

INSPECTION REPORT

ST. GREGORY'S CATHOLIC PRIMARY SCHOOL

Stockton-on-Tees

LEA area: Stockton-on-Tees

Unique reference number: 133652

Headteacher: Dr P. Mackie

Lead inspector: Steve Bywater

Dates of inspection: 7th to 10th June 2004

Inspection number: 257670

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: Voluntary aided
Age range of pupils: 3 to 11
Gender of pupils: Mixed
Number on roll: 275 full time equivalent

School address: Ragpath Lane
Stockton-on-Tees

Postcode: TS19 9AD

Telephone number: 01642 393582

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Appropriate authority: Governing body

Name of chair of governors: Mrs P A Timoney

Date of previous inspection: n/a

CHARACTERISTICS OF THE SCHOOL

This newly established school in Stockton-on-Tees was formed in September 2002 from the amalgamation of two Catholic primary schools. It serves two parishes in an area of significant socio-economic deprivation. There are 253 pupils on roll who attend full-time and a further 45 attend part-time in the nursery. The school is about the same size as other primary schools. Attainment on entry to the school is well below average overall. The proportion of pupils entitled to free school meals (approximately 32 per cent) is almost twice the national average. The proportion of pupils from ethnic minority groups and those who speak English as an additional language are broadly in line with the national average. The proportion of pupils with special educational needs is above that found in most schools. The majority of these pupils have speech and communication or moderate learning difficulties. There are three pupils with Statements of Special Educational Need. The school is now in an Excellence in Cities cluster. A new school has been designed and is expected to open in September 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18463	Steve Bywater	Lead inspector	Science, information and communication technology, music, physical education, personal, social, health education and citizenship
09652	Colin Herbert	Lay inspector	
20301	Peter Isherwood	Team inspector	Mathematics, geography, history the Foundation Stage and special educational needs
20368	Susan Macintosh	Team inspector	English, art and design and design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This satisfactory school is effective and demonstrates a good capacity for improvement.

Teaching and learning are good and most pupils achieve well. By the time pupils leave school, standards are in line with national expectations in English, mathematics and science. Pupils are well cared for. Most pupils have good attitudes and behave well. Relationships throughout the school are very good. The school has good systems for developing pupils' spiritual, moral, social and cultural understanding and skills. The leadership of the school is good and management is satisfactory and provides satisfactory value for money. The headteacher provides very clear educational direction.

The school's main strengths and weaknesses are:

- Pupils achieve very well in Years 5 and 6 due to very good teaching.
- Achievement dips in Years 3 and 4 because teaching is weaker and work is not well matched to pupils' needs. Higher attainers are not challenged enough in Year 2.
- Teachers do not make enough use of information and communication technology (ICT)
- The provision for pupils with special educational needs is good. The quality of care is good.
- The headteacher is a good leader and is determined to raise standards.
- Co-ordinators in subjects other than English and mathematics do not know enough about standards and the quality of education in their subjects. This is because they do not monitor effectively and assessment procedures are not secure.
- Provision for pupils' spiritual, moral and social development is good and this results in very good relationships, good attitudes and pupils behaving well. Attendance is below average.

This is the school's first inspection. The split-site nature of the school has been difficult to manage but there is a refreshing and infectious enthusiasm displayed by staff, pupils and governors as a new school is about to be built which should further help to unite everyone. The school has correctly identified the areas for development and already has clear plans of how to improve.

STANDARDS ACHIEVED

Standards overall are satisfactory, and most pupils achieve well. They have positive attitudes to their work and behave well. They make a good start to their learning in the nursery and reception classes but, because of their well below average levels on entry, even with good teaching standards are below expected in all areas of learning¹ by the time pupils join Year 1. Although pupils achieve satisfactorily overall in Years 1 and 2, standards in lessons at the age of seven remain below national expectations in English, mathematics, science and ICT. Standards are average in geography. There is too little evidence to judge standards in other subjects. By Year 6, standards meet national expectations in English, mathematics, science and geography. Standards are below expectations in ICT. There was not enough evidence to make judgements about standards and achievement in other subjects. Most pupils achieve well overall in Years 3 to 6, but this is uneven. Achievement is very good in Years 5 and 6 because of high quality teaching but barely adequate in the Year 3 and Year 3/4 class where teaching is just satisfactory and sometimes unsatisfactory. Pupils with special educational needs achieve well and most reach high standards. The results in national tests for Year 2 pupils in 2003 were below the national average in reading and writing and average in mathematics. When compared with similar schools, pupils achieved average standards in reading and writing but were well above average in mathematics. Standards are lower this year because there is a larger proportion of pupils with special educational needs but also because some higher attainers are not being challenged to achieve as well as they might. In the national tests for eleven year olds in 2003, when compared with all and similar schools, standards achieved were average in English and mathematics and well above average in science.

¹ Areas of learning. These mainly refer: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	n/a	n/a	C	C
Mathematics	n/a	n/a	C	C
Science	m/a	n/a	A	A

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

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

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. Teaching and learning are good.

Teaching and learning are particularly effective in Years 5 and 6 and good in the nursery, reception and Year 4 classes. Teachers have very good relationships with pupils and manage them well. In Years 4, 5 and 6, most pupils are keen to learn and are clear about what is expected of them. A good range of assessment strategies gives teachers a suitable overview of pupils' attainment in English and mathematics but the procedures in other subjects are not as well established. Pupils with special educational needs are taught and supported effectively. The curriculum is satisfactory overall but teachers do not plan sufficient opportunities to develop mathematics skills and ICT skills in other subjects. There are a satisfactory number of visits to support pupils' learning and a reasonable range of clubs and activities extend the curriculum. Care and support are good. Links with parents are satisfactory but links with other schools and the community are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The leadership of the headteacher is good. The leadership of key staff is satisfactory. Supported by a dedicated and talented Teaching Quality Task Force, the headteacher is a driving force within the school. He shares a clear vision, sense of purpose and high aspirations with all staff to ensure that the school develops and improves. The overall management of the school is not better than satisfactory because some curriculum co-ordinators do not have a clear picture about quality and standards in their subjects. The work of the governing body is good. They support and challenge the school well and fully meet their statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents agree that the school provides well for their children. Parents particularly like the fact that children get on well and have good attitudes. They feel the school is inclusive and looks after all pupils. They urgently want the new building to unite pupils and parents. Pupils have positive views about the school and are satisfactorily involved in the school's work.

IMPROVEMENTS NEEDED

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

- raise the standard of teaching in Years 3 and 3/4 so that pupils of all abilities are fully challenged to achieve well;
- raise the expectation of teachers in Year 2 so that work is more challenging for higher attainers;
- make better use of ICT to support learning in all subjects;
- improve the monitoring role of subject co-ordinators and develop assessment procedures so that a clearer picture is available of standards and quality in all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children enter the school with levels of attainment which are well below those normally expected. Overall, pupils **achieve well**. They achieve well in the nursery and reception classes, satisfactorily in Years 1 and 2. Progress is uneven in Years 3 to 6. Pupils achieve adequately at best and sometimes unsatisfactorily in Years 3 and 3/4. However, they **achieve very well** in Years 5 and 6. Pupils with special educational needs **achieve well** as they progress through the school. In Year 2, pupils attain standards which are generally below expectations but, by Year 6, standards are generally in line with expectations.

Main strengths and weaknesses

- Overall pupils achieve well because the quality of teaching and learning is good.
- There is very good achievement in Years 5 and 6.
- Pupils' achievements are not as good as they should be in Years 3 and 4.
- Higher attainers could do better in Year 2.
- There is a positive start to learning for children in the nursery and reception classes.
- Pupils with learning difficulties are well supported and achieve well.

Commentary

1. Children in the Foundation Stage work towards the nationally agreed Early Learning Goals. They are given work that is stimulating, interesting and of good quality. This motivates all children, including those with special educational needs, to learn and achieve well. However, by the end of reception, most children will still not have reached the Early Learning Goals because of their well below average levels of attainment in all areas of learning on entry to school.
2. Inspection evidence shows that standards by the end of Year 2 remain below expectations in English, mathematics, science and ICT. Achievement is satisfactory overall but there are times when higher attainers are not challenged sufficiently and the number of pupils achieving higher levels is lower than expected. There was too little evidence to make a firm judgement about standards and achievement in other subjects.
3. By the end of Year 6 standards are in line with national expectations in English, mathematics, science and geography. In ICT standards are below national expectations. Pupils have a good understanding of the basic skills of how to use the computer, but there are too few planned opportunities throughout the school for pupils to use ICT to support learning in other subjects.
4. Overall, pupils of all abilities make good progress over time in Years 3 to 6. However, progress is uneven. Pupils achieve very well in Years 5 and 6 because teaching is demanding and very good. However, pupils in the Year 3 and Year 3/4 class achieve adequately at best and sometimes unsatisfactorily as they are not always given work to match their needs. There was too little evidence to make a firm judgement about standards and achievement in other subjects.
5. The school makes good links with literacy and satisfactory links with numeracy in its planning for other subjects. Throughout the school pupils read and record their work in different ways. For example, they write stories and accounts in history, geography and religious education. They use numeracy skills soundly when they produce graphs and tables in their science work, often making comparisons and recording measurements accurately.
6. The table below shows the school's results in the national tests for 2003. Overall standards by the end of Year 2 were below the national average in reading and writing and in line with the

national average in mathematics. When compared with that of pupils in similar schools, pupils' performance was average in reading and writing and well above average in mathematics.

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

Standards in:	School results	National results
reading	15.1 (n/a)	15.7 (15.8)
writing	14.3 (n/a)	14.6 (14.4)
mathematics	16.4 (n/a)	16.3 (16.5)

There were 38 pupils in the year group. Figures in brackets are for the previous year

7. The table below shows that when compared with all schools and similar schools, standards in the 2003 national tests for pupils in Year 6 in English and mathematics were average, whilst in science, standards were well above average. Some of these pupils had only been in the school for Year 6.

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

Standards in:	School results	National results
English	26.6 (n/a)	26.8 (27.0)
Mathematics	27.4 (n/a)	26.8 (26.7)
Science	30.3 (n/a)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year

8. Pupils with special educational needs achieve well because teachers set work which meets their needs and ensure they receive good support. Good progress is made towards targets on individual educational plans. The school also makes good additional arrangements for its talented pupils, who also achieve well.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to school and to their learning and they are **well** behaved. Attendance is **below** the national average. Punctuality is **satisfactory**. The provision of spiritual, moral, social and cultural development is **good overall**.

Main strengths and weaknesses

- Relationships between pupils and each other and pupils and all adults in the school community are very good.
- Behaviour in lessons and pupils' attitudes in and around school are good and sometimes very good.
- The provision for spiritual, moral and social development is good.
- The school has good procedures in place to deal with all forms of harassment.
- Pupils with special educational needs are valued by the school and show good attitudes to learning.

Commentary

9. The pupils' behaviour and their attitudes towards school are good overall and often very good in the classroom, when moving around school and in the playground. It was particularly noted how very well behaved pupils were when bussing between school sites. They sat quietly and sensibly in their seats and followed any guidance from adults. There was no indication of any unsociable or racist behaviour during the inspection and the school has developed appropriate procedures should it occur. There were no exclusions during the last reporting year.

10. Pupils with special educational needs show positive attitudes to learning because they are valued by members of staff. They receive good quality support and, as a result, gain confidence in their learning.
11. Relationships within the school community are very good and the majority of pupils respond very well to the guidance that adults give them. Pupils are polite and well mannered towards visitors and are keen to hold doors open when adults approach. The impact of these very high quality relationships is that all pupils are fully included in all school activities.
12. Parental responses to their questionnaire and at the meeting were positive about this aspect of school life and they felt that the school encouraged their children to be mature members of the school community. Parents did express some concern about bullying or harassment but the inspection team found no evidence of this during their time in school. Procedures for recording any harassment were investigated and found to be appropriate and effective.

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	227
White – Irish	1
Mixed – White and Asian	2
Asian or Asian British – any other Asian background	4
Any other ethnic group	1
No ethnic group recorded	1

13. The provision of spiritual, moral and social development is good overall. Pupils have a clear idea of right and wrong and they are encouraged to become mature and responsible members of the school and local community. The spiritual development of pupils, which is good, provides opportunities in assemblies for pupils to reflect quietly about such topics as Corpus Christi day and their first communion. Good opportunities are provided for social development through such activities as acting as monitors, ringing the playground bell and collecting money for local and national charities. The school is very aware that these opportunities will improve once the school is on one site. The provision of cultural development is satisfactory. Within school, pupils from different cultural backgrounds show appropriate respect towards each other and all members of the school community. Pupils have opportunities to make visits into the community to enhance their learning but there are too few opportunities for pupils to enjoy the cultures and faiths from other countries. The good provision for all these aspects of school life has a positive impact on the personal development of all pupils in school.

Attendance

Attendance in the latest complete reporting year 93.7%

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.2
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.

14. There have been a number of critical illnesses which have had an adverse impact on the attendance rate for the last reporting period and this results in a judgement of unsatisfactory because it was below the national average. However, if these are excluded from the statistics

then attendance rates are satisfactory. Unauthorised absence rates are similar to other primary schools. The majority of pupils are punctual to school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good overall**. The school provides a **satisfactory** curriculum for pupils throughout the school. Assessment overall is **satisfactory**.

Teaching and learning

The overall quality of teaching is **good**. It is good in the nursery and reception class and very good in Years 5 and 6. It is satisfactory in the rest of the classes with some weaknesses in Years 3 and 3/4. The quality of learning is **good overall** and matches the quality of teaching.

Main strengths and weaknesses

- There is high quality teaching and high expectations of pupils in Years 5 and 6.
- There is low expectation and poor match of work to pupils' ability in the Year 3 and Years 3/4 classes.
- Higher attaining pupils in Year 2 are sometimes insufficiently challenged.
- Children in the Foundation Stage receive good teaching.
- Pupils with special educational needs learn well.
- Assessment is good in English and mathematics but is unsatisfactory in other subjects.

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	9 (25%)	15 (41%)	10 (28%)	1 (3%)	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.

15. The quality of teaching is good overall. The teaching was of consistently high quality in Years 5 and 6.
16. During the inspection, the quality of teaching for children in the nursery and reception class was good. All teachers and support staff have a clear understanding of the needs of young children and they set clear targets in their lessons. The nursery nurse in the nursery plays a vital role in assisting the class teacher in her role and has a positive impact upon the attainment of the pupils. All staff demonstrate a commitment to encourage and develop the skills that the children have. This was seen in most lessons where the class teachers encourage each child to speak out clearly to the class or group.
17. The teaching of literacy and numeracy is good, although it is much better in Years 5 and 6 than in other parts of the school. Pupils are taught to write at length and they work with confidence. The teachers make satisfactory use of mathematics in other areas of the curriculum, for example in Year 1 science when the pupils accurately measure the growth of their plants.
18. Expectations are usually high and work is well matched to the pupils' needs in Years 5 and 6. This was seen in many lessons where the teachers set challenging tasks for higher attaining pupils to work through in an independent and systematic manner. Lower attaining pupils were encouraged and supported in their work by the class teacher.

19. Most teachers have a clear aim and focus for their lessons. Lessons are well organised in all subjects and the availability of resources ensures that no time is lost. In practical activities, equipment is pre-prepared and its use is carefully explained in class instructions. Pupils are encouraged to manage resources and equipment well.
20. Whilst there are elements of good teaching in Years 1 and 2, a significant number of lessons are uninspiring and lack sparkle even though they are satisfactory. Pupils are not always sufficiently challenged. For example, in science, pupils are not being stretched to achieve higher levels and there is little depth in their work. Teaching in the Year 3 and Year 3/4 classes has more significant weaknesses. For example, pupils' work from before the inspection shows that much of it has not been matched well to their needs with higher and lower attainers often doing the same work. Much of the work is low demand and copied rather than being pupils' independent work.
21. Most teachers plan work effectively to meet the needs of pupils with special educational needs. They identify special educational needs well and most produce good quality individual education plans. Targets in the plans are linked very closely to the requirements of the English and mathematics aspects of the National Curriculum. As a result of these procedures and regular reviews, pupils make good progress in their learning. Good use is made of the support staff and their role is effectively planned in consultation with the class teachers. The support teacher for pupils who speak English as an additional language works in the classroom and supports pupils with their work in literacy lessons. At other times, teachers are careful to ensure that pupils are fully involved in the lessons by demonstrating and modelling what needs to be done. When necessary, teachers and support staff modify lessons so that all pupils in the class can benefit from these sessions. The support that these pupils receive means that they can benefit fully from the school's curriculum.
22. Pupils are well managed and there are very good relationships in all classes. The very good relationships between pupils and adults ensure that discipline is good. The quality of the interchanges between them is very good.
23. Pupils' learning is generally good because of the good quality of teaching. Most respond readily to the challenge of the work set, show a willingness to concentrate, and make good progress in most lessons. In Years 5 and 6, pupils have a good knowledge of their own learning and are clear about their own targets for improvement. Pupils are confident and alert in asking questions, and persevere when answers are not readily available. Where appropriate, pupils readily help one another.
24. The day-to-day assessment of pupils' work is satisfactory overall but inconsistent. Most of the marking is supportive. However, a significant minority of the teachers do not mark well and simply tick or mark work as incorrect.
25. Assessment procedures are particularly thorough in English and mathematics. Most teachers have a clear understanding of all the pupils in their class. The results of these assessments provide the teachers with a very clear and precise profile for each pupil. In most other subjects, teachers check how well pupils have done at the end of units of work but the results are not always used consistently to set suitably challenging work.

The curriculum

The curriculum is satisfactory. The school provides satisfactory opportunities for enrichment through extra-curricular provision. The quality and quantity of the accommodation and resources are satisfactory overall but there are shortages in some resources.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good.
- There are good links with the local secondary school.
- Planned opportunities to develop pupils' speaking and listening skills are good, in Years 5 and 6 particularly.
- The use of ICT across the curriculum is underdeveloped.
- Resources in many subjects are inadequate.

Commentary

26. The curriculum meets the requirements of the National Curriculum in all subjects. All pupils are fully included in all aspects of the curriculum. There is good provision for pupils with special educational needs, with support staff who are well qualified, plentiful and very effective. An additional teacher provides challenging learning opportunities for higher attaining pupils in Year 6. A well-taught weekly French lesson provides enrichment for Year 6 pupils which they enter into with enthusiasm.
27. Children in the Foundation Stage receive a good quality curriculum based on the recommended areas of learning. Particular attention is paid to developing children's social, linguistic and mathematical skills.
28. Pupils with special educational needs are included in all aspects of school life. There is a very good mix of individual support for pupils within the class and small group support led by assistants to ensure that pupils make good progress.
29. The few pupils with English as an additional language, most of whom have been in the UK less than two years, receive very effective, well-planned additional support once a week from a teacher from the local Multilingual Education Service. Due to the good liaison with class teachers, these sessions provide curriculum support with language directly related to what is being taught in lessons. This helps pupils understand and develops their spoken English well. They make good progress as a result.
30. There are well-planned opportunities for pupils to develop their speaking and listening and literacy skills, particularly in Years 5 and 6, across a range of subjects, and mathematical skills in geography. Teachers also use visits well to promote speaking and listening and literacy, as in the Shakespeare workshop in English, and the infants' recalling of their visit to Beamish Museum in history. Use of ICT across the curriculum, however, is underdeveloped. There are few planned opportunities throughout the school, but especially in Years 1, 2 and 3, where pupils can use computers and other equipment to support their studies.
31. All aspects of the personal, social and health education are covered, including drug and alcohol abuse, mainly through the religious education and science curriculum. There is also an agreed programme for sex and relationships education. As part of the Healthy Schools' programme, in Years 3 and 4 teachers use circle time which supports pupils' personal development and self-esteem effectively.
32. Pupils are well prepared for transfer to secondary school. Initiatives funded through the Excellence in Cities programme provide good opportunities for pupils in Year 6 to meet and work with pupils and staff from the local secondary school and other feeder primary schools. There have also been Easter and summer schools for Year 6 pupils which give them a boost and ease the transition.

33. The school provides a satisfactory range of extra-curricular activities outside school hours. These include dance, football coaching, computer club, Kids' Club, raffle readers and choir. There are, however, no residential opportunities and limited competitive sports.
34. Both school sites have adequate playgrounds and grassed areas for sport facilities. Safe outdoor play areas with a range of large play equipment are provided for Foundation Stage children. Overall the accommodation is satisfactory. Resources in most subjects need upgrading to meet the needs of the curriculum but are satisfactory in mathematics. For example, there are few artefacts to provide pupils with first-hand experiences in history. Most junior classrooms now have an interactive whiteboard, but staff do not yet have the expertise or resources to use them as effectively as they might. The libraries also need improving, particularly the infants' library.

Care, guidance and support

The school provides a **high** level of care for the physical and emotional needs of its pupils. It also provides **good** support, advice and guidance to its pupils and **satisfactory** opportunities to involve its pupils in school life by seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school provides a high level of care for its pupils.
- Good procedures are in place to support, advise and guide pupils.
- The governing body needs to increase its involvement of health and safety issues by carrying out regular monitoring of procedures.
- There is good support for pupils with special educational needs.

Commentary

35. St Gregory's Primary School looks after its pupils well. All adults provide tender loving care to the pupils. This high quality of care is underpinned by the very high quality of relationships that exist in school. This view was confirmed by parents who said that their children were well cared for in school and treated fairly.
36. The school takes seriously its responsibility for health and safety and child protection matters. Appropriate and effective procedures are in place for risk assessment, first aid, accident recording and child protection. Adults always ensure that when pupils are bussing between sites they wear seat belts and sit quietly. However, the governing body should now take greater responsibility for ensuring that all health and safety procedures, such as fire drills, are carried out on a regular basis.
37. There is a good level of provision for the support, advice and guidance of all pupils. This is based on the very good knowledge that all adults have of all pupils and the very high quality of trusting relationships that exist between them. All staff treat pupils well and this means pupils feel secure at school and can concentrate on their learning. Pupils know there is always someone they can turn to for advice and this gives them confidence.
38. Pupils have satisfactory opportunities to express any concerns that they might have and this will improve when activities such as circle time become embedded in all classes. The creation of a one-site school in the future will also provide an opportunity for pupils to express their views through a school council. Pupils consider that the school cares for them well and that teachers are helpful.
39. There are good systems in place to identify pupils with special educational needs. There is very regular monitoring of progress and outside support is used effectively to develop learning.

Partnership with parents, other schools and the community

The school has developed a **satisfactory** partnership with its parents and a **good** link with the community. **Good** links have been established with other schools.

Main strengths and weaknesses

- The very high quality of provision for family learning.
- Community links are good.
- Good links exist with other schools through the Excellence in Cities initiative.
- Parents of children with special educational needs are given very good opportunities to help in the development of learning.

Commentary

40. The school has developed a satisfactory partnership with its parents over the two sites. Those who responded to the questionnaire or who attended the meeting expressed positive views about the majority of aspects of school life.
41. A small number of parents help out in school on a regular basis and there is a loyal band of hardworking parents who organise events for the Parent Teacher Association. There is very good support to the Family Learning initiative and in the last six months many parents have attended workshops on such topics as literacy, numeracy and drugs awareness. During the workshops parents enjoy working with their children. The highlight of the programme was a recent outward-bound weekend when parents and their children were able to experience such activities as map reading and abseiling. Parents say that the experience of family learning has had a very positive impact on their children's learning and the school places considerable value on the contribution that these parents make.
42. The quality of information provided for parents is satisfactory. Annual reports on progress are appropriately personalised and parents are made aware of curriculum topics and targets for their children. Parents are satisfied with the level of information that they receive and feel that they are able to approach the school if they have any concerns.
43. Community links are good overall. Pupils have the opportunity to visit interesting places such as Beamish, Yarm and Barnard Castle and these experiences are clearly linked into lesson topics. Visitors to school include an artist in residence and theatre groups. Very close links exist with the two parish churches where pupils attend for masses and other services. Community groups also make good use of school facilities. However, there are too few opportunities for pupils to enjoy visitors from other faiths and cultures to enhance their understanding of the wider world.
44. Good links exist through the local Excellence in Cities partnership and the school benefits from many initiatives such as interactive whiteboards for information and communication technology and the appointment of a supernumerary teacher. Good links also exist with other primary schools and Our Lady and Saint Bede's Secondary School. As a result, pupils in Year 6 are able to make the move into the next stage of their education without any concerns.
45. Parents are informed at an early stage if their child has special educational needs. They are informed regularly how their child is progressing. Targets are discussed at least three times a year. Parents, and where appropriate pupils, are able to contribute to the target setting process.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **satisfactory**.

The governance of the school is **good**. The quality of the leadership of the headteacher is **good** with some very good features. The quality of leadership of key staff and other staff with responsibilities is **satisfactory** overall but **good** in English, mathematics and special educational needs. Overall effectiveness of management is **satisfactory**.

Main strengths and weaknesses

- The headteacher shows a clear vision and sense of purpose. He has high aspirations for the school.
- Leadership in English, mathematics and special educational needs is good.
- Monitoring of teaching and learning is good in English and mathematics but it is not developed sufficiently in other subjects.
- There is a good commitment to ensure that all pupils are treated equally and included in all aspects of school life.
- The governors give the school good support and have a good understanding of the school's strengths and weaknesses.
- Self-evaluation is used very effectively to improve the school.

Commentary

46. Governors give the school good support. They take an active role in the school's development, both formally through governors' committees and informally through regular contact with parents, staff and pupils. They meet all statutory requirements. They are very aware of the school's strengths and weaknesses. They carry out their role as 'critical friends' effectively. Governors are involved fully in the strategic planning for the future. They consider and effectively address difficult issues such as unsatisfactory elements of teaching and learning, for example by the use of consultants and modelling of lessons.
47. The headteacher provides good leadership. He has a clear vision and sense of purpose. There is a very clear intention to raise standards and improve achievement. The headteacher is a good role model for staff and pupils. He works very hard to ensure that the school is improving. His self-evaluation is very accurate and he has a refreshing honesty in assessing how well the school is doing. The detailed school improvement plan identifies the right priorities clearly and staff and governors are involved closely in developing it.
48. Staff work hard to ensure that the school runs smoothly. The headteacher and the teaching quality 'task force' work well to identify and prioritise the areas for development. Subject leadership and management are satisfactory overall. Leadership and management are good in English and mathematics and this has a positive effect on improving achievement. Leadership and management in special educational needs are good and have a positive effect on the good provision. There are good procedures and the special educational needs co-ordinator is working hard with staff to ensure that they are applied consistently across the whole school. However, there are too few opportunities in most subjects for teachers to visit classrooms to monitor teaching and learning to identify strengths and areas for development.
49. There is a good emphasis on equality of opportunity and inclusion in school. The school is proactive in ensuring that all pupils access all areas of school life. Additional support is used effectively to aid pupils with special educational needs.
50. The professional development of staff is well organised and is linked to the needs of the individual and the school. Performance management systems are satisfactorily established and monitored to ensure they impact on school improvement. The procedures for new teachers and students are satisfactory and ensure they become familiar with routines. The school uses self-evaluation very well to identify and address areas for development and as a

result, planning for the future is good. Principles of best value are applied satisfactorily and the school links its finances satisfactorily to educational priorities.

Particular aids or barriers to raising achievement, and their impact

51. The school works hard to overcome barriers to learning. The much lower than expected levels of attainment on entry are addressed by putting good emphasis on developing social, linguistic and mathematical skills in the Foundation Stage. There is good support provided for pupils with special educational needs. The additional teacher provided under an Excellence in Cities initiative is used very effectively to improve achievement and raise standards by the end of Year 6.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	513,158	Balance from previous year	N/A
Total expenditure	420,279	Balance carried forward to the next	92,879
Expenditure per pupil	1,876		

52. The figures shown are for the period September 2002 to March 2003. The larger than expected carry forward balance includes liabilities associated with the new building. The projected carry forward figure for the present year is £44,000. Financial administration is efficiently carried out on a daily basis. The administrative staff work efficiently to provide good support for the headteacher and other teachers that allows them to concentrate on their managerial and teaching roles. The school makes very good use of specific grants.

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**.

53. Children enter the nursery class at the age of three. During the inspection there were 46 children attending either morning or afternoon sessions. At the time of the inspection, morning and afternoon sessions were held in different buildings. This restricts opportunities for one group to develop links with the reception class. This matter is being addressed and eventually all nursery children will be on the same site. The children receive a good start to their education. The curriculum is effectively developed to cover the areas of learning for children in the Foundation Stage. Planning is good and regular assessment by the teacher and nursery nurse ensures that work matches children's needs. There is early identification of special educational needs and good support ensures children with special educational needs make similar progress to the rest of the class. There is no designated leader in the Foundation Stage. There is satisfactory management because of regular meetings between the nursery and reception class teachers. The children achieve well in all areas because of the consistently good quality of teaching and support. Teachers and nursery nurses work very well together, providing very good role models for the pupils. Attainment on entry to the nursery is well below the expected level, particularly in language and communication skills and mathematical development. By the time they leave reception, fewer children than expected nationally will achieve the Early Learning Goals in any area, despite the good achievement brought about by good quality teaching.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children enjoy learning and achieve well.
- Children receive good quality teaching which develops independence skills.
- Adults provide very good role models.
- Many parents do not involve themselves enough in children's learning.

Commentary

54. Children enter school with a wide range of social skills. Many are at lower than expected levels for their age and find it difficult to relate to others. Good teaching in the nursery and reception classes provides all children with a clear understanding of right from wrong. Children are encouraged to develop independence by choosing their own activities and acting as 'class helpers'. They give out milk and tidy equipment away. Children respond well to the high expectations of behaviour. Routines are very well established and followed by the children. Opportunities to develop social skills are good in the 'baby clinic' and in the 'garden area' in the reception class. All children are valued by adults and the very good relationships between them ensure that children observe very good role models. Adults ensure that they have the attention of children when they are talking. There are missed opportunities to involve parents in the early morning and afternoon sessions when they drop their children off at school. A lower proportion of pupils than nationally expected have developed the basic skills like sharing, taking turns, not calling out, dressing and changing. Despite the good quality teaching and good achievement, too few pupils meet the Early Learning Goals.

COMMUNICATION, LANGUAGE AND LITERACY

In communication, language and literacy, provision is **good**.

Main strengths and weaknesses

- Lessons are well planned by teachers.
- Good assessment procedures are in place.
- Role play is used well to develop speaking skills.
- Children show good attitudes to learning.
- Occasionally opportunities to develop speaking and listening skills are missed.

Commentary

55. Many children enter the nursery with much lower than expected language and communication skills. Teachers and nursery nurses in both nursery and reception classes work hard to provide a good range of activities to develop speaking and listening skills. There is regular and purposeful chatting to the children. In group situations children are encouraged to explain what they are doing and to relate to others. Occasionally adults miss opportunities to question or discuss things with children carrying out independent choice activities. Children are encouraged to use role play areas such as the 'baby clinic' to develop speaking skills. Teachers use a wide variety of methods to develop language skills. Songs and nursery rhymes are used effectively in both nursery and reception classes. The 'Alphabet Song' was used very well in a reception class lesson on initial letter sounds. In the nursery children are encouraged to recognise their name when they collect the name cards at the start of sessions. Books are readily accessible and, as a result, children very soon handle them with care. Regular assessment and observations allow adults to ensure that children have work matched to their needs. By the time they enter Year 1 most children make marks and some write their own name. A number write in sentences and read simple words. Despite the good achievement of all children, the number attaining the Early Learning Goals for children in the Foundation Stage is below expected levels.

MATHEMATICAL DEVELOPMENT

The provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well in mathematical development.
- Teachers provide good quality activities to develop learning.
- Children show good attitudes to learning.

Commentary

56. Most children enter the nursery with much lower than expected levels of mathematical understanding. Teachers and other staff give children many opportunities to develop their number skills. There is good quality teaching in both nursery and reception classes. Teachers use number songs effectively to develop pupils' understanding of number. Many opportunities to count are used effectively. Teachers link mathematical development very well to other areas of the curriculum, for example in reception when they look at mini-beasts. Resources, including blocks and 'fruit on a plate', are used effectively to develop counting and awareness of position. By the time they leave reception, children have made good progress, most recognise numbers to 10 and many carry out simple addition. Despite this good progress, the number of children reaching the Early Learning Goals for children in the Foundation Stage is below the expected level.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is good achievement in both nursery and reception.
- Visitors to school enhance the curriculum.
- There is good quality teaching in both nursery and reception.
- Visits out from school are limited.

Commentary

57. Children enter the nursery with lower than expected knowledge and understanding of the world. The good quality teaching and learning provided by well planned lessons with topics that interest the children, for example work on mini-beasts in reception, result in good progress being made. Children show a satisfactory understanding of living things. They talk about different places but are not confident when saying what they like or dislike. When working on computers they use the mouse but have difficulty in naming the main computer and the screen. Visitors including the priest and 'people who help us' develop pupils' understanding of the world outside school. Visits out of school do take place but because they are so limited, they do not have a great impact on developing children's knowledge and understanding of the world. Children achieve well because of the good quality teaching. They have a satisfactory knowledge of living things but some find it difficult to identify similarities and differences. At the end of reception standards are still below those expected, despite the good progress made by all groups of children.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Outdoor play sessions are used effectively in nursery.
- There is good quality teaching in formal lessons.
- Children achieve well in their physical development.
- There is no direct access to an outdoor play area in reception.

Commentary

58. The quality of teaching in formal physical education lessons in reception is good. No formal sessions were observed in the nursery. Well planned activities challenge the children to think of movements on the floor and link them together. There is a good link between work on mini-beasts and developing movement like an insect. Children are very well controlled by teachers and self-esteem is developed well by the use of praise. Children in the nursery achieve well because of the wide range of equipment provided in the outdoor sessions. There is no direct outdoor access in reception and, as a result, the opportunities for spontaneous outdoor play activities are limited. Despite the good progress, children's physical skills are below those normally found at the end of reception. Many children have poor co-ordination and find using space in the hall difficult.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers give children a wide range of good quality experiences.
- Children achieve well in their acquisition of creative skills.
- Children show very good attitudes in lessons.
- Good development of musical skills in reception.

Commentary

59. There are good opportunities for children to experiment with paints and mix colours in both nursery and reception. Children have very good attitudes and enjoy the activities provided. They use pencils and crayons to draw and colour. Glue and a wide variety of materials including paper and pasta are used to make interesting 'pictures'. Adults talk about the colours the children are using. Good quality teaching and learning are found in both nursery and reception and these motivate and enthuse children. Children in reception develop their musical skills well because sessions are made interesting, for example a teacher normally based with older children dressed up as they performed 'There Was An Old Lady Who Swallowed a Fly' with percussion instruments. Children make good progress and achieve well because of the opportunities given to them but, by the end of reception, the number reaching the Early Learning Goals is below the expected level.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in their time at the school overall.
- There are very good learning opportunities in Years 5 and 6.
- Pupils do not make the expected progress in Years 3 and 4.
- Pupils in Year 2 do not achieve as well as they might.
- The subject is well led.
- Relationships are very good.
- The quality and quantity of resources are insufficient.

Commentary

60. Most pupils enter the school with standards below average. Standards in Year 2 are average in speaking and listening, and below average in reading and writing. Most pupils, however, reach the expected level, but some achieve less well than they might. This is because some pupils, particularly the more able, are not always challenged to do their best.
61. Standards in Year 6 are average in speaking and listening and reading and close to average in writing. While pupils' achievement is good over time, it is better in Years 5 and 6 due to the very good teaching and learning they have. Teaching in Year 3 and Year 3/4 classes is often insufficiently challenging so progress is limited and does not provide a sufficient basis for pupils of all abilities to develop in Years 5 and 6. As a consequence, pupils do well to reach the standards they do, with an above average number reaching the higher levels.
62. Throughout the school pupils listen attentively to their teachers, other adults and each other. Teachers use questioning skilfully to cover the range of abilities in class. In Years 5 and 6 there is a very good emphasis on speaking and listening which helps pupils develop their ideas and thinking. Pupils in Year 6 participate in drama workshops, and present extracts from two of Shakespeare's plays to an audience in school, after visiting 'Shakespeare for Kids' locally. Their written comments on this experience bear testimony to its impact. 'I thought Shakespeare was going to be quite boring. Now I think it's brilliant and I wish I could do it again!'
63. In Year 2 pupils enjoy reading poems together as a class and then in pairs. They read with good expression, a skill which many transfer to their own reading. In Year 6 the class reads together and individually. They evaluate each other's performances with regard to expression and use of punctuation in their reading. These good reading habits are reinforced when teachers work regularly with small groups on reading strategies throughout the school. More

able readers in Year 6 apply strategies such as skimming and scanning to help them locate information they need and justify their opinions using the text. Library provision is unsatisfactory, particularly for the infants, and more sets of fiction books are required for class use.

64. In Years 1 and 2 teaching is satisfactory with some good features. Younger pupils build up their knowledge of letters and sounds and spelling of common words effectively through short activities. Teachers teach handwriting and spelling regularly, which helps to improve the standard and presentation of pupils' work, with many pupils starting to join their writing in Year 2. For pupils in Years 5 and 6 the emphasis on discussing before writing means that they are well prepared and the quality of their writing improves as a result. The focus on discussion has also helped to encourage boys to write, where previously some were reluctant and so did not achieve as well as they might.
65. Support for pupils with special educational needs is of good quality and helps these pupils achieve well throughout the school, with work closely matched to their abilities. Teachers and teaching assistants successfully encourage such pupils and the few learning English as an additional language to respond and take part in the full class discussions which also helps to build their confidence. The very good relationships between staff and pupils help lessons and learning to be effective because pupils work hard. Adults work very well together in class and act as good role models for the pupils.
66. Teaching in Years 3 to 6 is good overall because of the impact of the very good teaching in Years 5 and 6. In Years 5 and 6 teachers involve and enthuse pupils about their learning by using a wide range of strategies and techniques that engage them and help them to learn. These very good opportunities to learn include role play, presentations, debates, whole class discussions and working in pairs and groups.
67. The leadership of the subject is good. The co-ordinator monitors teaching in the subject so has a good understanding of what is working well and where improvements need to be made. Relevant training and support is given, both to individual teachers by the coordinator or to the whole staff, to improve the quality of teaching and raise standards. Teachers meet regularly to assess and moderate pupils' work which has improved their expertise and confidence. They now set targets from the assessments to help pupils improve. This is working well in Year 6. However, the impact of these recent initiatives is as yet patchy. For example, in Years 3 and 4 teachers write comments in pupils' books but do not relate them to the targets they set or tell pupils how to improve. Consequently, pupils make the same or similar errors in their writing continually which teachers correct, but there is little improvement, for example in spelling, and these pupils do not make the progress they should.

Literacy across the curriculum

68. Teachers provide some good additional opportunities in other subjects for pupils to develop their literacy skills. For example, in history Years 5 and 6 pupils write high quality accounts and letters in their individual projects in World War Two and Years 1 and 2 pupils write detailed accounts of a visit to the Beamish Museum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- There is very good achievement in Years 5 and 6 because of very high quality teaching.
- Achievement in Years 3 and 4 is not good enough.
- Pupils have positive attitudes in mathematics.
- There is good leadership and management in the subject.

Commentary

69. Pupils achieve well from a low starting point on entry to the school. They make satisfactory progress in Years 1 and 2 and very good progress in Years 5 and 6. In the inspection period pupils in Years 3 and 4 were making good progress but analysis of previous work shows that in the past work has not always been set at the correct level and as a result pupils have not achieved as well as they could have done. By the end of Year 2, inspection evidence shows that standards of attainment are below average. This is lower than the most recent published test results because of cohort differences. The number of pupils reaching the higher level is not as high as in the majority of schools. By the end of Year 6, pupils attain average standards. This reflects the national test results. Pupil with special educational needs achieve well because the mathematical targets on their individual educational plans are well matched to their needs. There is no significant difference observed between the achievement of boys and girls.
70. By the end of Year 2, most pupils add and subtract two-digit numbers with a small number working to 100 and above. They identify two-dimensional shapes but are not all confident in explaining the properties of the shapes. Pupils have satisfactory measuring skills. Pupils collect data and record it using block graphs. By the end of Year 6, most pupils work confidently with the four rules of number. The average attaining pupils work with five and six-figure numbers. Many plot co-ordinates correctly in all four quadrants. They show satisfactory understanding of different types of angles and measure them accurately. They collect information and record it accurately using a variety of methods including straight line graphs. Pupils use the data to extract information. The highest attainers astutely use their knowledge in real-life situations, including work on stocks and shares.
71. The quality of teaching and learning is good overall. In the inspection period there was no teaching less than satisfactory and the majority of lessons were good or better. There was consistently very good and occasionally excellent teaching in the Year 5 and 6 sets. Marking is not used to challenge pupils and develop their mathematical skills. In the inspection period all lessons were very well planned. Work was well matched to meet pupils' needs. In Years 5 and 6, the use of assessments to put pupils into groups has had a very positive effect on meeting pupils' needs and improving achievement. Pupils know what they have to learn because teachers in Years 5 and 6 explain lesson objectives very clearly. Regular revisits to the objectives ensure that pupils know how much progress they are making. Relationships are excellent and this results in very attentive pupils who show very good and at times excellent attitudes. In most classes the oral or mental mathematics sessions are good but occasionally pace slows and pupils become a little restless. In all lessons, pupils are encouraged to explain their answers, helping them to understand what they are doing. Teachers use support effectively in group work. Systems of assessment are satisfactory. There are some good examples of target setting but these are not applied consistently across the school.
72. Leadership and management are good. The co-ordinator has worked very hard to improve standards. She has worked alongside colleagues to show good practice. She has not had time to observe teaching and learning formally in the classrooms. Areas of strength and weakness, including unsatisfactory elements of teaching, have been identified and are being successfully addressed.

Mathematics across the curriculum

73. The use of mathematics across the curriculum is satisfactory. There are many links but these are not systematically monitored and links are not always explicit. There are links between mathematics and other subjects when pupils weigh and measure in design and technology, record using graphs in science and use information and communication technology to record data.

SCIENCE

There is **satisfactory** provision in science.

Main strengths and weaknesses

- Overall pupils achieve well.
- All pupils in Years 3 and 4 and higher attaining pupils in Year 2 need work which is better matched to their needs.
- There is insufficient monitoring of teaching and pupils' work.
- Assessment is a weaker aspect of science.
- Overall planning is clear and thorough and based on a well-structured curriculum plan.

Commentary

74. In the infant classes, standards in science overall are below expectations but pupils achieve satisfactorily from a below-average base. They build upon the sound provision for practical work and make satisfactory progress. Inspection evidence indicates that in the current Year 6 most pupils are on target to reach the nationally expected Level 4 or higher and their achievement is very good in Years 5 and 6. Pupils capable of reaching Level 5 are given sufficient support to achieve it. Support for the lower ability pupils and for those with special educational needs is good. However, pupils' achievement is not high enough in Years 3 and 4.
75. The full curriculum is taught well and there is secure provision of experimental and investigation work. Pupils develop their skills, knowledge and understanding of life processes, materials and their properties and physical processes as they move through school but progress is uneven. This is because teaching is satisfactory overall in Years 1 and 2, but is barely adequate and sometimes unsatisfactory in Years 3 and 3/4, and there is good and better teaching in Years 5 and 6. In Years 1 and 2, pupils are not always encouraged to do higher level work such as making predictions or recording their work in their own chosen way, for example graphs, charts, diagrams and photographs. This prevents those with less well-developed literacy skills from recording what they know and have found out. When they are required to record at length in writing, the standard of work from the less able is, as expected, below average. In Years 5 and 6, more able pupils have written some impressive explanatory texts. ICT is occasionally used to make graphical representations and for personal research, both by using the Internet and by using CD-ROMs.
76. Teaching is good overall. Most of the lessons seen were good. Teachers throughout the school prepared and resourced their lessons well, ensuring that pupils understood material already covered and were clear about new information. All teachers made sure there were sufficient opportunities for pupils to respond to their questions at length. The use of paired discussion enabled pupils to exchange ideas and begin to solve problems. Teachers had high expectations of behaviour and pupils worked together and co-operated well during lessons. They handled resources and equipment with care, tidying up independently when an investigation was completed.
77. However, much work seen in Years 3 and 4 from before the inspection was unsatisfactory. Work was poorly matched to pupils' needs and identical work was given to all pupils, irrespective of their ability. Much of this work was directly copied from the teacher's guidance which restricted pupils' independent learning.
78. The leadership and management of the subject are currently adequate but there has been no opportunity for the subject leader to monitor standards or the quality of education. Pupils' work is not scrutinised to assess that all that should be done is being done and that the work produced is of the best quality. The curriculum is broad and balanced and the planning is collected and monitored by the subject leader. However, assessment is unsatisfactory and does not enable teachers to accurately assess how well pupils are achieving.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Teachers use resources well.
- Pupils make good progress in the development of basic skills.
- Use of ICT in other areas of the curriculum is less evident.
- The checking of individual pupils' progress is not fully in place.

Commentary

79. Standards by the end of Years 2 and 6 are below national averages, although some pupils in Years 5 and 6 attain high standards, for example in producing presentations with action and sound. Achievement is satisfactory overall. Good teaching in Years 5 and 6 with clear explanations and demonstrations ensures pupils achieve well in gaining most of the necessary basic skills in ICT. However, overall achievement is not better than satisfactory because pupils do not use ICT as a tool to support their learning regularly enough and some elements, for example e-mail, have not yet been covered.
80. One of the major difficulties is created by the split site. Pupils on one site have a suitable computer suite and a good range of equipment. However, pupils in Years 1, 2 and 3 in particular have too few computers, some of which are unreliable, and thus the opportunities to use ICT in all subjects are very limited.
81. Where interactive whiteboards are used, teachers make good use of ICT in their teaching. Interactive whiteboards are used particularly well in classrooms to clarify and support explanations or as a visual aid. Digital photographs help pupils to develop their understanding in a number of subjects. Some teachers use ICT confidently and this variety in teaching keeps pupils interested in their lessons. The ICT suite is timetabled and is invariably in use. The school has appropriate programs and resources in place to support teaching in remote control and sensing.
82. The leadership and management of the subject are satisfactory but sometimes difficult because of the split-site. The subject leader has the skills and confidence to support teachers' planning but as yet he has not been able to check the quality of teaching and learning through classroom observations. Staff development has taken place and further training has been identified. Pupils' work is checked at the end of a unit of work but individual attainment against national standards is not assessed. This presents a barrier to further driving up standards.

Information and communication technology across the curriculum

83. ICT is used satisfactorily across the curriculum but it is not planned for consistently. Pupils' written work is often word-processed and pupils develop a good understanding of writing for different audiences and purposes. In creating advertisements and leaflets, pupils access and import information from the Internet. They are adept at using a range of tools to modify the appearance of text for greater impact. There was little evidence in displays and observed ICT lessons of ICT being used to support learning in many areas of the curriculum.

HUMANITIES

84. Only one lesson was seen in **history** so it is not possible to form an overall judgement about provision in that subject. Work samples and teachers' planning, however, indicate that pupils receive a satisfactory range of learning opportunities and that standards are broadly average. Five lessons were seen in geography. Religious education is to be inspected separately. A trip to Beamish Museum helps to develop pupils' understanding of the differences between past and present effectively in Years 1 and 2. In Year 2, pupils describe features of holidays at the

seaside in the past, with a horse and carriage, steam trains, woolly bathing costumes and Punch and Judy shows on the beach. They understand well the differences between holidays then and their own holidays. Pupils in Year 6 develop their enquiry skills effectively when undertaking their own research about World War Two, for example on how the war affected the lives of women. Their work shows a good level of sources used to find the information they need to answer their research questions.

Geography

Provision in geography is **satisfactory**. By the end of Years 2 and 6 pupils attain standards in line with national expectations.

Main strengths and weaknesses

- Teachers provide pupils with good opportunities to bring the subject alive in Years 5 and 6.
- There is good support for pupils with special educational needs and the few with English as an additional language.
- Resources are insufficient.
- There is no monitoring of teaching.

Commentary

85. Pupils develop their mapping skills and what it means to live on an island in Year 2 through the story of Katie Morag on the Isle of Struay and St. Columba's arrival on the island of Iona. Teachers use photographs well to develop pupils' geographical observational skills when investigating the weather and climate in Chembakoli in Year 4. Pupils' geographical skills and understanding develop well as a result of a field visit in Years 5 and 6. They analyse and interpret the data they collect through traffic surveys and interviews with pedestrians and use it to argue for and against a bypass, representing different points of view in the community. This also provides plenty of opportunities for pupils to talk about and develop their ideas.
86. Pupils with special educational needs are well catered for and achieve as well as other pupils in the lessons. Teachers plan activities that meet their needs and teaching assistants work effectively with pupils so they achieve the learning goals and many contribute fully in lessons. Three pupils in Year 2 with English as an additional language receive well-planned additional support from a teacher from the local Multilingual Education Service. This is very effective in helping them understand the context of the lesson, about human and physical features at the seaside, and developing their spoken language.
87. In both geography and history, teachers do not monitor teaching or the work in pupils' books regularly and consequently do not have a comprehensive overview of provision and standards. There has been little increase in resources since the amalgamation of the two schools. Co-ordinators have recently carried out an audit of resources so they now know where the gaps are to meet the needs of the scheme of work. There are relatively few first-hand experiences for pupils beyond the local area and few artefacts to stimulate their interest. Where visits do take place, such as to Beamish Museum and Yarm, pupils are enthusiastic and involved and learn well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. No lessons were observed in **art and design**, **design and technology** and **physical education** during the inspection. Only one lesson was seen in **music**. Pupils' work was sampled and analysed but no firm judgement could be made on provision in these subjects.
89. In **art and design**, there are some good examples of work on display, including work based on a variety of famous artists and figure drawings. Younger pupils explore colour mixing in work on shell paintings. Pupils in Year 3 have produced good quality double portraits in the style of David Hockney. Year 6 pupils show good understanding of using perspective in their drawings.

Good techniques are used to illustrate moving figures. The use of a wide range of different artists has a positive effect on developing pupils' cultural awareness. Art is linked satisfactorily to other subjects, including design and technology and information and communication technology.

90. In **design and technology**, work observed shows that all aspects are covered. Design skills are well developed throughout the school. Pupils in Year 1 produce good quality weaving. In work linked to religious education, Year 2 children design and make coloured coats. They use design sheets, produce templates and make good quality vehicles. Years 3 and 4 pupils design and make good quality chairs for 'leaders' in a lesson that links design and technology, art and history. This work was carried out with an 'artist in residence'. Year 6 pupils design at the expected level in their work on producing slippers. They take care with their designs and show satisfactory evaluation skills.
91. In **music**, there is currently no scheme of work to support the progressive development of pupils' skills, knowledge and understanding. Pupils do have opportunities to listen to music on both sites and the school is very fortunate to have some very talented musicians who teach, perform and lead well in individual lessons, singing practices and assemblies. The audit by the subject leader identifies weaknesses in the resources, particularly in tuned percussion and multi-cultural instruments. In a very good lesson in Year 4, pupils demonstrated good skills as they listened to the music of the Beatles and developed a sense of pulse. The good choice of music makes learning fun as well as improving their knowledge of pulse and rhythm. In assemblies, pupils in Years 3 to 6 listened very carefully to the music of Tchaikovsky and used their imagination to create pictures in their mind in response to the mood created.
92. All classes get regular lessons in **physical education** and pupils in Years 3 to 6 receive swimming tuition. The curriculum is satisfactory. There are a small number of well-supported clubs and activities held outside school hours and these expand and enrich the basic curriculum. For example, there is a dance club and both boys and girls play football. Additional work takes place outside school when pupils learn to canoe. The school also has links with outside groups such as Middlesbrough Football Club which provides not only coaching but also other educational opportunities for pupils.
93. In order to ensure that pupils who speak English as an additional language and those with special educational needs are fully included in these practical subjects, the teacher demonstrates and models techniques carefully so that pupils can be successful.
94. In the subjects above, the leadership and management are unsatisfactory. Subject leaders carefully monitor teachers' planning but the monitoring and evaluation of teaching and the standards achieved have not been completed. Subject leaders are currently uncertain of the quality of the work from around school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

95. The programme for personal, social and health education is good. Discussions and scrutiny of other evidence indicate that the school has developed clear guidelines and suitable resources to enrich a programme of healthy eating and healthy lifestyles. Water and fruit are readily available and pupils are encouraged to participate in exercise, such as at the Kids Club. Specialist input is provided by the local community police officer and school nurse.
96. Teachers plan a programme with an appropriate emphasis on relationships, family issues, sex education and the dangers of drug and alcohol misuse, through class discussions and through subjects such as science and religious education. Pupils think about the needs of people in the local community and in other parts of the world, as when they raise money for the local hospice or provide for the 'Shoe Box' Appeal. Children are committed to raising money for good causes, such as 'Comic Relief' and CAFOD.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
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	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
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).