

INSPECTION REPORT

SOUTHWICK PRIMARY SCHOOL

Southwick

LEA area: Sunderland

Unique reference number: 108769

Headteacher: Mrs P R Stoker

Lead inspector: L A Furness

Dates of inspection: 28-30 June 2004

Inspection number: 257523

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	279
School address:	Clarence Street Southwick Sunderland Tyne and Wear
Postcode:	SR5 2HD
Telephone number:	0191 5535500
Fax number:	0191 5493822
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs B Armstrong
Date of previous inspection:	23/3/1998

CHARACTERISTICS OF THE SCHOOL

Southwick Primary School is a large community school situated in Southwick, an inner city area of Sunderland. The school draws its pupils mainly from the local area which is one of the most deprived areas in the country. Pupil mobility is high. The majority of pupils are white British and there are no pupils who are at an early stage of English language acquisition. Two hundred and seventy nine pupils aged 3 to 11 attend the school (this figure includes the full time equivalent of 44 part-time nursery age children) and the percentage of pupils who take up their entitlement to a school meal free of charge (60.3%) is well above the national average. The percentage of pupils having special educational needs (47.6%) is well above the national average but the percentage of pupils having a statement of special educational need (0.3%) is below the national average. A nationally approved assessment scheme used for children when they start at school in nursery, shows that, although the range of attainment is broad, most children have levels of attainment that are very low for their age in communication language and literacy, in mathematical development and personal, social and emotional development. The school has achieved a number of awards including a School Achievement Award (2002), International School Award (2002), Activemark Gold (2003), Basic Skills Qualitymark (2003) and Healthy School's status in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8245	L A Furness	Lead inspector	Special Educational Needs English as an Additional Language English Citizenship
9572	K Anderson	Lay inspector	
32283	D Goodchild	Team inspector	Science Geography History Religious Education
30781	W Richardson	Team inspector	Mathematics Information and Communication Technology
33111	S Wilson	Team inspector	Foundation Stage of Learning Art and Design Design and Technology Music Physical Education

The inspection contractor was:

Focus Education (UK) Limited
113-115 High Street
Uppermill
Saddleworth
OL3 6BD

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES ONE AND TWO	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

School effectiveness is good. Children enter the school with very low standards overall, and make very good gains in their personal, social and emotional development because this is a high priority of the school. Teaching, learning and achievement are good. The headteacher, with the close support of staff and governors, provides sound leadership and management and the school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English and mathematics are well below those expected for the pupils' age by Year 6
- Teaching and learning are good resulting in pupils achieving well
- Pupils have very good attitudes towards school
- Although an exciting, stimulating curriculum is offered to pupils, the emphasis on enrichment sometimes negatively affects pupils' progress in English and mathematics
- Monitoring and evaluation procedures are underdeveloped
- The school improvement plan and subject leaders' action plans are not sufficiently rigorous
- Provision for pupils with special educational needs is very good
- Pupils' understanding of how well they are doing in their learning is not well developed
- The school has forged very positive links with parents and the local community
- Standards in art and design and design and technology are above those expected for the pupils' age and the displays of pupils' work effectively enhance the environment

The improvement since the last inspection has been satisfactory. Although the school has worked hard to raise standards in English and mathematics they are still in need of improvement. Standards in science however have improved and good progress has been made in providing opportunities for pupils to develop their speaking and listening skills. Other weaknesses however, are still evident, mainly in aspects of management. The school improvement plan and subject leader action plans are imprecise and lack a clear focus on raising standards. Procedures to strengthen how the school monitors and evaluates its work have not been developed sufficiently.

STANDARDS ACHIEVED

Achievement is good overall. Children enter nursery with skills that are very low in personal, social and emotional development, communication, language and literacy and mathematical development. Despite good progress in nursery and reception very few children will attain the goals expected for their age by the time they enter Year 1. Pupils currently in Year 2 are attaining standards that are well below those expected for their age in English and below those expected in mathematics. This indicates mainly good progress from when pupils started at school and achievement is good.

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*	D
mathematics	E	E*	E*	E*
science	E	E	E*	E

*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.*

Year 6 tests results in 2003 in English, mathematics and science were well below the national average, and in the bottom five per cent of all schools nationally (signified by E*). When compared to similar schools, results were very low in mathematics (in the bottom five per cent of similar schools), well below average in science, and below average in English. Pupils currently in Year 6 are attaining standards that are well below those expected for their age in English and mathematics, although

pupils' performance has improved considerably this year in mathematics. However, pupils have exceeded the targets set for them in both subjects and their achievement is good. The pupils currently in Years 2 and 6 are attaining standards that mainly match those expected for their age in science, information and communication technology, geography and history. In art and design, and design and technology standards are above those expected. By Year 6 standards in religious education are below those expected by the locally agreed syllabus. There was insufficient evidence to judge standards in music and physical education. All pupils, including those with special educational needs make good progress during their time in the school because they receive good support and achievement is good.

Pupils' attitudes to school are very good. They are keenly interested in their work and behave well both in and out of lessons. **Their personal development including spiritual, moral, social and cultural development is good.** Pupils' attendance is poor, although the school works hard to encourage pupils to attend regularly.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching quality is good with all teachers having high expectations of pupils' behaviour. School assessment procedures are satisfactory, although teachers' marking is not always sufficiently clear about how pupils may improve. The curriculum is broad and interesting, being enriched very well by the good use of outside visits and visitors to the school. However, this breadth of activities affects the routine of the timetable and makes it difficult to give an appropriate emphasis to the development of literacy and numeracy skills. Provision for pupils with special educational needs is very good. Links with parents and the community are very good and provision for care, welfare, health and safety is very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher is committed to raising standards and ensuring all pupils are fully included in all activities the school offers. However the school improvement plan is not a sharp enough tool for leading development and monitoring and evaluation procedures are not focused clearly enough on raising standards. Subject leaders have had insufficient time to influence teaching and monitor learning. School governance is satisfactory and the governing body meets all their statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very good opinions of the school which they feel works very hard to involve the community in its work. Pupils also have very positive views. Discussions with them confirmed that they were very happy at school. They feel safe, well cared for and they like their teachers.

WHAT THE SCHOOL COULD IMPROVE

The things the school should do to improve are:

- Raise standards in English (particularly in writing) and mathematics
- Develop more rigorous monitoring and evaluation procedures which involve the subject leaders
- Improve the quality of the school improvement plan and subject leader action plans
- Develop pupils' self assessment skills and knowledge of how to improve the quality of their work
- Ensure that there is an appropriate balance between enrichment activities and developing pupils' literacy and numeracy skills

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By Year 6 standards are **well below** those expected for the pupils' age in English and mathematics. However achievement is **good** when considering the very low starting point of the majority of pupils when they start at school in the nursery.

Main strengths and weaknesses

- On entry to Year 1 only a few children will attain the early learning goals expected for the children's age in all six areas of learning
- Achievement is good by the end of Years 2 and 6
- Poor speaking skills affect pupils' attainment in English
- Standards in art and design and design technology are above those expected for the pupils' age
- Standards in religious education by Year 6 are below the expectations of the locally agreed syllabus
- Pupils with special educational needs achieve well

Commentary

1. Children entering the nursery have very low standards in speech, vocabulary and comprehension. Personal, social and emotional development and mathematical development are also very low. However, due to good provision in the Foundation Stage (nursery and reception), children's achievement is good. Even so only a few children are likely to reach the early learning goals expected for the children's age at the end of the reception year in all areas of learning.
2. In 2003, Year 2 pupils' performance in the National Curriculum tests was well below the national average in reading, writing and mathematics being in the bottom five percent of all schools nationally in reading and mathematics. In comparison with similar schools, pupils' performance was well below average in reading and mathematics (being in the bottom five per cent of similar schools in mathematics) and below average in writing. In science, on the basis of teacher assessment, pupils' performance was well below the national average and the average of similar schools. Again performance was, in the bottom five per cent of all schools and of similar schools. Over the last three years there has been a decline in reading and mathematics performance but standards in writing have improved. Although, over time, girls have not attained as well as boys, no significant differences were noted during the inspection.

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

Standards in:	School results	National results
reading	10.8(11.2)	15.7 (15.8)
writing	11.6 (9.9)	14.6 (14.4)
mathematics	11.2 (12.6)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year

3. Pupils currently in Year 2 are attaining standards that are well below those expected for their age in reading and writing and below those expected in mathematics. In science, standards mainly match those expected but there is limited evidence of higher attainment. Although

listening skills are good, standards in English are affected by the pupils' limited vocabulary and low comprehension skills.

4. In 2003, Year 6 pupils' performance in the National Curriculum tests was well below the national average in English, mathematics and science and in the bottom five per cent of all schools nationally. When compared to similar schools, results were well below average in mathematics (in the bottom five per cent of similar schools), well below average in science and below average in English. Performance in mathematics was particularly disappointing. In mathematics and science there has been a declining trend in pupil performance over the last three years and in English, performance has fluctuated with a high in 2003. Over time there has been no significant difference in boys and girls' attainment and none was noted during the inspection.

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

Standards in:	School results	National results
English	24.5 (22.6)	26.8 (27.0)
mathematics	22.3 (23.5)	26.8 (26.7)
science	25.2 (25.5)	28.6 (28.3)

There were 36 pupils in the year group. Figures in brackets are for the previous year

5. Pupils currently in Year 6 are attaining standards that are well below those expected for their age in English and mathematics. Mathematics results have improved considerably this year and pupils have exceeded the targets set for both English and mathematics. There is however a marked difference in reading and writing results with approximately three fifths of pupils reaching the expected Level 4 in reading and only one third of pupils reaching the expected level in writing. Low speaking skills and pupils' weak comprehension skills are affecting standards in English. Overall, the achievement of pupils throughout the school is good taking into consideration their very low attainment on entry. This is mainly because of the good teaching and learning opportunities that they receive. In science, standards mainly match those expected for the pupils' age. Standards have improved because teachers have given good attention to the use of correct scientific vocabulary and there has been a strong emphasis on practical activities.
6. The pupils currently in Years 2 and 6 are attaining standards that mainly match those expected for their age in information and communication technology (ICT), geography and history. By Year 6 pupils use their ICT skills competently in a variety of different contexts. In history and geography they show a satisfactory understanding of different geographical environments and have studied an appropriate range of historical periods including the Greeks, Romans, Tudors and Victorians. Although by Year 2, pupils attain standards that mainly match those expected by the locally agreed syllabus for religious education, the pupils currently in Year 6 are working at levels below those expected. Year 2 pupils are knowledgeable about Christianity and speak with understanding about people who have helped others. By Year 6, pupils have studied the major faiths of the world but they are not confident in explaining the significance of different signs and symbols of these religions. In art and design, and design and technology standards are above those expected. Pupils achieve particularly well in art and design, and design and technology reflecting the attention given to the arts in this school. There was insufficient evidence to judge standards in music and physical education.
7. The school works hard to ensure that the provision for pupils with special educational needs is good. They make good progress in relation to their prior attainment because of the quality of support and well planned work that they receive.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **very good**. Pupils' behaviour and their personal qualities including spiritual, moral, social and cultural development are **good**. Attendance is **poor**, although the school works hard to encourage pupils to attend regularly.

Main strengths and weaknesses

- Pupils greatly enjoy school and the majority behave well both in the classroom and at play
- Pupils are very willing to take on responsibilities
- Children in the Foundation Stage make good progress in their personal, social and emotional development even though few reach the goals expected for their age by the end of reception
- Pupils' have very good relationships with each other and are developing into thoughtful individuals
- Attendance rates are poor as a result of a small number of persistent poor-attenders

Commentary

8. The last inspection found this aspect to be one of the school's strengths and overall it remains so. Pupils like coming to school and enjoy everything that is offered. They speak enthusiastically about their work, the visits they make, and the clubs that they are able to attend. They arrive at school in a positive frame of mind willing to become involved and to play their part. Pupils with special educational needs are valued and fully included in the life of the school. The support they are given effectively encourages their participation and boosts self-esteem. They respond well and are enthusiastic.
9. It is particularly impressive to see how keen pupils are to volunteer when help is needed. Year 6 pupils carry out a wide range of responsibilities, for example, answering the telephone at lunchtime, manning the exit doors and playing with the younger pupils. Throughout the school pupils are very helpful. Children's attitudes and behaviour are very good in the Foundation Stage. Although they make very good progress the majority will not achieve the early learning goals in personal social and emotional development by the time they enter Year 1. This is because of their very low attainment in this area when they first start at school. Teachers in the nursery and the reception classes successfully use a wide range of behaviour management strategies to encourage good behaviour and positive attitudes towards learning.
10. The staff expect pupils to behave well both in lessons and around the school, an expectation to which pupils respond well. Movement between lessons and into the hall for assembly is very orderly, and lunchtimes are sociable occasions where pupils enjoy the opportunity to talk to visitors and their friends. In lessons, behaviour is mainly good. There have been no exclusions. Most pupils settle quickly to their work and follow teachers' instructions well. However, there are a significant minority of pupils who display challenging behaviour. Teachers manage this very well but inevitably some time is wasted and the flow of the lesson interrupted. Relationships between pupils and staff are very good. Pupils play well together and are willing to share ideas and resources during group activities.
11. Provision for pupils' spiritual, moral, social and cultural development is good. Every child in this school is valued. Due to the efforts of adults to make each child feel special, pupils are beginning to grow in confidence and develop a sense of personal worth. They take pride in their achievements that are regularly celebrated through stickers, awards and certificates. Moral and social values are strongly promoted. Pupils are encouraged to express their views and they are taught to cope and manage different feelings and emotions. Bullying and unkindness are often discussed. The school council has worked hard to address this area. They have introduced a 'friendship stop' in the playgrounds and are currently working on an anti-bullying presentation. Pupils know the school rules and have a clear sense of right and

wrong. Consequently all are becoming aware of the effects of their actions on others. An awareness of the needs of others is successfully fostered through a number of campaigns for charity and visits to care homes. Pupils are offered many interesting cultural experiences. As a result they are developing a good understanding of the wider world and others who live in it. Events such as the 'Lantern Festival' enabled pupils to enjoy the wonder of creating something beautiful and celebrating this together. An awareness of the major world faiths enables pupils to develop a respect for the beliefs of others. Their work in, for example, in the Euro club and studying African art and music enables pupils to develop a good understanding of the wider world. Similarly, acts of worship make a useful contribution.

12. The school works hard, and has introduced a number of initiatives, to encourage good attendance. However, there are number of pupils who regularly miss school or arrive late and there is a small minority of parents who do not encourage their children to attend. This inevitably has an impact on the progress and development of these pupils.

Attendance in the latest complete reporting year (%) 2002-2003

Authorised absence		Unauthorised absence	
School data	7.8	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. **Effective** teaching is combined with a **broad** curriculum, **very constructive** home/school links and **very good** quality care, welfare and guidance.

Teaching and learning

The quality of teaching is **good overall**. Pupils' learning is **good**. Pupils are enthusiastic learners and make good progress throughout the school. Assessment procedures are **satisfactory**.

Main strengths and weaknesses

- Teachers manage their classes very well and have high expectations of pupils' behaviour
- Relationships between teachers and pupils are very good
- Although satisfactory, there is sometimes a lack of expectation and challenge for higher attaining pupils
- Learning mentors and teaching assistants are used well to ensure equal opportunity for all pupils
- Day to day assessment is satisfactory, but marking does not generally inform pupils about how they might improve their work

Commentary

13. As in the previous inspection the overall quality of teaching is good. As the table below shows over a half was good or better, with a small amount of unsatisfactory teaching seen. There was good teaching seen in each key stage of the school.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	1 (3%)	20 (51%)	15 (38%)	3 (8%)	0 (0%)	0 (0%)

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

14. Teaching in the Foundation Stage is good overall. Significant features include the effectiveness of the teachers' planning, how well the children are managed and the effective deployment of the teaching assistants, who ensure that all children are included in all activities. Teachers throughout the school have high expectations of pupils' behaviour, which the pupils strive to fulfil. Relationships in the school are very good and teachers have a very caring approach. They work hard to ensure that each pupil is supported well in order to enable them to engage in all activities. This successfully creates a positive learning atmosphere in the school, and pupils enjoy their lessons and work hard. Pupils, consequently, make good progress in their learning and achieve well.
15. Teachers have good subject knowledge in most subjects and planning mainly addresses pupils' needs. However, there is sometimes a lack of expectation and challenge for higher attaining pupils as was seen in mathematics and science. For example, in science older pupils do not plan and design their own investigative activities or hypothesise about what they think may happen. Teachers are however, very aware of pupils' limited speaking skills and plan a variety of different activities in all lessons to encourage pupils to articulate their ideas and to use subject vocabulary correctly.
16. Teaching provision for pupils with special educational needs is very good. The learning mentors and teaching assistants are well briefed about their roles before lessons start. There is good teamwork between teachers and assistants, which provides a good role model for the pupils and enhances their learning. The teaching assistants relate well to the pupils and this fosters positive attitudes to learning. Pupils are given good support in tasks that are well planned to meet their needs and enable them to make good progress towards the targets in their individual education plans.
17. Day to day assessment arrangements are sound and teachers use the information obtained satisfactorily to plan work that appropriately challenges pupils' capabilities. They know their pupils and use targeted questions to monitor pupils' understanding during lessons. The marking of pupils' work makes good use of positive comments to foster the pupils' self-esteem, but developmental points that would help the pupils understand what they must do to improve are used less well. The setting of learning targets is not a regular feature of classroom practice and consequently pupils are unable to evaluate effectively how well they are doing with their work.

The curriculum

The school provides a **good** curriculum for its pupils. A **very good** range of additional activities enriches pupils' learning opportunities. The accommodation and resources are **good**.

Main strengths and weaknesses

- The school provides a broad, interesting curriculum
- Provision for pupils with special educational needs is very good
- A very good range of activities provides additional learning opportunities for all pupils.
- Although the school has produced an interesting, stimulating curriculum at times there is insufficient emphasis on developing pupils' literacy and numeracy skills

- Opportunities for personal, social, health education and developing pupils' understanding of citizenship are very good
- Good resources and spacious accommodation support learning effectively

Commentary

18. The school has a varied curriculum which meets all statutory requirements including those for religious education. All six areas of learning in the Foundation Stage are planned for and delivered well. Outdoor provision is used effectively to support all areas of learning. Children in nursery and reception are supported by knowledgeable and appropriately trained teaching assistants who help those with special educational needs to achieve well. The school has a very positive approach to inclusion. This is apparent in the arrangements made to support pupils with special educational needs throughout the school. Provision for these pupils is very good. Work is appropriately planned to address their needs and the very good support they receive from teaching assistants and learning mentors ensures they are included in all activities the school offers.
19. A flexible approach to timetabling and groupings of pupils allows a wide range of interesting activities to take place during the school day which help pupils to enjoy their time in school. Visits and visitors also contribute effectively to all areas of learning. In addition, the school participates in a wide range of initiatives with other agencies which contribute to the creative and emotional development of the child. However, this range of activities affects the routine of the timetable and makes it difficult to give an appropriate emphasis to the development of literacy and numeracy skills. This imbalance between 'excellence' and 'enjoyment' means that pupils are therefore not as well prepared as they should be to meet the challenges of the next stage of their education.
20. Curriculum provision for pupils' personal, social, health education and citizenship is very good. There is a good policy in place which includes sex and drugs education and Years 5 and 6 pupils receive lessons in these aspects. The school pays very good attention to healthy life styles. The 'Healthy School Award' and the 'Active Mark Gold Award' recognises the school's work in this area. The school council gives the opportunity for pupils to participate in decision-making processes and to contribute to the running of the school.
21. Learning outside the school day is very well supported. Homework is issued regularly and pupils are allowed to take home lap top computers to help them with their work. A very good range of lunchtime and after school clubs in the sports and the arts extend pupils' learning experiences. These include; dance, drama, gymnastics, Spanish and football.
22. The school grounds and accommodation are well cared for and many attractive displays contribute to the pleasant learning environment. The spacious accommodation permits effective storage for very good quality resources. Rooms are also set aside for use by parents and the community which strengthen the links between the school and the local people. There are a good match of staff, who are deployed well and work hard to deliver a broad and interesting curriculum.

Care, guidance and support

Overall provision for care, welfare, health and safety is **very good**. The school gives **satisfactory academic** guidance to pupils. There are **good** procedures in place to take pupils' views into account.

Main strengths and weaknesses

- Arrangements for the protection, safety and personal needs of the pupils are very good
- Induction arrangements are good
- Pupils with special educational needs are provided for very well

- Pupils have extremely strong, trusting relationships with staff
- Academic advice based on monitoring, although satisfactory, is in need of development

Commentary

23. The school takes very good account of the physical and emotional well being of pupils and provision for their health safety, care and welfare is very good. Child protection arrangements comply with local guidelines and national requirements and staff have received appropriate training. Health and safety checks and risk assessments are carried out carefully to ensure the safety of pupils when they are both on and off the school site.
24. Good induction arrangements enable the school to assess pupils' diverse needs at whatever time they join the school. Although there are no formal arrangements, the headteacher meets with new pupils and their parents and teachers quickly assess their academic and social needs in case extra support is required. Children in the nursery enjoy a good start to their schooling. This is because the staff take the time to get to know the new parents and their children through home visits and visits to the school. Family learning programmes and the Sure Start initiative gives children and their parents opportunities to learn together. Ideas are supplied for parents to use with their children when at home. Throughout the school pupils have developed a very secure and trusting relationship with their teachers, support assistants and learning mentors. The staff know their pupils well and initiatives such as the nurturing programme and circle-time activities very effectively support pupils who have emotional and behaviour difficulties.
25. Although pupils' pastoral needs are catered for very well there are missed opportunities for guiding their academic progress. A good tracking system contains helpful information and guidance for teachers about their pupils. However, it has not been in place long enough to have had sufficient impact on improving pupils' attainment and progress. Children are satisfactorily assessed in the Foundation Stage and a profile completed towards the end of their time in the reception class. The assessment systems for pupils with special educational needs are good and the special educational co-ordinator (SENCO) has good plans in place to make this system even better.
26. The school council gives pupils good opportunities to air their views knowing that adults will listen to them. Circle-time and the personal, social, citizenship and health education opportunities provide good occasions when pupils are free to express their thoughts and feelings about issues that may arise within the school. Anti bullying procedures are well known to pupils and 'worry boxes' allow pupils to have their concerns considered privately. In the Foundation Stage, children are encouraged to make choices for themselves, for example in the outdoor structured play area. The prefect system also effectively enhances care and support as the older pupils take on responsibilities for caring for younger pupils or carrying out tasks to benefit the whole school community.

Partnership with parents, other schools and the community

This school has established **very good** links with its parents. Links with the community and other schools are **very good**.

Main strengths and weaknesses

- The school makes every possible effort to involve parents in the work of the school
- Parents are very active in school and very positive about its work
- Very good use is made of the local community
- Very good links with other schools, both local and international, have a positive impact on pupils' learning

Commentary

27. As found in the last inspection, the school continues to enjoy very good relationships with parents; the vast majority of whom are extremely supportive. The 'Friends Association' and 'Millennium Mums' work extremely hard to organise both fundraising and social events within the school. These events are very well supported. The money raised is used well to improve provision for the pupils.
28. Parents are offered an impressive range of opportunities to become involved in the school and in their child's education. The new system of reporting pupils' progress three times a year means that parents have a good understanding about how their child is getting on. Attendance at these meetings is very good. Parents comment that staff are approachable and listen to their queries or concerns well. Parents of Foundation Stage children are regularly invited into the school to discuss any problems or concerns and in this way very good links are created. The community co-ordinator has the welfare of the school and the wider community at heart. Her work ensures that families are very well supported and are encouraged to become involved in the school's work. Many of the support staff now working in the school originally began their involvement as classroom volunteers who took advantage of the numerous training courses that the school offered to them.
29. The school acknowledges the importance of its place in the community and has been successful in established very good links. Last year's 'Lantern Festival' involving local artists, parents, police health workers culminated in a parade through the local area which was appreciated by all. Through the extensive use of the community for both visits and visitors, pupils are offered a wide variety of experiences. For example, lessons are enhanced by visits to the local sports hall and wildlife area. Pupils are offered the opportunity to go on a residential trip and they speak with enthusiasm about their experiences. Similarly, many visitors come to talk to pupils about the work they do. Police are regular visitors and health workers support the annual health week.
30. The headteacher and staff are fully committed to social inclusion. To that end they have built up very good relationships with other schools within the borough and abroad. Through the 'Euro club' pupils regularly communicate with pupils in other countries via the Internet and teachers make study visits abroad. These experiences have a positive impact on learning.

LEADERSHIP AND MANAGEMENT

The overall quality of both leadership and management is **satisfactory**; governance is also **satisfactory**.

Main strengths and weaknesses

- The headteacher is determined that all pupils should be included in all the activities the school offers
- Monitoring and evaluation procedures are unsatisfactory
- The school improvement plan and subject leaders' action plans are not useful development tools
- The governing body fulfills its statutory obligations

Commentary

31. The headteacher is an energetic and enthusiastic leader who is committed to inclusion and to ensuring that all pupils are provided with a broad and stimulating curriculum. Her vision is well articulated and stresses the importance of the involvement of parents and the local community in the work of the school. All of these aspects are strengths and these are areas of the school's work where there has been considerable success. However, the vision does not focus sufficiently on raising standards and key staff in the school, for example, the literacy and numeracy subject leaders, are insufficiently involved in monitoring and evaluation procedures.
32. Monitoring and evaluation procedures lack rigour. Statistical data is insufficiently examined and used, and a tracking and target setting system has only recently been introduced. Advice from the Local Education Authority's literacy and numeracy consultants has been sought and suggestions have been made. However, the leadership has not ensured this advice has been followed, as for example, the need to involve pupils more in their learning, through setting individual learning targets. Few subject leaders have a secure overview of strengths and areas for development in their subjects and consequently they are unable to improve provision. The school is aware of this and from September 2004 a timetable for monitoring and evaluation activities has been agreed. The special educational needs co-ordinator (SENCO) provides good leadership. He meets regularly with key personnel to give useful help and support and the computerised tracking system provides good information about pupils' progress. Documentation is detailed and up to date.
33. Priorities are clearly set out in the school's improvement plan but this document is not a useful tool to support change and improvement. Targets lack specificity and success criteria are not identified. Subject leaders' action plans are also lacking in focus and do not identify clearly what is necessary to bring about improvement. Monitoring and evaluation are identified as targets rather than as actions to ensure that targets are met. Overall, the headteacher has an informed view of the school's strengths and weaknesses but she tends to evaluate aspects of the provision too positively.
34. The headteacher provides governors with sound information about the school's performance and, overall, they have a satisfactory understanding of its strengths and weaknesses. They are supportive of the headteacher but they do not ask the difficult questions that would bring about improvement. The governing body fulfils its statutory duties, including the ratification of a racial equality policy. Finances are managed carefully and the school endeavours to get the best value from the spending decisions it makes. However, not enough has been done to consider the school's outcomes and its costs in terms of best value compared to those of similar schools.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	718,845	Balance from previous year	20,000
Total expenditure	687146.08	Balance carried forward to the next year	31698.92
Expenditure per pupil	2337.23		

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

SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Provision in the Foundation Stage of learning (nursery and reception) is good. Most children start school with levels of attainment that are very low compared with those expected for their age especially in communication, language and literacy and personal, social and emotional development. They make very good progress in personal, social and emotional development, physical development and creative development and good progress in the remaining three areas of learning. Very few children will achieve the goals expected for their age by the end of reception. Their learning in some aspects is constrained by their very low communication, language and literacy skills. However, because of the good provision including resources, children achieve well. Children with special educational needs achieve well because of the good support that they receive. The quality of teaching is good overall and teaching assistants and nursery nurses contribute well to children's achievement. Induction arrangements are good and links with parents are well developed. Leadership and management of the Foundation Stage are satisfactory. All staff work well together and are good role models, treating children with respect and consideration and creating a safe, secure environment. The planned move of the nursery nurse from reception to Year 1 will provide continuity for children and allow the sharing of good practice. Assessment is satisfactory but information is not always used appropriately to ensure sufficient challenge for all groups of children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Personal, social and emotional development is promoted well in all other areas of learning
- Teaching and learning are good
- Relationships are very good and adults are sensitive to the children's needs
- Teachers use a good range of positive behaviour strategies.

Commentary

36. Children's personal, social and emotional development is enhanced through all areas of learning in the Foundation Stage and teaching is good resulting in the children achieving very well. They are happy to come to school and the very effective links forged with parents help them to settle quickly. Relationships are very good and it is obvious children feel happy, safe and secure. Well-planned resources and activities provide opportunities to develop children's independence and encourage collaboration with children respecting each other. A good range of strategies including circle time is used well in nursery and reception to help children know how to make choices in their behaviour. The children in both nursery and reception show very good attitudes to learning. Despite very good progress, by the time the children enter Year 1, the majority will be below the early learning goals expected for the children's age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children have very poor speaking skills when they start school

- A wide variety of imaginative play opportunities are offered to develop children's language skills
- Teaching and learning are good
- There are good links with home to encourage children's speaking and listening skills

Commentary

37. Most children start nursery with very poor communication skills. Their vocabulary is very limited and many lack confidence when speaking to adults. Teaching and learning are good and there is a strong emphasis on developing children's speaking and listening skills. However, by the end of reception, despite good progress the majority of children will be well below the early learning goals expected for this area of learning. Achievement, however, is good. Staff provide a variety of play opportunities, with a picnic area and ice cream shop for example, which effectively encourage children to use language imaginatively. Parents are encouraged to support their children's speaking and listening skills through the 'Talk Talk' project in which activity bags are chosen and taken home to encourage discussion around a variety of topics. In reception, children take home a 'class teddy bear' and they then report back to the class on his adventures. Children use the book areas in classrooms independently to 'read' and are beginning to develop an interest in books and stories. For the majority of children, writing and handwriting skills are at an early stage of development.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Staff use resources well to develop understanding in a practical way
- Children show good attitudes to their work
- Work is not always challenging enough for all groups of children

Commentary

38. Attainment on entry to school is very poor and, although children make good progress and achievement is good, the majority of children will be well below the early learning goals expected for their age by the time they enter Year 1. In nursery, structured play activities engage children and they are enthusiastic to find and name numbers in the sand pit. Children are developing the ability to use numbers as labels for counting 1 to 5. In reception most children can say and use number names in order but cannot count an irregular arrangement of 10 objects. Most children are beginning to use the terms 'more' and 'less' correctly and describe simple shapes accurately. Teaching is satisfactory but there is a lack of clear focus during lessons on mathematical vocabulary and on providing challenging activities for higher attaining children. Opportunities to encourage mathematical learning in other curriculum activities are underdeveloped.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in this area of learning is **good**.

Main strengths and weaknesses

- All areas of learning are used well to enhance the provision
- Teaching and learning are good
- A good range of activities are provided to stimulate children's curiosity
- The use of ICT to support children's learning is limited

Commentary

39. Good links are made between different aspects of this area of learning through a themed approach, for example, the 'seaside'. Good opportunities are provided for speaking and listening, creative development and small world play. Children are able to use a variety of tools effectively to make objects from clay and play dough. Reception children added wings, legs and a beak to their model sea gulls. Children are encouraged to use their senses with garden areas created in the classroom and outdoors. Living creatures are brought into the class to stimulate curiosity. Teaching is good and teachers grasp every opportunity to promote awe and wonder, for example, as butterflies emerged from cocoons. Visits and visitors further enhance and enrich children's learning experiences. The use of computers to support learning lacks focus and does not ensure that all opportunities are taken. Although provision is good, children's attainment will be well below the early learning goals expected for their age by the time they enter Year 1. Achievement, however, is good.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Resources are good and good use is made of the outdoor area
- Teaching is good and children's achievement is very good
- Teaching assistants provide good support

Commentary

40. By the end of reception many children will be below the early learning goals expected for their age in physical development. However, because of the good teaching and use of resources, children work hard and their achievement is very good in this area of learning. The outdoor area provides good opportunities for children to explore climbing and large play equipment to develop their balance and co-ordination. Teaching assistants provide good support, encouraging children to develop their skills. Children can propel wheeled toys and steer around corners with some control. In a reception lesson children showed an increasing awareness of space for themselves and others. They listened carefully and followed instructions about rolling and bouncing balls. There are many opportunities provided for children to develop their fine motor skills, manipulating clay and making collages using cutting, sticking and printing techniques. Children have taken part in 'Health Week' developing an awareness of how to keep their bodies healthy.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Teaching is good and children enjoy creative activities
- A wide variety of role-play opportunities are used well to develop creativity

Commentary

41. Children make good progress in this area of learning and although the majority of children will be below the early learning goals expected for their age by the end of reception, they are enthusiastic and achieve very well. Good teaching and a wide variety of well-resourced activities stimulate children's creativity. Particularly good role-play areas, including a well-designed pirates' ship in the reception class, encourage imaginative play and enhance

speaking and listening opportunities. There are opportunities in the outdoor area to explore sound using a variety of resources and musical instruments. Displays of children's work show their developing painting skills using an appropriate use of colour.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses:

- Standards throughout the school are well below those expected for the pupils' age
- There is good emphasis on promoting speaking and listening skills
- The quality of teaching is good and teachers' have high expectations of pupils' behaviour
- Pupils with special educational needs are supported very well by the teaching assistants
- Pupils do not know how well they are doing and what they need to do to improve
- Monitoring and evaluation systems are underdeveloped

Commentary

42. Overall standards in English are well below those expected for the age of the pupils by Years 2 and 6, which is the same as in the last inspection. However, achievement is good when considering the very poor communication, language and literacy skills of children when they first start at school. Pupils with special educational needs are well supported and make good progress. The National Literacy Strategy has been implemented well and the school is trying very hard to enrich the English curriculum, through visits and visitors. However, there are times when this enrichment is impinging on pupils' development of literacy skills and this is unsatisfactory.
43. Standards in speaking are well below age related expectations throughout the school despite the emphasis the school is giving to this aspect of English. In many lessons teachers give pupils opportunities to answer questions individually and to discuss their ideas in groups or with 'talk' partners. Role play and drama sessions are also used well to develop speaking and listening skills. However, these sessions are not structured sufficiently to help pupils to express themselves using more complex sentences. Pupils listen well. They are able to take turns and to respect the views of others. By Year 6, the majority of pupils speak quite confidently, but their vocabulary is still restricted and this affects their progress in reading and writing.
44. By Year 2, the majority of pupils read with reasonable accuracy and fluency using satisfactory decoding skills to read words they are unsure of. However, standards are well below age related expectations and few pupils read confidently for meaning. By Year 6, pupils read with some clarity and understanding. They name their favourite books and authors and talk about why they have chosen particular books. Approximately three fifths of pupils are working at levels expected for their age, but their restricted level of vocabulary holds back their understanding of the texts they are reading. The subject leader has recently introduced a good structured reading programme, which pupils enjoy and this is beginning to improve reading standards. The library provides a good resource and is used well by the pupils. This is an improvement since the previous inspection.
45. Standards in writing are a weakness throughout the school and only a third of pupils reach the level expected for their age by the end of Year 6. By Year 2, only the more able pupils confidently write simple sentences and punctuate their work correctly using full stops and capital letters. Some are beginning to use speech marks correctly. The majority, however,

have not fully developed the skills to enable them to write using the main features of different forms of writing. By Year 6, grammar and punctuation skills are only secure with the more able pupils, and writing lacks imagination. Pupils are provided with a range of tasks and write appropriately in different forms such as in letters to their friends and in historical reports. The quality of handwriting is poor and by Year 6, pupils do not have a clear, joined handwriting style.

46. Teaching and learning are good. Teachers have good subject knowledge and use this to plan interesting and enjoyable lessons in which pupils are well motivated and try hard to succeed. All teachers have high expectations of behaviour and the more challenging pupils are managed quietly and sensitively. Teaching assistants are deployed effectively and ensure that pupils with special educational needs are included well in all lessons. The use of assessment information is satisfactory but pupils are not sufficiently involved in knowing how to improve their work. During lessons the learning intention is shared and reviewed with pupils. However, success criteria are not agreed between the teacher and the pupils and so this review session is not as effective as it could be. The setting of learning targets is in its infancy and written marking does not clearly identify why work is good and what the pupil needs to do next to improve. A useful tracking and target setting is now in place but has not had long enough to have the desired impact on standards and achievement.
47. The subject leader provides satisfactory leadership and management and has a good grasp of how to move the subject forward. She provides a good model of how to teach English. She knows what must be done to raise the standards and is working hard to put into place various strategies. She has started to monitor provision but has had few opportunities to monitor and evaluate the quality of teaching and learning, and to analyse pupils' work. Information and communication technology is used satisfactorily in this subject.

Language and literacy across the curriculum

48. Good speaking and listening opportunities are provided throughout the school across all subjects. For example in Years 1 and 2 pupils discuss science experiments and in Year 6 pupils discuss appropriate language to use in a poem about the sea. Reading and writing opportunities are promoted satisfactorily as pupils use the Internet and different books to research information and then record their ideas using different writing forms.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well below those expected for the pupils age by Year 6 although achievement is good
- Results in national tests have improved this year in both Year 2 and Year 6
- The quality of teaching is good overall
- The use of the interactive whiteboard helps support teaching and learning in mathematics
- Pupils behave well and work co-operatively together in lessons

Commentary

49. The standards of pupils in Year 6 are well below the level expected for the pupils' age. However, achievement overall is good considering the pupils' very low starting point on entry to the school. Pupils currently in Year 2 are attaining standards that are below those expected and achievement is good. Results in National Curriculum tests in 2004 show an improvement since the previous year in both year groups but the number of higher attaining pupils is still very low. By Year 2, pupils are mainly adding and subtracting numbers within 100 but few

confidently use numbers above this. By Year 6, pupils are confident in carrying out calculations using three-digit numbers to the nearest 10 or 100 and then adjusting their answers. Across the school the use of interactive whiteboards has a motivating effect on learning. The new calculations policy that emphasises the use of mental strategies is beginning to drive up standards throughout the school but pupils need more opportunities to apply their skills in problem solving activities. The school is aware of shortcomings in pupils' attainment and a good tracking and target setting system has been recently introduced. However, this good system has had insufficient time to impact on pupil progress.

50. Teaching and learning are good overall. Teachers' insistence on high standards of behaviour supports effective engagement and learning. This is a strength of the school. Pupils have very good attitudes to this subject. Learning is particularly good where there is effective use made of the support staff to reinforce understanding. Opportunities are also used well in most lessons to develop pupils' speaking and listening skills. Pupils are encouraged to explain their ideas but sometimes they are hindered through their limited mathematical vocabulary. Teachers have good subject knowledge and plan well to meet their pupils' needs. However, there is sometimes a lack of expectation and challenge for higher attaining pupils and lower attaining pupils have insecure mental strategies. Tasks given to them are sometimes inappropriate and time is wasted as they wait for assistance. Lessons have clear objectives which are shared with the pupils, but pupils are not always clear about how to improve as written marking does not identify what pupils should do next. The setting of key learning targets is not yet fully established and used consistently across the school.
51. The quality of leadership and management in mathematics is satisfactory. The use of the numeracy consultant has helped to identify what the school needs to do to improve provision but all recommendations, for example, setting learning targets with pupils, have not yet been fully implemented. The subject leader has not yet had the opportunity to monitor learning and teaching and therefore does not have a secure understanding of strengths and areas for improvement. This is an area for development. Although the school has satisfactorily implemented the National Numeracy Strategy there are times when other activities aimed to broaden pupils' experiences negatively impinge on numeracy lessons and consequently on pupils' progress and achievements.

Mathematics across the curriculum

Links with other subjects are satisfactory. However, the use of data handling in mathematics is underdeveloped and is seldom linked to pupils utilising their ICT skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- All pupils, including those with special educational needs, achieve well because of good teaching and good support from teaching assistants
- There is a strong emphasis on scientific enquiry which develops pupils' scientific skills
- Pupils' ability to write well organised reports is limited by weak literacy skills
- Pupils behave well and have a good attitude to work because teachers produce interesting activities and manage pupils effectively
- More effective use could be made of information gathered on teaching and learning

Commentary

52. By Year 2 and Year 6 the majority of pupils are working at levels expected for their age and although they do not achieve the higher standards seen nationally this still represents very good progress by Year 2 and good progress by the end of Year 6. This year there has been a strong emphasis on pupils verbalizing their ideas which has helped them with their understanding of scientific vocabulary. Also, pupils have had good opportunities to carry out investigative activities. Pupils achieve well because teachers work hard to produce interesting lessons and have high expectations of behaviour. Pupils therefore greatly enjoy lessons and time is well spent. Pupils with special educational needs achieve as well as their peers because work is adapted to meet their needs and they get good support from teaching assistants.
53. Strong and lively teaching in Years 1 and 2 makes sure pupils are interested in their work and also stimulates their enthusiasm. Year 1 pupils worked well together discussing and explaining the appearance of a pot bound plant. They made links between the dry roots and the limp leaves and this deepened their understanding of the needs of plants. Good questioning developed pupils' understanding of how to create a fair test. In a Year 2 lesson well-led discussions gave pupils the confidence to investigate electric circuits. Pupils discovered that if you break the circuit the light bulb went out and that electricity flows through metal but not through plastic. Throughout Years 3 to 6 there is a continued emphasis on scientific enquiry. Using a key, Year 3 pupils observed, described and classified mini-beasts. Year 4 pupils' understanding of conductors and insulators was developed well as they made different kinds of switches to incorporate in an electric circuit. In a good Year 5 lesson, well structured discussion and questioning guided pupils through the process of designing an experiment and analysis of the results.
54. By the end of Year 6 pupils have a good understanding of what is a fair test. However, they do not always make links between their scientific knowledge and the outcomes of experiments. Higher attaining pupils are not sufficiently challenged, for example by being allowed to design their own experiments. Also pupils' ability to explain what they see and do and to write comprehensive scientific reports is limited by poor vocabulary and literacy skills. But the strong emphasis on practical activities encourages pupils to work together and this contributes to the development of their speaking and listening skills.
55. Leadership and management are satisfactory. The subject leader has only recently had the opportunity to monitor and evaluate teaching and learning and although areas for improvement have been appropriately identified these have yet to be incorporated into an action plan. Assessment information is available but as yet this is not impacting on pupils' progress. Pupil learning targets are not referred to sufficiently during lessons and written marking does not always inform pupils of why their work is good or how they might improve. Resources are good and used well to promote learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Achievement by the end of Year 6 is very good
- Learning mentors and teaching assistants provide good support for pupils with special educational needs in ICT lessons
- There are a very good range of resources to support the learning of both pupils and their parents

Commentary

56. Standards by the end of Years 2 and 6 match those expected for pupils' ages. This represents very good achievement, given the very low level of skill on entry to school and the large number of pupils who do not have computers to use at home. The very good achievement is evidenced by the way older pupils use ICT skills in a variety of different contexts. For example, pupils in Year 5 confidently use a graphics program to design an area in the local park, working confidently with little intervention from adults. Year 6 pupils in 'Euro club' have produced a videotape interviewing other pupils and a visiting teacher from Spain. They use the Internet for research and to e-mail their pen pals abroad.
57. Overall teaching and learning are good. Teachers show good subject knowledge with their use of interactive whiteboards and their effective lesson planning. In the computer suite, learning mentors and teaching assistants are used well to help pupils encountering any difficulties; this ensures that all pupils, including those with special educational needs, are fully included in lessons. Talking with pupils and observing them using computers show that they have very positive attitudes to ICT. The school takes appropriate precautions against the misuse of the Internet and older pupils are aware of the benefits and possible dangers of this resource. However, pupils do not practise well enough the skills learnt in direct teaching sessions when they return to their own classrooms. For example, there are missed opportunities for pupils to use ICT during data handling activities in mathematics.
58. The leadership and management of the subject are satisfactory but there are insufficient opportunities for the subject leader to observe lessons to check on the quality of teaching and learning. A new assessment program is being trialed but as yet this is not having an impact on pupils' progress throughout the school. Consequently, more able pupils are not always being sufficiently challenged. The initiatives such as the loan of laptops and adult learner opportunities are a strength of the school, as they benefit both the pupils and the wider community. Resources for the subject are very good. The school has successfully addressed issues from the last inspection by improving the use of control technology.

Information and communication technology across the curriculum

59. Information and communication technology is used well throughout the school in a variety of subjects although during the inspection very little use of ICT was seen in lessons other than those in the computer suite. In Year 1, pupils used a mathematics program to practise telling the time and Year 2 pupils were seen using a graphics program in a science lesson. Older pupils used ICT well in design and technology and geography and when carrying out research activities. Science assessment programs have effectively helped Year 6 pupils to increase their scientific knowledge and understanding.

HUMANITIES

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards by Year 6 are below the expectations of the locally agreed syllabus
- Year 2 pupils have a good range of opportunities to extend their knowledge of other faiths
- Pupils use their literacy skills well in Years 1 and 2 but there are missed opportunities for the development of literacy skills in Years 3 to 6
- Visits to places of worship effectively enrich the curriculum

Commentary

60. By Year 2 standards mainly match the requirements of the locally agreed syllabus and achievement is good. However, by Year 6, pupils are working at below the expected levels and achievement is satisfactory. Year 2 pupils are knowledgeable about major Christian festivals and can describe the purpose and function of churches. They are familiar with famous people who have helped others, such as Jesus, Saint Francis, Mother Theresa and Ann Sullivan. They describe Buddha as somebody who 'helps people to believe in God.' By Year 6, pupils have studied all the major faiths. They have visited different places of worship and have some knowledge of the outwards signs and symbols of different faiths. However, they are not confident in explaining the significance of these symbols. In Year 6 pupils have too few opportunities to record their work and thereby miss opportunities to practise and develop their independent writing skills.
61. Teaching and learning overall are satisfactory. Teachers make effective links between religious beliefs and stories and explain carefully how these stories offer guidance as to how we should live our lives. For example Year 6 pupils describe how the story of 'The Good Samaritan' helped them to understand about, 'How to care for each other and how to treat people.' In a Year 3 lesson an episode from the life of Mohammed was used to illustrate the importance of quiet reflection. Pupils have positive attitudes towards this subject and the use of visits and visitors effectively enhance provision.
62. Leadership and management are satisfactory. However, the monitoring and evaluation of teaching and learning is underdeveloped and consequently the co-ordinator does not have a secure understanding of strengths and areas for development. Assessment systems are satisfactory with end of topic assessments taking place.

HISTORY AND GEOGRAPHY

63. It was not possible to make a secure judgement on the quality of provision in **geography** and **history**. However, a scrutiny of pupils' work and discussion with pupils indicate that standards by the end of Year 2 and 6 are at levels expected for their age.
64. In both subjects pupils make appropriate use of artefacts and the local environment to enhance their learning. In geography, they compare distant locations and identify similarities and differences. Year 2 pupils for example, were able to explain how a Scottish island differs from their own location. A 'Travel Agency' within the classroom effectively developed understanding of how places differ in climate and man's response to these differences. By the end of Year 6, pupils have studied life in India and are familiar with the names of European countries, continents and local rivers and also different geographical environments such as deserts and rainforests. In history, Year 2 pupils are knowledgeable about The Great Fire of London and famous characters such as Charles II and Samuel Pepys. By the end of Year 6 pupils have studied an appropriate range of historical periods including the Greeks, Romans, Tudors and Victorians.
65. A good range of visits and visitors greatly enrich the pupils' learning experiences. Both subjects, by raising pupils' awareness of other cultures and societies, make a positive contribution to their social, cultural and moral development. Good links are made with other subjects, for example providing inspiration for work in art and design. Information and communication technology has been used well to establish links with schools in four European countries and to exchange information about their different cultures.
66. Because of school priorities, the role of the subject leaders in both subjects are 'low key' and the monitoring and evaluation of the subjects are limited to the scrutiny of pupils' work. However, documents are in place to support teachers' planning and end of topic assessments take place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. It was not possible to make a firm judgement about provision in **art and design, design and technology, music or physical education** as only one lesson for each subject was seen. However, due to the high priority placed on creativity, there was sufficient evidence to judge that standards in **art and design** and **design and technology** are above those expected for pupils of a similar age by the end of Year 6.
68. In **art and design**, a full range of work, including three-dimensional work, is displayed throughout the school. This display very effectively enhances the school environment. Pupils have been offered a good range of activities and the opportunity to use a variety of different media. There is good evidence of pupils developing their skills in painting, printing, tie-dying and in their use of pastels and textures. Displays include evidence of pupils' interpretation and evaluation of a range of artists. Many cultures and nationalities are represented with African mask designs and Rangoli patterns, for example. In discussion with Year 6 pupils they spoke enthusiastically about art and design lessons and about the local 'Creative Partnership' initiative which has provided professional artists to work alongside pupils in school. Year 2 pupils spoke about mixing paints to make "fire colours" and showed a good understanding of tone. A recently completed piece of work by Year 1 pupils showed how pupils' social development was promoted well, as they had worked collaboratively to produce a large representation of a snail from natural materials including, twigs, seaweed and stones.
69. It is clear from the displays around the school that many ideas have been generated in **design and technology**. There is evidence of good progression in skill development and using different techniques when all pupils made puppets during the 'Creative Arts Week'. A display of Greek plate designs demonstrated how cross-curricular links have been made with history. In Years 3 and 4, pupils have learned to use of a variety of paper construction techniques including making moving pictures. Year 2 pupils were able to clearly explain how they had made papier-mâché sculptures using different techniques to fasten parts. Pupils in Year 6 talked about first designing a tent and then measuring and cutting straws to make a model. They were not, however, able to give examples of having evaluated their own or others' work.
70. **Music** is effectively enhanced through opportunities such as the 'Creative Arts Week' and the extra-curricular opportunities. During assemblies, there are opportunities for pupils to practise singing and all pupils participate enthusiastically. A school choir performs in the community. Older pupils are involved in producing musical events which enhances their self-esteem and confidence. Pupils are encouraged to understand music from different cultures through such events as the teaching of African drumming. Pupils' attitudes to music are good. A Year 6 pupil said "I love music" and others could describe how they had composed their own clapping song with notation. Some Year 2 pupils spoke about a recent music lesson where they had been encouraged to listen carefully and discuss how it made them feel. They also expressed enthusiasm for singing and were happy to perform a song from memory and demonstrated the actions which accompanied it. Year 2 pupils could give examples of simple musical instruments they had played.
71. There is a very good programme of enrichment for **physical education** which effectively enhances the already broad and balanced curriculum provided by the school. Opportunities have developed considerably through the Sports Co-ordinator programme. Links have been forged with the local secondary school and the community. Specialist coaches, including some from Sunderland FC, have inspired pupils and staff in school. Pupils' skills have been enhanced and these have been then used in lessons to develop potential. Year 6 pupils achieve well in swimming and most will be able to swim at least twenty-five metres by the end of the year. The 'OPTIONS' programme during the summer term offers a wide variety of opportunities for pupils to experience activities such as skiing, water polo, football and

dancing. In discussion, Year 6 pupils could talk about their physical skills and those of others. They could explain the need to warm-up and how exercise helps you stay healthy. Year 2 pupils could also talk about their body getting hot in physical education and then their 'heart getting fit'. They demonstrated different throwing actions and could explain how to make a star jump in gymnastics.

72. The leadership and management of all these subjects are satisfactory. Most subject leaders are knowledgeable about their curriculum area and are seen as good role models for pupils and staff as they are enthusiastic and committed. Resources are generally good and, with the rich enhancement of music and physical education resources, they are very good for those subjects. Pupils' attitudes and behaviour are good and the creative subjects are used well to promote speaking and listening within the school. Improvement since the last inspection is satisfactory. Curriculum managers need to ensure that appropriate priorities are set for their subjects within the school improvement plan and then thoroughly monitor and evaluate the provision. Pupils need further opportunities to be involved in their own learning by being shown how they can improve. Information and communication technology is not used sufficiently to support these curriculum areas.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. This aspect of the school's work was samples during the inspection as very few lessons were seen. However, discussion with staff and pupils indicates that the school sees this aspect of development as very important. Circle-time, where pupils discuss personal issues, feelings and emotions in class, provides good opportunities for pupils to develop an understanding of themselves and others. There is a good programme for older pupils to understand about making life choices and for drugs education and many visitors to the school enhance the pupils' development. Discussion with pupils showed they had a sound understanding of the effects of medicine, tobacco and alcohol on their body. The school is also actively involved in the 'Healthy Schools' award scheme and this has boosted the pupils' understanding of citizenship and the part that they can play in the local community. Pupils are given good opportunities to take part in special projects including 'Heart Start' and the 'Eco Rangers', and some can become members of the school council. These experiences contribute well to their personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	6
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	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	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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