

INSPECTION REPORT

ST. ALOYSIUS R. C. PRIMARY SCHOOL

Hebburn

LEA area: South Tyneside

Unique reference number: 108719

Headteacher: Mrs M. Frazer

Lead inspector: Mrs M. R. Shepherd

Dates of inspection: 1 – 4 March 2004

Inspection number: 257554

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Voluntary aided
Age range of pupils: 7 – 11 years
Gender of pupils: Mixed
Number on roll: 239

School address: Argyle Street
Hebburn
Tyne and Wear
Postcode: NE31 1BQ

Telephone number: 0191 4832274
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Appropriate authority: Governing body
Name of chair of governors: Mr A. Ford

Date of previous inspection: 29th June 1998

CHARACTERISTICS OF THE SCHOOL

St Aloysius R.C. Voluntary Aided Junior School serves the parish of St Aloysius in the town of Hebburn. Pupils come from the immediate area around the school as well as from the larger area that serves the parish. The great majority of pupils come from the Catholic infant school, which is situated just next door to the junior school. There is a wide range of employment with some levels of unemployment and some professional parents. The housing is predominantly rented, with some private accommodation. There are 239 pupils on roll, which is average. There is little movement in or out of the school. Standards on entry are above average. Eleven per cent of pupils are on the special educational needs register, which is below average. There is less than one per cent of statemented pupils, which is below average. There are no pupils from ethnic minority backgrounds. The headteacher and deputy headteacher have only been in post for one full academic year. There are two classes in each age group. Pupils are organised into ability groups for mathematics through the school and some classes are also organised by ability for some English lessons. There are two additional part-time teachers who work with pupils with special educational needs and less able pupils in Years 5 and 6 in English and mathematics.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11328	Mrs M. R. Shepherd	Lead inspector	Mathematics, information and communication technology
9986	Mr W. Twiss	Lay inspector	
21020	Mrs T. Galvin	Team inspector	English, geography, history
8839	Mr M. Egerton	Team inspector	Science, art and design, design and technology, music, physical education, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school is underachieving. The leadership of the headteacher is good. She identified the underachievement in the school when she took up her post. Together with the good quality deputy headteacher and governors, she has implemented some successful strategies that are beginning to increase pupils' progress through the school. However, the rate of progress is not yet satisfactory. Pupils enter the school with standards above average overall and leave with average standards overall. The school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils underachieve in English, mathematics and science.
- Average and more able pupils make inconsistent progress because teachers do not challenge them consistently enough.
- Pupils with special educational needs make good progress because the school supports them effectively, particularly the part-time teachers in English and mathematics.
- The headteacher, deputy headteacher and governors are determined to raise standards: the senior management team and co-ordinators do not lead or manage their areas of responsibility effectively enough.
- Relationships and behaviour are good: spiritual, moral, social and cultural development is good.
- Teachers work well with the very good quality classroom assistants but the use of assessment is unsatisfactory.
- The school provides very good opportunities for enriching the curriculum, but does not provide enough emphasis on investigative mathematics or science.
- The school cares for its pupils well and has very good links with the community and good links with parents.

Improvement is unsatisfactory. The school has improved the previous key issue of raising standards in information and communication technology (ICT) but weaknesses remain in monitoring processes. Standards have fallen in mathematics and science. Teaching is not as consistent and the role of co-ordinators is not as effective.

STANDARDS ACHIEVED

Year 6 results

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2

The results of the 2003 national tests results compared with schools of similar prior attainment showed a significant improvement over those in 2002 when standards were well below average in English and mathematics and in the bottom 5 per cent in science. The school identified writing and mathematics as priorities and introduced a range of improvements. These have been successful in raising standards in both of these subjects. The new school assessment systems show that the rate of progress is increasing but is not at a satisfactory level because teaching is inconsistent and the use of assessment is unsatisfactory. The inspection judges achievement as **unsatisfactory**, with standards in Year 6 average overall in English and mathematics. Standards in number work are above average but standards in investigative mathematics are below average. Standards in science are below average. Pupils with special educational needs and less able pupils achieve well because

staff match the work very effectively to their needs. Average and more able pupils do not achieve consistently because teachers do not have high enough expectations of their capability.

Pupils' relationships and behaviour are good because the school promotes these aspects well. Pupils' spiritual, moral, social and cultural development is good. Attendance rates are above average.

QUALITY OF EDUCATION

The quality of education is **satisfactory**.

The quality of teaching and learning is **satisfactory**. Teachers work in close and effective partnership with the very good quality classroom assistants. The management of behaviour is good. Teachers make good use of resources to extend pupils' learning. Teachers do not have consistently high enough expectations of average and more able pupils. Planning does not contain enough different tasks in group work to match pupils' varying needs. The new systems for assessing progress in mathematics and writing are good, but other assessment systems are not effective enough. Assessment is not used to systematically plan lessons or to ensure pupils understand how they can improve. Marking of pupils' work is inconsistent.

The curriculum is satisfactory. The school provides a very good range of additional experiences outside the classroom that enrich the curriculum considerably. There is not enough emphasis on developing the curriculum for speaking and listening or for investigational work in mathematics and science. The provision for special educational needs is good.

Care and welfare is good. There are effective procedures to ensure a healthy and safe environment. Induction arrangements for pupils and staff are good. The caretaker and secretary make a valuable contribution to pupils' welfare.

Links with the community are very good. The partnership with parents is good. Links with other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The leadership of the headteacher is good. She is determined to raise standards. Together with the governors, she has employed new good quality staff and introduced new whole school systems. Both these strategies are playing a crucial role in raising standards. The leadership of the deputy headteacher and special educational needs co-ordinator is good. The governance of the school is good. Governors share the headteacher's determination to raise standards. The senior management team does not play a strong enough role in driving the work of the school forward. Co-ordinators overall do not have enough understanding of the strengths and weaknesses of the provision in their subjects. They are not influential enough in raising standards in their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents believe that staff expect their children to work hard and that good progress is made. They judge teaching to be good. They are pleased that their children like school and believe that standards of behaviour are good. Pupils are confident that they have an adult they can trust. They enjoy learning new things in lessons and, as their parents identify, they expect to work hard.

IMPROVEMENTS NEEDED

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

- raise achievement in English, mathematics and science;
- improve the consistency and use of assessment;
- increase the level of challenge for average and more able pupils;
- develop the monitoring role of the senior management team and of the co-ordinators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is **unsatisfactory**. Standards are above average in Year 3 when pupils enter the school and average when they leave in Year 6.

Main strengths and weaknesses

- Standards in Year 6 are average in English and mathematics and below average in science, but the rate of progress is increasing through the school due to the changes the headteacher has introduced.
- Average and more able pupils make inconsistent progress.
- Pupils with special educational needs and less able pupils make good progress.
- Standards in ICT have risen since the previous inspection.

Commentary

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

Standards in:	School results	National results
English	27.0 (27.2)	26.8 (27.0)
Mathematics	25.6 (27.2)	26.8 (26.7)
Science	28.3 (27.8)	28.6 (28.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year

1. The 2003 national tests show standards of Year 6 pupils as average in English, below average in science and well below average in mathematics. Standards at the higher Level 5¹ were above average in English, below average in science and well below average in mathematics. Pupils enter the school with standards above average overall, with more pupils reaching higher levels than expected for their age. When this is taken into account, the overall achievement in the school is unsatisfactory. The headteacher identified this when she took up her post. There were no systems in place to allow teachers to track the progress of pupils as they moved through the school. Together with the deputy headteacher and governors, she has worked hard to raise standards, to set up systems to track pupils' progress every term and to increase teachers' expectations. This is beginning to have a positive impact on the rate of progress through the school. In 2002 standards of prior attainment compared with similar schools were well below average in English and mathematics and in the bottom 5 per cent nationally in science. These standards rose significantly in English to average in the 2003 national tests. Standards also rose in science to below average but mathematics remained well below average. The trend over time in standards is average but standards are lower than at the previous inspection. The school continues to set itself challenging targets and is now in a better position to meet them. There are no significant differences in trends between girls and boys.
2. The inspection judges standards in English as average overall, with listening above the expected level. Standards in writing are rising because the school has made this a priority for improvement. The new assessment systems in writing show that the rate of pupils' progress is improving through the school. The additional support of the very good quality part-time teachers working with pupils with special educational needs and less able pupils in Years 5 and 6 is also making a significant contribution to raising standards. This ensures that these pupils make

¹ Level 5 is the expected level for pupils in secondary schools in Year 9. A proportion of more able pupils usually reach this level in Year 6 in primary schools.

good progress. It also reduces the number of pupils in the other classes. The inspection judges standards as average overall in mathematics, which is a significant improvement. As in English, this is due to the very good quality part-time teachers. The headteacher has effectively organised pupils into ability groups throughout the school in mathematics. This is also having a significant impact on raising standards because teachers are focusing more closely on pupils' needs. Standards in number work are above average by Year 6 because teachers place a high emphasis on this aspect of the subject. Standards are at the expected level in shape and space and data handling, but standards in investigative mathematics are below the expected level. Pupils are not confident in trying out methods for themselves or in talking about their mathematical thinking because teachers do not give them enough opportunities to develop these skills. The inspection judges standards in science as below average in Year 6. Pupils do not have the expected level of knowledge and do not produce enough written work. Investigational science is at the expected level in one of the Year 6 classes because the teacher provides challenging work, but this standard is inconsistent because pupils in the parallel class do not have the same level of skill. Standards are rising in Years 3 and 4 in science because teachers are now covering the curriculum well.

3. Average and more able pupils do not achieve consistently through the school. This is due to the inconsistencies in teachers' planning. In many lessons, there are not enough different tasks to match the varying needs of the pupils. There are also lessons where there are insufficient different levels of questioning in whole class sessions to provide enough challenge to individual pupils. In contrast, pupils with special educational needs and less able pupils make good progress. This is due to the careful organisation of support for their needs in lessons by both teachers and classroom assistants, together with the very good quality teaching of the part-time teachers in numeracy and literacy.
4. Low standards in ICT were a key issue in the previous report. The governors and headteacher have greatly increased the resources in this subject, including provision of a computer suite. Teachers have now completed their national training. These features have had a significant impact on pupils' progress and standards are now at the expected level. Standards are at the same level in English as the previous inspection but standards in mathematics and science have fallen.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is **good** and their attitudes are **satisfactory**. Pupils' spiritual, moral, social and cultural development is **good**. Attendance levels in the school are **good**.

Main strengths and weaknesses

- Pupils have good relationships with each other and with adults.
- Behaviour is good.
- Spiritual, moral, social and cultural development is good.
- Attendance is good and is above the national average.

Commentary

5. The school works effectively to encourage pupils to develop positive attitudes towards their work. Where lessons and activities are lively and interesting and teachers engage the pupils in the learning, they have very positive attitudes to school. The pupils' behaviour is good at all times: they move around the school in a sensible manner and are polite and courteous. At the time of the inspection, the weather was very poor and at no time did pupils have the opportunity to go outside. During lunch and break-times, they maintained their good standards of behaviour and rarely did any of the teachers or supervisors have need to use a raised voice. Pupils understand the school rules and think that they are fair.
6. Relationships are good: pupils show respect for all the adults and for each other. When asked to work together, they are co-operative and help each other with their tasks. Pupils play well

together and no signs of harassment were observed during the inspection. Pupils have confidence in the school's procedures for handling bullying and expressed no concerns about this issue in school. In an activity in the school hall, where 60 pupils were involved in the Comenius² initiative, behaviour and attitudes and the relationships between the pupils, their teachers and the seven parent helpers were excellent.

7. Pupils' personal qualities develop well while they are at the school. There is good provision for pupils' spiritual development. Regular assemblies include time for prayer and thoughtful reflection and, through the chosen themes, pupils develop a sense of empathy with other people and a concern to help them. Assemblies provide good quality themes for pupils to consider, such as the needs of children in Africa and the way that pupils' fund-raising helps children in Rwanda. The provision for pupils' moral and social development is good. Pupils have a clear understanding of right and wrong and are well aware of the need for rules and codes of conduct. They have a very clear appreciation that they are responsible for their own actions and have a very good grasp of the impact of their actions on others. Pupils are taught to share, help one another and show consideration for others. The school enhances pupils' social development well through a wide range of educational visits, visitors to the school and the extra-curricular activities provided by the school. These provide pupils with the opportunity to interact with a wide range of people in many different circumstances. At the time of the last inspection, cultural development was deemed to be weak: it is now good. As well as studying different religions, the school has a European week and out of this has grown strong links with different European cultures and visits to the school by people from these countries. Art and music provide many good opportunities to broaden pupils' cultural awareness.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.5
National data:	5.4

Unauthorised absence	
School data:	0.1
National data:	0.4

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

8. There were no exclusions over the past year.
9. Overall levels of attendance are good and are above the national average. They have improved since the last inspection and the school now keeps accurate and detailed records of attendance and absences.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and the curriculum are satisfactory overall. Care and welfare are good. Links with parents and with other schools are good and links with the community are very good.

Teaching and learning

The quality of teaching and learning is **satisfactory**. Assessment systems are satisfactory but are not used effectively enough.

Main strengths and weaknesses

- Teachers work well with the very good quality classroom assistants.
- The management of behaviour is good.
- Planning is inconsistent.
- The level of challenge for average and more able pupils does not consistently match their different needs.

² This is a European project that the school is involved with in a range of different activities.

- Teaching and learning of pupils with special educational needs and less able pupils are good.
- Teachers use resources well.
- There is some good use of homework but it is not consistent across different subjects.
- Assessment systems are satisfactory but are not used effectively enough.

Commentary

10. Teaching is satisfactory overall but the quality varies from excellent to unsatisfactory. The proportion of good, very good or excellent has increased since the previous inspection, but the proportion of unsatisfactory teaching has also increased.
11. Teachers plan carefully with their classroom assistants to ensure that they understand the key learning expected to take place during lessons. This ensures that when the classroom assistants work with individual pupils and small groups that they give well targeted support. This is having a very positive impact on the progress of pupils with special educational needs and less able pupils. Teachers create very positive relationships with support staff, which provides a very good role model for the pupils' social development. Teachers organise lessons carefully to make good use of additional adults, which increases the amount of interaction between pupils and adults and extends their learning effectively. This is particularly successful in ICT where the organisation ensures that all pupils get a good level of individual support in lessons.
12. Teachers expect pupils to behave well. They use consistent systems in lessons to sustain good levels of behaviour and this ensures that pupils concentrate well in lessons. The consistency in teachers' management systems means that even when pupils are working in whole year groups with sixty pupils they maintain their good levels of behaviour.
13. There is considerable variety in the quality of planning throughout the school. In the best lessons, teachers plan a large number of activities that build carefully on previous learning. They work through these tasks at a fast pace and pupils develop skills and understanding at a very good rate. In the weakest lessons, teachers' planning involves too much detail of the organisation of the tasks and too little detail of the intended learning of new skills or understanding. Teachers do not consistently plan enough different tasks to match pupils' varying needs, neither do they organise pupils effectively enough to carry out tasks that match their individual needs. This results in some pupils underachieving in lessons either because the work is too easy or too hard.
14. Teachers' expectations do not match pupils' different needs consistently enough. In the best lessons expectations are high and teachers challenge pupils across all the different levels of ability. This ensures that the whole class achieve very well in lessons. However, in other lessons teachers only pitch the learning at one level and do not consider the need to provide a range of questions and tasks to match pupils' different learning needs. This reduces the progress of average and more able pupils. In contrast, the expectations of pupils with special educational needs and less able pupils are well judged. Teachers and classroom assistants give sensitive support to individuals to ensure that they understand the work, but still expect them to do their best and to make good progress. This has a very positive impact on these pupils' learning.
15. The use of resources to stimulate pupils' curiosity and to help them to understand new learning is good. Teachers use ICT well, particularly the interactive whiteboards, to explain work or to develop pupils' presentation skills of showing what they have learned to the rest of the class at the end of lessons. Teachers provide practical equipment in lessons to help pupils to understand new learning, such as symmetry or the use of the analogue clock.
16. Teachers ensure that reading homework is well organised and this supports the development of reading skills well. However, the use of mathematics homework is inconsistent through the school, which reduces its effectiveness in supporting learning in this subject.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	7 (21%)	10 (31%)	12 (36%)	3 (9%)	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.

17. The school recently introduced good systems for assessing and reviewing pupils' progress in writing and mathematics. The information from these is used to group pupils by ability for English and mathematics lessons, and to identify pupils who underachieve and require extra help. These procedures are playing an important part in raising standards. However, assessment systems are not fully in place for other subjects or for regularly checking pupils' progress in reading. There are detailed assessments for pupils with special educational needs. Specialist support staff use these successfully to give these pupils work that meets their individual needs. As a result, these pupils achieve well.
18. Although teachers now have better quality information about pupils' progress, they do not use it consistently enough in their planning. The school has introduced systems to set targets for individual pupils that are shared with parents. However, these are not used consistently enough through the school. Teachers do not use marking well enough to give individual pupils a clear enough understanding of how to improve their work. These weaknesses are having a negative impact on pupils' achievement over time.

The curriculum

The curriculum is **satisfactory** overall. It is enriched by a very good variety of activities. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Pupils with special educational needs receive a good quality, well-balanced curriculum but more able pupils do not receive a curriculum that challenges them systematically.
- There is a very good range of additional activities that add greatly to the value and interest of the curriculum.
- There are not enough opportunities to develop speaking skills or enquiry skills in mathematics and science.
- The curriculum in science has some unsatisfactory features.

Commentary

19. The school has successfully addressed the issues relating to the curriculum from the last report and the scheme of work in music is now satisfactory, with some aspects of the music curriculum being excellent. At the previous inspection, provision for pupils with special educational needs was deemed to be satisfactory. Provision for these pupils is now judged to be good with some very good features. This is an improvement since the time of the last inspection. There is good quality liaison between the two special educational needs co-ordinators in the infant and junior schools which ensures that the Year 3 teachers receive very good information on which to base their work. Pupils receive additional quality support, both in lessons and in withdrawal groups, to enable them to meet their targets. A very good feature of the work with these pupils and less able pupils is the quality of teaching they receive by part-time teachers in their literacy and numeracy groups. Not only do they gain in knowledge and understanding, but their self-esteem and confidence are considerably improved. In contrast, more able pupils do not receive a consistently challenging curriculum as they move through the school. This is having a negative impact on their progress.
20. Overall the curriculum is broad. It is enriched by many visits and by visitors into the school. These include a residential visit in Year 6 to the Lake District during which pupils take part in a

range of outdoor activities as well as learning about the local environment. Links with the Custom House Theatre are excellent: pupils not only perform there but also a number of them go on to become members of dance and drama groups at the theatre. Extra-curricular activities range from calligraphy, which has a waiting list, to a wide range of sporting activities that include judo, athletics, dance and football. The school is justifiably proud of this aspect of its provision. Not only does it enrich the curriculum but it makes a powerful contribution to the pupils' personal development and to their understanding of citizenship.

21. In both mathematics and science, teachers do not provide pupils with enough opportunities to carry out investigations or opportunities that will enable them to use their skills and knowledge in a challenging way. In English, pupils do not consistently receive formal opportunities to extend their formal speaking skills. Although some teachers provide good quality opportunities through the week for pupils to speak formally in contexts, such as whole class discussions or evaluations, several teachers do not provide these opportunities often enough.
22. The curriculum in science is not balanced well enough in Years 5 and 6. Teachers use too many photocopied sheets, which reduces pupils' opportunities to use their own words to record their learning. There are not enough opportunities over time for pupils to develop their scientific skills or to communicate their scientific thinking.

Care, guidance and support

The school's procedures for ensuring the pupils' care, welfare, health and safety are **good**. Support and guidance for the pupils' personal development is **good**. The procedures for taking the pupils' views into account are **satisfactory**.

Main strengths and weaknesses

- Procedures for ensuring the safety and protection of the pupils are good.
- The guidance provided for the personal development and care of the pupils is good.
- There are good links with the infant school.

Commentary

23. The school has good procedures for ensuring the safety of the pupils. The headteacher and governors take their responsibilities for health and safety seriously. They regularly carry out risk assessments and take action to redress any actual or potential hazards. In lessons, the teachers are alert to the need for safe working. In a Year 4 physical education lesson, for example, the teacher took care to ensure that the pupils had sufficient space to work in. The pupils respond sensibly when there is a need to evacuate the school. They quickly and efficiently left the school and followed procedures when the fire alarm sounded unexpectedly during the inspection. Visitors, such as the fire service and the police, come into school to reinforce messages about safety. Child-protection procedures are good. A detailed policy provides guidance and the headteacher and her deputy make sure that all staff are aware of the procedures that they must follow if there are any concerns. Well-established procedures cover such matters as the administration of medicines and accident recording and reporting. Both the secretary and the caretaker play a valuable role in ensuring the care and welfare of the pupils through their attention to detail and their gentle manner with the pupils.
24. The teachers are alert to the needs of the pupils as they move through the school. They know the pupils well and show a keen interest in their personal development. The staff provide high quality support in lessons for the pupils who need extra help with their learning. The pupils' achievements in and out of school are valued and are celebrated during assemblies. The teachers provide sensitive guidance for the pupils as they approach key milestones in their lives. They are, for example, given guidance on the significant events that they will participate in at the church. The older pupils like the support and guidance that they are given when they take on new responsibilities such as becoming School Councillor or House Captain.

25. The staff works closely with its adjoining infants' school. This is effective in giving the younger pupils a good introduction to the routines of their new school. The close links enable pupils to visit before they formally start at the school. Through this, they form friendships and get to know familiar faces amongst the staff. The older pupils develop personal skills well when they go over to the infant school to help with duties such as supervision at lunchtime. Staff at the two schools work in harmony and consequently they have a good knowledge of the pupils' needs as they transfer.
26. The previous inspection judged the support and guidance given to the pupils to be satisfactory. The school has improved its provision and it is now good.

Partnership with parents, other schools and the community

The school's links with the parents are **good**. The links with the community are **very good**. The links with other schools are **good**.

Main strengths and weaknesses

- The parents' involvement in the life of the school is good.
- The school's links with the community are very good and those with other schools are good.
- The school provides a good range of information for the parents.

Commentary

27. The school works hard to involve the parents in all that it does. Most parents support the school's performances and its trips to places of interest. The school regularly invites parents to help. Wherever possible, it uses their skills to good effect. A number of the parents help with practical lessons, such as those on art and design. The parents, whilst expressing some concerns about homework, support it well and help the pupils with their reading at home. The parents support a fund-raising committee, which works as a partnership with the parish and the infants' school. This work provides extra resources, such as display boards.
28. The school's links with the community are very good. The headteacher and staff value the ways in which such links enrich the pupils' learning. The school uses the local area well to introduce the pupils to things like the role of the local business. Good links with environmental specialists help the pupils to understand the implications of looking after their surroundings. The pupils enjoy being involved in their local cultures. They have good links with the local theatre and are becoming involved in a design project for the town's marina. Recently, volunteers visited the school to help with its European studies. They made an excellent contribution to the pupils' learning about different cultures. The strong links with the community extend the pupils' sense of care for others. The school provides very good opportunities for pupils to develop an understanding of their local and international communities through activities such as distributing harvest festival food to a community kitchen for the needy or raising funds for the relief of the poor in Africa.
29. The school provides a good range of information for the parents. The annual report is well presented and gives a good picture of what the pupils have achieved. Nearly all parents attend the regular consultation evenings and find these helpful in discussing how their children are doing at school. The staff hold workshops for the parents on important topics, such as literacy and numeracy. The school also provides good opportunities for small groups of parents to visit lessons to see what is being taught to their children. The provision of a computer club for parents extends the partnership with parents well. Parents appreciate being able to talk informally to staff before and after the school day. The school provides good quality home-school record books and the parents use this to comment about their children's achievements, especially in reading. The relationships with the secondary school are strong. Teachers visit and discuss the pupils' needs before they move up. Pupils have good opportunities to sample lessons and life at the secondary school and the Excellence in Cities³ initiative provides a link

³ Excellence in Cities is a government initiative to provide additional resources to schools in order to raise standards.

worker to help with transition. The teacher exchange with a local primary school extends the links with other schools well. The organisation of two teachers working in the opposite partner school extends the range of activities well in this school because the visiting teacher provides French for the older pupils.

30. The previous inspection confirmed that the relationships with the parents and community were good. The links with the community have improved and are now very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. Governance is **good**.

Main strengths and weaknesses

- The leadership of the headteacher and deputy headteacher is good and their management is satisfactory.
- The senior management team and co-ordinators do not fulfil their roles well enough.
- The governance of the school is good.

Commentary

31. The headteacher has a very clear vision of how the school should be providing stimulating and challenging teaching in the context of an enriched curriculum in order to raise standards. She has a firm commitment to relating pupils' learning to the context of the local community. She is determined to raise standards and identified the under-achievement in the school as soon as she took up her post. She introduces effective strategies to raise standards, such as dividing pupils into ability groups for mathematics and some English lessons. Together with the governors, she uses the budget wisely to target underachievement. This is particularly effective in the employment of new, very good quality staff who are making a significant contribution to the raising of standards, particularly of the less able pupils and pupils with special educational needs. Systems for supporting these new members of staff are good and the good quality mentors provide them with valuable support. The headteacher organises these new staff very effectively, targeting their work very carefully to make sure their teaching increases pupils' achievement in key subjects such as mathematics. The headteacher has the potential to be a good manager. She introduces good quality whole school systems, such as the termly assessment in writing and mathematics, which is having a significant impact on increasing the rate of progress. However, she does not ensure that all staff use these systems to challenge individual pupils rigorously enough, or to ensure that assessment of other subjects such as reading are monitored effectively enough through the school. The headteacher has sustained the good relationships identified as a leadership quality of the headteacher in the previous inspection, whilst introducing a range of new systems to raise standards.
32. The headteacher works in close partnership with the deputy headteacher and they share the same philosophy in wanting the best for the pupils throughout the school. The deputy headteacher sets a very good example in her own teaching, which has excellent features. Her leadership of English is good. She has a very good understanding of the key development issues needed to raise standards and has a clear sense of urgency in working hard to set these developments in place. This is in direct contrast to the other members of the senior management team. Although the headteacher provides very good quality documentation for team meetings, the senior managers do not communicate a detailed understanding of these issues or ensure that key developments are carried out in their own lessons. Most co-ordinators do not play a key role in taking their subjects forward. They do not have enough understanding of the strengths and weaknesses in their areas of responsibility. This does not apply to the special educational needs co-ordinator. She plays an important role in supporting staff and monitoring their work on a regular basis. This is having a positive impact on the increased achievement of the pupils with special educational needs.

33. The governing body has a good understanding of the key strengths and weaknesses in the school. The chair of governors has good quality leadership skills and has a good overview of the work of the school and of the different governor committees. The governing body share the sense of urgency of the headteacher and deputy headteacher in increasing the rate of progress through the school. They have a clear vision of the role of the school in the community and listen carefully to the advice given by the local education authority to help them play their part in raising standards. Key governors effectively combine the skills of challenging senior managers, whilst supporting them in carrying out changes. The governors work closely with the headteacher to ensure that the budget is used carefully to raise standards. They considered how to spend the large surplus that was available when the headteacher took up her post. This spending on additional staff and resources is having a significantly positive impact on pupils' achievement, particularly pupils with special educational needs and less able pupils. The secretary is very efficient and has a very good understanding of both the day-to-day running of the budget and the overview of the total spending.

Financial information

Income and expenditure (£)	
Total income	488,422
Total expenditure	482,565
Expenditure per pupil	2,019

Balances (£)	
Balance from previous year	39,596
Balance carried forward to the next	51,696 ⁴

⁴ The current headteacher inherited the large surplus when she took up her post. This money has now been spent on updating the computer suite and employing additional part time teachers and classroom assistants.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- New systems introduced by the headteacher are raising standards but they have not had time to make enough impact on standards in Year 6.
- Pupils with special educational needs and less able pupils achieve well.
- Over a third of teaching is good or better; there is a very small amount of unsatisfactory teaching.
- The subject co-ordinator provides good leadership.
- The systems for assessing pupils' writing are good but assessment of reading is not effective enough.
- Pupils' writing skills are not used enough in other subjects.
- Teachers do not always give enough time to the development of pupils' speaking skills.

Commentary

34. The national test results over the last three years show that standards have been average overall. In the 2003 national tests, the proportion of pupils reaching the expected level was average but more pupils reached the higher level than pupils did nationally. When standards are compared with similar schools of prior attainment in 2002, the value added was well below average. The headteacher identified this underachievement when she took up her post and set a high priority on raising standards in writing. Through the introduction of termly assessment, she has ensured that teachers have a good understanding of pupils' progress in writing. This data shows clearly that the rate of progress through the school is increasing. The headteacher also employed very good quality part-time staff to support pupils with special educational needs and less able pupils in English in Years 5 and 6. Both the new assessment systems and the new staff are having a significantly positive impact on pupils' progress. When compared with similar schools in 2003, standards had risen from well below average to average. However, these improvements have not had enough time to have an impact on standards overall in Year 6. The inspection judges standards as average in all aspects apart from listening, where standards are above the expected level. Standards are at the same level as the previous inspection.
35. Teachers ensure that pupils develop good quality listening skills. By Year 6, standards are above the expected level. However, teaching is inconsistent in developing speaking skills. In the best lessons, most pupils speak confidently and have a satisfactory vocabulary for describing their ideas and experiences. Staff teach the correct subject vocabulary well in English and in other subjects. Occasionally, teachers give pupils the opportunity to act out a role or speak at length in front of others. These strategies build up self-confidence and promote pupils' speaking skills well. This is particularly good in Years 3 and 4 where teachers involve parent volunteers in a series of lessons linked to a project involving links with European countries. The parent volunteers support pupils very well. The project makes a significant contribution to the school's links with parents and to pupils' cultural development. However, in many lessons teachers do not consistently encourage more able pupils to extend their answers when they ask pupils questions or give them activities in which they can talk at length or discuss their work together.
36. Most Year 6 pupils structure writing clearly, punctuate it correctly and many pupils choose words carefully to create an effect. This is because, across the school, staff teach these skills well. The school made improving the teaching of writing a priority for development last year. The strategies that the school put in place, such as more time for writing and the regular assessment of pupils' work, are starting to improve pupils' progress. However, the progress is

not as rapid as it could be because the systems have not had enough time to take full effect across the school. Some features of teaching vary through the school, such as the level of challenge to average and more able pupils. There are also inconsistencies in the quality of marking of pupils' work and the setting of regular targets for pupils to achieve in their writing. This reduces pupils' understanding of how to improve their work. In Year 6, teachers do not always ensure that pupils work with enough independence or give pupils enough time to complete their writing in lessons. In Years 5 to 6, standards in handwriting are below average. This is because teachers do not give enough emphasis to handwriting across the range of pupils' work.

37. Across the school, pupils enjoy reading and most parents effectively support their children with their reading at home. Year 6 pupils have competent research skills for finding information from books because this is taught well in literacy lessons. However, the whole school supply of information books is not organised in a way that helps pupils to learn how to use library systems. Pupils with special educational needs and less able pupils make good progress in reading because teachers support them well and, in Years 5 and 6, they benefit from the small groups and very good teaching in literacy sessions. However, more able pupils do not consistently reach standards at a higher level than the average pupils in reading. Teachers do not always challenge these pupils enough in the books that they give them to read. There is no consistent system for teachers to assess pupils' progress in reading lessons, which reduces teachers' opportunities to monitor pupils' progress over time. In Years 3 to 5, the teaching of reading to groups of pupils, which is part of the literacy strategy, takes place effectively in separate reading lessons. However, in Year 6, pupils' progress slows because the reading lessons are not in place and not enough time is allocated to the teaching of reading.
38. The quality of teaching is satisfactory. Over a third of teaching is good or better, with a fifth of this being very good quality. All teachers use support staff effectively, and computers efficiently to help pupils develop their literacy skills. They expect pupils to behave well so pupils are polite and courteous and apply themselves readily to the work. In lesson introductions, Year 6 teachers do not always use a sufficient variety of strategies to challenge pupils' thinking or involve pupils more actively, which reduces pupils' learning. In the most effective lessons, teachers plan very carefully and organise work so that pupils of different abilities are given work that challenges them and extends their learning. However, across the school, teachers do not always give pupils work that is hard enough. Therefore, pupils do not always make as much progress as they could, particularly the higher attaining pupils. This is a significant factor in the unsatisfactory teaching.
39. Leadership of the subject is good and the co-ordinator has the potential to manage the subject effectively. In the short time in the role, the co-ordinator has brought about some effective improvements, for example in the writing curriculum. She has a clear view of what needs to be done in order to improve the subject further. She monitors teaching and learning in lessons thoroughly. However, opportunities are missed to review pupils' work, resulting in some inconsistencies in pupils' learning.

Literacy across the curriculum

40. The use of pupils' literacy skills across the curriculum is unsatisfactory. Teachers use pupils' reading skills effectively in skills, such as research information, but they do not exploit pupils' writing skills enough in other subjects. There is too much use of worksheets and not a wide enough variety of different forms of writing across the curriculum.

MATHEMATICS

Provision is **unsatisfactory**.

Main strengths and weaknesses

- New systems introduced by the headteacher are raising standards but progress slows in Year 6.
- Less able pupils and pupils with special educational needs achieve well.
- There are some inconsistencies in teaching.
- Leadership and management of the subject are unsatisfactory.
- The curriculum for number work is good quality but there is not enough emphasis on investigational mathematics.

Commentary

41. The national tests show that standards have fallen over the past four years. In the 2003 national tests, standards were well below average. There was a much smaller proportion of pupils reaching the higher Level 5 than average. Compared with similar schools of prior attainment, standards have been well below average over the past two years. The headteacher identified this underachievement when she took up her post and mathematics has had a high priority throughout the school since then. This is having a significantly positive impact on raising standards. The inspection judges standards as average, which is a considerable improvement since last year. One of the most successful key changes contributing to the rise in standards is the employment of an additional high quality part-time teacher. She works very well in Years 5 and 6 with less able pupils and pupils with special educational needs. The very effective teaching and high expectations of these pupils ensure that they achieve well. The headteacher also effectively organised pupils into ability groups throughout the school. This is ensuring that whole class sessions are more focused on the pupils' needs and is increasing the rate of progress in lessons. The very good quality additional support of classroom assistants in Years 3 and 4 is also increasing pupils' achievement in lessons. However, there are unsatisfactory features in some of the teaching of mental mathematics in Year 6, with low expectations of pupils' capability and not enough mathematical content in the task. This is slowing the rate of pupils' progress.
42. The headteacher has introduced good quality regular assessment systems in mathematics. She monitors this very carefully and teachers are now much more aware of the effectiveness of their teaching. The assessment shows clearly that the rate of pupils' progress through the school is accelerating. However, the Year 6 pupils have not benefited from these new systems. Standards in this year group are above average in number work, but below in investigational mathematics. Standards in shape and space and data handling are at the expected level. This is a drop in standards since the previous inspection. The inspection judges standards as above average in Year 5. There is a high proportion of pupils achieving above the expected level in this year group, with some pupils achieving well above expectations. This is due to the high level of challenge and high expectations in the deputy headteacher's lessons.
43. All teachers manage pupils' behaviour very well and pupils expect to concentrate and work hard in lessons. The partnership between classroom assistants and teachers is very good. There is a very clear understanding of the work to be covered in lessons and both adults play a full part in supporting individuals to complete their work. Teachers use resources in imaginative ways to extend individuals' learning, such as the use of small clocks in Year 4 to provide hands-on experiences in translating analogue time to digital time. However, planning is inconsistent through the school. Teachers do not use assessment effectively enough to plan different tasks to match pupils' varying needs. A small proportion of planning is detailed, but much does not focus well enough on the key learning that will be taking place. The level of challenge in lessons is inconsistent. There are examples where teachers work at a very fast pace and include all pupils in slick question and answer sessions. In other lessons, the pace slows or the tasks are too easy. All teachers expect pupils to produce a good volume of work and this is particularly

good in the amount covered systematically in number work. This is increasing the rate of progress in this aspect of mathematics. Although homework is used throughout the school, there are many different systems. This does not provide pupils or parents with a clear understanding of how homework develops as pupils get older. Opportunities are missed to extend individual's learning systematically at home.

44. Although mathematics has a high priority, the co-ordinator does not have enough understanding of the work throughout the school. She does not know where there are key strengths and weaknesses. She is not therefore able to use her mathematical expertise to support or challenge teachers. Staff are not sharing their teaching, which in some cases is very high quality, and weaknesses in teaching are not being identified effectively enough or targeted for improvement.
45. Teachers place a high emphasis on number work, which results in standards being higher than the other aspects of the mathematics curriculum. Pupils have a good understanding of shape and space, but there is not enough challenge in this aspect in Year 6. Teachers use ICT effectively to extend learning in data handling. The school is now in a good position to ensure that this work builds systematically from year to year and consolidates the very good start pupils make in Year 3. Investigational mathematics is not tackled systematically throughout the school. Teachers do not regularly require pupils to try out different ways of working out problems for themselves or expect pupils to justify their mathematical thinking. They do not plan systematically enough to extend this aspect of mathematics. This is having a negative impact on pupils' achievement.

Mathematics across the curriculum

46. Teachers do not plan systematically to extend numeracy skills across the curriculum. They provide some good opportunities for pupils to apply their mathematical understanding in some aspects, such as measurement in the planning in design and technology. Teachers support pupils' development of numeracy skills well in ICT because they all cover spreadsheets and the production of different types of graphs. However, many opportunities are missed to extend numeracy through other subjects such as science. This is particularly weak in Year 6 where teachers miss many opportunities for pupils to use their mathematical skills to measure accurately or present numerical findings on a regular basis.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average at the end of Year 6.
- Standards in Years 3 and 4 are close to the expected level and indicate that the strategies put in place by the headteacher are improving pupils' progress.
- There are weaknesses in the enquiry skills of pupils which prevent them from achieving as well as they should.
- Marking of pupils' work is inconsistent.
- Teachers use too many photocopied worksheets.
- Leadership and management of the subject are unsatisfactory.

Commentary

47. Standards of Year 6 pupils in the 2003 national tests were below the national average. Compared with similar schools of prior attainment, standards were below average. This is an improvement on the previous year when, compared with similar schools, standards were in the bottom 5 per cent nationally. The inspection judges standards of the current Year 6 pupils as below average in all the aspects of science and achievement is unsatisfactory. Pupils with special educational needs make good progress because classroom assistants support their individual needs well.
48. The headteacher identified the underachievement in this subject when she took up her post. Pupils were entering the school with at least average standards in relation to national results and by Year 6 they were achieving below the national standard. The headteacher effectively initiated changes focusing on the quality of teaching in this subject, the quality of planning and the rate of achievement. She works hard to ensure that staff understand the importance of raising standards in science as a whole school priority. Although there are still significant weaknesses in the teaching of science, there are clear indications that in Years 3 and 4, pupils' progress is beginning to improve. Expectations on the amount of work pupils produce have increased. In Year 3, more work is planned where pupils are using their enquiry skills to carry out investigations, write up their findings and draw their own conclusions.
49. Pupils' enquiry skills are below the expected level, particularly in Years 5 and 6. Teachers do not provide enough opportunities to carry out investigations. When they do, the experiments in the majority of lessons are planned by the teacher and the pupils follow the prescribed instructions, often working to a pre-determined photocopied sheet. This means that the pupils do not have any real ownership over the activity. They have no opportunity to decide what kind of test to carry out, what resources they will need and how they will record their findings. In carrying out these sterile tasks, teachers do not make enough demands on pupils to use skills they have previously learned. Pupils do not use their initiative to test out new ideas in order to solve the problem. They therefore do not reach their potential and there is not sufficient challenge to stretch their thinking. Teaching in one of the Year 6 classes is very good, with pupils given considerable autonomy in organising and carrying out investigations. This provides a very good model for other teachers to extend their skills in this aspect of the subject.
50. Much of the work in science is badly presented, particularly in Years 5 and 6. Workbooks are untidy and the quality of handwriting poor. Pupils do not produce enough writing over time and this reduces opportunities to extend their literacy skills. Marking in the books is inconsistent and fails to pick up these weaknesses. A small minority of teachers, however, do set an expectation on the standard of presentation and marking includes a comment on how the pupils can improve their work either through improving its content or its style. There are, however, too many instances where the work receives only a tick, or is not marked at all, and where no attempt is made to help the pupils to adopt a better style of presentation. The acceptance of poor standards of presentation is not helping pupils to achieve their best. Teachers use ICT well to present their findings on spreadsheets and charts. This supports the development of numeracy skills.
51. Planning of work in science is unsatisfactory. Much of the work pupils are given relies heavily on photocopied sheets. In many cases, the sheets are merely questions needing a one-word answer. These sheets fail to give the pupils any ownership of the aspect they are studying, as they are only required to respond to the question. This means that they are rarely asked to explain why they have given that answer. Because they have not had to think through the process they used to answer the question, many pupils retain very little knowledge of what they have been learning. In a very good lesson on forces, the teacher insisted that the pupils worked everything out for themselves and, as a result, their understanding and knowledge were very secure and they answered with confidence.
52. Leadership and management of the subject are unsatisfactory. Assessment procedures that track the progress of individual pupils are not in place and therefore it is difficult to monitor how well pupils are achieving or to identify pupils' individual areas of weaknesses. The co-ordinator

does not monitor teachers' planning or pupils' work effectively enough. Therefore, inconsistencies in marking, presentation and expectation are not being identified. The school analyses the results of the national tests and uses school-based assessment at the end of each term. However, teachers do not use this assessment effectively enough to provide individual targets for pupils. Without these targets, pupils have very little notion of how they can improve and raise the standard of their work. Standards have fallen since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **satisfactory**.

Main strengths and weaknesses

- The school has worked hard to improve provision and standards are now at the expected level.
- Teachers and classroom assistants work very well together.
- Teachers use ICT well across the curriculum.
- The headteacher and the governors set a high priority on updating ICT resources.
- Assessment systems are inconsistent.

Commentary

53. The previous inspection identified the need to raise standards through improving teachers' expertise and improving resources as a key issue. The governors, ICT coordinator and staff have devoted considerable time and money to carry this out and pupils are now achieving at the expected level through the school. This is an improvement since the previous inspection. The provision of a computer suite makes a very significant impact on raising standards because pupils now have regular weekly lessons to develop their skills and knowledge. By Year 6, pupils handle spreadsheets confidently and understand the advantages of using them to process and compare data quickly. They appreciate the different choices they can make in presenting the data. Pupils enjoy producing multi-media presentations, including features such as animated graphics. This is due to the good foundations that have been laid in previous year groups and the steady development of skills in combining graphics and text as pupils move through the school. Pupils' understanding of key terms related to word processing is lower than expected. They do not expect to draft their work straight onto the screen because they often write out their sentences before they work on a computer. This is reducing their skills of using facilities such as cut and paste and spell checks.
54. Teaching and learning is satisfactory. Teachers have all completed the government training in ICT and several teachers are very confident in this subject. Teachers use the interactive-whiteboards effectively in classrooms to explain tasks or to recap learning. This is particularly good in a Year 6 and a Year 4 class, where pupils use the whiteboards to demonstrate the outcome of their work during the lesson. This plays an important role in extending pupils' self-esteem. The rest of the class is very appreciative and this strategy helps to develop evaluation skills and formal speaking skills. However, during the inspection there were technical difficulties in some of the lessons. This reduced the impact of the beginning of the lesson.
55. The school ensures that pupils fulfil all elements of the curriculum by carrying out control work at the secondary school in Year 6. This provides good preparation of pupils moving to secondary education. However, this strategy reduces the opportunities for other pupils to develop these skills lower down the school.
56. Teachers work very effectively with the very good quality classroom assistants. This results in pupils getting good quality one-to-one support in lessons, which increases their rate of progress. Classroom assistants have a very good understanding of the learning expected in lessons because teachers share their planning very effectively. They combine their support for pupils with special educational needs very skilfully with the rest of the class. This ensures that pupils with special educational needs develop skills such as independence as well as ICT

skills. Teachers organise pupils well to ensure that they get extended time to develop their keyboard skills in lessons, which sustains their concentration well. Pupils are happy to support each other in completing the tasks because teachers encourage this.

57. Leadership and management are satisfactory. The headteacher and governors have effectively spent a considerable amount of their surplus budget in updating ICT resources, both in the computer suite and in classrooms. Teachers make good use of these facilities, with efficient use of the computer suite. The co-ordinator ensures that principles of best value are used well by providing governors with a comparison of different costs for ICT equipment. He leads the subject effectively through his delivery of staff training for both the junior and infant schools. However, he does not regularly monitor pupils' work in order to ensure there are consistent systems running through the school. Assessment is inconsistent and is not being used well enough to support individual pupils in understanding what they need to do to improve. The Year 3 teachers have established a good quality assessment system for their pupils, which have supported the Year 4 teachers well in building on the skills developed earlier in the school.

Information and communication technology across the curriculum

58. Teachers plan work carefully across the curriculum to extend learning. This is particularly good in science and music, where the ICT tasks support the scientific and musical learning very effectively. Pupils' cultural development is supported well through the use of 'European Week' as the content for work on tasks, such as multi-media presentations.

HUMANITIES

59. No lessons were seen in **geography** and few lessons were seen in **history**. There was not enough evidence to make on the provision in both subjects. Pupils' work in books and on display, and discussions with pupils and teachers indicate that standards are average in both subjects in Year 6. Pupils have a good understanding of the work in geography and history, particularly on Victorians and World War II in history, and the water cycle and coastal erosion in geography. However, this is not reflected in the written work because across the school pupils mainly record the work on worksheets. These do not allow pupils to show what they fully know and understand or promote pupils' writing skills enough. In both subjects there is also no system for teachers to check and review pupils' progress. This is a similar picture to that reported at the time of the last inspection.
60. Most teachers provide attractive displays in classrooms, and around the school, to enhance pupils' learning. Teachers make good use of resources and very good use of visits out of school to make the work interesting and relevant. Pupils visit Cragside and Bede's World linked to their work in history, and to Thurston and the coast in geography. The school has not set up effective assessment systems and co-ordinators do not play a full enough role in monitoring and leading their subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. Only one lesson was seen in art and design, music and physical education. No lessons were observed in design technology. It is, therefore, not possible to make secure judgements about provision in these subjects or about teaching and learning. Information was gained from discussions with staff and pupils, observations of pupils' work on display and relevant documents. Discussion with co-ordinators shows that they do not play a full enough role in leading and managing their subjects.
62. Examples of **art and design** work throughout the school are above the expected level and show how effectively the work the pupils do in lessons supports work in other curriculum areas. As well as work related to topics, the pupils have good opportunities to explore different ways of using materials and developing new skills. For example, Year 4 pupils use the work of Van Gogh to explore new ways of using paint and mixing the rich and powerful colours he used. In discussion, pupils showed a great deal of enthusiasm for the work they did in art, with many in

the group identifying it as one of their favourite subjects. Pupils receive a varied and stimulating art curriculum that interests them and produces very positive attitudes towards this subject.

63. The school provides a rich curriculum in **music**. It involves pupils in a wide range of musical events and activities. They use the local theatre very effectively to extend personal skills of rehearsing and performing before entering music festivals. Pupils develop their personal skills well through the participation in a range of school productions. Pupils' social development is developed well in links with the local community, such as the choir performing in the local church and the Marina View Rest Home at Christmas. The school provides effective opportunities for pupils to learn the guitar, violin or cello. In the lesson seen, all the pupils in Year 5 came together in the school hall to compose a piece of music linked to their rainforest work. It was an excellent lesson and the pupils worked in their groups with a variety of instruments to produce quite remarkable results. They showed great confidence in playing the different instruments. They decided how they could record the contribution of each player and what kind of animal that player would represent. The deputy headteacher, after each group performed, very skilfully led them in appraising their composition. Singing in assembly was tuneful and enthusiastic and in discussion pupils spoke with enthusiasm about their work in the subject. Music has a high profile in the school and pupils have positive attitudes towards this subject.
64. From discussion with pupils, it was clear that they enjoyed their work in **design and technology**. Teachers link this subject well to other areas of the curriculum, particularly history. The shelters they had made in Year 6 were a very good example of this. Pupils develop literacy skills effectively through researching topics before they produce their artefacts, such as the air raid shelters pupils constructed in Year 6. They produced good quality replicas and showed pride in their achievement. Other examples the pupils talked about were, Viking ships and masks they had made when studying Tutankhamun as part of their Egyptian Study.
65. Only one lesson was seen in **physical education**. From talking to pupils, looking at photographs and other documentation the inspection judges that there is a rich variety of experiences for pupils. All aspects of the physical education curriculum appear in the scheme of work, and can be seen in the teachers' planning. In addition to this, pupils have regular opportunities for developing skills in swimming. The school uses links with the community very well to extend pupils' learning, such as the work of Year 3 pupils who are currently having basketball coaching from Newcastle Eagles. The school provides a good range of opportunities for pupils to extend their learning beyond the school day, including both girls and boys in different competitions. This extends pupils' moral and social skills well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

66. There was not enough evidence to make an overall judgement about this subject. However, the school has introduced regular lessons throughout the school based on aspects, such as friendship. The school council has just been set up and pupils are proud to represent their classes.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

