

INSPECTION REPORT

ST HELEN'S PRIMARY SCHOOL

Durham Street, Hartlepool

LEA area: Hartlepool

Unique reference number: 111605

Headteacher: Mrs L Totty

Lead inspector: Mrs M Warburton

Dates of inspection: 24th – 27th November 2003

Inspection number: 257675

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	260
School address:	Durham Street Hartlepool
Postcode:	TS24 0HG
Telephone number:	01429 267038
Fax number:	01429 274377
Appropriate authority:	Governing Body
Name of chair of governors:	Mr M J Gee
Date of previous inspection:	26/11/2001

CHARACTERISTICS OF THE SCHOOL

The school is an average sized primary school situated in the town of Hartlepool. There are 260 pupils on roll, the vast majority being of white British heritage. One pupil speaks English as an additional language. There are high levels of social deprivation in the area surrounding the school. The percentage of pupils who are eligible for free school meals is above average at 36.1 per cent. The percentage of pupils with special educational needs is above average at 26 per cent. Most of the pupils on the special needs register have learning or emotional and behavioural difficulties. No pupil has a Statement of Special Educational Need. The number of pupils who start and leave school other than at the usual times is high. The attainment of pupils when they start school in the nursery is very low, and well below that expected of children of their age.

In recent years the school has received the Basic Skills Agency Quality Mark, The Healthy School's Award and the Encams Green Flag Award for environmental work. When the school was inspected in 2001 it was found to have serious weaknesses.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22522	Mrs M Warburton	Lead inspector	English, Art and design, Design Technology
9224	Mr M Vineall	Lay inspector	
18130	Mr A Ford	Team inspector	Foundation Stage, Science, Music, Physical Education, Personal, Social and Health Education and Citizenship, English as an Additional Language
25577	Mr W Jefferson	Team inspector	Mathematics, Information and communication technology, Geography, History, Religious education, Special Educational Needs

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school. Standards are rising rapidly and are close to national averages in English, mathematics and science. Pupils achieve very well. Leadership and management of the school by the headteacher are excellent and teaching is good overall. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The headteacher, supported by an excellent leadership team and very effective Governing Body, provides outstanding leadership and direction to the work of the school.
- Pupils' achievement is very good.
- The curriculum is very good, and there are excellent opportunities for curriculum enrichment.
- Teaching is good overall and very good in Key Stage 2.
- The school needs to continue to improve standards in spelling and handwriting.
- The school promotes pupils' personal development very effectively, resulting in very good behaviour and attitudes to learning. Relationships are excellent at all levels.
- Assessment procedures are excellent, and they are used very effectively to meet pupils' individual needs.
- The use of information and communication technology across the curriculum could be better.
- The school is very resourceful in seeking additional funding, and uses this to its best effect to improve the quality of education provided.
- Pupils and parents hold the school in very high regard.

The school has made **excellent** progress since the last inspection. Standards have improved rapidly and the curriculum is now very good. Pupils' attitudes and behaviour are even better than they were. Teaching is much better than it was and assessment is now a real strength. Leadership and management are now excellent, and the roles of senior managers and subject leaders have been very well developed. Performance management systems are now securely in place and support the professional development of staff very well. The resource issues identified in the previous report have been addressed. Teachers now have much higher expectations of what pupils can achieve.

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	E*	E*	E	D
mathematics	E	D	D	B
science	E	E	E	C

Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is **very good**. Children start school with very low levels of attainment. They make very good progress in the Foundation Stage and by the end of reception they achieve the early learning goals in the creative and physical areas of their learning. Despite the very good progress, most do not attain the goals that children are expected to achieve by the end of the reception year in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world.

Pupils in Years 3-6 achieve very well. Inspection findings are that standards are broadly in line with national expectations in English and mathematics and improving, but a little lower than this in science. Pupils' achievement in Key Stage 1 is very good, and the standards they attain by the age of seven are close to the expected levels in reading, writing and mathematics.

In the other subjects of the curriculum that were inspected standards are in line with national expectations in Year 2 and Year 6, except in art and design, where standards at the end of Key Stage 1 are above national expectations.

Pupils' spiritual, moral and social development is **very good**, and their cultural development is **good**. Pupils' attitudes, values and behaviour are very good. Attendance is unsatisfactory, and well below the national average, but the school does all it can to encourage pupils to attend.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching throughout the school is **good overall** and it is very good in Key Stage 2. There is some excellent teaching in Key Stage 1 and Key Stage 2. As a result of the consistently good teaching, pupils' learning is good overall. The quality of the curriculum is very good, and there is excellent provision for curriculum enrichment, including an impressive range of after-school activities. Pupils are supported and guided very well, and the school's partnership with parents is good. Links with the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **excellent** overall. The leadership of the headteacher and other key staff is excellent. The headteacher is very well supported by an extremely effective leadership team, which shares her ambitions and goals. The governance of the school is excellent. The management of the school is very good and excellent financial management ensures that the school's educational priorities are achieved. There is a strong commitment to continued improvement that is shared by all staff and governors.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. They are particularly pleased with the way the school has improved since the last inspection, and have very high regard for the headteacher and staff. Pupils also have very positive views of the school. They appreciate the wide range of exciting activities provided for them, and the help and support they receive from all staff.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- To continue to improve standards in English, particularly in handwriting and spelling.
- Implement the planned developments in ICT so that resources are improved and better use is made of technology across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils of all ages and abilities achieve **very well**. **Standards are improving rapidly** and are close to the expected levels in most subjects.

Main strengths and weaknesses

- Pupils' achievement is very good.
- Standards in art and design are above the expected levels in Key Stage 1.
- Standards in spelling and handwriting are below the expected levels.

Commentary

1. The school has worked very hard to raise standards since the last inspection, and improvement has been very good. Standards are now improving rapidly.
2. When children start in the nursery their attainment is very low. Despite making very good progress in the foundation stage, few children achieve the goals they are expected to reach by the end of the reception year in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. In creative and physical development most children do attain the expected levels. Given the very low levels of attainment on entry, pupils' achievement is very good overall.

Key Stage 1

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

Standards in:	School results	National results
reading	14 (14.6)	15.7 (15.8)
writing	14 (12.1)	14.6 (14.4)
mathematics	16.1 (15.4)	16.3 (16.5)

There were 37 pupils in the year group. Figures in brackets are for the previous year

3. In the 2003 tests taken by pupils in Year 2, standards were well below average in reading and below average in writing and mathematics when compared to all schools. When compared to similar schools standards were average in reading, above average in writing and well above average in mathematics. Standards in science, as judged by teacher assessment, were well below the national average but average when compared to similar schools. Over the past three years standards have remained at a similar level and the trend has been similar to the national trend.

Key Stage 2

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

Standards in:	School results	National results
English	24.4 (23.1)	26.8 (27.0)
mathematics	25.7 (24.7)	26.8 (26.7)
science	27.1 (26.2)	28.6 (28.3)

There were 48 pupils in the year group. Figures in brackets are for the previous year

4. In the 2003 tests taken by pupils in Year 6, standards were well below the national average in English and science, and below average in mathematics. When compared to similar schools, standards were below average in English, average in science and above average in mathematics. When compared to similar schools the percentage of pupils achieving the expected level 4 was average in English, above average in mathematics and well above average in science. The percentage of pupils achieving the higher level 5 was below average in all three subjects. These results indicate good improvement since the last inspection.
5. Inspection evidence is that standards are continuing to rise. In English standards are in line with the expected levels in Year 2 and Year 6, but there are still some weaknesses in spelling and handwriting in both key stages. However, more pupils are now achieving higher levels than previously.
6. In mathematics standards are broadly in line with national expectations in Year 2 and Year 6, and most pupils have sound knowledge and understanding of all aspects of the mathematics curriculum. In science standards are in line with the expected levels in both key stages in all areas of the subject including experimental and investigative work, which was a weakness at the time of the previous inspection. In Information and communication technology (ICT) standards are in line with national expectations in both key stages and are set to improve even further with the development of the subject and improved resources. In religious education (RE) standards have improved since the last inspection throughout the school because there is now sufficient time allocated to the subject, and pupils' attainment is in line with the expectations of the locally agreed syllabus. In art and design standards are above the expected levels by the end of Year 2, and are in line with national expectations by the end of Year 6. Pupils achieve particularly well when they participate in special projects, such as working with artists-in-residence. No judgements were made about standards in geography, design and technology and music where few lessons were seen during the inspection.
7. In physical education (PE) and history standards are in line with the expected levels in Year 2 and Year 6, and pupils' achievement is very good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Spiritual, moral, social and cultural development is **very good** overall. Attendance is **unsatisfactory**, well below the national average, but it is improving as a result of the school's drive to improve attendance levels.

Main strengths and weaknesses

- Excellent relationships are evident inside and outside of the classroom.

- Pupils' behaviour is very good.
- Pupils are eager to accept responsibility both in the classroom and in other areas, to support the smooth running of the school.
- Pupils' spiritual, moral and social development is very good.
- Attendance is well below average.
- A high proportion of pupils are involved in a wide range of additional activities.

Commentary

8. Pupils show great respect for all adults in the school. Pupils say that they are lucky to belong to St Helen's Primary School because they are so well cared for and their opinions are listened to.
9. Standards of behaviour are very good at all times. There is a total absence of playground litter and a general tidiness in classrooms and cloakrooms. Year 6 pupils say that behaviour is very good and that both boys and girls are very friendly towards each other.
10. Pupils of all ages seek and respond to responsibility in a very positive manner. All class groups produce their own codes of behaviour and class monitors are appointed. An organised school council makes a considerable contribution to pupils' understanding of consultative and democratic processes and pupils' views and suggestions are taken seriously and acted upon.
11. Pupils profitably use opportunities to work independently. For example, during an excellent history lesson, groups of pupils confidently debated, as 18th century households, the level of their support for the coming of the railway. The very small number of pupils with different cultural backgrounds and beliefs are totally integrated and show similar, excellent attitudes to what the school provides. There has been a high number of exclusions, particularly related to a single pupil who has now left the school. Pupils' very good attitudes clearly reflect an aim of the school that children should 'be tolerant and understanding, showing respect for the rights, views and property of others'.
12. Spiritual, moral and social development is very good. Religious education and 'circle time' contribute significantly to pupils' willingness to listen to, and to show respect for, the views and feelings of other people. Pupils feel that the varied sanctions that the school uses are fair and promote harmony throughout the school. Social development of older pupils is supported particularly well by an opportunity to take part in a five-day residential visit. Teachers and other adults positively support pupils' social and moral development, by being excellent role models in the manner in which they conduct themselves, individually and as a team.
13. Cultural development is good. Pupils have a good understanding of their own local culture, but insufficient opportunities are planned for pupils to explore a range of cultures and to fully appreciate the multi-cultural nature of our society.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.8	School data:	2.1
National data:	5.4	National data:	0.4

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

14. Although attendance levels are still well below national levels, the school has worked hard to improve them, and has done so significantly for the past three years. This reflects the substantial efforts made by the school, led by the pastoral care leader, working closely with the headteacher and the school attendance officer's team.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Asian
Asian or Asian British – Indian
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
199	26	0
3	0	0
2	0	0
2	0	0
54	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **very good**. The quality of teaching and learning is **good**, and the curriculum is **very good**. There is **very good** support, care and guidance for pupils, and the school's partnership with parents is **very good**.

Teaching and Learning

The quality of teaching and learning is **good** overall. Assessment procedures are **excellent**, and are used extremely effectively to meet pupils' individual needs.

Main strengths and weaknesses

- Assessment is excellent, and is used very well to plan the next stage in learning for all pupils.
- Lessons are well timed, and the pace of learning is good.
- Planning is excellent, lessons are very well prepared and resources are used effectively.
- There is insufficient use of ICT in lessons.
- Great care is taken to ensure that all pupils are fully included in lessons.

- Pupils work hard and concentrate well.
- Literacy and numeracy skills are promoted very well in lessons.
- Occasionally teachers do not give pupils sufficient time to answer questions, practise skills or complete written work.

Commentary

- Teaching is consistently good throughout the school, with some very good and excellent teaching seen during the inspection, particularly in Key Stage 2. The quality of teaching and learning has improved considerably since the last inspection, and is a major factor in the school's improvement and the rising standards. Teaching in the Foundation Stage is good overall and often very good. Adults have a very good understanding of the needs of the youngest children in the school and provide a range of activities and tasks that are very appropriate and do much to promote personal and language development.
- The school's commitment to equality of opportunity and inclusion is clearly evident in lessons, where great care is taken to ensure that all pupils are provided with appropriate tasks, support and resources that will enable them to make good gains in their learning. The quality of planning is excellent, and addresses the needs of all groups of pupils, to the extent that individual learning styles are taken into consideration. All pupils have access to appropriate levels of support, and this is particularly beneficial for pupils who have special educational needs.
- Teachers show genuine care and concern for pupils and their learning, and pupils respond to this by working hard and almost always giving of their best. Time is used very effectively to concentrate on learning, but this does not prevent teachers from checking on a pupil if they think they are unhappy or unwell. As a result all pupils feel supported and this benefits the learning process. Teachers have very good subject knowledge and high levels of enthusiasm, and this promotes real interest in lessons by the pupils. There are very high expectations of pupils' behaviour and effort, and this results in a calm, productive atmosphere in almost all lessons. Pupils concentrate well when working independently or with adult supervision.
- Overall lessons are well organised. Resources are well prepared, and teaching methods and tasks do much to stimulate pupils' interest and enthusiasm. Time is usually used well, with short, focused tasks, frequent reviews and sufficient time allocated to independent work. Occasionally, however, there is insufficient time allowed for pupils to think before answering a question, or for them to practise newly acquired skills or complete more lengthy written work.
- One of the very successful features of the teaching is the way in which teachers work together to deliver some lessons. The headteacher often works alongside a teacher who is new to the primary phase, and this is very effective in ensuring that the teacher is fully conversant with the National Literacy and Numeracy Strategies, and also provides opportunities for monitoring and professional development. A new teacher who has been appointed to develop ICT throughout the school also works alongside the other teachers, mainly, but not exclusively, in ICT lessons, and this enables her to share her expertise. The school is aware of the need to develop ICT, and currently there is insufficient use of ICT to support learning in other subjects.
- Assessment is excellent. There are thorough procedures in place for English, mathematics and science that ensure that the progress of all pupils is carefully tracked and that the information gained is used to set targets and inform planning. In the other subjects of the curriculum, pupils' skills are assessed each term and teachers keep an

assessment booklet for each pupil. At the end of each lesson in all subjects, teachers evaluate the learning that has taken place, and this enables them to address any individual needs or gaps in learning in the next lesson. In this way pupils' learning is progressive and builds on their previously acquired skills and knowledge.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (9%)	15 (34%)	20(48%)	4 (9%)	0 (0%)	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.

The curriculum

The curriculum is **very good**, with **excellent** enrichment opportunities provided. Accommodation and resources are **good**.

Main strengths and weaknesses

- The curriculum is greatly enhanced by an excellent range of after-school clubs and other learning opportunities.
- There has been excellent improvement in curriculum provision since the last inspection.
- Very good use is made of cross-curricular links to make learning meaningful for the pupils.
- The curriculum is very accessible to all pupils, including those who have special educational needs.
- There is very good provision for pupils' personal development.

Commentary

21. Since the last inspection the school has made excellent progress in developing the curriculum. The curriculum has been completely reviewed and developed, so that now it is broad and balanced, with an appropriate emphasis on developing the basic skills in literacy and numeracy, as well as allocating sufficient time to other subjects including personal, social, health and citizenship education (PSHCE). Very good use is made of the national strategies for literacy and numeracy, and the sensible decision to teach guided reading outside the literacy hour means that sufficient time and emphasis are given to promoting reading and writing skills. The re-organisation of the school day, so that there are now three teaching sessions in the morning in Key Stage 2, has meant that there is better use of time to accommodate all subjects in sufficient depth. Additionally planning to develop literacy and numeracy skills across the curriculum, and to identify links between subjects so that learning is reinforced and applied in different contexts, means that time is used very effectively and pupils make good progress.
22. The school is extremely inclusive and goes to great lengths to accommodate the needs of all pupils. Different work is provided for individuals and groups of pupils to build on prior learning. Pupils with special educational needs have very good individual education plans and high quality support to enable them to access all elements of the curriculum. Good examples of this are the way the literacy session is shortened for specific pupils in Year 2 who have difficulty with concentration, and the provision for a child in the foundation stage who has language difficulties to access the curriculum

through pictures instead of words. Good support is provided for a pupil who speaks English as an additional language, through an interpreter and good opportunities to take part in a range of extra-curricular activities to accelerate the development of language skills.

23. Provision for curriculum enrichment is excellent. There is a wide variety of clubs outside the school day, some led by teachers and some by other adults associated with the school. The clubs include ICT, a range of sporting activities, music, drama, cookery and a homework club. Very good use is made of opportunities to visit places in the local community and beyond to bring the curriculum to life. These include visits to local churches, the historic quay, outdoor pursuits and a planned residential visit for pupils in Years 5 and 6 which contributes to the school's development of provision for ICT. The school makes excellent use of visitors to the school to provide expertise and to motivate pupils. Theatre groups, artists-in-residence, a science company and a sports leader programme for pupils have all made very valuable contributions to the curriculum. There are very good business links, including those with a local supermarket, and pupils from the school council worked with local fence designers to design the unique metal fence that surrounds the school site.
24. Despite the problems of a split site, the accommodation is spacious with good areas for libraries, withdrawal areas and storage of resources. Much good work has been done to brighten up the environment, both inside and outside the school and the premises are very well looked after. Resources are good in the core subjects of English, mathematics and science as well as in physical education, art and design and design and technology. In all other subjects resources are satisfactory, including in ICT where new computers and software are in the process of being installed. The excellent facilities provided for pupils in the Foundation Stage do much to create a supporting and welcoming learning environment in which children can feel secure.

Care, guidance and support

25. The school ensures pupils' care, welfare, health and safety **very well**. There is **very good** support, advice and guidance for all pupils, based on a very good understanding of their individual needs. The school makes **very good** efforts to involve pupils in its work and development.

Strengths and weaknesses

- The school provides a very safe and secure environment.
- There is sensitive induction of new pupils into the school.

Commentary

26. Very good work is done to ensure a safe and secure environment for all children and to guarantee their health and welfare. Issues of health and safety are very well handled by a team of governor, headteacher and caretaker, who are constantly attentive to possible hazards. Child Protection issues are taken particularly seriously with the pastoral care leader being the nominated person and the headteacher closely involved. Firm, productive links have been forged with other relevant agencies. Health Education is very evident in PSHCE work, especially in the Foundation Stage, where the school nurse works closely with teaching staff to monitor physical development and pupils' understanding of their own bodies.
27. The Foundation Stage staff induct children in a very sensitive and warm way. Much effort is also made to understand the individual needs of each child, including such

practice as home visits. Similar care and attention are paid to all subsequent moves up the school.

28. Personal development is encouraged by integrating older pupils into the running of the school. A school council is established with great success; 'Buddies' match Year 6 pupils with particular pupils in Key Stage 1 and many from the upper part of the school take on responsibilities and jobs. The school works hard to seek the views of pupils, not only through the school council but also through the many incidental conversations and interactions that take place between adults and pupils throughout the day, which are as a result of the very positive relationships that exist.
29. All aspects of care and support in the school are very good. The school has a small number of children in public care, whom they monitor well, attending all reviews, whilst the pastoral care leader keeps in touch with families.

Partnership with parents, other schools and the community

Parents are **extremely supportive** of the school and appreciate what is done for their children. The school works very hard to engage parents in its work, with mixed success. Communications to parents are **very good**. Links with the community and with other local educational establishments are both **very good** and impact beneficially on the work of the school.

Strengths and weaknesses

- Communications to parents in print and person to person are very good.
- The school works hard to involve parents in its life and work.
- Parents have very high opinions of the school.
- Links with various support agencies and other schools are very good.
- Links with many aspects of the local community, including local businesses, are very good.
- A significant minority of parents is reluctant to be involved with the work of the school.

Commentary

30. The attitudes towards the school expressed by parents in the questionnaire and at the parents' meeting were extremely positive. Particular praise was heaped upon what has been achieved by the headteacher since she came to the school.
31. Communications to parents are very good. Very good newsletters are produced and regular letters inform parents of all that is going on. Reports to parents are good and individual, but could be more diagnostic of strengths, weaknesses and targets. Many meetings are held to inform parents and give them detailed insights into their children's work and achievements. Notable amongst these are the recently introduced 'Back to School Weeks' where parents from all years can come into school and sit in class to see what goes on.
32. The school has done much work to engage parents more with the life and work of the school, but this has met a very mixed response. The school continues to create innovative ways of pursuing this goal of a closer partnership with parents.
33. Very strong links with the local community have been forged. Many local agencies help with resources and with funds, for example, Hartlepool Football in the Community, sports development, local arts groups, drama groups and orchestras. Local

businesses have also been engaged in different ways, with generous support from some partners. Relationships with the main secondary school are very good and induction procedures are especially impressive. They include special work, from both schools, with those pupils singled out as likely to find the move traumatic. Initial Teacher Training establishments also enjoy mutually beneficial relations with the school, with several student teachers working in school.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and the management team is **excellent**. The governance of the school is **excellent** and the management of the school is **very good**.

Main strengths and weaknesses

- The headteacher provides excellent leadership and gives a clear direction and purpose to the life and work of the school.
 - The detailed development plan is an effective tool for promoting school improvement.
 - The headteacher knows all the children extremely well and is highly thought of by staff, pupils, parents and the wider community.
 - Financial management at the school is excellent.
 - The strong leadership team works closely with the headteacher and has been instrumental in promoting school improvement.
 - Governors are extremely well informed and are fully involved in all aspects of the school's work.
 - The monitoring of teaching and learning is particularly good in the core subjects.
34. The leadership of the headteacher and other key staff is excellent. The headteacher has a very clear and strategic vision for the school, which is shared by the whole school community. She successfully influences and inspires pupils and staff by her high level of involvement and her high expectations. All members of the school and the wider community hold her in high regard. She is very well supported by an extremely effective leadership team, which shares her ambitions and goals. The governance of the school is excellent. The governing body has an extremely clear understanding of the school's strengths and weaknesses and ensures that statutory requirements are met. The management of the school is very good, and excellent financial management ensures that the school's educational priorities are achieved.
35. The headteacher and her staff have developed very strong links with a number of partner institutions and these links have enabled school developments to take place at a fast pace. The headteacher continues to create the right climate for successful teaching and learning. She has been particularly successful in raising standards and creating a very inclusive school. In conjunction with her leadership team she identifies priorities for the school and a precise time scale for their introduction. The many developments initiated have been matched to clear success criteria and have benefited all pupils in the school. The headteacher is extremely well supported by a very able and influential deputy headteacher who shares the vision and aspirations for the school and sets and achieves high standards. The leadership of special educational needs provided by the head teacher and special needs co-ordinator is excellent.
36. The management of the school is very good. The co-ordinators for key posts have clear roles and responsibilities which they successfully fulfil. Accountability, performance review, self-evaluation and analysis are key features of the school's

management process and these have been instrumental in the rate and range of improvements recorded throughout the school.

37. The monitoring of teaching and learning is extremely well developed particularly in the core subjects and the leadership team provides good role models for others to follow. Regular sampling of pupils' work and lesson observations are taking place and feedback shared with staff continues to contribute to raising standards. The school runs smoothly and efficiently with the support of very good secretarial help and a very willing and able site manager.
38. The governing body is extremely supportive of the school and has a high regard for the headteacher and her staff. Governors fully meet the legal requirements in respect of their statutory responsibilities and have addressed all the issues relating to governance raised in the previous inspection. Through a programme of regular and detailed reports on all aspects of the school's performance the governing body is kept extremely well informed about the school's activities and the steps being taken to facilitate continuous improvement. Their role in challenging the work and direction of the school is highly effective. They continually question and evaluate progress, and are fully involved in all aspects of the school's strategic planning.
39. The detailed school development plan has been a key tool in promoting school improvement. The plan is established through self-evaluation and performance review and staff contribute to it through individual subject action plans. The clear and detailed time plan for improvement gives a strong impetus to school development, resulting in higher standards of attainment.
40. Support staff are deployed well and provided very good levels of support across the school.

Financial information for the year April 2002 to March 2003			
Income and expenditure (£)		Balances (£)	
Total income	788 776	Balance from previous year	25 677
Total expenditure	732 648	Balance carried forward to the next year	81 805
Expenditure per pupil	2 426		

41. Financial management is excellent and maximum use is made of the funds available. The headteacher has been extremely successful in attracting funding and support from the wider community to promote improvements such as the development of the after-school clubs and the school grounds. The current carry forward figure is earmarked for agreed priorities identified in the school development plan. All recommendations of the recent audit report have been addressed.

Example of outstanding practice

There are numerous examples of how the headteacher's drive and determination for improvement are evident.

Shortly after her appointment to the school the headteacher became acutely aware of the amount of vandalism that was occurring on the school site during the evenings and at weekends, and the negative impact that this was having on the school environment and ethos. As a result she took immediate and positive action to resolve the situation. As well as working with the local police, she acquired funding to build a security fence around the school. This involved working in partnership with local businesses, included pupils in the design of a uniquely attractive yet very secure metal fence, and resulted in vastly reduced incidents of vandalism, and a feeling of pride and ownership within the school community. Additionally it enabled the site manager, who had previously spent a considerable amount of his time in clearing up after the vandalism, to carry out his duties in maintaining the school as an extremely attractive and well-maintained environment.

A further example of the headteacher's positive and determined approach is the way in which she led the review of the curriculum in response to the findings of the previous inspection report. Although both raising standards in the core subjects and improving the breadth and balance of the curriculum were both key issues, she worked with the staff of the school to plan and implement a range of strategies aimed at developing the basic skills of literacy and numeracy, while at the same time allocating sufficient time to the other subjects of the curriculum. However, in order to ensure that there was sufficient time to consolidate and practise basic skills, opportunities were identified in a range of subjects, and these are now clearly identified in the planning of all teachers. In this way pupils are able to see the relevance of their learning and practise their skills in a meaningful context. The re-organisation of the timetable to allow three sessions in the morning for pupils in Key Stage 2 has provided additional opportunities to develop skills through short, focused tasks, and ensures that time is now used very effectively.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**,

42. Children start in the nursery at the age of three, and attend on a part-time basis until the term before their fifth birthday, when they start full-time in the reception year. Excellent accommodation and very good planning and resources ensure that children are provided with a very good curriculum. Teaching is good overall, and the staff work very hard to create a language-enriched environment for the children. There are very good links between different areas of learning. Leadership and management of the Foundation Stage are very good. Children's attainment on entry to the reception class is very low and teachers take account of this and plan activities that successfully meet the children's needs. There are very good assessment procedures in place for all areas of learning, and these are used very well to plan appropriate work that enables children to make very good progress. Very good links have been established with local agencies and their staff make good use of the setting's facilities and provide support for pupils and families. There has been good improvement since the last inspection.

Personal, social and emotional development

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

Main strengths and weaknesses

- Achievement is very good.
- Teaching is good overall, and often very good.
- Teachers know the children well and have very good relationships with them.
- Adults are excellent role models.
- Children's progress is tracked very well.

Commentary

43. By the end of the reception year a few children achieve the early learning goals in this area of learning, but overall attainment is below the expected levels. However, the children make very good progress and their achievement is very good. Good opportunities are provided for the children to work, share and play together, and adults are experienced in knowing when to mediate and when to leave the children to work on their own. Teaching and learning are good, and adults provide excellent role models for the children. Relationships are very good and children are well supported particularly when they first start school. Children are encouraged to concentrate and persevere and know how to tidy up and to put things back where they belong. Some children are confident when playing together and relate well to adults, but many younger children prefer solitary play. All adults contribute to the recording of pupils' progress across a range of varied tasks and as a consequence know the children well.

Communication, language and literacy

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

Main strengths and weaknesses

- Teachers are very good at developing the children's language skills.

Commentary

44. Despite their very low levels of language development on entry the majority of children achieve very well, although few attain the early learning goals by the end of the reception year and attainment overall is below the expected levels.
45. Teaching and learning are very good. Through well-planned opportunities and very good interaction and questioning by adults, children make very good progress in developing speaking and listening skills. Adults are skilled in initiating discussions and use questions very well to encourage children to practise and develop their conversation skills. Children are encouraged to look at books and some understand how books are organised. They recognise some key words and know there is a beginning and an end. They talk about the stories that are read to them. By the end of the reception year some children recognise most of the letters of the alphabet and can make the right sound associated with an object.
46. Children are provided with very good opportunities to write, through focused activities where they practise writing letters and words, and through on-going provision, such as in the shoe shop area, where they independently write orders and receipts and make marks.

Mathematical development

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

Main strengths and weaknesses

- Children's achievement is very good.
- Activities are very practical in nature and are well planned.
- Assessment is used well to plan the next stage of the children's learning.

Commentary

47. Children achieve very well, but by the end of the Foundation Stage few attain the early learning goals in their mathematical development. The highest attaining children are beginning to develop an early understanding of addition and some children use mathematical vocabulary such as bigger than and longer than accurately.
48. Teaching and learning are very good. Adults provide a very good range of practical activities and carefully focused tasks to promote mathematical understanding, and take care to develop the children's mathematical vocabulary well. Teachers use questioning effectively to challenge the children to come up with their own answers to problems. All adults guide children's learning with patience and understanding and use praise well to raise the children's self-esteem. As a result children show good levels of co-operation, collaboration, and concentration.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- The curriculum is very well organised and structured.
- Teaching is good, enabling all children to achieve well.
- Teachers use opportunities for 'incidental' learning very well.

Commentary

49. Almost all children achieve well, although few reach the early learning goals by the end of the reception year and attainment overall is below the expected levels. Through appropriate themes that are very well matched to the needs and interests of children of this age, the children make good progress. Most children independently operate a mouse to access and control a computer program and use a tape recorder with headphones to listen to a story.
50. Adults very effectively develop the children's knowledge and understanding through the rich activities and resources they provide and through their skilled questioning and good use of the children's own experiences. Through the various activities provided, the children begin to develop an early understanding of the basic aspects of science, history and geography, and make a start on aspects of the locally agreed syllabus for religious education.

Physical development

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

Main strengths and weaknesses

- The outdoor environment is very good and is used very well.
- The children's achievement is very good.

Commentary

51. By the end of the reception year many children attain the early learning goals and their achievement is very good. Overall attainment is in line with the expected levels. Children use large equipment in the outdoor area with confidence. They build using a range of equipment and successfully manipulate small tools, such as scissors when cutting out soles of shoes, paintbrushes when painting, and yarn and fibres when threading and weaving.
52. Teaching and learning are very good in this area. Very good use is made of the newly developed outdoor activity area, and this is contributing to the development of the children's skills, increasing their confidence and levels of interaction with each other. The range of resources and activities provides opportunities for children to try things out for themselves. As a result the children make very good progress.

Creative development

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

Main strengths and weaknesses

- Teaching is good, enabling children to achieve well.
- The quality and range of resources are very good.
- Opportunities are provided for pupils to choose different materials for tasks.

Commentary

53. By the end of the reception year most children attain the early learning goals and attainment overall is in line with the expected levels. The children's achievement is good. The children participate eagerly in role-play activities and they play imaginatively and co-operate well together. They mix and experiment with paints, and produce recognisable shapes and images such as a rainbow resulting from a child's observation of what she had seen on her way to school that morning.
54. Teaching is good in this area of learning. Adults provide a very good range of activities and resources that enables the children to be creative, make independent choices and make good progress.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are improving rapidly and pupils' achievement is very good.
- Literacy skills are developed very well across the curriculum.
- Leadership and management of the subject are excellent.
- Teaching is good overall, and is sometimes very good or excellent.
- Assessment procedures are excellent.
- Standards in spelling and handwriting could be better in both key stages.

Commentary

55. In the 2003 national tests the standards attained by pupils in Year 6 were well below the national average and below average compared with similar schools. This represents a good improvement since the previous inspection. The standards attained by pupils in Year 2 in the 2003 tests were well below average in reading and below average in writing, but were average compared with similar schools in reading, and above average in writing. Because of the very good improvements to provision, including the way in which the subject is organised and the improved resources, pupils achieve very well in both key stages.
56. Inspection evidence is that standards at the end of Year 2 and Year 6 are now close to national expectations in reading, writing and speaking and listening. Since the last inspection the school has worked tirelessly to raise standards and this work is now impacting on the standards pupils attain.

57. Pupils are good listeners, and this skill is emphasised by all teachers throughout the school. There has been a strong emphasis on developing speaking skills, with many opportunities planned for pupils to talk and discuss in English lessons as well as in other subjects. This has resulted in most pupils speaking and conversing with confidence and demonstrating a reasonable range of vocabulary.
58. In writing, standards are improving rapidly, largely because of the emphasis that the school has placed on developing writing skills and the opportunities for writing that are planned in many subjects of the curriculum. A very good feature is the way in which teachers provide prompts and structures to help pupils with their writing, and this benefits the lower attaining pupils in particular and enables them to make very good progress. However, although the content and structure of pupils' writing have improved considerably, there remains work to be done in securing further improvement in spelling and handwriting, where pupils do not always apply the skills they are taught when writing independently.
59. Pupils' reading skills are in line with national expectations. Pupils of all abilities in Year 6 talk enthusiastically about the books they have read. The decision to teach guided reading in a daily session additional to the literacy hour has been very beneficial in improving pupils' fluency and understanding, and in widening the range of literature that pupils read.
60. Teaching and learning are good overall in both key stages. Lessons are very well planned and prepared, and tasks build very well on the pupils' previous learning so that pupils make systematic progress in acquiring and developing skills. Pupils work hard. They concentrate well because teachers have high expectations and provide them with interesting work to do that is very well matched to their prior attainment. This is true for pupils of all abilities. Pupils with special educational needs are provided with very good support in lessons, and with tasks that challenge them but are not too difficult and so enable them to succeed.
61. Assessment procedures are excellent. Daily lesson evaluations carried out by all teachers enable them to clearly identify the next steps in learning, and to assess where individual pupils need extra support and help. Regular, more formal assessment is used very effectively to identify the progress that individuals and groups of pupils are making, and to identify areas where more focus is needed, or where pupils can be moved on more rapidly. Detailed records are kept, and the whole system is used very effectively to set targets for individual pupils, groups and the whole school.
62. Leadership and management of the subject are excellent. The co-ordinator, who was appointed to the post after the previous inspection, has very good subject knowledge, very high levels of enthusiasm and is committed to providing a balanced and stimulating curriculum as well as raising standards. She is ably supported in her role by the headteacher and other members of staff who have expertise in literacy, and this co-operative approach means that all share her vision for the subject. Resources have been improved considerably and targeted at areas of need and, for example, books to engage boys' interest in reading were purchased.

Language and literacy across the curriculum

63. The school makes very good use of opportunities to develop language and literacy skills across the curriculum. Opportunities for pupils to develop speaking and listening skills are systematically identified in teachers' planning, for example, when pupils evaluate their own performance and that of others in physical education lessons. Opportunities for writing are used well, for example, when writing about historical

events or recording opinions of art work. There are many opportunities for reading in lessons, and pupils frequently read instructions for tasks aloud, individually or as a whole class.

MATHEMATICS

Provision in mathematics is **very good**

Main strengths and weaknesses

- There has been a very good improvement in standards since the last inspection.
- All pupils achieve very well because of the overall good teaching and learning.
- Leadership and management are excellent.
- There are excellent assessment procedures in place.
- There is insufficient use of ICT to support pupils' learning.

Commentary

64. In the 2003 national tests, standards in Year 2 and in Year 6 were below average. Compared to similar schools, standards were well above average in Year 2 and above average in Year 6. The difference in standards between Year 2 and Year 6 is because the positive impact of recent change has yet to work its way through the whole school. Overall achievement is very good. There is no significant difference in the progress made by boys and girls. Standards have improved since the time of the last inspection, when they were well below average.
65. The inspection findings indicate that standards in Year 2 and in Year 6 are broadly in line with national expectations. Pupils with special educational needs achieve very well because the mathematics curriculum is modified to meet their needs and excellent support is provided.
66. Most pupils have a sound knowledge and understanding of all aspects of the mathematics curriculum. The positive development of a range of strategies to make computations and to solve problems helps all pupils to understand the importance of mathematics in real life situations.
67. The overall quality of teaching is good in Key Stage 1 and very good in Key Stage 2. In an excellent Year 3 lesson, pupils clamoured to demonstrate their new knowledge and understanding of an 'array' as a means of multiplication. Pupils with special educational needs receive excellent support that enables them to be very successful at levels appropriate to their different abilities. Teachers' planning is excellent, and there are very high expectations of pupils' behaviour and efforts. Questioning is used very effectively to support and assess the development of pupils' understanding. Excellent assessment of pupils' achievement is undertaken and the information gained is used effectively to track and support individuals, as they move through the school.
68. Both leadership and management of the subject are excellent. The experienced co-ordinator sets a very high standard through her own classroom practice. She monitors teaching and learning and regularly inspects teachers' planning and pupils' books, to ensure that work undertaken matches that which was planned. A most positive initiative is to provide formal opportunities for all teachers to examine pupils' work across the whole school. Resources to support the teaching of mathematics are good.

Mathematics across the curriculum

69. Good use is made of mathematics in other subject areas. For example, Year 6 pupils develop measuring skills in design technology and science lessons, when drawing front/side views and plans for shelters and measuring in millimetres when investigating beam strengths. The need for more use of ICT to support pupils' learning in mathematics is already recognised as an area for development and action has begun.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are improving throughout the school and pupils achieve very well in Key Stage 2.
- Teaching is good overall, with some very good teaching in Key Stage 2.
- Lessons are very well planned.
- Pupils are aware of their own learning through well focused discussions.
- Involvement in industry based projects enthuses pupils and raises the profile of science in the school.
- Subject leadership is excellent.
- There is insufficient use of ICT to support pupils' learning.

Commentary

70. In the 2003 national tests for pupils in Year 6 standards were well below the national average but in line with those achieved by similar schools. Over the past two years standards by the end of Year 6 have improved considerably, and pupils in Key Stage 2 achieve very well in all areas of science. Inspection evidence indicates that currently standards are in line with the expected levels in all areas of science by the end of Year 2, and pupils achieve very well. Discussions with pupils and scrutiny of work indicate that considerable work is undertaken through investigation and enquiry. Pupils carry out experiments and investigations and have a secure understanding of how to perform a fair test. This was a weakness identified in the last inspection which has been addressed well.
71. The quality of teaching and learning is good overall, with some very good lessons seen in upper Key Stage 2. Lessons are very well planned and structured and move at a good pace. Teachers ensure that resources and prepared materials are readily to hand. There is a strong focus on planning investigations and pupils are well supported in their thinking through the use of whole class planning structures, which guide investigative work. Most lessons start with a useful reminder of previously acquired knowledge and teachers build on this well to ensure that all pupils make good gains in their learning. Good questioning supports the development of pupils' scientific enquiry skills, especially in Key Stage 2, and promotes high levels of interest and involvement.
72. Very good relationships exist between all adults and pupils, and there is a very positive learning atmosphere during science lessons. Pupils have very positive attitudes to learning, and this is strengthened by the use of 'lab coats', which sets the nature and tone for the work being undertaken and makes pupils feel like real scientists. Teachers take care to ensure that all pupils are fully included in all scientific activities. Very thorough assessment systems are in place and these are used successfully to identify

the next steps in learning. Further assessment material is being introduced to identify strengths and weaknesses in each topic and hence set targets for improvement. Pupils' understanding and endeavour are recognised through supportive marking, which identifies where pupils are secure in their understanding.

73. Very good improvement has been made since the last inspection. There is now greater challenge in the work provided for pupils, standards are rising and there are good opportunities for practical and investigative work. Pupils have confidence and indicate good levels of understanding when responding to questions. Teachers have high expectations of all pupils.
74. The leadership of the subject is excellent. The co-ordinator has a very good knowledge of the subject and gives very good support to the staff. She has an excellent understanding of standards and provision through analysing performance data, monitoring planning, observing lessons and scrutinising pupils' work. The subject is well resourced, and the very good links established through such activities as the 'Children Challenge Industry project' have given the subject a strong boost and raised its profile. Pupils are benefiting from the increased involvement in community activities and this is contributing strongly to their personal development and their understanding of their role within the community.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The use of ICT across the curriculum is unsatisfactory
- There is very good teaching of pupils in Key Stage 2 by a subject specialist.
- An excellent development plan is in place to improve provision and standards.
- Very good leadership and management are now being provided by a recently appointed co-ordinator.

Commentary

75. Standards in ICT are in line with national expectations at the end of Year 2 and Year 6. All pupils achieve satisfactorily. Year 2 pupils download programs independently to use a range of tools such as 'pen', 'brush', 'colour' and 'fill' efficiently. They confidently develop and refine their work. Year 3 pupils generate regular shapes using 'repeat' commands to control both screen and floor turtles. In Year 6, pupils develop an appreciation of the potential of multi-media by preparing presentations for younger pupils related to firework safety. They understand the importance of relating their presentations to particular audiences. Their use of associated technical language is at the expected level.
76. The development of ICT is a current priority for the school. New hardware for the ICT suite is already purchased and includes a laser printer. Installation is to take place immediately. Existing computers are to be upgraded, put into classrooms and linked to a software server and the Internet. CD-Roms and Internet access will support pupils' learning across the curriculum.
77. The quality of teaching and learning are good overall, and very good in Key Stage 2. The recently appointed co-ordinator sets a very high standard through her own

classroom practice and currently leads all lessons for junior pupils in a team-teaching situation. This organisation is helping to raise standards and, of equal importance, provides colleagues with on-going support of their professional development.

78. Leadership and management of the subject are now very good. In post for three months, the co-ordinator has written an excellent development plan designed to take the school forward over the next two years. ICT management, curriculum development and hardware initiatives, including inter-active whiteboards, form the basis of this future direction. She has introduced two ICT clubs that are very well attended. Pupils are encouraged to work independently in a variety of fields. Improvement since the last inspection is satisfactory, and the capacity to improve provision and standards in the immediate future is very good.

Information and communication technology across the curriculum

79. The use of ICT across the curriculum is unsatisfactory at present, but the school has clear and achievable plans to further develop this aspect of ICT in the immediate future. Teachers currently incorporate aspects of subjects such as art and design and mathematics in their excellent planning, when resources are sufficient to their needs. There is a clear commitment to further improve this aspect of curriculum development.

HUMANITIES

The inspection focused on **religious education** and **history**. Insufficient work was seen in **geography** to make judgements on standards and provision, because at the time of the inspection the subject was not an area of focus for the school.

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- There has been very good improvement since the last inspection.
- Teaching is very good in Key Stage 2.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural education.

Commentary

80. By the end of Years 2 and 6, standards are in line with the expectations of the locally agreed syllabus. Achievement is very good. This represents very good improvement since the last inspection.
81. The curriculum ensures a broad coverage of world faiths. Pupils learn about special books and celebrations important to those who follow the faiths of Christianity, Buddhism, Judaism, Hinduism and Islam. Pupils in Key Stage 1 are familiar with Christian celebrations such as Christmas, Easter and harvest and have sound recall of important stories from the Bible. In Key Stage 2 pupils relate their knowledge and understanding of such stories to their own lives and to their values. For example, Year 5 pupils discussed 'team' values related to Jesus' team of disciples selected because they were ordinary people of the time. By the end of Year 6, pupils have a sound understanding of aspects of the different religions they have studied, including the importance of special symbols and buildings.

82. It was not possible to observe teaching in Key Stage 1 during the inspection, but teaching in Key Stage 2 is very good. Independent learning is encouraged and individuals and groups give feedback to the class on their findings. Teachers have good subject knowledge and use this very effectively to guide the pupils in their learning. Pupils show a genuine interest in the subject and show by their questioning and responses that they want to learn as much as they can and do their best. Excellent relationships enable pupils and teachers to share inner feelings that reflect respect and trust.
83. The school clearly distinguishes learning about religion and learning from religion. A whole school, themed approach to planning lessons is in place. During the inspection, 'jealousy' was the focus of lessons and assemblies. The very positive manner in which teachers implement their planning provides all pupils with thought provoking situations that support their spiritual, social, moral and cultural development very well. The impact on overall relationships is clearly evident throughout the school.
84. Leadership and management of religious education are very good. The co-ordinator is only recently in post but has already made a significant impact. Pupils' books are scrutinised to ensure planning incorporates aspects of learning from religion. A start has been made on levelling pupils' work. This will greatly support teachers when they assess the quality of work in their own class.

History

Provision for history is **good**.

Main strengths and weaknesses

- Leadership and management are good.
- Improvement since the last inspection has been very good.
- There is insufficient use of ICT to support pupils' learning.

Commentary

85. Standards in history are in line with national expectations at the end of Year 2 and Year 6. Improvement since the last inspection has been very good. The amount of time allocated to the subject is now satisfactory, and it is well led and managed. Pupils' achievement in history has risen accordingly and is now very good.
86. By Year 6 pupils have developed a sound understanding of periods in history that they have studied and have good knowledge of local history. They have a satisfactory understanding of why certain events took place and the consequences of them. Pupils with special educational needs achieve very well in the development of their speaking and listening skills. By the end of Year 2 pupils have learned to infer information from a written account, for example, relating to the work of Florence Nightingale. They have a satisfactory understanding of historical events and people.
87. Only two lessons were seen during the inspection. Evidence from these and from pupils' work indicates that teaching and learning are very good in Key Stage 2 and good in Key Stage 1. In Key Stage 1 lessons are well planned and resourced, enabling pupils to make good progress. Lesson planning and provision of resources in Key Stage 2 are both excellent, and innovative teaching brings history alive. As a result pupils show real enthusiasm and interest in the subject.

88. The use of ICT to support pupils' learning is identified by the school as a development issue. Additional resources are planned to enable Internet access in individual classrooms. This is a most positive way forward. Very good use is made of visits to the local area and beyond, and of visitors to the school to enhance the curriculum.
89. Leadership and management of history are good. The co-ordinator works effectively as part of the humanities team to share expertise and good practice. The monitoring of teaching and learning through observing lessons is an area for development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on physical education and art and design. Insufficient work was seen in design and technology and music to make definite judgements on standards and provision.

Work seen on display indicates that standards in **design and technology** are at least in line with the expected levels in Key Stage 2 and pupils' achievement is good. Pupils have learned techniques for strengthening beams and making joints and have designed, made and evaluated their products. Design and technology is very well led and managed by a dedicated co-ordinator.

In **music** pupils satisfactorily extend their knowledge and develop their skills across a range of activities, and there is good enrichment of the subject through organised tuition and very good links with the local secondary school.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Pupils achieve well and attain standards that are above the expected levels at the end of Key Stage 1.
- There is very good curriculum enrichment of the subject.
- The co-ordinator works very effectively as part of the school's 'arts team'.
- There are good links with other subjects of the curriculum.

Commentary

90. By the end of Key Stage 1 pupils attain standards that are above the expected levels and their achievement is very good. In Years 1 and 2, pupils use a wide range of media, materials and artistic techniques to produce very good quality work which is often effectively linked to work they are doing in other subjects. Pupils have effectively worked with an artist-in-residence to produce high quality work.
91. By the end of Key Stage 2 standards are in line with the expected levels, but are higher when pupils participate in special projects. Their achievement is good. Pupils worked with an artist-in-residence to make a banner about the sea, choosing their own textures, colour and style in a project that linked well to science and geography. Pupils use sketchbooks well to develop their skills, recording actions, encapsulating movement well and paying good attention to detail. In a very good topic on surrealism in Years 3 and 4, pupils have studied the work of surrealist artists such as Salvador Dali, and produced work in that style, changing shape, style and colour of everyday things using wet paper, colour wash, wax crayons and pastels. Pupils' literacy and

numeracy skills are well developed through art and design work and there are good links with design and technology where pupils show a good awareness of pattern and design.

92. No lessons were seen in Key Stage 1, but in Key Stage 2 the quality of teaching and learning is very good. Lessons are very well planned and prepared, with good use made of resources. Relationships are excellent, and all pupils are supported very well. As a result they work productively and with enthusiasm, responding very well to the high expectations of their teachers.
93. The school provides a very good curriculum, which is greatly enhanced by opportunities to work alongside artists-in-residence. Leadership and management are very good because of the innovative team approach that enables co-ordinators to work together to develop a very good understanding of their own and other subjects. Good use is made of the local area to provide stimuli for work in art.

Physical education

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

Main strengths and weaknesses

- Pupils have the opportunity to experience a range of well-planned sporting and challenging outdoor adventurous activities.
- The school's involvement in sporting activities within the local community is very good.
- There is a very good range of extra-curricular activities.
- Lesson are well planned and assessment procedures are very good.

Commentary

94. No lessons were seen in Key Stage 1 during the inspection but scrutiny of planning and discussions with pupils and staff indicate that pupils satisfactorily extend their knowledge and develop their skills across a range of physical and sporting activities. Pupils are very familiar with the need for warming up and cooling down of muscle groups and know the beneficial effects that exercise has on the body. Their attainment is in line with the expected levels.
95. Standards in Key Stage 2 are in line with the expected levels and pupils' achievement is good. Pupils work well together when involved in group activities in gymnastics and hockey. In sessions on dance, pupils worked in groups to perform in front of classmates who applauded their efforts, completed evaluations and made suggestions as to where improvements could be made. As a result of short, well-focused tasks they were able to link a series of jumping, balancing and turning actions together into well-structured routines, which they performed well. They responded well to the set tasks with resultant gains in their skills and their self-esteem.
96. Pupils in Key Stage 2 attend swimming lessons on a regular basis and particular levels of proficiency, which denote a range of increasingly more difficult tasks, are rewarded with certificates. The majority of pupils can swim by the time they leave the school and several pupils swim competitively for a local club.
97. Teaching in Key Stage 2 ranges from good to excellent and is very good overall. Individual lessons are well planned to enable pupils to progressively develop their skills over time. Lessons take account of pupils' prior learning and existing skills and

feature good management of time and resources. Pupils' learning is very good. Pupils are aware of what is expected of them and they work hard to produce very good levels of performance across a range of physical activities. Very good use is made of assessment, which directly involves all pupils. The assessments assist the teacher in gaining a better awareness of what pupils can do and these are used when planning further teaching activities. Pupils, too, gain a greater awareness of their own strengths and areas for further development.

98. Pupils have very good opportunities to take part in community based sporting festivals and are encouraged to attend challenging outdoor adventurous activities such as rock climbing and abseiling through the West View project. The school provides a very good range of sporting opportunities beyond the school day, funded and supported through community grants and initiatives. These are well supported by pupils who make very good gains in their personal and social development. Teams compete against other schools across a range of sports. A number of grants and funding sources have been very well utilised in order to provide extra equipment and resources to support school activities. In order to gain national recognition for its efforts, the school is seeking Active Sportsmark status. The subject is extremely well led, managed and resourced. The monitoring of teaching and learning is being successfully developed. Improvement since the last inspection is very good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Provision has been systematically developed by a very enthusiastic co-ordinator.
- Pupils attain high standards in their personal and social development.

Commentary

99. As a result of the very good development of this area of the curriculum, pupils throughout the school achieve high standards. By the end of Year 6 pupils have good social skills and a good understanding of the feelings of others. Throughout the school pupils are well mannered, take turns and relate well to each other and to adults. They are confident and develop good levels of maturity for their age. Teaching and learning are very good. Teachers plan and prepare their lesson well and ensure that tasks and activities build on the pupils' prior experiences.
100. The role of personal, social and health education and citizenship in the development work in the school is seen by the governing body to be a key aspect of the curriculum. A very enthusiastic co-ordinator has introduced a programme of work in the subject which has been adapted to allow class teachers some flexibility and to enable the second half of each term to address current in-school issues. Modules of the programme cover citizenship, drugs education, sex and relationships, behaviour and safety.
101. Out of this work have come many impressive outcomes – the Healthy School Award, the Green Flag environmental work and the School Travel Plan, including a 'Walking Bus'. It has generated great enthusiasm from all staff, has drawn in a remarkable level of funding to the school and has proved very effective with a noticeable impact on pupils. This timetabled work lies at the core of the personal development so visibly achieved.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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