

INSPECTION REPORT

SPRING GARDENS PRIMARY SCHOOL

North Shields

LEA area: North Tyneside

Unique reference number: 108574

Headteacher: Mr R I Tomlinson

Lead inspector: Mr D J Halford

Dates of inspection: 5 – 8 July 2004

Fifth Draft

Inspection number: 257530

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:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	371
School address:	Albion Road West North Shields Tyne and Wear
Postcode:	NE29 0JB
Telephone number:	0191 200 5263
Fax number:	0191 200 5270
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Browne
Date of previous inspection:	14 September 1998

CHARACTERISTICS OF THE SCHOOL

Spring Gardens Primary School is a larger than average primary school serving a well established area of some material hardship in North Shields, Tyne and Wear. Pupil numbers have declined in recent years but the school opened a new Nursery Unit at the start of the current term and pupil numbers are now rising. Children enter part-time at the beginning of the school year in which they are four years old. The majority of children enter with below average levels of skill. A large majority of the pupils are White British Heritage. Very few enter with English as an additional language but a very small minority of pupils of Asian origin enter the school at an early stage of English language acquisition. Almost 17 per cent of the pupils have special educational needs and almost two per cent have statements of special educational need. The proportion of pupils on the register of special educational needs is broadly in line with the national average.

The school received an Achievement Award in 1999 and a Healthy Schools Award in 2003. It is currently well advanced in working towards an Activemark Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12908	D J Halford	Lead inspector	English English as an Additional Language Art & Design Modern Foreign Language - French Music Religious Education
1234	T Bradley	Lay inspector	
27677	D Davenport	Team inspector	The Foundation Stage Mathematics Special Educational Needs Geography History
33196	H Walker	Team inspector	Science Information & Communication Technology Design and Technology Physical Education

The inspection contractor was:

Focus Education (U.K.) Ltd
113 – 115 High Street
Uppermill
Saddleworth
OLDHAM

OL3 6BD

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school working through a period of severe financial restraint. Pupils are cared for well, feel secure and achieve well. Pupils' standards of work are average overall, but below average in some aspects of information and communication technology (ICT). Teaching is good overall and this has a positive impact on the pupils' learning. The curriculum is broad, very rich and diverse. The school is led and managed satisfactorily and provides **good** value for money.

The school's main strengths and weaknesses are:

- The school provides a good, secure and caring environment in which all its children are valued and included. Their attitudes to school are very good and they behave well. The personal development of pupils is good.
- Pupils' standards of work are broadly average in the core subjects of English, mathematics and science and national test results for seven and eleven year old pupils are showing significant recent improvement. Pupils achieve well to attain these standards. Pupils' attainment in ICT needs further improvement.
- The quality of teaching is good overall, and very good in a significant percentage of lessons. This has a positive impact on pupils' learning.
- The provision for pupils with special educational needs is good and this enables them to make good progress in their learning.
- The curriculum is broad and enriched by a very wide range of activities in which the school works closely with its neighbouring High School.
- Leadership and management are satisfactory overall. The leadership of the headteacher is good and provides the drive to ensure that pupils achieve the best they can. The role of subject leaders needs further development.

The school has made **good** progress since the last inspection despite this being a time of substantial financial difficulty. The overall provision for the Foundation Stage has been significantly enhanced and is now good. The new Nursery Unit, opened at the start of the summer term is a high quality provision. Seven-year-old pupils achieve well and are making good progress in their learning. The provision for pupils with special educational needs is now good. Assessment information gathered by the school is detailed and comprehensive but could be used more effectively to take forward the learning of individual pupils.

STANDARDS ACHIEVED

Most pupils enter the school with standards in reading, writing and mathematics which are below the average for their age.

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

*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.*

Scrutiny of written work and discussions with pupils show that overall, pupils' achieve **well** and attain standards which are broadly average in the core subjects of English, mathematics and science. Results of national tests for eleven-year-olds shows that this position has been maintained for several years and early indications are that the 2004 test results show further improvement. Pupils'

attainment in ICT is unsatisfactory and needs to be raised. Pupils with special educational needs and those with English as an additional language achieve well.

The spiritual, moral, social and cultural development of the pupils are **good**. They constantly show very good attitudes to their work and behave well throughout the school. Attendance is well above average and punctuality is generally good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching is **good** overall, with a significant element of very good teaching and this has a positive impact on pupils' learning. Teachers throughout the school plan well, question pupils well, manage them effectively and encourage them to work hard and develop their understanding. More could be done to establish a consistent approach to the marking of pupils' work to help pupils understand what they need to do next to improve their work.

The curriculum is **good**. It is broad and balanced and supplemented by a very good range of opportunities for enrichment. The school provides a safe and secure environment for its pupils values them as individuals and cares for them well. The school enjoys a very good partnership with its community and its parents.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The headteacher provides good leadership and is the driving force behind the school's pursuit of the best for its pupils. He is well supported by his senior management team and has the confidence of colleagues and governors. The governors are knowledgeable about the school and support it well. Further development of the role of subject leaders is needed to enhance the continued development of this successful school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are satisfied with the work of the school and are confident that their children will make good progress. Almost all pupils like being in school and know that the school cares for them.

IMPROVEMENTS NEEDED

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

- Develop the pupils' skills in ICT and broaden its use across the curriculum.
- Enhance the procedures for tracking individual pupils' progress to help them know what they need to do next to improve their work.
- Develop further the role of the subject leaders.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects.

Achievement is **good**. Standards are **average** in English, mathematics and science by the time the pupils reach the end of their primary education. Standards are at the expected level in religious education and in some aspects of information and communication technology (ICT). However, overall, standards in ICT are **below average**. Standards in physical education (PE) are **above average** by the end of Year 6.

Main strengths and weaknesses

- Pupils' standards in English, mathematics and science are broadly average. Results of national tests and assessments for seven and eleven year old pupils are improving.
- Standards in PE are above average by the time pupils leave school at the end of Year 6, but standards are below average in some aspects of ICT.
- Pupils with special educational needs achieve well.

Commentary

1. When children first start school their attainment is **below average** when compared to that normally found. Through the Nursery and Reception years most children **achieve well** and are working at the **expected level** by the time they begin compulsory schooling, but a significant minority are not. This position is substantially similar to that reported when the school was last inspected. The Nursery is making good provision, but has only been open during the current term and has not yet had sufficient time to impact on the children's levels' of attainment on entry to the Reception Year.

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

Standards in:	School results	National results
reading	14.4 (15.3)	15.7 (15.8)
writing	13.7 (14.3)	14.6 (14.5)
mathematics	15.6 (15.2)	16.3 (16.5)

Figures in brackets are for the previous year

2. National tests for seven-year olds in 2003 showed that pupils attained levels which were well below the national average in reading and below the national average in writing and mathematics. The position is similar when their performance is compared to similar schools. In past years, the pupils' performance when compared to similar schools has been better than this and early indications are that the 2004 test and assessment results are showing significant improvement. Although these results are rather low this represents a good level of achievement on the part of the pupils, given their below average levels of attainment on entry to the school.

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

Standards in:	School results	National results
English	26.5 (27.2)	26.8 (27.0)
mathematics	27.7 (26.7)	26.8 (26.7)
science	28.9 (27.8)	28.6 (28.3)

Figures in brackets are for the previous year

3. The 2003 test results for eleven-year-olds, show a more positive picture. Standards were broadly average in English and science and above the national average in mathematics. The comparison with similar schools is equally favourable, with test results in English being slightly below the average, standards in science being in line with the average and mathematics above average. Over time, however, this position has been even better than in 2003. As with the test results for seven-year-olds, the early indications are that the pupils' results in 2004 are showing significant improvement in all three core subjects, and especially in English and mathematics. To gain this overall level of success the pupils achieve well, given their below average attainment when they first start school.
4. Inspection evidence indicates that overall, pupils' standards are broadly average in English, mathematics and science by the time they are eleven. This is similar to the position reported when the school was last inspected.
5. Provision for literacy and numeracy has improved since the time of the last inspection. For example the school has been working closely with the local education authority, examining the variation between the lower standards attained by boys against those attained by girls, in aspects of literacy. This has shown that there is nothing in the school's provision that causes this discrepancy but, as a result of this work, the pupils' overall progress has improved and the pleasing 2004 test results show the positive impact of the initiative.
6. Overall, pupils achieve well throughout the school. This is seen particularly well in the above average standards of attainment in physical education by the end of Year 6, where the school works closely with its neighbouring High School, a designated sports college. In ICT, there is evidence that pupils' attainment is broadly average in some aspects of the subject, most notably word processing and accessing information through the internet and from a wide variety of other sources. There was, however, little evidence of pupils' work in aspects of control technology, and there was very little pupil use of computers during ordinary class lessons. More needs to be done to improve the pupils' skills in ICT and broaden its use across the curriculum.
7. In religious education and the other foundation subjects where it was possible to make judgements, pupils' levels of attainment were broadly average.
8. Most pupils with special educational needs make at least good progress and attain suitably high standards for their ability, although these can be below expectations for their age. By the end of Year 6, the majority of pupils with special educational needs make good progress often from a low starting point, and achieve well in relation to their ability. Progress since the last inspection has been very good since this area of the school's work was then reported as being unsatisfactory. The needs of pupils are identified at an early stage, with care taken to gather information from other agencies and schools so that targets for further achievement are usually realistic but challenging, and are checked regularly. The school responds well to the challenges presented and supports pupils well in achieving suitably high standards. The school has a small number of pupils for whom English is an additional language. Two are at a relatively early stage of English language acquisition. They are well supported, included in lessons effectively and make good progress in their learning.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes, values and other personal qualities. They attend school regularly and behave well in and out of lessons. There have been no exclusions.

Main strengths and weaknesses

- Very good attendance
- Very good attitudes
- Very good interest in school life and the range of activities provided
- Pupils' very good relationships with others
- The school sets high expectations for pupils' conduct and works to achieve them.
- Pupils' self knowledge and spiritual awareness are very good

Commentary

9. Attitudes are very good and have improved since the previous inspection. Most pupils demonstrate a strong desire to learn and a high regard for their teachers and other adults in school. During discussions in a personal, social and health education lesson pupils in year 6, showed respect for their own family values as well as a strong moral and social awareness. The school provides many after school activities and pupils are enthusiastic members of sporting and non-sporting clubs which they attend in large numbers. School council members take their responsibilities seriously and pupils appreciate their efforts. Duties around school are carried out well by pupils of all ages. The youngest children have 'weekly helper' rotas whilst older pupils act as monitors. The school council organises the fruit tuck shop and keeps account of its income and expenditure.
10. Behaviour, in lessons, is good and is often linked to the quality of teaching pupils receive. For example, very good attitudes and behaviour featured in a Year 1 science lesson, about forces. Learning was stimulated by the teacher's lively delivery and well planned activities to make learning interesting and fun. Behaviour, on the playground, is often good and pupils respond satisfactorily when playtime ends. Pupils recognise that when serious problems are brought to the attention of the head teacher; they are listened to and parents may be consulted.
11. Pupils are free spirited and encouraged to be so. Spiritual development is very strong. It is found in the joy and enthusiasm of whole school singing and the independent spirit of pupils. An example of their confidence was the contribution of musicians in a small brass section made to an assembly.
12. Social and moral development are good and closely linked to the school's provision for personal development. Pupils work very well in friendship pairs and in team groups outside their normal friendships. School life promotes self worth very well and pupils are encouraged to have high aspirations and respect the achievement of others. Relationships are very good and are based on mutual respect. Pupils are effective fund raisers for local and national charities. They know right from wrong and recognise the attributes of good citizenship.
13. Cultural development is good and pupils take an active role in the traditions of their own region, such as the local Fish Quay Festival. Many subjects of the National Curriculum make strong contributions to pupils understanding of their own and other cultures and faiths. For example, they know about some festivals celebrated by the Jewish faith and aspects of village life in India. Pieces of writing and art, displayed around the school, show that pupils have taken good opportunities to reflect on the differences between their own lives and those of people from other faiths and cultures.

Attendance

14. Pupils enjoy and attend school regularly and are generally in time for lessons. Regular latecomers are well supported and the school makes contact with parents when absences give cause for concern. However, the school's prospectus does not insist on first day contact from parents. Most parents see that their children attend school and attendance is well above national levels. There have been no exclusions.

Attendance in the latest complete reporting year 2002/03 (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.1
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 overall quality of education is **good**. Teaching and learning are **good** overall, and the quality of the curriculum is **good**. Pupils receive **good** levels of care.

Teaching and learning

The quality of teaching is good. This has a positive impact on the learning of the pupils. Assessment is satisfactory.

Main strengths and weaknesses

- Teaching is good throughout the school.
- Teachers' planning is good and they work very hard to promote good behaviour.
- Pupils work hard when thoroughly challenged by their tasks.
- Assessment information is detailed but more use could be made of the information gathered.

Commentary

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	8 (18%)	20 (45%)	15 (34%)	1 (2%)	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.

15. Throughout the school the quality of teaching and learning is good, and sometimes very good. A very small amount of unsatisfactory teaching was seen during the inspection. This is an improvement on the position reported when the school was last inspected.

16. In the Nursery and Reception Years the quality of teaching is good overall. The staff have a good understanding of the areas of learning they are teaching and their planning is linked effectively to the nationally agreed 'stepping stones' which identify children's progress in their learning. Coverage of the national Foundation Stage curriculum is thorough. This can be seen from teachers' planning and from good evidence of children's past learning experiences. Children's learning in language and literacy is helped significantly by a

consistent approach to the teaching of letter sounds and good assessment procedures track individual children's progress. The support staff are effective in developing the children's language and social skills and children of all abilities achieve well in their learning.

17. In Years 1 and 2, the quality of teaching is good and often very good. Teachers are generally confident in the lessons they are teaching, engage pupils well and manage their classes effectively. There is a significant emphasis on holding pupils' attention and an insistence on good levels of behaviour. Most pupils listen well and overall a good atmosphere for learning is created. There is a strong emphasis on the development of pupils' basic skills in literacy and numeracy. Many pupils are eager to communicate their understanding and show an ability to concentrate well over a sustained period of time. This is particularly the case in science lessons.
18. The quality of teaching is equally good in Years 3 to 6 and it is sometimes very good. This is often the case in the Year 6 classes, where there are particularly good lessons in literacy and numeracy. The good quality planning and use of resources are particular strengths. The settings, where pupils are grouped by ability for literacy and numeracy lessons, in Year 6 enable the staff to provide work of a high level of challenge, as was seen in the choice of texts in literacy and in a particularly demanding lesson on calculating the fuel efficiency of a space ship in numeracy. Where pupils are thoroughly challenged by their work, they rise to the task well. Some opportunities to challenge higher attaining pupils more consistently are missed, but overall pupils achieve well in Years 3 to 6. In the one lesson where teaching was unsatisfactory a significant minority of pupils were unclear about what they were to learn.
19. For pupils with special educational needs, support is well organised and the teaching is good and sometimes very good. Teachers and teaching assistants, allocated to pupils with statements of special educational needs, ensure all pupils are included in every lesson and feel valued. Some small group teaching of pupils with special educational needs develops confidence in the pupils and they respond well to the tasks with which they are presented. Pupils with English as an additional language are strategically placed on the carpet so that the teacher can ensure they are included in the lesson and also so that their progress with oral English can be accurately assessed and corrected where necessary. In lessons, activities and tasks are usually well matched to the needs of the pupils. Staff understand the needs of their pupils well. Targets for learning are carefully set and effectively checked, and most pupils make good progress. Financial restraints within which the school is operating means that there are only a small number of teaching assistants available outside the Foundation Stage.
20. Teachers' planning is good and used well through out the school. Assessment is detailed and very accurate individual records are maintained, for all pupils, including pupils with special educational needs and those for whom English is an additional language. The information is used effectively to establish balanced mixed ability classes across each year group and to set targets for each class on a termly basis. Further use could be made of this detailed information to set individual targets for pupils and help them know what they need to do next to improve their work. In Year 6, for example, particularly effective marking of pupils' work takes place, especially in writing, and this is very informative for pupils. There are other year groups in which similar high quality marking is used, but this approach is not consistent throughout the school.

The curriculum

Curriculum provision is **good** overall with good breadth of curricular opportunities for pupils, **very** good opportunities for curricular enrichment and **satisfactory** accommodation and resources.

Main strengths and weaknesses

- The curriculum is broad and enriched by a very wide range of activities.
- Support for learning outside the school day is very good.
- The school works closely with its neighbouring high school and provides very good opportunities in sport.
- Children are very well prepared for transition into later stages of education.
- Provision for pupils' personal, social and health education is good.
- Pupil attainment in ICT needs further improvement through further opportunities across the curriculum.

Commentary

21. The curriculum is broad and enriched by a very wide range of activities. Through the philosophy and vision of the headteacher, the school places curricular opportunities for pupils to engage in and succeed at the heart of its ethos. This is in evidence throughout the school.
22. The curriculum meets statutory requirements to teach all relevant subjects of the National Curriculum and religious education. Schemes of work and policies largely follow national guidance.. The curriculum is planned to ensure that all pupils receive similar experiences and opportunities in the two classes in each year group. Pupils with special educational needs are given good support. The curriculum, is very well enriched through educational visits, residential trips, fundraising activities, visiting specialists and project work within the community. As a consequence, pupils' attitudes towards learning are very good.
23. Provision for extra-curricular activities is very good, with many pupils participating beyond the school day in musical activities such as recorder and brass lessons and physical activities such as gym club, judo, football, netball, rugby, tennis and rounders. Other activities include chess, art, drama, computer, design and technology and cycling proficiency.
24. The school provides many sporting opportunities for pupils to engage in through coaching, matches and tournaments which also extend the more able pupils. Achievements in all pupil activities are celebrated in 'I can' assemblies which boosts pupils' confidence, self esteem, aspiration and promotes further achievement very successfully.
25. Links with the local high school provide very good support for pupils transferring from Year 6 to Year 7. From Year 5, pupils are well prepared for this important transition. The school works hard to reduce anxieties and ensure pupils feel confident when they move to the High School. Further provision is effectively given to pupils with special needs and the more able, for example, assessing their needs and by providing extra visits. Parents are also included in this process and Year 7 pupils visit the primary school to befriend and provide support for Year 6 pupils. Consequently, Year 6 pupils are well supported in reflecting on growing, managing change, making and retaining friendships and strategies to deal with difficult issues such as bullying and drugs.
26. Provision for personal, social and health education is also good. The school received a Healthy School Award in 2003, with all policies and schemes of work effectively in place. Guidelines also exist for the emotional well-being of pupils.
27. Resources in general are satisfactory throughout the school. Provision in classrooms for the specific teaching of ICT and its integration into the other subjects is unsatisfactory. Structural building problems make the school unattractive in places. Whilst pupils effectively use the restricted playtime spaces, the yard is not suitable for football and games for older pupils. The infant library has been recently updated in an attractive jungle theme and pupils are being consulted about the junior library.

Care, guidance and support

Pupils are **well** cared for. They are encouraged and supported to develop with confidence and maturity and receive **good** quality guidance to support their learning and transfer to secondary school. The school council provides pupils with an effective voice on school issues.

Main strengths and weaknesses

- Good quality provision ensures pupils' care, welfare health and safety
- Good arrangements for pastoral support
- Good access to well-informed support, advice and guidance
- Good arrangements, including a school council, to involve pupils in improving school routines.

Commentary

28. Pupils are well cared for, guided and supported and the quality of this provision has been maintained since the previous inspection. Child protection arrangements are up-to-date. A school governor works with the designated co-ordinator and staff training is up-to-date. The school keeps a close check on the progress of pupils who are looked after by the local authority. It provides these pupils with increased pastoral support and maintains regular contact with their carers. Pupils joining the school are well catered for and the school keeps detailed records of their individual medical conditions. Fire drills are carried out each term and a wide range of good quality policies formalise procedures including arrangements to protect pupils using the internet. Regular risk assessments are carried.
29. A healthy lifestyle is encouraged and as a result the school has achieved a Healthy Schools Award. This award recognises various areas of the school's provision including its teaching of drugs awareness, citizenship and the use of its school council. Pastoral and academic support is strong and pupils have access to well-established support systems. For example, the school nurse is available for pupils and informs them about the changes brought about by adolescence. 'Drop in' sessions are also available for parents and informal counselling by the special educational needs co-ordinator supports pupils and their families through difficult times. Pupils with special educational needs are well supported and make good progress in school.
30. Strategies to promote confidence are well used. A system of house points is used throughout the school to encourage optimum effort. Displays in classrooms and on corridors celebrate distinction. A display entitled "Roll of Honour" celebrates the work of pupils of the highest calibre. It demonstrates the school's appreciation of pupils' efforts and sets high standards for all to emulate. Pupils and parents are invited to celebrate achievement at class assemblies.
31. There are good quality arrangements in place for children moving from nursery education into full time education in reception. These provide continuity of learning and maintain standards. Pupils in year 6 receive very good guidance in preparation for secondary education. For example, lessons on personal, social and health education warned pupils of the dangers of non-prescription drugs and helped them to consider ways of coping with difficult social situations. Academic support is good. Year group targets help to raise standards and are prominently displayed in classrooms throughout the school.
32. The school council is involved in the day to day running of the school and is used to good effect. Its members are encouraged to campaign for election and are elected by their peers. Council minutes are kept and show practical improvements to school routines including the quality of playtime breaks.

Partnership with parents, other schools and the community

Most parents are happy with the work of the school and make a positive contribution to school life and their children's education. They receive **very good** quality information about their children's progress. **Very good** arrangements link the school with the local business community and strong links exist with other schools to raise standards and support a smooth transition for pupils to secondary school.

Main strengths and weaknesses

- Strong parental support, involvement and co-operation
- Very good quality Information to parents
- Very good links with the community bring an added dimension to pupils learning
- Very good links with other schools raise standards and support a smooth transition to secondary school.

Commentary

33. Links with parents are very good and have improved since the previous inspection. Parents appreciate the work of the school and are keen to support its efforts. Parental attendance to class assemblies and special productions is high. A community group of parents is enthusiastic in its fund-raising. It organises social events to fund resources in school, such as the refurbishment of the infant library. The library is a delightful learning resource by which children are stimulated and motivated to learn. Parents have played an effective part in the personal, social and health education of their children through the school's *World of Work* programme. Parents describe their careers and inform pupils of the qualifications needed to succeed in those careers. This programme has made a very good contribution to pupils' understanding of working life whilst encouraging high aspirations for the future.
34. Parents are consulted about school routines and this has resulted in an increase in the number of meetings to discuss their children's progress. Parents of pupils with special educational needs are consulted about their children's individual learning programmes and are kept appropriately informed of their progress.
35. Parental contribution to learning at home is varied. Sample reading and homework records show some very good parental support but also evidence of pupils needing to be self-motivating to read and work at home. Parents of some of the youngest children come into school to work in the classrooms but support for older pupils is generally reserved for extra-curricular events such as visits to support learning in subjects such as history and geography.
36. Information to parents has improved since the previous inspection and is now very good. Parents receive high quality reports on their children's progress. These reports tell parents all they need to know and provide targets for learning in English and mathematics. Parents who wish to help their children to improve their learning skills are enabled to do so and the recently issued information about work their children cover in lessons will assist them.
37. The school's links with the community and local businesses are very good. Through a local education business partnership, pupils enter local competitions and are past prize winners. They meet local business people and learn how businesses affect community life. Pupils in Year 6 also take part in an annual Enterprise Day. They receive a small amount of money to purchase stock. They make and sell pieces of art, such as silk paintings or cards made for special occasions and with skilful management make a small profit. Involvement in this project makes a very good contribution to pupils' understanding of basic business skills.
38. Links between school and the town's central library have a positive impact on pupils' personal development and understanding of citizenship. Pupils are aware of the benefits of local

amenities, at an early age. For example, pupils in Year 2 take a special interest in their library's summer *Rollercoaster* initiative. They used their visit well to build positive relationships with their local librarian and understand the concessions available to them. Links with other schools and colleges are very good and have a considerable impact on the smooth transfer of pupils to the next stage of their education. Liaison with the high school to which most pupils transfer is very strong. Sporting links including tennis and football coaching and sample lessons in French make a strong contribution to pupils' enthusiasm to move on to secondary school.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory overall.

Main strengths and weaknesses

- The headteacher provides good leadership. He is the driving force behind the school's desire to ensure that its pupils achieve the best they can.
- The senior management team act effectively to bring about further school improvement. The role of some subject leaders needs further development.
- The governors have been instrumental in establishing the new Nursery Unit in the school. They have a satisfactory understanding of its strengths and weaknesses and challenge it appropriately.
- Good financial management helps the school achieve its educational priorities, although falling numbers of pupils have led to the school currently experiencing a period of financial restraint.

Commentary

39. Parents' confidence in the leadership of the school is fully justified. The headteacher's vision for the school is reflected in the care the school shows for its pupils and the drive for them to achieve the best they possibly can. This vision, which is centred on teaching, learning and achievement, is understood and supported by all adults in the school because the headteacher consults widely and ensures that all are aware that the school exists first and foremost for its pupils. These consultative systems give everyone a voice and a stake in school development.
40. The senior management team is responsible for evaluating the effectiveness of the school's work. This group is involved in looking at the quality of pupils' achievement and at the impact that teaching is having on learning. It effectively analyses the National Curriculum test results and uses the information gained to focus on areas that require development. It looks carefully at results to ensure that all groups within the school are making the required progress. The analysis of results is very detailed and results in class targets for improvement identified on a termly basis. Much of this information is focussed on the collection of data for English and mathematics, and the coordinators of these subjects are also members of the senior management team. Further development is needed in the role of leaders in subjects other than English and mathematics to ensure they are as well informed about their subjects as the coordinators for literacy and numeracy.
41. The governors of the school are effective in the way they involve themselves in school life. Under the good leadership of the chair of governors they provide support to the senior management team and to the school as a whole. They have been instrumental in establishing the Nursery Unit at the school. Governors know that it will be of significant importance to the school in attracting new pupils to the school with the consequent rise in numbers. They value the headteacher's presentations to them and have confidence in his leadership. They are appropriately involved in the school development plan and do not instigate anything without seeking clarification of its potential impact on pupils and staff.
42. The governing body fulfils its responsibilities for pupils with special educational needs register by being kept fully informed and monitoring their progress. There is also support from the link

governor. The school's policy is reviewed regularly and is in line with the national Code of Practice. Provision for special educational needs is led and managed effectively by a knowledgeable coordinator and progress since the last inspection has been very good.

43. The school's finances are managed prudently and effectively. The school has, in recent years experienced a significant decline in numbers of pupils on roll and has projections of a continuing decline until 2006/07. The school has managed this position up to the last financial year by using its reserves and, with the inclusion of the new Nursery Unit, is anticipating a future rise in pupil numbers as the number of nursery children has been steadily increasing over the first term of its existence and there is a higher number of children enrolled into the nursery for the new school year. Nonetheless, the school has not admitted sufficient numbers of pupils to generate sufficient finances to sustain staffing to a level it considers to be necessary and it will be some years before that is effectively achieved. The school has an agreed deficit budget for the last financial year, but only used part of this by making significant economies. Despite this position of stringent financial constraint, the school still improving its standards and now has the means to ensure it can compete on an equal footing with neighbouring schools that have established nursery units. The budget deficit is monitored thoroughly by the school, in conjunction with the local education authority, and the school's finances are carefully administered. The most recent audit report, of June 2004, indicated that good systems were in place.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	732 298
Total expenditure	762 452
Expenditure per pupil	2 216

Balances (£)	
Balance from previous year	41 763
Balance carried forward to the next	- 30 154

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

44. Children under five are taught in a nursery and a reception class. The newly built nursery has only been open since Easter, and a significant number of the children have been attending for approximately four weeks only. However, they are making good progress and achieving well because of the good teaching and support they receive. Children in the reception class have had varied pre school provision from a large number of providers. Most children start school with levels of attainment that are below those expected for their age, particularly in literacy, language and communication skills and personal social and emotional development. All children, including those with special educational needs, make good progress and achieve well in all six areas of learning because of the good teaching they receive. The majority will reach the standards expected by the end of their reception year.
45. Curricular planning is **good**. It is clearly linked to the national guidelines, with a varied range of practical activities to develop the children's skills in all six areas of learning. Particular emphasis is placed on personal, social and emotional development and on communication, language and literacy and mathematical development. Visits out of school effectively enrich the curriculum by providing further learning experiences for the children. The quality of teaching is good and the very good support given by the nursery nurses and teaching assistants contributes well to the children's overall achievement. Staff work well together, have a sound understanding of how young children learn and create a caring, secure and attractive environment for them. Good induction procedures and information and daily contact with parents and carers help the children to settle quickly into school routines. Work in all six areas of learning is regularly assessed and good records of progress are kept. The Foundation Stage is well led and managed.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Personal, social and emotional development is promoted well in all areas of learning.
- Good teaching promotes very good attitudes to school and to learning.
- Children work and play amicably together and behave very well.
- Relationships are very good and adults are sensitive to the children's needs

Commentary

46. The provision for children's personal, social and emotional development permeates all other areas of learning and teaching is good. It enables the children to achieve well and make good progress towards average standards. The happy and secure learning environment has helped the children settle quickly into school life and they follow established routines well. Children work and play very well together and behave very well because of the very good relationships they form with each other and with adults. Both nursery and reception age children are developing good personal skills and independence as they wash their hands before snack time, put on coats and aprons and change for physical education lessons with minimal help. The majority of children take turns, handle equipment and resources with care and take on small responsibilities as they act as class monitors and tidy up after activities. The children in both the nursery and reception classes show good attitudes to lessons by listening attentively and following instructions carefully. The staff know all the children very

well, are sensitive to their individual needs and use praise well to boost the children's confidence. This has a positive impact on children's personal development.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Most children have poor communication skills when they first start school.
- Good emphasis is placed on developing children's speaking and listening skills in all areas of learning.
- The quality of teaching is good and support staff contribute well to the children's achievement.
- Role play activities effectively develop the children's spoken and imaginative language.

Commentary

47. Most children start school with poor communication skills. Their vocabulary is limited and many, especially in the nursery, lack confidence when speaking to adults. However, good emphasis is placed on developing children's speaking and listening skills through a range of well-planned activities across all areas of learning and teaching is good. Children talk eagerly about their personal experiences and their work and the good role-play activities, such as the "underwater cave" and the "seaside fish and chip shop" effectively develop the children's spoken and imaginative language. Consequently they achieve well, although their standards are still below average. The teachers' expressive reading and good use of pictures and text are developing a love of stories in the children. This is effectively enhanced by the use of good story sacks at home. Most of the reception children have a satisfactory knowledge of letter sounds and key words. They use this knowledge successfully to build up simple words and sentences in their writing and are becoming aware of the use of capital letters and full stops. However, for a small minority of children writing and handwriting skills are still in the early stages of development.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**

Main strengths and weaknesses

- A varied range of practical activities and resources engage the children's interest well.
- Support staff contribute effectively to the children's achievement.
- The children show good attitudes to their work and behave well.
- Good emphasis is placed on the development of mathematical language.

Commentary

48. The quality of teaching is good in this area of learning. It enables the children to make good progress and achieve well towards an average standard for their age. A varied range of practical activities such as sequencing patterns, sorting and counting objects and practical shape work all contribute well to the children's mathematical development. The nursery age children are beginning to count to 3, make and measure "long" and "short" objects and accurately use positional language such as "under", "by" and "next to". The majority of the reception age children can order, count and reliably add together numbers to 10, with some counting to 20 and beyond. They use this knowledge satisfactorily to solve simple problems and record their work appropriately. The children accurately name common regular shapes such as circle, square and rectangle, weigh out ingredients to make biscuits and work with

money up to 20p. This work was developed effectively by the nursery nurse in the role play area as the children really enjoyed “buying” food in the fish and chip shop. The children join in number rhymes enthusiastically, show good attitudes to their work and behave well. This impacts positively on their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are good with a good range of activities to stimulate the children’s curiosity.
- Good resources and visits enhance and enrich this area of learning.

Commentary

49. The teachers plan a good range of practical activities, which stimulate the children’s curiosity and enable them to achieve well and reach average standards for their age. Good opportunities are provided for the children to learn about their immediate environment as they visit the local church, a farm and the beach. Effective links are made between the different areas of learning. For example, the nursery age children observe different types of mini beasts and make pictures and collages to illustrate their findings. Reception age children explore the theme of “pirates” through their language and creative activities, use simple map making skills to draw a treasure map and estimate and pace distances on their treasure hunt. They show good “mouse” control when using the computer and can click on and drop items in different places on the screen. Teaching is good and support staff contribute well to the children’s learning.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Teachers provide a varied range of activities to develop children’s manipulative and physical skills.
- Teaching and learning are good and this results in children enjoying physical activities.

Commentary

50. In this area of learning standards are broadly in line with the average for their age. The children develop their manipulative skills well through their regular access to jigsaws, construction materials and cutting and sticking equipment. The newly created outdoor area in the nursery is used well on a daily basis to allow freedom of movement and provides good opportunities for the children to explore climbing equipment and wheeled toys to develop their co-ordination and balance. However, although the reception age children have currently few opportunities to use this area, they use the playground space well to enhance physical development. The children are developing satisfactory ball skills by throwing and catching with appropriate control and work well with a partner. Teaching and learning are good; as a result the children enjoy these activities, show good levels of concentration for their age and achieve well.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- A good range of practical activities is provided which is appropriately linked to other areas of learning.
- Teaching is good and children enjoy creative activities.

Commentary

51. Teaching is good and the children enjoy the good opportunities to draw, paint and make pictures and models from a variety of media. As a result they make good progress and achieve well. The majority reach the standards expected of them by the time they start compulsory schooling. Creative activities are related well to other areas of learning. For example, the nursery age children make paintings and collages of the story of “Incy Wincy Spider” and other mini beasts, while the reception age children create bottle collages of under water scenes and make props, such as binoculars, earrings and bandanas for their “pirate” work. Good opportunities are provided for the children to engage in imaginative play. For example, as they swabbed the decks and used the lookout post on a pirate ship and excitedly explored the dark, underwater cave using torches. Children enjoy singing a range of simple songs and rhymes, joining in happily with actions and instruments to accompany them.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well over time.
- The development of speaking and listening skills is good.
- The subject is led and managed well by a knowledgeable and competent subject leader

Commentary

52. Since the time of the last inspection, there has been good improvement. Pupils’ standards are broadly average by the time pupils are aged seven and eleven. Test results for 2004, which have just been announced, show encouraging levels of improvement on those from 2003. This represents encouraging progress, particularly in by the end of Year 2, where they were reported as unsatisfactory at the time of the last inspection. Standards on entry are below average in communication, language and literacy and although pupils achieve well in reception, standards for many pupils are still below average in Year 1. In lessons where skilled questioning helps pupils to reason things out and look for explanations or make deductions, pupils show a good level of understanding, which is reflected in the quality of their subsequent written work. Basic skills are well taught throughout the school and overall, pupils achieve well.

53. Many pupils are confident speakers who are able to articulate well their ideas and feelings, although a significant number express themselves briefly, with clarity but without elaboration. Throughout the school, pupils generally listen well. Effective strategies, such as learning partners with whom they sometimes discuss issues before coming to a decision, give them good opportunities to express themselves.

54. The school is working hard to raise standards of reading by placing a greater emphasis on purposeful guided reading sessions and by developing the reading environment throughout the school. Pupils in Year 2 enjoy reading and are motivated by the wider selection of books available to read. There is a newly refurbished library, which is beautifully designed and forms a particularly purposeful environment in which pupils can select and read books. By Year 6, pupils understand that there is a variety of reading skills and know when each is of relevance. They demonstrate good attitudes to their reading by declaring personal preferences for writers and types of text.
55. Achievement in writing is good. By the end of Year 2, higher attaining pupils punctuate their work accurately and respond well to a range of writing tasks. From Year 3 to Year 6, pupils continue to be given opportunities to write for a variety of purposes. In the best lessons, teachers challenge pupils well and most are motivated by this approach and achieve well. Most pupils can delineate sentences using the common forms of punctuation and some pupils are able to use more complex forms to clarify meaning. In general pupils present written work carefully and well. They clearly take a pride in it.
56. Throughout the school classes within each year contain pupils of mixed ability, making good use of assessment information. The progress of individual pupils in literacy is carefully documented and pupils in Year 6 are well catered for through setting which is the organisation of pupils into teaching groups based on their prior attainment. There is usually sufficient challenge to keep them working independently and productively. Most teachers use assessment well to guide their planning of future work. The assessment of writing is assisted by a good quality portfolio which is assessed according to National Curriculum levels. This is a helpful resource which has been expertly compiled, but which is not used consistently enough by some members of staff. In all classes, the writing objectives of groups of pupils are displayed and placed in the front cover of writing books helping pupils when self-evaluating their work. Marking is usually thorough. In Year 6 marking is very clearly structured and there is clear guidance as to how pupils can improve their performance. This is good practice which should be extended with greater consistency across the school. Pupils' progress is carefully monitored. This has a positive effect on not only the attainment of pupils with special educational needs, and those for whom English is an additional language, but also their confidence when teaching assistants support their learning. As a result, they learn well. Support for pupils with special educational needs is good.
57. The management of English is good; the subject leader is experienced, knowledgeable and effective in her leadership. She is a member of the senior management team. Work is evaluated, pupils' books are monitored, individual pupil progress is closely monitored and informs target setting, and the subject leader observes some lessons. Recent assistance has been given by the local education authority in reviewing the school's reading standards. Leadership is good and is having a positive impact on developing reading and writing throughout the school, in a purposeful endeavour to raise standards.

Language and literacy across the curriculum

58. The school provides enriching experiences for pupils by bringing specialist visitors into school to support the development of English across the curriculum. The use of language across the curriculum is developing satisfactorily and includes opportunities in a wide range of subjects. Pupils make good use of ICT to gather information by, for example, the recent use of authors' web-sites. However, pupils' ICT skills could be further extended in literacy lessons.

French

One lesson was observed being taught to Year 6 pupils.

Main strengths and weaknesses

- Pupils' confidence with the early stages of conversational French is enhanced well.
- Strong links are established for Year 6 pupils and the High School to which most are to transfer.
- Good individual records are kept of pupils' progress over time.

Commentary

59. The provision for the teaching of French is undertaken through the school's strong links with its neighbouring High School. One lesson each week is delivered to the two Year 6 classes under the direction of a modern foreign language teacher from the school. It provides a good opportunity for pupils to gain an early knowledge of simple French vocabulary and develop their confidence in pronunciation. Good records of pupils' individual progress are kept.
60. One lesson was observed in Year 6. This is insufficient evidence to reach a secure judgement on the overall quality of teaching and learning, but the lesson was well planned and expertly delivered. It proceeded with good pace and was well resourced. Standards of attainment were quite low, but the pupils are at an early stage of learning a modern foreign language. They approached the lesson with very high levels of enthusiasm, were very eager to take part and achieved well.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards reached by pupils in Year 2 and Year 6 match those expected for their age and achievement is good.
- The quality of teaching is good overall, but there are some inconsistencies in Years 3 to 6, which impact negatively on standards achieved.
- Pupils' very good attitudes to their work impact positively on their learning.
- Information and communication technology is not used well enough to support learning.
- Pupils do not have enough written guidance on how to improve their work.
- Leadership and management are good.

Commentary

61. Pupils in Year 2 and Year 6 are working at levels expected for their age, with a significant number working at the higher levels in both of these year groups. Achievement is good. Pupils with special educational needs and those for whom English is an additional language also achieve well because of the good support they receive.
62. Teachers use their secure subject knowledge to plan a varied range of interesting activities that meet the needs of all pupils, whilst strongly emphasising the teaching of basic number skills. In most lessons learning intentions are clear and instructions precise and, as a result, pupils are secure about what they are expected to learn. Most teachers use good questioning and clear explanations as they work through examples with the whole class, groups and individuals, thus enabling pupils to build satisfactorily on their previous learning. Pupils are well motivated by the interesting practical and real life problem solving activities and by the good use of resources, such as the good use of soft toys in the money activities in Year 2, which make learning interesting and fun. Pupils particularly enjoy the mental calculations and mathematical games at the beginning of lessons, which are used effectively to sharpen their

mental skills and reinforce learning. Older pupils are particularly challenged by the teachers' effective questioning and they use their good understanding of number concepts to explain accurately and confidently different strategies for solving problems. This was done particularly well by a class of Year 6 pupils working out times and fuel consumption on a spaceship journey to different planets. Where teaching is less successful teachers' subject knowledge is insecure, work does not sufficiently challenge the more able pupils and pupils become restless and lose concentration as the teacher talks for too long.

63. Most pupils "love" maths and have very good attitudes to their work, which together with the teachers' high expectations of their behaviour and work rate result in good productivity in learning. Relationships are very good and the teachers use praise and encouragement effectively to promote pupils' confidence and self-esteem. This has a very positive impact on their learning. A good range and amount of homework reinforces and extends learning beyond the school day.

64. Leadership and management are good. The subject leader has a good understanding of the strengths and weaknesses of the subject. This is gained from the regular analysis of all test and assessment results and the checking of teaching and learning. A clear action plan focuses on addressing any weaknesses and on raising pupils' achievement further and rightly identifies the need to develop further the monitoring and evaluation of teaching and learning in order to achieve this. Good resources and classroom displays effectively support learning. Improvement since the last inspection has been good.

Mathematics across the curriculum

65. Pupils use and consolidate their mathematical skills satisfactorily in other subjects. For example, they record and interpret data when dissolving solids in science, use time lines in history and measure accurately during design and technology lessons. However, ICT is not used well enough to support pupils' learning in mathematics. This is another area identified for development in the subject leader's action plan.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards by the end of Year 2 show signs of improvement and by the end of Year 6, pupils make good progress and are in line with national expectations. Pupils achieve well.
- Teaching and learning in Years 1 and 2 is good and satisfactory in Years 3 to 6.
- Pupil attitudes towards science are very good.
- Use of ICT to support the teaching of science is less satisfactory.

Commentary

66. In 2003, standards in science for Year 2 pupils were well below average both nationally and compared to similar schools. Standards in 2003 for Year 6 pupils were in line with national expectations and broadly average compared to similar schools. In 2004, assessments indicate good progress for Year 2 pupils at both the nationally expected Level 2 and the higher Level 3, and early predictions suggest that standards are in line with national expectations and likely to be better than similar schools. Results at the end of Year 6 in 2004 indicate a similar position has been maintained from 2003. Pupils achieve well to obtain these overall standards.

67. In the lessons seen in Key Stage 1, teaching is good and consequently pupils make good progress. Teachers have good subject knowledge and use this to plan interesting lessons. Although no Year 6 Science lessons were observed, work scrutiny and talking to pupils

indicate good achievement with standards in line with national expectations. Lessons observed in the remainder of KS2 indicate satisfactory teaching and learning, with standards in line with national expectations.

68. Pupils in both Key Stage 1 and 2 have ample opportunities to support their learning through investigations. Pupils in Years 1 and 2 experience a sense of awe and wonder in lessons, expressing real delight in their work. Pupils have opportunities to explore blowing bubbles to demonstrate that air makes things move and also predict the location and habitats of minibeasts in the school field. This is a result of good planning and enthusiasm of the teachers. Alternative wet weather plans made class organisation slightly less successful in one lesson.
69. Pupils in Year 3 and 5 have opportunities to observe, predict and test growing conditions necessary for healthy plants. Year 3 pupils are able to explore how water travels through a celery stem to other parts of the plant. Vocabulary is effectively introduced and reinforced although at times children become restless. Pupil interest was engaged by good use of an electronic microscope to aid clearer observation. Subject knowledge and preparation by the teacher is good. Pupils in Year 5 were well organised into roles of leaders, scribes and reporters in mixed ability groups to collate class findings from an experiment on growing conditions. Pupils were able to collate results in charts, although a few less able pupils found it hard to engage through insufficient support and intervention from the teacher, particularly in the evaluation of their results.
70. Overall, pupil attitudes to science are very good. Pupils in Year 2 enthusiastically talk about their work, for example testing cars, looking for minibeasts and their visit to a country park. Consequently, they have good recall of details about electrical circuits, centipedes and dragonfly nymphs. Year 6 pupils successfully recall mixing liquids to make gas and also reversible and irreversible chemical changes. Pupils felt confident about science and felt they had benefited from revision and homework exercises in preparation for their end of year tests.
71. During the inspection, whilst pupils' work displayed many opportunities for investigative work across the science curriculum, there were too few links with ICT. Assessment procedures for groups of pupils have recently been introduced and now need further development, particularly in the evaluations of conclusions, giving pupils a clear direction of how they can best improve.
72. The subject leader makes a good contribution to the development of science with good subject knowledge and support for colleagues, but the role needs further development. More opportunities for monitoring and evaluating provision for the subject particularly in the consistency of quality of teaching and learning in Key Stage 2 are needed. More able pupils with an interest and aptitude in science benefit from a lunchtime club.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and learning in Years 4, 5 and 6 is satisfactory with some good lessons.
- Whilst the availability of ICT resources has improved since the last inspection, provision in ICT is unsatisfactory with too few opportunities for pupils to make sufficient progress.
- The use of ICT in other subjects is insufficiently developed.
- Financial restraints make it difficult to resource classrooms adequately with sufficient computers for pupils to practise their skills.

Commentary

73. During the inspection, one Year 5 ICT lesson was observed in the ICT suite along with a further Year 6 history lesson. One Key Stage 1 lesson planned for the suite was shortened due to problems with the server. A further four lessons were seen where ICT was being used in the classroom to support the work of other subjects. The remaining evidence derives from samples of pupils' work, classroom display and talking with pupils in Year 2 and 6.
74. Of the limited ICT lessons observed, standards and pupil progress in Years 5 and 6 are satisfactory and insufficient evidence was seen in the other years. The school is equipped with an excellent ICT suite with an electronic whiteboard and projector to cater for a class of thirty pupils. Most classes have one computer and all teachers have a laptop for personal use and planning purposes. Software is available to support all the nationally recommended units of work. The school also has a 'Roamer', electronic keyboard, control box and digital camera, as well as everyday electronic devices.
75. Pupils in Year 1 were able to access the school website to access geography work, although problems with the server cut the lesson short and they were unable to complete the task. From work scrutiny, pupils can use ICT to make simple labels of body parts, write simple captions and use an art program. Standards are broadly average, but opportunities to use ICT are limited.
76. In Year 5, in the only taught ICT lesson observed, pupils could appropriately use a database to search for information on the Victorians. In a Year 6 history lesson, pupils are able to effectively use search engines to find out information on changes to transport since the 1930's and take photographs using a digital camera. From an ICT portfolio, pupils' work demonstrates they can use a simple database satisfactorily in Year 3. In Year 4, pupils have opportunities to devise a front page of a newsletter using Publisher successfully. They can also use a branching data base and a logo program for modelling. Year 5 have opportunities to use graphical modelling software and collate spreadsheets showing restaurant process, and in Year 6 have used Power Point for a presentation on World War Two.
77. Teaching in Years 4, 5 and 6 is satisfactory overall with some good lessons. In Year 4, teaching uses ICT effectively to engage pupils in a numeracy lesson on decimals and tenths and in a Year 5 display, pupils have been able to use a word package to change the font and text size in literacy work and perform shape translations work in mathematics. In both Y5 and Y6 smart boards are used effectively to demonstrate database searches about the Victorians and a website where the author, Philip Pullman talks to pupils about his work. Pupil progress is satisfactory overall in Year 4, 5 and 6 with some lessons demonstrating good pupil progress. In some lessons using the interactive whiteboard, more opportunities for pupils to manipulate text would enable them to make further progress. Assessment procedures for groups of pupils have recently been introduced and now need further development. Pupils' attitudes to ICT are very good.
78. Since the last inspection, the computer suite has been completed and network points placed in each classroom. This is clearly an improvement in the school's provision. However, the suite is not fully used and also, pupils have insufficient opportunities in class to develop and use their skills and knowledge. Very few lessons observed contained a planned element of ICT in them, and there was very little evidence of pupils using control technology. The school has purchased further interactive whiteboards for September 2004 and this will allow more pupils to manipulate text and images in class. Further plans include the purchase of more control technology hardware and a digital video camera. The school has identified that staff training remains a priority. There are no current plans to purchase further computers for class work due to financial restraints.

79. The subject leader makes a good personal contribution to the development of ICT with good subject knowledge and support for colleagues, for example by setting up the school website for ease of access to curriculum software and information. However, further opportunities for monitoring and evaluating provision for the subject particularly in the consistency of the range and depth of opportunities throughout the school are needed. A strategic plan would enable the school to plan effectively over the forthcoming years. Pupils without computers at home benefit from a lunchtime ICT club.

Information and communication technology across the curriculum

80. From lessons observed, whilst ICT is used more effectively in history, the use of ICT across other subjects is insufficiently developed. Pupils use of ICT was mostly for research purposes, data base searches and the presentation of information. More use of the classroom computers to support the lessons taught in the ICT suite would allow pupils to practise their skills as well as supporting key concepts being taught in the other curriculum areas, especially in the core subjects.

HUMANITIES

81. Only two lessons were seen in history and one in geography. It is not possible, therefore, to make an overall judgement about provision in these subjects. However, evidence from a variety of sources indicates that pupils in Year 2 and Year 6 reach standards that match those expected for their age and achieve well.
82. Pupils talk enthusiastically and knowledgeably about their work in both subjects because it is interesting and fun. In **history** Year 2 pupils have a secure understanding of events and people in the past and make good comparisons between every day life then and now. By Year 6 pupils have a good knowledge of different periods of history. In a good lesson seen the lively, engaging teaching and the effective use of primary source information stimulated pupils' interest and curiosity well. Good questioning developed pupils' historical enquiry skills well. They recognised clues in the evidence they examined, successfully distinguished between fact and opinion and clearly explained reasons for their conclusions as they investigated aspects of life in Britain in the 1940's and 50's. This, together with the good links to literacy, develops good levels of empathy with the people and events of the time. Leadership and management of the subject are satisfactory.
83. In **geography** mapping skills are developed well throughout the school as pupils use globes and effectively make and interpret maps and plans of the local area and the wider world. Pupils enjoy learning about every day life and culture in countries such as France, Mexico and India and they talk confidently about how it differs from life in Britain. Pupils in Year 2 compare and contrast their own locality with that of a seaside town and an island environment. By Year 6 pupils have a secure knowledge of their own locality through their study of the River Tyne. Their secure knowledge of river systems helps them to understand the environmental changes these bring about. Pupils' in-depth study of mountain ranges throughout the world effectively fosters collaborative learning.
84. Overall, assessment procedures are satisfactory and information gathered is used appropriately to inform planning. However, the monitoring and evaluating of teaching and learning needs further development. In both subjects teachers' written marking does not clearly identify what pupils need to do to improve their work. Literacy, numeracy and information and communication technology skills are used well, especially by older pupils, to support pupils' learning in both subjects as are links with art and design and music. Resources are good and, together with visits and visitors, effectively enhance and enrich the curriculum. Both subjects make a positive contribution to pupils' spiritual, moral, social and cultural development. Improvements since the last inspection have been good.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- The locally agreed syllabus is taught well
- Pupils' self-esteem is promoted very well through school assemblies
- The curriculum covers a wide range of world religions

Commentary

85. Standards of attainment throughout the school are in line with those expected by the locally agreed syllabus which covers a wide range of religious festivals and celebrations. Pupils, including those with English as an additional language and those with special educational needs, achieve satisfactorily. Because only a small number of lessons were observed no secure overall judgement can be made on the quality of teaching and learning.

86. The school maintains a high quality file of past work which illustrates a broad range of religious festivals which are covered over time. Pupils are able to speak lucidly about their knowledge of how people from different countries and culture respond to their differing faiths. The curriculum is enhanced effectively by school assemblies in which pupils' self-esteem is promoted very well. The constant theme for the week of the inspection was 'I can', a theme which was constantly noted and re-visited. It was promoted very effectively in an inspiring assembly led by the headteacher which concluded with a small number of pupils, at the very early stages of learning to play brass instruments, playing a simple piece in an ensemble. They played slowly, falteringly but successfully in a most vivid practical demonstration of a central theme of this school; children achieving the best they can. The whole school listened with rapt attention to these young musicians and received their contribution with loud and well-deserved applause.

87. The subject is managed appropriately, but requires improvement in its monitoring and evaluation. Overall, the school has improved the provision of religious education from that reported when the school was last inspected.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. During the inspection there was insufficient evidence in **art and design** to reach a secure judgement on the standards pupils attain, their overall levels of achievement, the quality of teaching and learning or the leadership and management of the subject. However, from the quality of the work displayed on the walls of the school and in classrooms, together with a scrutiny of past work collected in a good quality file it is clear that pupils cover a broad range of work in art and have the opportunity to work using a wide range of media. The file of past work contained pencil sketches and water-colour paintings of good quality and there was good quality work seen in almost every class. Pupils get good access to this aspect of the creative curriculum.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils have a wide range of opportunities to develop their skills.

89. The standards attained by the majority of pupils at the ages of seven and eleven are broadly in line with national expectations. Music teaching is generally good, and pupils have the opportunity to learn to play woodwind and brass instruments. Pupils are eager to learn and many use their lunchtime to practise their skills. The subject is managed appropriately and the school has maintained this good provision since the last inspection.
90. In the lessons seen, which were well resourced with good quality glockenspiels, pupils were able to sing and play in time and tune. This was seen particularly well in a Year 5 lesson when a small number of pupils knew the melody of a specific song and taught it effectively to the rest of the class, who listened intently and made every effort to ensure the lesson was successful. This happened equally successfully in a Year 6 lesson where pupils learned to sing the Battle Hymn of the Republic and had to work with good levels of diligence to establish the rhythm of the song.
91. Pupils sing well in class work and in assemblies. Songs are well chosen, being played at a pace and in a register which is well-chosen for children's voices. Singing adds much to the quality of school assemblies, many of which take place in a school hall in need of some repair and which does not currently provide an inspiring setting for school gatherings.

Design and Technology

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

Main strengths and weaknesses

- Pupils achieve well and reach national standards as a result of good teaching.
- Pupils have very positive attitudes and behave well because teachers have high expectations and plan interesting lessons.
- ICT is used not used well enough to support the subject.
- Leadership of the subject is satisfactory.
- Pupils are encouraged to develop their own ideas and evaluate their work, although this could be developed more effectively to take forward the learning of individual pupils.

Commentary

92. Standards in design and technology are in line with those expected nationally in Years 2 and 6. Teaching and learning are good and consequently all children make good progress. Provision is based on national guidance. The school uses this to provide children with a broad and balanced curriculum in the subject. Pupils in Year 2 are able to design and make well finished wheeled vehicles, and in Year 3, 'Moving Monsters' with moving jaws using pneumatics. Pupils in Year 5 are able to make toys using cams and in Year 6, evaluate commercially made slippers to design and test their own. Through this work, pupils have opportunities to plan, work with simple tools and understand properties of materials.
93. Pupils achieve well because of effective teacher planning, high expectations and good relationships. In Year 4 work, pupils were actively involved in the process of evaluating a range of containers, considering design elements such as measurements, purpose, aesthetics, properties of materials and decoration. Small prototype models were made to test their ideas and practise their stitching skills before embarking upon their own work. Pupil attitudes and behaviour were very good because of very positive relationships and ethos within the class, and teaching very effectively enables pupils to be creative and use their learning.

94. During the inspection, there was no evidence of ICT used in design and technology in lessons and in work seen. Further development is needed to include opportunities to improve pupils' work and control using ICT.
95. The subject leader makes a good contribution to the development of design and technology provision in school, although the school's financial situation places restraints in this area. Further opportunities for monitoring and evaluating provision for the subject and of staff strengths are needed.
96. Assessment procedures for groups of pupils have recently been introduced and now need further development, particularly for less able children, giving pupils a clear direction of how they can best improve. Pupils are given opportunities to evaluate their work and this could be developed further. Pupils with an interest and aptitude in design and technology benefit from a lunchtime club.

Physical Education

Provision in PE is **good**.

Main strengths and weaknesses

- Children make good progress in PE and standards are above average by the end of Year 6, as a result of good teaching and use of expert coaches.
- The range of PE opportunities both in the school day and out of school hours is very good, particularly for older pupils.
- Pupils have very positive attitudes and behave well.
- Arrangements for PE contribute positively to pupil confidence for transition to the local high school.

Commentary

97. Standards in PE in Year 2 are in line with those expected nationally in Year 2 and above in Year 6. Children make good progress in both KS1 and KS2. This is a result of good teaching and the use of expert coaches, particularly in KS2.
98. Pupils in Year 2 are able to demonstrate good throwing and catching because teaching is characterised by effective planning, well paced lessons and teaching that challenges and develops pupils' skills. Pupils are introduced to dances from a range of countries including Ireland, Senegal, Greece and India. Pupils are able to follow a sequence of hop, run, snatch and kick in a taped 'Dinosaur Dance' lesson and pupils develop skills successfully and imaginatively in movement and balance. Storage of equipment in the hall is unsatisfactory and limits available space.
99. Pupils in Year 4 have very good coordination and control in throwing and catching. In a Kwik Cricket lesson, pupils are able to quickly organise themselves and work virtually independently in mini-tournaments whilst the teacher provides coaching to enhance the skills of individual pupils. Pupils are able to evaluate strategies for effective playing in a positive and mature manner with opposing teams. Pupils with special educational needs and more able pupils are provided for well.
100. The school provides children with an enriched PE curriculum. Pupils enjoy a full range of PE activities including dance, games, gymnastics and also, swimming at KS2. Through a very good range of extra-curricular activities pupils are able to further develop skills in dance, tennis, football, rugby, hockey, judo, gymnastics, netball and basketball. Pupils are able to take part in further local activities as a result of these. Consequently, the school is confident of achieving an Active Mark Award for sports provision.

101. Pupils have very good attitudes to PE as a result of good teaching generally, as well as very good specialist coaching. Features of good teaching and coaching include incremental skill development, high expectations and good relationships. Through assemblies, certificates and award schemes pupils feel proud of both their individual and school achievements.
102. The subject leader makes a significant contribution to the development of PE provision in school, along with other staff who assist with clubs. Further opportunities for monitoring and evaluating provision for the subject and of staff strengths are needed. Assessment procedures for groups of pupils have recently been introduced and now need further development at individual pupil level, giving pupils a clear direction of how they can best improve.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- A good policy is in place
- There is a school council
- Good links are made through a wide variety of subjects to promote healthy eating

Commentary

103. The school has a good policy to promote pupils' personal, social and health education. It is well constructed and contains detailed plans for further development. Aspects of health education are included in the science curriculum and in the physical education curriculum.
104. There is a well-established school council, in which every class from Year 2 to Year 6 is represented. It operates effectively and helps pupils to express their own views and listen to the views of others. Pupils are confident in offering their opinions and know that others value the contributions which they make. They are aware that the suggestions they make frequently result in positive action on the part of the school. For example, a suggestion to provide small apparatus for pupils to use a break-time has been acted upon and they are now in effective use.
105. Pupils throughout the school respond well to classroom discussions, which are well-managed. They are confident to express their views, feelings and opinions. Speaking and listening skills are promoted particularly well in these sessions. Older pupils are regularly seen offering help and guidance to younger pupils and the school has an award for its status as a Healthy School.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
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	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	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	3
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).