technology, religious education and music. The assessment of pupils' work is very good.

Main strengths and weaknesses

- Teachers have very good knowledge of where the pupils are in their learning and use this information well to plan and teach.
- Teaching assistants and other support staff, including those who support pupils in the early stages of acquiring English, have very good working partnerships with class teachers and are used very effectively to promote pupils' learning.
- Equality of opportunity is promoted very well.
- Pupils, in Years 2 and 6 particularly, benefit from some outstanding teaching.
- Pupils' learning, particularly for those early in their time at the school, is sometimes held back because they lack the language skills to work independently or to fully understand what they need to do to improve.

Commentary

11. Pupils' knowledge, skills and understanding are assessed very thoroughly when they arrive at the school and at regular intervals thereafter. The school has a well thought out regime of formal and informal assessments, including the collection of a portfolio of work from each pupil. All this information is analysed thoroughly and used very well when planning what pupils are to learn next and what additional support may be necessary. It also enables teachers to set targets for groups and individuals. Teachers mark written work regularly and, particularly in Years 2 and 6, give very clear guidance on how the work could be improved. Teachers also check regularly on the effectiveness of their planning and teaching, so that their practice can be improved in the future. This aspect of the school has been well led since September by an enthusiastic Raising Standards Manager, who is learning her role quickly and has good vision of future developments.
12. Every class benefits from the strong partnership between its teacher and a teaching assistant. Planning is shared and routines well established. Teaching assistants know pupils well, are skilled and thoughtful in their work, and make a substantial contribution to the overall good standard of teaching. They often support lower attainers or those who are in the early stages of learning English. For instance, they pronounce words clearly so that pupils stand a better chance of spelling them correctly or scribing what they say and ensuring that a good piece of English is written. Pupils with special educational needs are able to achieve well by such measures. A teaching assistant also makes a very effective contribution to pupils' learning in information and communication technology through her very good subject knowledge and skills, often introducing tasks and taking control of groups in the ICT suite. The teaching of EAL pupils is particularly well focused and effective.
13. Many pupils join the school with low standards in English or from backgrounds where English is not the first language. All staff make a concerted effort to develop pupils' speaking, listening, reading and writing so that they have access to learning in all subjects at the earliest opportunity. Teachers and other adults are skilled at questioning, almost always asking the right ones of the right pupils, and encourage full responses, usually in sentences. Pupils are often required to work with a partner, sometimes for a short sharp exchange and confirmation of ideas, and at other times for longer periods to help develop a more substantial piece of work. In a very good art lesson in Year 4, two pupils new to the country worked effectively with a 'language buddy' who is bilingual in English and Arabic.
14. Teachers do not make assumptions about what pupils know or understand. They ask them to explain meanings of words and encourage them to say when they are unclear. Teachers often model what they expect the pupils to do and use drama techniques such as 'hot seating'. In a Year 6 English lesson, the teacher invited the pupils to question her about where she was setting a story, concentrating on the five senses. She responded only to full questions and gave imaginative answers, full of descriptive language. When pupils came to take their turn in the 'hot seat', they were well prepared for the challenge.

15. The standard of teaching in Years 2 and 6, where national tests are taken, is particularly high. Most of the excellent and very good lessons were seen in these year groups. One teacher demonstrated in a literacy lesson with higher-attaining Year 6 pupils why she is a leading literacy and 'smartboard' teacher for the local authority. Teacher and pupils quickly established a very good rapport, with the teacher challenging pupils and working with them, underlining, starring and printing some of the potential pitfalls in spelling words like 'meteorological' and 'hieroglyphics'. These were just the beginning of useful and sometimes catchy strategies for capturing pupils' attention and teaching them about language. Later, for instance, the teacher and pupils sang three musical notes for the three dots in an ellipsis. The teacher had ready command of the subject and high expectations of her pupils. In a mathematics lesson for pupils of average attainment, the same teacher invited pupils to be the teacher and to 'instruct the rest on one method of finding the third angle'. In both lessons, the teacher used an interactive whiteboard with great ease and effectiveness to help move learning along at a cracking pace.
16. Excellent subject knowledge and use of the interactive whiteboard were also at the root of an excellent art lesson in a Year 4 class, inspiring the pupils to respond imaginatively and skilfully to Aboriginal art, and challenging them to extend their range of drawing techniques. Year 2 pupils were highly disciplined when using musical instruments to compose, accompany and tell a story. Good stimulus and encouragement from the teacher and teaching assistant gave pupils the confidence to choose instruments and explain why they were appropriate.
17. The role that pupils play in developing their own learning is sometimes hampered by their need for help, particularly with written work, in reflecting accurately what they know, understand and can do. Often their punctuation and spelling in unaided writing are too inaccurate to do the contents credit. Personal targets do not always play as full a part as might be expected, because pupils are not sure what they are aspiring to achieve. In some cases, pupils cannot read or recall accurately what their target is. Teachers cannot always rely on home learning tasks to support and reinforce what is being done in school. The school recognises this challenge and is working to enable those at home to better support pupils.

Summary of teaching observed during the inspection in 68 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (4.4 %)	10 (14.7%)	32 (47%)	23 (33.8%)	0	0	0

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

The curriculum

The school's curriculum is good. It meets the learning needs of all groups of pupils including those with English as an additional language. There are very good enrichment activities to enhance pupils' learning. Staffing, accommodation and resources are all good and support learning well.

Main strengths and weaknesses

- Good schemes of work have been developed in all subjects.
- The curriculum is inclusive allowing all pupils to gain from the learning opportunities offered.
- There is appropriate emphasis on personal development.
- The curriculum is enriched by a very good range of additional activities, visits and visitors.

Commentary

18. The curriculum has improved since the previous inspection and now fully meets statutory requirements. Pupils experience the full range of National Curriculum subjects, religious education and personal, social and health education (PSHE). Drugs and alcohol education and sex and relationships education are covered effectively within the school's PSHE and citizenship programme.
19. Teachers use national guidance in their effective planning of the curriculum. English and mathematics planning follow the National Literacy Strategy and the National Numeracy Strategy respectively. Improving pupils' literacy skills is a priority in school and proper emphasis is given to this in teachers' planning of the curriculum and in their teaching. Teachers use a specialised computer program to produce detailed plans to guide them in their work and to allow them to share their plans with other teachers. This ensures consistency of teaching approach and provides continuity and progression in pupils' learning. All subjects, including religious education, have a comprehensive policy and a well established programme of work to ensure statutory coverage and a useful framework for teaching. The good lesson plans that ensue are targeted well to help meet pupils' individual learning needs. This has a positive impact on their achievement in all subjects.
20. Pupils have clear and equal access to the curriculum. The deployment of skilled and experienced teaching assistants in every classroom has enabled all pupils to have their learning needs met regardless of age, gender, background, ethnicity or attainment. The school has a register of the gifts and talents shown by more able pupils and this is updated as appropriate. The provision for pupils with special educational needs is good. The school is working hard to improve its procedures for the early identification of pupils with special educational needs, including those who, because of the high mobility in this school, arrive from other schools in this country, or who arrive from abroad speaking little, if any, English. Combined with very good levels of assessment, the curriculum for EAL pupils is well matched to their needs and, with support, no pupil needs to be disapplied from full National Curriculum entitlement. The school provides well for lower attaining pupils through a mixture of work matched to their needs by class teachers and withdrawal for effective work with specialist teaching staff and teaching assistants. Individual education plans place proper emphasis on improvements in literacy and numeracy, although some relate to improvements in behaviour.
21. Curriculum enrichment has improved greatly since the previous inspection when it was considered unsatisfactory. It is now very good. The school takes this area very seriously and has appointed a senior member of staff with responsibility for improving curriculum enrichment. Strengths include:
 - The number and range of extra-curricular activities and clubs, which include a reading club for boys, drama, cricket, football, netball, fitness, ICT, choir, recorders, sign language and homework. During the inspection week, seventeen such clubs took place.
 - Opportunities to take part in competitive sports for boys and girls.
 - Regular visits to places of interest and frequent visitors to school to support the curriculum, for example, a Victorian day at Beamish Museum and an Artist in Residence.
 - Residential visit for Year 3 pupils in Northumberland.
 - School productions, which are well supported by pupils and their parents.
22. The match of teachers to meet the demands of the curriculum is good. Teachers are suitably qualified and experienced. The number of teaching assistants has increased considerably since the previous inspection and they continue to be a great asset to the school. They are particularly skilled and effective when supporting pupils with special educational needs and those for whom English is an additional language. Accommodation is good. The school

building is well cared for and displays create an attractive learning environment. Parts of the

building are used regularly by adults making the school an important 'drop in' resource for the local community. For example, the local library is based at the school.

23. Educational resources are good. There is now a very good computer suite with fast Internet link. All classrooms have been equipped with an interactive whiteboard, also with Internet access. The effective use of improved resources has led to a rise in ICT standards and an improvement in provision since the previous inspection. Resources in other subjects are also of general good quality.

Care, guidance and support

Provision for ensuring pupils' care, welfare, health and safety is very good. The school has very good arrangements for involving students in the work of the school. The support and guidance given to pupils are also very good.

Main strengths and weaknesses

- Pupils are looked after very well. Those with special educational needs or EAL are very well supported.
- Suitable health and safety arrangements are in place and child protection arrangements are secure.
- Induction arrangements are good, enabling pupils to settle well into new settings.
- Pupils' personal development is well monitored and supported.

Commentary

24. The school takes very good care of its pupils and puts a lot of effort into ensuring their general welfare. Notable examples of this include accreditation from the local authority for the successful completion of a Healthy Schools programme and the morning breakfast club sponsored by a local baker. Child protection arrangements remain secure. A member of staff has designated responsibility for liaising with outside agencies, follows locally agreed procedures and is properly trained to carry out the duties associated with this role. Suitable health and safety measures are in place and all necessary risk assessments are carried out as a matter of routine. Arrangements for preventing pupils viewing unsuitable websites on the Internet are in place and used effectively.
25. The quality of support and guidance offered to pupils is far reaching and effective. Teachers know their pupils well and have very good relationships with them. As a result, pupils find it easy to approach staff and are confident to discuss with them any problems or concerns that arise. Arrangements for the induction of new pupils are good and work well. Systems for checking pupils' academic progress and achievements, together with their personal development, are very good. Praise and rewards are used very well to encourage further effort. Achievements are recognised and celebrated in assemblies, to which parents are invited.
26. The support for children with special educational needs is effective because relationships between pupils and staff are good. Learning takes place in a calm, well-ordered atmosphere. Not all pupils, however, are aware of their targets and what they need to learn next to improve. The school complies with the Code of Practice and works well with the many outside agencies serving the varied needs of its pupils. The monitoring and recording for pupils with a statement of special educational needs is good and the review process effectively meets requirements. The high mobility within the school means that the school will need to improve still further its procedures for the early identification and assessment of those pupils with special educational needs on entry to school to ensure that their needs are met as soon as possible. The welcome and special care offered to pupils with EAL is often quite outstanding. They are quickly made to feel at home and benefit from well-directed support.

27. Pupils' views and opinions about the way the school operates are regularly sought through various questionnaires and through the school council. This body functions particularly well, manages its own budget and works hard to improve life in school generally. A notable example of its efforts can be seen in the sculpture recently commissioned and erected in the grounds to depict pupils' visions of harmony in the world.

Partnerships with parents, other schools and the community

The school has satisfactory links with parents. Links with other schools and colleges are satisfactory. Links with the community are good.

Main strengths and weaknesses

- The number of initiatives to encourage parental support is good but parental involvement in children's learning is limited.
- Links with the community are used effectively to broaden pupils' learning.
- It is developing very well as a true community school with many activities underway.

Commentary

28. The school continues to put a lot of effort into encouraging parents to become involved in their children's education although the support it receives in return is quite limited. Courses and workshops run throughout the year but, in the main, attract relatively small numbers of parents. There is no parent teachers association although a good number of parents do attend celebration or class assemblies, particularly when their children are involved. The school seeks parents' views about the way it operates, both through questionnaires and informal contact, takes full account of their opinions and, where appropriate, acts upon them.
29. The quality of information parents receive about their children's progress and other areas of school life, is satisfactory. Pupils' annual reports are generally clear and well written but do not identify sufficient areas where improvements could be made. The prospectus lacks a necessary statement to let parents know they have the right to withdraw their children from religious education and collective worship, and the clerk to the governing body is not identified in the annual report to parents. The prospectus is rather a difficult booklet to read for those with limited English and is due to be re-written. The financial statement prepared for the annual report is also difficult to follow and does not clearly state the school's annual income.
30. Parents of pupils with special educational needs are kept informed about their children's progress and have good opportunities to discuss targets and reviews of individual education plans with teachers and the special educational needs co-ordinator. In order to increase its impact with parents, the school has continued to develop a range of support groups and classes. These courses include Parenting Plus, STEPS and INSPIRE, the latter being a programme designed to draw parents and their children together in order to improve basic reading and mathematics.
31. Links with the local and wider community are good and have a beneficial impact on learning. Educational visits and visitors to the school widen and enrich the curriculum as well as providing good first-hand experiences for pupils. There are close ties with several local galleries and good participation in local sport. The school has also established some good business links. For example, a local baker funds the breakfast club and an 'e-pals scheme' has been set up with the region's water company.
32. Moorside is well placed to develop its role as a community school and is already the centre of some very good activities which help enrich the community as a whole. The community library is housed in the school itself and is used well by pupils for additional loans and curriculum enrichment. The school has regular adult classes and provides 'drop in' facilities for parents and other members of the community. During the inspection week, groups from the

community were seen to come together for a wide range of classes including Origami and adult literacy. It is also developing 'wrap round care' to help meet the needs of local families. The breakfast club is run by parent volunteers and is increasingly popular. The school has very recently extended its pre-school provision, including an attractive and secure play area for very young children. A playgroup and a crèche are well established. The school employs a home/school liaison worker for ethnic minority families and under a scheme called 'New Deal', finance is now available to expand the community use of the school.

33. Links with other schools and colleges are satisfactory and there is good involvement in the training scheme for new teachers. Transfer arrangements operate well including the movement of pupils between the various phases of the school. There is also a smooth passage of Year 6 pupils to secondary education.

LEADERSHIP AND MANAGEMENT

Leadership and management are both very good and have a significant impact on pupils' learning. Leadership is very good and is the key to much that is successful in the school. The overall management of the school is very good and is central to the smooth, effective running of the school on a daily basis. Governance is good. There is some non-compliance in relation to omissions in the school prospectus and in the governor's annual report to parents.

Main strengths and weaknesses

- The leadership of the headteacher is excellent. She is well supported by a very good management team which is strongly focused on the needs of all pupils and on the creation of a high quality learning environment.
- The ongoing development of staff is given high priority.
- Governors are active supporters and play a significant part in wider school developments.
- The school seeks to improve further and has very good procedures to evaluate its own performance.
- Financial management and control are very good and help the school meet its priorities.

Commentary

34. The headteacher provides inspirational leadership and, together with the very good deputy and effective senior team, brings clear vision and educational direction to the school. Staff responsibilities are well defined and there is a very positive sense of teamwork centred on raising pupils' achievements and making the school as effective as possible. Of particular importance is the individual child and the opportunities for all pupils to do their best. Although the school is faced with many challenges, such as the turnover of pupils and the presence of a large group of pupils with English language difficulties, these and other aspects are seen as means of enrichment and the school is quick to celebrate the diversity in which it is set. Significant improvements have been set in place since the previous inspection.
35. This is also a school in which good strategic planning is based on accurate forms of self-evaluation. The recent major overhaul in subject responsibilities has meant new opportunities for the further development of staff. Most subject managers are able to contribute well to the development of their subjects, including aspects of monitoring and the pursuit of priorities for development. The overall curriculum is planned, monitored and managed very well, with all staff having a good grasp about what comes before and after their own particular year group contributions. A school priority has been the appointment of a large group of classroom assistants who are skilled and experienced in their own field and who bring considerable support and flexibility to pupils' learning.
36. The leadership and management of pupils with SEN and EAL are very good. Screening and support programmes are of particularly good quality. Specialised EAL staff are on hand to help with assessments and teaching. The school has clearly written policies on racial equality and

equal opportunities and these are well monitored and revised as necessary on a regular basis, as are the standards being achieved by various ethnic groups. The special educational needs co-ordinator, who is also the deputy headteacher and a member of the senior management team, has a clear overview of the management of her area and is committed to the further development of the inclusive nature of the school. The school has a designated special educational needs governor. The co-ordinator also manages well the school's contact with the many outside agencies, meeting the needs of pupils' with special educational needs.

37. A very able Community Manager (the experienced nursery teacher) manages community education programmes well, including parenting initiatives and vocational courses. An emerging element of her role is to manage and monitor opportunities for young people as identified in the school's most up-to-date community policy.
38. The governance of the school is good and complements the work and aspirations of the staff. The latest annual plan drawn up by governors is intended to raise their profile still further and to ensure their various interests and strengths are fully utilised. The governing body fulfils its statutory duties and is an efficient part of the overall approach towards the management of a quite complex school. It is aware that certain parts of the written communication to parents, such as the school prospectus, require a re-think to make them more meaningful and helpful and to ensure information is fully compliant.
39. The management of school finance is very good and is based firmly on effective practice and declared priorities for development. Grants are well used and any reserve funding and balances (see below) have been earmarked appropriately for future growth. The school runs its daily affairs firmly on best value principles and is an efficient unit which gives good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,134,870
Total expenditure	1,142,417
Expenditure per pupil	2,657

Balances (£)	
Balance from previous year	106,428
Balance carried forward to the next	98,881

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good.

Children's attainment on entry to both nursery and reception is well below that expected for their age. Their speaking and listening, mathematical development and personal independence skills are particularly poor. By the time they leave the reception classes, they have achieved well but, for the majority, standards are likely to be below those expected for their age in most areas of learning. This nevertheless represents good progress. Pupils do even better in physical development and achieve standards similar to those expected nationally.

The curriculum is well planned and provides a rich range of stimulating activities that children clearly enjoy. Teachers make very good use of the strong team of support staff and nursery nurses to ensure that children are thoroughly involved. Many children enter the nursery and reception classes with very little spoken English (EAL) and many of these children make particularly good progress. Assessments are very thorough and all staff use the information well to track children's progress and to plan appropriate learning activities.

The provision for children with special educational needs is also good. All children have access to the full curriculum. Staff work consistently well to implement carefully planned programmes of support. The leadership and management of the Foundation Stage are good. Improvement has been good within the total provision for very young children since the previous inspection, particularly in relation to planning and improvements in accommodation.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- All staff develop very good relationships with children.
- Self-confidence and independence are given the highest priority and pupils respond well.
- Adults consistently expect children to be caring and behave well towards each other.

Commentary

40. Almost all pupils enter the nursery with immaturity in their personal and social development. Many have only recently left their own countries and cultures, speak little or no English and some are traumatised by the experience. Although many children are not on course to reach the standards anticipated for their age, most achieve well because the teaching is good. Children in the nursery work in small groups with a particular member of staff. This helps them to feel safe, secure and welcome. Children trust the adults and this gives them the confidence to ask for help when they need to.
41. All staff expect high standards of behaviour from the children. As a result, most work well together and show concern and consideration towards each other. For example, a child became upset when she saw a friend taking a toy away from a child new to the nursery. She confronted the situation gently but firmly stating, "Hey, give it back. That's not fair". They both looked surprised, the toy was given back and they carried on playing in the sand. Staff help to build children's confidence with praise and encouragement. Resources are well organised and accessible to children enabling them to become increasingly independent.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is taken to develop children's language skills and this makes a significant contribution to their overall development.
- Purposeful, structured imaginative play is used well and helps to develop children's speaking and listening skills.
- Overall, standards in language, literacy and communication remain low for many pupils by the end of the reception year.
- Some more able children are not always sufficiently challenged.

Commentary

42. The development of children's speaking and listening skills is strongly emphasised. Most children achieve well, sometimes very well, and the quality of teaching is good overall. Staff take every opportunity to develop language skills, often through good questioning, extending children's answers and by encouraging their observations. For example, the teacher used photographs taken on a recent trip to the farm, to encourage children to discuss the different animals and their experiences of the day. The role-play areas provide further good opportunities for children to practise their oral skills and develop their vocabulary. The vet's practice stimulated a discussion about the problems a small bear was having with his ears! Children enjoy sharing books and respond well to stories, rhymes and poems. During a class assembly, children listened attentively and with obvious concern to the story "A Friend for Little Bear" stimulated well by the teacher by reading the story with real emotion in her voice. This was a special moment and enhanced pupils' spiritual development as well as their joy of books. The very few more able children can write their names and are beginning to attempt simple words using their knowledge of sounds. However, these children are not always sufficiently challenged when working on their own and do not always produce their best work.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Practical activities and small group work are used well to promote mathematical development.
- Good use is made of talk to develop mathematical language in practical activities.
- By the end of the reception class, standards are below those expected for the age of the pupils.

Commentary

43. Teaching and learning are good and children achieve well. A wide range of activities are planned to develop children's confidence. Staff are enthusiastic and use stimulating resources to maintain their interest. Counting skills are regularly reinforced using fun rhymes, games and stories. For example, in the nursery, children were very keen to join in a counting song about little monkeys in a tree. Less able children were well supported by the nursery nurse who encouraged them, with some success, to join in the song. In reception, most children can count to five and, during one well-planned activity, a puppet was used very effectively to get children to spot mistakes and to understand what comes next in a line of numbers. Computers are used well to develop mathematical language. For example, a lesson on pattern in the computer suite reinforced understanding of 'bigger than', 'smaller than', 'next to', 'below' and the names of shapes. Teachers use the daily activity of recording how many

children are staying for dinner as a means of developing children's understanding of 'more than' and 'less than' and to give them practical problems to solve.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good and encourages children to explore, observe and discuss their findings.
- Staff use questioning well to support and extend children's learning although standards and knowledge are low.
- Visits provide further opportunities for children to develop from first hand experiences.
- Some sessions are very short and result in children being unable to complete a task.

Commentary

44. Standards are relatively low but most pupils achieve well in this area of their learning. Staff provide a wide range of stimulating resources and activities. A recent nursery visit to the farm gave children plenty of first hand experiences and they were able to describe some aspects of the day. Staff help children to observe and communicate their findings. For example, in preparation for a forthcoming reception visit to the farm, children used small plastic farm animals to discuss the similarities and differences between living things. The recently completed and now excellent outdoor area attracts children's interest and curiosity. The small vegetable patch caused great excitement when potatoes were dug up to make a vegetable soup. Children are encouraged to think about what they are doing and this is done consistently by careful and detailed questioning. Teachers use the time well but some afternoon sessions are short and children become frustrated when asked to stop what they are doing and move onto something else before they had had time to complete the activity. Teachers do not always ensure that the most able children in particular, are given time allocations appropriate to their skill and levels of perseverance.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- There are very good opportunities for children to engage in outdoor play.
- Significant numbers of children are on course to reach the standards anticipated for their age by the end of the reception year.
- During movement and PE lessons, teachers model the moves being taught, enabling children with very little English to join in fully.
- Teaching the safe use of small and large equipment is particularly good.

Commentary

45. The good quality of teaching and learning ensure pupils achieve particularly well in this area of learning. Many pupils are on course to achieve the expected standards for their age. The extensive and imaginative development of the outdoor area has resulted in children making very good progress in their physical development. They run, skip, jump, balance and climb with confidence and reach the standards expected for their age. During movement lessons, children use the hall fully and are aware of the presence of others and the need to use space safely. For example, when travelling backwards, children carefully looked over their shoulders to make sure they did not bump into each other. Teachers are fully active in all physical development sessions and model the actions for the children. This enables all children to fully participate and they progress well. Staff ensure there is good emphasis on the safe handling

of all equipment. In the classroom, children are also taught well how to use tools such as pencils, glue sticks, scissors and paintbrushes safely. They use these effectively and with increasing accuracy.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Materials are well organised and easily accessible and enable pupils to undertake work independently.
- Music-making is widely encouraged.
- High quality role-play gives children opportunity to develop their imagination.
- Significant numbers of children are unlikely to attain the expected standards for their age as creativity is not a rich part of their experiences and everyday backgrounds.

Commentary

46. Teaching is good and most children achieve well. A wide range of activities are carefully planned to develop children's creativity. They are able to paint, construct, shape and model and more able children can mix colours. For example, when painting a daffodil, a child explained you only need to use a "teeny bit" of blue to make a "nice" green. Role-play is well planned. For example, the baker's shop in the nursery is being introduced gradually so children learn how to use all the materials appropriately and with care. This is appropriate, as many children need lots of support in developing their imagination through play. Music-making is encouraged and well taught. Children have regular opportunities to sing songs, play percussion instruments and respond to action rhymes. For example, in a music session the teacher used the story of Three Billy Goats Gruff to explore how sound changes. Children used the xylophone to demonstrate high and low notes to match the voices of the big and little goats. They listened well and with increased concentration.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teachers assess pupils' learning thoroughly and use this knowledge effectively to meet pupils' needs.
- Teaching is good and, as a result, achievement in reading and writing is good.
- Standards in reading and writing are well below national expectations. Pupils' library skills are not developed adequately.
- In speaking and listening, achievement is very good. Teachers develop pupils' speaking and listening skills well through the use of challenging questions, further input from teaching assistants and other support staff, talking partners and drama techniques.
- The great majority of pupils are very keen to learn and respond enthusiastically to lessons.
- The subject is well led and managed.

Commentary

47. Teachers assess pupils' knowledge and understanding thoroughly when they join the school and at regular intervals while they remain at the school. The results of national and optional tests show that pupils' standards are generally well below average for their age, but the results are nevertheless analysed very carefully so that improvements can be targeted appropriately. Marking and response to pupils' work plays a strong part in assessment, especially in Years 2 and 6 where teachers' written comments and guidance are particularly thorough. Teachers have good knowledge about where pupils are in their learning and what they need to do next in order to improve. In Years 5 and 6, this has been used to create working groups set by ability, enabling pupils' needs to be met better.
48. Teaching is good overall and this ensures all pupils achieve well, including those with SEN and EAL. Lessons seen in Years 1 and 2 were satisfactory but, taking into account planning and assessment seen in work samples and displays, the overall quality is good. In Years 3, 4 and 5, teaching is usually good but sometimes only satisfactory. Teaching in Year 6 is very good and sometimes excellent. In these lessons, teachers plan very well and employ a wide range of strategies to engage and sustain pupils' interest. This includes getting up from desks to refocus and re-energise through physical activities that exercise the brain. Lessons are brisk and make good use, where appropriate, of interactive display boards or multicultural references. Teachers have very sound subject knowledge and communicate this to pupils. Expectations of learning and behaviour are high, and there is a good, and often humorous, rapport between pupils and adults. Pupils are given the confidence and encouragement to build on their previous learning and efforts. They recognise 'wind whipped' as alliteration and the use of 'muffling' and 'blindfolded' as personification. They readily contribute more interesting alternatives to 'scared,' 'terrified', 'nervous' and 'frightened'.
49. Standards in reading and writing are well below national expectations, and this remains the case from that reported by the previous inspection. The school is located in an area that has a high proportion of pupils whose home language is not English, and this includes a significant number of refugees and asylum seekers in temporary accommodation. Even those whose first language is English are often from relatively disadvantaged homes. For instance, two five year-olds struggled to read 'plum' and 'twig' and didn't know what these things were. Standards in English on entry to the school are very low; many pupils arrive with no English at all. As pupils who have made good progress in learning English move out, those who replace them almost invariably have little or no English. Those who stay for a relatively lengthy period, invariably outperform those who are more transient.
50. The school places strong emphasis on encouraging pupils' speaking and listening skills and, although standards are below average by the end of Years 2 and 6, most pupils achieve particularly well in these aspects of English. Many lessons feature the use of focused, well-directed questioning and patient responses that seek a full answer rather than a single word or phrase. Pupils are regularly asked to work with a talking partner. Sometimes this is just for a minute to encourage and enable all pupils to have something to offer to a discussion. At other times, pupils spend longer in order, for instance, to plan their writing. In many lessons, the teacher or another adult will scribe for pupils, allowing them to develop their thinking without the potential stumbling block of recording their responses. Good use is made of drama techniques. In one lesson in Year 2, pupils mimed expressions that indicated how they felt in response to text. In a Year 6 lesson, the teacher volunteered herself to be in the 'hot seat' while pupils asked questions about what she could see, hear, smell or feel in an imaginary setting. Additional adults spend a great deal of time developing pupils' spoken language and listening ability. They sustain good conversations with pupils they are working with and have high expectations of their responses. They are patient and thorough in pronouncing and spelling words, and giving their meanings.

51. Pupils respond well to the experiences that the school provides for them. The great majority of pupils enjoy learning English and being in this school. They pay good attention to adults and to each other. They make a good effort to always do their best and to complete and improve their work as directed.
52. Although appointed only last September, the subject manager leads and manages the subject well. She is familiar with the issues facing the school and has the knowledge and enthusiasm to move the subject and standards forward. She works hard to provide guidance and support for colleagues and to give them useful information through the analysis of data she carries out with the assessment manager.

English across the curriculum

53. The school plans effectively to develop pupils' speaking, listening, reading and writing across all subjects. Techniques, such as talking partners and focused questioning to encourage pupils to improve their vocabulary, are used in most lessons. Year 2 pupils demonstrate their understanding of characters from a story when they perform their musical compositions using, for instance, a big drum and a rattle for a big bony villain. A teacher prompts pupils with many questions in an art lesson to encourage their close observation, so that they can tell her 'It's round and spotty' or 'It's a sphere'. In history, Year 5 pupils word process stories from Greek myths in the style of newspaper reports. However, library skills are not systematically developed throughout the school and this inhibits pupils' access to books and information on a range of subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are frequently well below average and this is reflected in the results of the national tests at the end of Years 2 and 6. Work on shape is good but many pupils have poor recall of their tables and other number facts.
- Pupils with English as an additional language tend to do better with basic calculations rather than with other subject aspects, such as problem solving.
- The quality of teaching and learning is good, ensuring many pupils achieve as well as they can.
- Classroom assistants make a very good contribution towards the quality of pupils' learning.
- Pupils' work is also improving because they have good attitudes and are slowly growing in confidence.

Commentary

54. The results of national testing shows that the performance of Moorside pupils tends to be well below average compared with the results from primary schools as a whole. In relation to similar schools, the pupils are broadly average. The inspection confirmed that, whilst attainment is rising slowly, overall standards remain well below average by the end of Year 2. There is no significant difference between the attainment of girls and boys.
55. Pupils enter Year 1 with well below average standards despite the progress made in mathematical development in the nursery and reception classes. In the ensuing years, most pupils, including those with EAL and SEN, make good progress in the subject and achieve well in relation to their capabilities. This is mainly the result of good, focused teaching that tries to overcome some of the many difficulties pupils face, including the impact of poor English and high pupil mobility; (only one pupil in the current Year 6 was on roll as a child in reception).
56. Three areas of significant weakness are present in many pupils.

- They have difficulties in the rapid and accurate recall of number facts such as the number tables beyond five. Rather too little is committed to memory so that it can be used in more advanced work.
 - Pupils lack a variety of strategies which can lead them to answering the same question but using more than one method.
 - They are often fazed by the technical language of mathematics or by problems in which the interpretation of the words rather than the mathematical content, becomes the major stumbling block.
57. When Year 1 pupils are asked to show how many different lollipop variations they can create from a sequence involving three colours, several struggle to spot any sort of pattern and most seek an answer using entirely random means. When studying negative and positive numbers, pupils in a Year 5 group failed to spot the basic sequence and cannot use previous knowledge very well. Even Year 6 pupils, when asked to calculate the third angle of a triangle and when given the other two, make errors from their knowledge and little is attempted mentally. Whilst the simple collection of data on a tally chart is well done, Year 4 pupils struggle with placing the multiples of 2, 3, and 5 onto a Venn Diagram and saying where the common ground is.
58. There are however, several areas of strength within pupils' attainment. Written calculations are frequently correct and some work with large numbers is completed relatively well. Many pupils also show sound or better knowledge of two and three dimensional shapes, with Year 3 pupils able to describe through a 'feely bag' the properties of complex shapes, such as a triangular prism, so that others can guess its name. While some are very much at home with vocabulary such as 'vertices' and 'quadrilaterals', others struggle with more basic phrases such as 'how much greater than' or 'what must be added to this number to make it the same as seven squared'.
59. Teachers know that pupils have difficulties within the areas described and plan lessons that give them practice and further support. The National Numeracy Strategy is used well and the structure of lessons gives a coherent balance between mental and written work and between essential number practice and the use and application of mathematics. The quality of teaching and learning is good in almost every class and is always at least satisfactory. The setting of Year 5 and 6 pupils for mathematics (bringing together groups of pupils of roughly the same capability) works well. Except for the occasional absence of extension work for the most able pupils, lessons contain sufficient challenge and are well prepared for pupils of different abilities in mind. The classroom assistants and specialist teachers of EAL pupils are used very well to support pupils experiencing difficulties in their learning.
60. The marking of books is usually very helpful and most written work is presented accurately and neatly enough. In some classes, there is a tendency for mathematics lessons to go on just a little too long given the levels of attentiveness some pupils can offer. Levels of achievement drop in such circumstances and the quality of pupils' work can falter. However, teachers encourage pupils to support each other and some good results emerge from collaborative work. Teachers know that pupils' interest must be maintained and they use attractive resources very well, including interactive whiteboards and bright equipment, all of which pupils enjoy handling.
61. Mathematics is well led and managed by a relatively new subject manager who has been quick to confirm where pupils' strengths and weaknesses lie. More consistent monitoring is required to ensure that the very best of teaching practice spreads to all staff. Currently, some very good use is made of available assessments to ensure pupils' needs are identified and individual targets set, although the latter could have greater profile in the school as a whole. The subject has made good progress in terms of its provision since the previous inspection.

Mathematics across the curriculum

62. Some year group teachers promote this aspect of mathematics better than others. A few classrooms display examples of where everyday mathematics is used in real life. Occasionally, the teacher's oral work is based on meaningful questions which centre on the pupils' own experiences, such as the amount of change they get at the tuck shop or spotting geometrical shapes in everyday structures. ICT is used well to introduce pupils of all ages to the collection, retrieval and use of data and, in some design and technology lessons, pupils use measuring and other skills as part of their projects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average but achievement is good, due in the main to purposeful teaching and the skilled support given by teaching assistants.
- Pupils' recorded work and some of the tasks set could reflect better their different levels of attainment.
- Proper emphasis is placed on practical activities and developing scientific vocabulary.
- Practical work is sometimes over-directed by the teacher.

Commentary

63. The results of national tests and teacher assessments in science show that pupils attain well below average standards by the end of Years 2 and 6. Although the inspection confirmed that standards remain well below national expectations, improvements continue to be made in science provision since the previous inspection. The school has worked hard to enable its pupils to develop higher order investigative skills and to understand more complex scientific concepts. The progress made has to be seen against a backdrop of an increase in the proportion of pupils with English as an additional language and the high mobility of the school population. Pupils in all year groups enjoy their science lessons and are enthusiastic about what they have learned.
64. There is no significant difference in achievement between boys and girls. Pupils with special educational needs (SEN) and pupils who speak English as an additional language (EAL) make as much progress as other pupils because of the high level of skilled support given by teaching assistants. Most pupils achieve well because the tasks set build upon previous knowledge and provide appropriate challenge for their level of ability. However, more could be done to provide extension tasks for the more able pupils to ensure that they are also challenged. This applies to both the tasks they are set and what they are asked to record in their books.
65. Teaching is at least satisfactory with some good teaching observed, particularly with the younger pupils. Teachers place appropriate emphasis on the development of pupils' skills of scientific enquiry and their acquisition of correct scientific vocabulary. In a good lesson seen, the teacher demanded that pupils frame their answers to her questions to include some of the key scientific words displayed on the board. Such an approach helps pupils develop a more precise use of language in their science lessons.
66. Teachers encourage pupils to discuss their work, to work well collaboratively, to make careful observations and to record their findings. Information and communication technology (ICT), in the form of the interactive whiteboard in each classroom, is used effectively as a teaching tool in science, adding to the interest and understanding of pupils. Teaching and learning in all years are developed through practical activities and investigations and this is having a positive impact on pupils' achievement in lessons by helping them develop a clearer understanding of

scientific ideas and methods. However, the work is sometimes over-directed by the teacher using pre-determined experiments with recording done in a uniform way. Older and more able pupils in particular, are not sufficiently encouraged to make predictions, to ask their own questions, to devise and design their own investigations and to choose the most appropriate method for recording their work.

67. The leadership and management of the newly appointed subject leader are sound. She is enthusiastic and has already revised the subject policy document. The subject leader is committed to raising standards in science. She monitors teachers' planning and analyses national test results. She has, as yet, had limited opportunity to monitor and support teaching, but this is planned for under the school's programme for continuing development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards have improved since the previous inspection.
- Pupils are achieving well because of good teaching, specialised resources and the support given by teaching assistants.
- ICT is used effectively to support teaching and learning in other subjects.
- The subject is well led and managed by an enthusiastic subject leader.

Commentary

68. Improvement in provision since the previous inspection has been good. The standards reached by pupils at the end of Years 2 and 6 are now in line with national expectations. As pupils' attainments on entering school are often well below average, these standards represent good achievement overall. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress and their achievement is good because they are well taught and ably supported by teaching assistants in a well resourced ICT room. There are no noticeable differences between boys and girls in this respect and all pupils have equal access to computers. Good quality ICT clubs are run outside of school hours and these too add to pupils' experiences and understanding.
69. Teaching and learning are good overall. Lessons in the ICT suite are sometimes led by an able teaching assistant who has good knowledge of the programs and of the pupils' learning needs. The teachers' secure subject knowledge and clear exposition, supported by the use of an interactive whiteboard connected to the Internet, allow pupils to be very clear about the purpose of the lesson, to acquire new knowledge, and to improve their own ICT skills. As a result, even younger pupils are able to carry out basic operations on the computer with confidence and skill. In a good lesson in Year 3, pupils were able to retrieve an e-mail from their inbox inviting them to a party, draft an appropriate response, sometimes with the help of the teacher or teaching assistant, then send a reply by e-mail. In a good lesson in Year 6, pupils were able to attach a spreadsheet file that they had produced themselves to an e-mail to send to their teacher. Pupils are well motivated and work collaboratively; taking turns sensibly at the computer, as necessary, in order to complete the task successfully.
70. The newly appointed subject leader is enthusiastic and is working hard to further improve standards in the subject. There has been good emphasis on staff development and training. In keeping with past practice, the subject leader is to undertake further lesson observations to ascertain the impact that ongoing training and staff development is having on the quality of teaching and learning. The subject leader checks teachers' planning to evaluate the coverage of the ICT curriculum and has set in place assessment procedures so that teachers know what pupils need to do next. A portfolio of pupils' work is available as an aid to teachers

when assessing standards. An e-portfolio on CD-ROM is also available. Good technical help is on hand from the local authority's support team to ensure that the computers are in constant use.

Information and communication technology across the curriculum

71. The use of ICT across the curriculum is good. ICT is used to great effect in the school as a class teaching tool. Every classroom contains an interactive whiteboard with access to the Internet and the school's central server. Many of the lessons observed contained an element of ICT with teachers and pupils very much at home with these powerful additions to classroom resources. Mathematics lessons and English lessons, in particular, are often enlivened by the creative use of the interactive whiteboard to reinforce a teaching point or to extend work further. For example, during a Year 3 literacy lesson, pupils added text to some speech bubbles to simulate a conversation between two characters in a story they had just heard. This allowed them to practise both their ICT and literacy skills whilst learning to empathize with characters in a story. The effective use of computer resources within the ICT suite and in the classroom is having a positive impact on the achievement of pupils in ICT and within other subjects.

HUMANITIES

72. Only one lesson was seen in **geography** so it was not possible to form an overall judgement about provision. Planning is based on national guidance and, from the work seen, the National Curriculum requirements are met.
73. In the Year 6 lesson seen teaching was good. Pupils learned how to compare rainfall statistics from a number of towns located in mountain environments around the world. The teacher used role play in which she was the senior weather researcher and pupils are trainee weather researchers, in order to stimulate interest and add a sense of purpose to the task. Pupils responded well, using an atlas to find the mountain ranges in which the towns are located. Effective use is made of an electronic whiteboard with Internet connection in the classroom to obtain weather information about the towns. Later, in the ICT suite, pupils used a spreadsheet program to calculate the mean annual rainfall and plot the data onto a graph. The completed spreadsheet was then e-mailed to the teacher for checking. The lesson provided a high degree of challenge for pupils whose attainment is below national expectations. However, all pupils, including those with special educational needs and those for whom English is an additional language, achieved well because of the clear instructions given by the teacher and the skilful support provided by the teaching assistant.
74. The geography curriculum is enriched by visits which serve to broaden pupils' knowledge of local and more distant environment. These include trips to a travel agent, a farm, the seaside, the park, a quayside, a nature park and a contrasting UK locality. Year 3 pupils take part in a residential visit to Seahouses in which elements of fieldwork are taught and developed.

History

Provision in history is **good**.

Main strengths and weaknesses

- The quality of teaching is good overall and pupils achieve well.
- Resources are of good quality and used well.
- A real enjoyment of history is evident, particularly in the junior classes.

Commentary

75. By the end of Year 2, standards are below those expected. Pupils achieve as well as they can because of good teaching. Most pupils are aware of some differences between the past and present. For example, they were able to describe some of the changes made by Florence Nightingale to a hospital in the Crimea. This work was successful because the teacher has a good grasp of the subject, as shown by the in-depth questioning used to encourage pupils to think about their answers in more detail.
76. By the end of Year 6, pupils' standards are in line with those expected for their age and they achieve well and sometimes very well. Their written work is not always of a sufficiently high standard but their factual knowledge of key dates, periods and events in British history is very good. For example, during a discussion with a group of Year 6 pupils, they described many of the features of Victorian England. Pupils drew their information from a wide range of sources including web sites, stories, artefacts and a visit to Beamish Museum. They were particularly interested in the information they had gleaned from looking at the census taken at the time. They were shocked at the number of people living in the houses two streets away from the school.
77. Teaching and learning are good and motivate pupils, who then apply themselves well and become very interested in their work. Teachers' planning reflects national subject guidance and is generally used well. It is less effective when too much is planned for a single lesson. For example, in a Year 4 class, pupils were given too many similar tasks to do and some were unable to complete the task in the time given.
78. The subject is well led and managed and the coordinator has a good understanding of what still needs to be done to further improve the teaching of history. A good range of historical artefacts and resources have been built up and these are used well to develop children historical understanding. ICT is also used very well and this is an improvement since the previous inspection.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The curriculum is good and pupils achieve well.
- Teachers make good use of the diverse religions represented among pupils.

Commentary

79. Many pupils demonstrate the knowledge and understanding anticipated for their age although this is reflected more in their oral work than in their exercise books. The planned curriculum is broad and balanced. There are good links with other subjects in some aspects and these encourage good achievement. In a Year 2 lesson, the teacher displayed images by famous artists of Christ's entry into Jerusalem that captured the pupils' interest and enhanced their appreciation of the story. When this moved on to Christ's anger at the moneylenders in the Temple, the teacher made good use of a drama technique and asked pupils to show the emotions that Christ and the moneylenders might be feeling. In a Year 6 lesson, the teacher asked pupils to listen to two contrasting pieces of music and then describe them using adjectives that pupils had applied to different perceptions of God. They responded to Verdi's Requiem with 'powerful', 'mighty' and 'strong'. They described the 'Pastoral' from Handel's Messiah as representing 'quiet', 'peaceful', 'calm' and 'love'. This helped to focus on pupils' spiritual development. However, in two lessons in Year 5 based on the same planning, pupils' inadequate research skills and independent learning strategies led to less than satisfactory

achievement in finding out about charities representing Christian values. The source materials required reading skills beyond most pupils' capabilities.

80. Teaching is satisfactory overall but good when teachers find rich and stimulating contexts, such as those indicated above, for learning. A strength of the school is the diversity of religions represented in pupils' backgrounds and Islam in particular. A significant number of pupils attend classes at a nearby mosque and have exceptional knowledge of the Qur'an and, thus, of much of the Old Testament of the Bible. In a lesson in Year 3, pupils were very clear about what belonged to either the Old or New Testaments. One pupil read an Old Testament passage demonstrating powerful language movingly because she understood it well from her studies out of school. However, she communicated its power well to others in the class.
81. The school prides itself on celebrating important festivals and has, for instance, used pupils speaking in their home language to lead prayers during worship. The co-coordinator was appointed only last September and has had little opportunity to develop the subject. She has ensured that resources are available to support teaching and learning, and has satisfactorily sampled work from around the school to keep herself informed about standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. In **art and design**, two lessons were observed and pupils' work displayed around the school and in their sketchbooks was also examined. There was insufficient evidence to make a secure judgement on overall provision. The standard of most work is broadly average and pupils' achievement appears good. It is evident from teachers' planning, discussion with the art manager, the art policy and from displays, that work in art and design is varied and interesting. Good use is made of links with other curriculum areas. This was particularly apparent in work on movement displayed by Year 6. This included some very striking pictures with very good attention given to line, texture and colour. Good attention to recording from first-hand observation was a feature in both lessons. Pupils achieved well because teachers had good subject knowledge and high expectations. In Year 4, pupils used pastels and chalk accurately and with good levels of concentration to recreate Aboriginal artwork following a very good introduction by the teacher.

Design and technology

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

Main strengths and weaknesses

- The subject is well led and managed.
- The curriculum and standards are now satisfactory. This represents a good improvement since the last inspection when they were a cause for concern.

Commentary

83. The co-ordinator for the subject is knowledgeable and committed and has been in post since the last inspection, guiding teaching and learning of the subject effectively. As a senior manager, she has also been able to see teaching and learning directly, and to teach herself from time to time. This gives her an effective overview of the subject. She has good vision of how the subject can be developed and has remained committed to developing pupils' skills in order to apply them in different contexts. This was seen in a very good lesson in Year 1 where pupils worked very well to find different ways to join paper and card prior to making doors on a model house. They used scissors, glue, adhesive tape, paper clips and paper fasteners sensibly and didn't lose sight of trying to find out which would be the most effective for making a hinge. The teacher and two other adults gave good support and guidance as this activity progressed. Overall, the standard of teaching in the three lessons seen was satisfactory, with a suitable focus on planning, trialling and evaluating. Pupils achieve well and are not limited by their linguistic skill. Pupils with SEN and EAL achieve equally as well as other groups.

84. The curriculum is based on national guidance but has been amended suitably when a more appropriate context has been found for applying knowledge, skills and understanding. The co-ordinator demonstrated this when teaching Year 6 to design and make attractive framed pictures inspired by the seaside; the guidance suggests photo frames. Good displays indicate that pupils learn a satisfactory range of aspects, including working with food, fabrics and resistant materials. These show that pupils in Year 2 design and make animal puppets and benefit from seeing a visiting puppeteer. Older pupils make a disparate range of slippers from a variety of materials and finish them to a good standard based on their original designs.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- There is an attractive, varied curriculum which gives good support to the pupils and confidence to the non-specialist teacher.
- Good learning resources are always on hand. Very good use is made of classroom assistants.
- Good leadership and management ensures the subject is well organised and planned for.
- A very good subject for full pupil participation. They show good attitudes and participate well.

Commentary

85. The overall quality of music provision has improved satisfactorily since the previous inspection. Pupils achieve at least satisfactorily, including those with SEN and EAL. Most reach the standards anticipated for their age and music is used well by staff to promote several aspects of the pupils' personal development. In a subject where there is variation among different cultures as to the approval pupils receive to make music, the school employs good planning and organisation to ensure there are good levels of pupil participation. It is also a subject which pupils clearly enjoy and work on well together.
86. Most of the lessons seen centred on making and performing music and following a simple musical score. Year 2 pupils combined their musical learning with literacy, creating a series of sounds to accompany the story of 'The Dark, Dark, Wood'. Pupils were able to follow their teacher as a conductor and learned well about mood and dynamics. By the time they reach Years 5 and 6, pupils demonstrate a satisfactory sense of pulse and rhythm and are able to match words and musical phrases to variable rhythmic patterns. Junior pupils in particular show satisfactory understanding of a musical score and how symbols and recorded notes combine to give expression and variety to musical pieces. The listening skills of pupils are generally good and most can pick out and clap different rhythms. Year 3 pupils used their growing knowledge of crotchets and quavers to tap out different rhythmic patterns using simple variations of the phrase 'Fly, Fly, Spider, Fly.' The few observations of singing showed pupils to be attaining broadly average standards. Levels of performance using mainly untuned percussion instruments are also satisfactory.
87. The quality of teaching and learning is satisfactory across the school. All staff are confident to take their own music lessons and a well-presented and organised curriculum ensures that pupils receive good coverage of all the required elements in the subject. The need for good listening skills are regularly reinforced with the pupils and teachers return several times to similar themes and points of knowledge to ensure pupils are developing their skills on a regular basis. A particular strength of almost all the teaching is the skilful use made of a wide range of attractive resources. Staff are keen to provide many musical instruments for their pupils to explore and this works well in terms of pupils finding precisely the right instrument to create the sound or mood they are after. Classroom assistants are used very well during lessons. Pupils who show any lack of confidence are supported well in this way. Assistants are also

able to observe at first hand the input into lessons made by various pupils. Paired and group work are encouraged and this helps the social development of the pupils. Where music brings on reflective listening, aspects of their spiritual development are also encouraged.

88. Music is well led and managed by an experienced teacher who promotes the subject well and has a good grasp of the strengths and areas for development. She ensures pupils' experiences are enriched by visiting musicians, including staff who teach instruments such as the violin. The profile of the subject is rising as staff grow in confidence and experience.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- A well organised curriculum ensures all pupils experience a wide range of activities.
- Teaching and learning are good and most pupils achieve well, particularly in dance.
- Pupils contribute well to their own learning by being enthusiastic and willing participants.
- The good accommodation and resources are used effectively to extend pupils' learning.
- Expectations could be higher as to the suitability of pupils' dress during active sessions.

Commentary

89. There has been an overall good improvement in both provision and pupils' achievements since the previous inspection. Although dance and small games provision were the main elements of the curriculum observed during the inspection, scrutiny of long-term planning and discussions with staff and pupils, provide strong evidence that all aspects of PE, including swimming, are taught and enjoyed throughout the year.
90. Pupils' standards are very variable but are broadly at the level expected for the age of the pupils, including Years 2 and 6. Where lessons are focused well on rehearsing and improving pupils' technique, for example in Year 6 dance, then standards rise appreciably and many pupils perform well. Creative dance is a growing strength of provision and the oldest pupils were able to put together a whole range of rehearsed movements as part of their presentation entitled 'Flight from Danger'. Even Year 1 pupils are able to respond to a range of stimuli in order to change the speed, level and direction of their movements. However, many are not able to use the available space well and tend to copy each other rather than introduce more innovation for themselves.
91. Year 3 pupils showed they had a satisfactory sense of rhythm when working with their partner to practise a piece called 'The Bird Dance'. As pupils get older, there is evidence that they become more critical of their own and others' performance and can improve through self-evaluation.
92. The curriculum provides good opportunities for pupils to develop their co-ordination using a range of small balls and bats. Standards in ball and racquet control vary considerably but most pupils try hard to improve and show great enthusiasm when working out of doors particularly. However, significant numbers of younger pupils are not attentive enough and do not learn sufficiently well when techniques are being demonstrated and developed. Others are able to achieve well because they pay good attention to technique. Year 4 pupils also showed sound understanding of the need for rules whilst working in groups on their 'invasion games' using hockey sticks and balls. Almost all pupils know enough about the effect of exercise on their bodies and realise the importance of warm-up and cool down exercises.

93. The quality of teaching and learning is generally good, particularly in the way in which pupils are encouraged to participate and are engaged in active learning. Whilst most pupils are dressed appropriately for both indoor and outdoor activities, some are more reluctant to change and the quality of their movements are affected. Teachers are confident with the techniques they aim to teach, and use themselves and pupil demonstrations well. Time is given for pupils to reflect on the quality of their work and this leads to self-improvement, particularly in Year 6. Where they are present in lessons, teaching assistants are used very well to support pupils with special needs or the learning of EAL pupils who may find the work difficult or new. In almost all lessons, there are high teacher expectations as to behaviour and pupil response, although some pupils learn less when their attention span is somewhat limited.
94. PE is well led and managed. Several staff share their enthusiasm for the subject by participating in the development of extra-curricular clubs and activities with sporting themes. The pupils do well within competitive sport but the main emphasis remains on pupil participation and those elements that characterise the Healthy Schools Award. Facilities for physical education are good. Resources are plentiful and the school has a large hall and separate gymnasium for indoor work. All of these resources are used well to enrich the experiences of the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

95. Although the school is beginning to formalise its PSHEC programme it was not possible during the inspection to see enough lessons to make a secure judgement on overall provision and the standards reached by the pupils. These aspects of personal development are well provided for within the general context and ethos of the school and the outcomes in terms of behaviour, relationships and attitudes towards work, are plain to see. Good reference is made to pupils' personal development in their annual reports and a PSHEC co-ordinator has been appointed to monitor the progress of teaching and learning and to help resource this important area.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
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	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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