

INSPECTION REPORT

**ST MARY'S ROMAN CATHOLIC PRIMARY SCHOOL
AIDED**

Newcastle upon Tyne

LEA area: North Tyneside

Unique reference number: 108620

Headteacher: Mrs C Falkenstein

Lead inspector: Mr J Heap

Dates of inspection: 15 – 17 September 2003

Inspection number: 257849

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:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	185
School address:	Great Lime Road Forest Hall Newcastle upon Tyne
Postcode:	NE12 7AB
Telephone number:	0191 200 8381
Fax number:	0191 200 7849
Appropriate authority:	Governing body
Name of chair of governors:	Mr G Earley
Date of previous inspection:	Jan 1999

CHARACTERISTICS OF THE SCHOOL

St Mary's is a Roman Catholic primary school that caters for pupils between the ages of four and eleven. It is situated in Forest Hall, which is on the outskirts of Newcastle-upon-Tyne. This is a below average-sized primary school in England with 185 pupils on the roll: 94 boys and 91 girls. The roll has remained fairly consistent in recent years. Children arrive at school reflecting the full range of attainment levels but, overall, the attainment on entry is average. Pupils are organised into seven classes. The pupils come from local residential areas which have few significant signs of deprivation. Housing ranges from local authority estates to mainly private dwellings. It is an area of average mobility. Most pupils are white with a very small minority from mixed-race and Chinese heritages. There is one pupil learning English as an additional language. Nine pupils (five per cent) are entitled to free school meals, which is well below average. Fourteen pupils (eight per cent) are on the register of special educational needs, the range of disabilities include specific and moderate learning difficulties, behaviour and communication impairment. This is below the national average. Three pupils have a statement of special educational needs, which is around the national average. The school has received the following awards:

- Healthy schools : 2003
- Investors in people : 2002
- BT teacher award

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18824	J Heap	Lead inspector	English Science Physical education English as an additional language
13450	J Madden	Lay inspector	
30724	D Hiscock	Team inspector	Art and design Design and technology History Music Areas of learning in the Foundation Stage
30834	A Lawson	Team inspector	Mathematics Information and communication technology Geography Special educational needs

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory and improving school, that has a number of significant strengths.

Children in the reception class **achieve well** where the teaching is **very good**. In the infant and junior classes **achievement and teaching are satisfactory**. Pupils have **good** attitudes to school and work, and they behave **well**. The headteacher is leading the school **well** and management is **sound**. **Consequently the school gives satisfactory value for money.**

The school's main strengths and weaknesses are:

- overall, standards in mathematics for 11 year olds in the 2002 national tests were above average when compared to all schools nationally and similar schools. In the 2003 national tests more pupils gained the higher than average Level 5;
- very effective provision for pupils' moral and social development enables pupils to relate very well to others, have interest in all they do and act in a sensible and orderly way;
- high quality teaching and provision in the reception class leads to good standards and achievement;
- pupils benefit from the good links with the community and other schools;
- the standard of care is good;
- in bringing about good improvement since the last inspection, the headteacher is showing good leadership;
- in Year 6, standards in the basic English skills of handwriting, spelling and punctuation are not high enough;
- there is insufficient use of pupils' basic literacy skills across the full range of subjects;
- the quality of evaluation is unsatisfactory because the aims of the school are not sharp enough;
- there is no dedicated outdoor provision for children in the reception class;
- there are too few ways of obtaining parents' views.

The school has improved significantly since the last inspection. Successes include:

- standards in national tests at age 11, particularly at the higher Level 5;
- improved leadership and management, including much greater involvement by the governing body and senior management in improvement planning;
- the quality of teaching is better, though inconsistent;
- statutory requirements are fully met.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	E	C	C
mathematics	A	D	B	B
science	A	D	C	C

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

Overall, pupils' **achievement is satisfactory**. Children enter reception with levels of ability that reflect the full range, but are average overall. Children **achieve well** and by the time they enter Year 1 **most will exceed the goals they are expected to achieve by this age** in communication, language and literacy and mathematics. By the end of Year 2, standards are above average in reading and average in writing and mathematics. This represents **satisfactory achievement** for most pupils. By the end of Year 6, standards are above average in reading and mathematics and average in writing and science. Pupils **achieve satisfactorily** in Years 3 to 6, however achievement is good in Years 4 and 5. Pupils with special educational needs and those learning English as an

additional language make satisfactory progress towards the targets set for them. Standards in basic English skills are **not good enough** in Year 6 and there are too few opportunities for pupils to use their literacy, numeracy and information and communication technology skills throughout the other subjects.

Overall, pupils' personal development is **good**. Provision for spiritual development is **good** and cultural development is **satisfactory**. The strengths are in the **very good** provision for moral and social development. Consequently, pupils' attitudes are **good** and they invariably behave **well**. Pupils like coming to school and attendance and punctuality are **good**.

QUALITY OF EDUCATION

Overall, the quality of education is satisfactory. The quality of teaching and learning is satisfactory, but inconsistent. The **best teaching** is seen in reception where there is evidence of very good and excellent practice and children are **very interested** in the lessons and do a **great deal of work**. Overall, in Years 1 to 6, the quality of teaching and learning is **satisfactory**. During the inspection the amount of good and better teaching outweighed the satisfactory and very small amount of unsatisfactory work. However, the analysis of pupils' work shows inconsistencies in marking and in the matching of tasks to individual pupils. So, for example, the **better teaching** in Years 1 and 5 leads to pupils doing **more work at a higher standard**. In Year 6, the standards are **not as high**, particularly in English. Pupils with special educational needs and those learning English as an additional language benefit from satisfactory support.

Overall, the curriculum is **satisfactory**. The programme for the reception class is very broad. However, there is a lack of a designated and secure outdoor play area for their use. In Years 1 to 6, the curriculum is satisfactory, with good opportunities for enrichment. There are **too few opportunities** for pupils to use their literacy, numeracy and information and communication technology skills across the full range of their work. The steps taken to ensure pupils' care, welfare, health and safety are **good** and this helps to consolidate the good working ethos in the school. Links with parents are **satisfactory**, but there are too few opportunities taken to seek parents' views and act upon them. The school has **good** links with other schools that have helped to bring about improvements in provision.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are satisfactory. The work of the governing body is **satisfactory**, but they have yet to link together the aims of the school and evaluating what is going on. However, the headteacher is leading **well**. She has a clear vision for the school and this has led to **improvements** in the key areas of **standards and teaching**. Although management is satisfactory overall, there are still inconsistencies in areas of the school's work that have not been resolved.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views about the school. Parents are particularly pleased with the quality of teaching and leadership and management. Some parents are unhappy about the behaviour of a small minority of pupils, but there was little evidence in the inspection to support this. **Pupils have a good opinion of the school**, they enjoy school, like their teachers and feel that they work hard and do well.

IMPROVEMENTS NEEDED

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

- raise standards in English in Year 6;
- improve the use of pupils' learning skills, particularly literacy, numeracy and information and communication technology;
- provide secure and safe outdoor provision for reception children;
- improve the setting of aims and evaluation by governors and management;
- improve links with parents by seeking, valuing and acting on their views.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is satisfactory. However, this is not the full and detailed picture because there are levels of inconsistency. For instance, children in the reception class progress well and their achievement is good. In Years 1, 4 and 5 achievement is also good, whereas in other years pupils' achievement is satisfactory. In some subjects, for instance in Year 6 English, pupils' achievement in the basic skills of handwriting, spelling and punctuation is not good enough. In relation to the work seen, standards in English, science and information & communication technology reach expected levels at ages seven and 11. Standards in mathematics are at the expected level at seven and above the expected level at 11.

Main strengths and weaknesses

- Standards and achievement in the reception class are above the expected level.
- Standards in mathematics exceed expectations for 11 year olds.
- In national tests, the proportion of pupils achieving the higher Level 5 is increasing, and have significantly improved since the last inspection.
- Reading standards continue to be above expectations.
- Inconsistency in basic skills of English.
- Information gathering skills are not good enough, particularly in relation to the library.

National Curriculum test results

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.6 (17.0)	15.8 (15.7)
writing	14.9 (15.7)	14.4 (14.3)
mathematics	16.6 (16.6)	16.5 (16.2)

There were 28 pupils in the year group. Figures in brackets are for the previous year

1. In relation to the table above showing average points scores, standards in the national tests for seven year olds in 2002 were above average in reading and average in writing and mathematics when compared with all schools. These point scores show results that are not quite as good as the results in 2001 for reading and writing, but, nevertheless, better than the national picture. Proportions of pupils attaining the higher Level 3, were above average in reading and average in writing and mathematics. Over three years, results in reading, writing and mathematics are above average. There are no significant differences between the attainment of boys and girls. National trends have remained steady. The school has been inconsistent, but usually average and above.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.2 (25.6)	27.0 (27.0)
mathematics	27.9 (25.8)	26.7 (26.6)
science	29.0 (27.4)	28.3 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

2. In relation to the table above showing average points scores, results in the national tests for 11 year olds were average in 2002 for English and above average in mathematics and science when compared with all schools. These point scores show improvement from the previous year when the school's average points scores lagged behind the national picture. The proportion of pupils attaining the higher Level 5 was average in English, average in science and well above average in mathematics. Over 3 years, results are above average in English, mathematics and science. The trend is inconsistent but similar to the national trend. Boys outperform girls in English, mathematics and science. Girls' results fell below the national average.

Work seen during the inspection

3. The early judgements of children's levels of attainment indicate that they enter the reception class with broadly average standards. By the end of the Reception Year, children achieve well and reach above average standards. All the children are likely to reach the nationally recommended Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development.
4. By the age of seven, standards of work seen are at the nationally expected level. In English, speaking and reading standards are above expectations, whilst listening and writing standards are in line with expectations. In mathematics and science, standards meet national expectations. In mathematics, the strongest areas are:
- investigations and problem-solving;
 - number work.
- In science, pupils attain the better standards in:
- work about life and living things;
 - their study of materials and simple forces.
- In both subjects, pupils' willingness to conduct investigations and experiments is adequate and opportunities are generally acceptable. Achievement is satisfactory because:
- good basic skills and attitudes are in place as they leave the reception class;
 - teaching, overall, is satisfactory.
5. By the age of 11, overall standards of work seen are at the nationally expected level. The strengths are:
- standards in mathematics exceed the national expectation because pupils are taught, and expected to use, a range of strategies when solving problems;
 - good teaching of basic numeracy skills;
 - higher attaining readers have good skills and attitudes;
 - significant improvements in information & communication technology competence.
- Areas for improvement are:
- basic writing skills in Year 6;
 - there are insufficient opportunities for pupils to use and develop their basic skills in other subjects, such as history and geography.
6. Achievement in Years 3 to 6 is satisfactory. There is some concern from national test results that there is a difference in the attainment and achievement of boys and girls. Inspection evidence shows that there is no difference in the achievement and rate of progress. Where national test results showed a gap between results at age 11, careful tracking back showed that there was also a gap at age 7 and that there was a higher proportion of girls with special needs in that group. Consequently achievement is the same for boys and girls. Achievement is satisfactory because the overall quality of teaching is satisfactory:
- basic English skills are not high enough in Year 6;
 - there are insufficient opportunities to use and develop basic literacy and numeracy skills across the work in other subjects;

- the school as a whole does not aim high enough and with sufficient clarity.
7. In information and communication technology standards meet national expectations at the ages of seven and 11. Achievement is good, because of:
- resources and accommodation that are of a good standard;
 - good teaching;
 - greater opportunities to use skills and resources in other areas of the curriculum.
8. Pupils with special educational needs make satisfactory gains in skills, knowledge and understanding, so that by the age of eleven, their achievement is satisfactory in relation to their age and ability.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **good**. Attitudes and behaviour are **good**. Pupils' personal development including spiritual, moral, social and cultural development is **good**

Main strengths and weaknesses

- Attendance is above the national average.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.5

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

- Behaviour in and around the school is good and there have been no exclusions.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Chinese

No of pupils on roll
177
4
2
2

Number of fixed period exclusions	Number of permanent exclusions

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

- Pupils enthusiasm for the school.
- Relationships throughout the school.
- Pupils knowledge of right and wrong.
- Pupils spiritual development.
- Preparation for living in a culturally diverse society.

Commentary

9. Pupils enjoy coming to school and have good records of attendance. Procedures for promoting attendance are effective and have ensured a continuing rise in the levels of attendance. Pupils have positive attitudes to learning and are interested and excited when

well taught which adds much to their capacity to learn. This was well demonstrated in a Year 2 information and communication technology lesson using the Barnaby Bear internet site to look at aspects of Australia. Pupils behave well throughout the school day and are kind and considerate towards each other in the calm and caring atmosphere. Parents, at their meeting with inspectors, stated how impressed they are with pupils' behaviour on school visits. All pupils work well together in pairs and co-operative groupings.

10. Pupils value fair play and feel they all receive an equal opportunity to succeed exemplified by pupils voting for a House Captain who has special needs. The moral values learned by pupils ensure they are aware of the consequences of their actions. They are clear about their own beliefs and have a limited opportunity to understand other faiths through the celebration of a range of festivals such as the Chinese New Year. The school however provides little opportunity on a continuing basis for pupils to understand the multicultural nature of British society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the school provides a **satisfactory** quality of education.

Teaching and learning

11. Overall, the quality of teaching and learning is **satisfactory** and the needs of all pupils are appropriately catered for. In the 37 lessons observed, all but two were satisfactory, or better. Two lessons were judged to be unsatisfactory; both were English lessons and they were in Years 2 and 6. Altogether, over half the lessons observed were good, or better and around one in eight lessons were very good, or excellent. This is a better picture than at the time of the last inspection and generally supports the positive views held by the parents and pupils. The best teaching is seen in the reception class, with two excellent lessons and two very good lessons confirming the reasons why this teacher rightly gained a national teaching award. Reception children achieve well and progress through the nationally recommended early learning goals at a good rate. Pupils in Years 1 and 2, achieve satisfactorily, but there are inconsistencies in some lessons, with most of the Year 1 lessons judged to be good, whilst in Year 2 the judgements are mostly satisfactory with a single unsatisfactory lesson. Nevertheless, pupils enjoy their lessons and find most of them to be interesting. In Years 3 to 6, pupils' achievement is satisfactory and the rate of progress is particularly strong in Years 4 and 5. This rate is not as strong in written English and in subjects such as history and geography in Year 6. Nevertheless, pupils enjoy their lessons in the main and parents express satisfaction about most aspects of the teaching.

Main strengths and weaknesses

- High quality teaching in reception class.
- The teaching of mathematics is good, particularly in Years 4 to 6.
- Teaching is good in Years 1 and 5 and this leads to good achievement.
- Good procedures for judging pupils' levels of attainment.
- There is still some unsatisfactory teaching, particularly in Year 6 writing skills.
- Insufficient use of the library and development of information-gathering skills.
- The use of information about pupils' levels of attainment is not fully guiding lesson planning. Marking is inconsistent.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	3 (8%)	15 (38%)	17 (44%)	2 (5%)	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.

Commentary

12. Teaching and learning in the reception class are very good. The main strengths are:
- a teacher who has a deep knowledge and understanding of how young children learn;
 - planning highlights challenging experiences which develops strong, positive attitudes to learning;
 - individual work is matched closely to children's needs and this ensures that children retain an interest in what they are doing and do not find it too easy or difficult;
 - the teacher shares vast amounts of information with parents and this enables them to help their children in their learning.
13. The quality of teaching and learning in Years 1 to 6 is satisfactory. The strengths are:
- the effective use of resources. For example, in Year 2, a good information and communication technology lesson helped pupils to access a website independently. In a Year 5 science lesson, the provision of appropriate resources enabled pupils to make the right choices for the experiment;
 - the efficient use of time. In all the effective lessons there was a brisk pace and pupils were asked to complete work within set periods of time. This had the effect of increasing challenge and focussing pupils' attention on important matters;
 - the high expectations of pupils' behaviour. There was no evidence of anything other than the most minor disruption in any lessons. Some parents and pupils expressed concern about some behaviour but there is very little evidence to suggest anything but good standards. It is likely that expectations are so high that even the smallest misdemeanour seems to be a problem.
14. The best practice was seen in Years 1 and 5. In these classes the quality of work is greater and pupils achieve more. This is particularly clear in their English work where the strengths are:
- high challenge for pupils to maintain good standards of basic skills and to be highly productive;
 - pupils are expected to write for a wide range of purposes and audiences.
15. In unsatisfactory lessons, the expectations were too low and the content of the lessons too biased towards teacher talk and not enough towards pupils working individually, or in groups. As a result, achievement was unsatisfactory. However, in relation to the Year 2 lesson the evidence from pupils' books is that standards in English are generally good and that the majority of work is well planned to enable pupils to work productively.
16. The teaching of pupils with special educational needs and the one learning English as an additional language is satisfactory. Pupils make satisfactory progress towards the targets set for them. The strengths of the provision are:
- in most lessons, work is set that is matched carefully to individual pupils;
 - teachers give a proportionate amount of time to help pupils.
- In discussion, parents are pleased with the provision for their children and praise the school for their efforts. Throughout the school, there is a firm commitment and good practice in ensuring that all pupils benefit equally from all opportunities. Only a very limited amount of support staff is available to the school, because of the low numbers of pupils with special

educational needs. All staff know the children very well, so they benefit from a caring and supportive learning environment.

17. Overall, teachers make adequate provision for homework and, in the main, parents and pupils are satisfied with the homework set. Parents also appreciate the efforts made by the school to give them assistance in helping their children with homework, often by holding 'seminars' for parents to attend.
18. Overall, the school has devised a good system for judging and recording pupils' levels of attainment. A particular strength is the whole school tracking grid that sets out pupils' achievements at each stage of their school career. This grid enables the school to keep a close watch on rates of progress. However, the use of this information to help in the planning of lessons is just satisfactory, overall. This is because the use is inconsistent, with some teachers gaining greater benefits than others. However, in the reception class the procedures to judge children's levels of attainment and the use made of the information are high quality.

The curriculum

The curriculum is **satisfactory**. The experiences provided are open to all the pupils in the school and the essentials of a broad and balanced curriculum are in place. There are good opportunities provided for pupils that enrich their learning experiences. Overall, the provision of accommodation and resources to support the curriculum is satisfactory.

Main strengths and weaknesses

- The provision for children in reception.
- The out-of-lesson activities.
- Provision that caters equally for all pupils.
- Provision for personal, social and health education.
- Consistency of provision to develop pupils' study skills and independent learning, particularly for higher attaining pupils.

Commentary

19. In reception year, children benefit from a rich variety of experiences that are particularly well tailored to their needs and planned to extend their ideas and horizons. The emphasis on children's personal, social and emotional needs forms an integral and hugely successful part of teaching plans for all the interlinked six areas of the "*Foundation Stage*" curriculum. These strengths promote substantial early achievement in the form of rounded young learners, a good number of whom make headway into the beginnings of the National Curriculum.
20. Provision for all subjects in the curriculum including English, mathematics and science is satisfactory. The school meets statutory requirements for the National Curriculum and indeed the National Strategies for literacy and numeracy provide the mainstay of teaching plans **ensuring robust progress in mathematics and science in Years 3 - 6. Achievement in English is satisfactory overall because provision reaches a plateau in Years 2 and 6.**
21. The school enriches the curriculum **well**. Pupils benefit from and are pleased to experience after school and lunchtime clubs in French, Spanish and guitar, and well attended homework sessions for Year 6 pupils. Pupils have the opportunity to join the school's choir and as a result of the good quality of their singing, those in the choir have become musical ambassadors for the school. Sport is an integral part of school activities and the provision benefits from the input of parents to coaching. The profile of sport is set to improve as the school becomes more involved with the local and national initiatives. Pupils talk about the activities they engage in and know that their well-being and needs for learning are at the heart of the planned opportunities.

22. Highlights of the curriculum include very good provision for singing and art. These features of the curriculum stand out. There is depth and expression to pupils' experiences, some of which link to other subjects such as history and are extended by competence in information and communication technology. These creative elements of the curriculum encompass much that enlivens and inspires young minds. Interestingly, successful skills fostered in art, science and mathematics make pupils responsible for their own learning. These are developed well in years 1 and 5 but are not reflected consistently in teaching plans in other year groups and in subjects such as history that provoke interest and curiosity. This unevenness hampers achievement, particularly for higher attaining pupils who might otherwise tackle their studies in greater breadth and depth.
23. The school makes satisfactory provision for pupils with special educational needs. Pupils have full access to what the school has to offer. Individual education plans have clear, short-term targets, which are regularly reviewed to take into account the progress made. Older pupils are involved in the review of their targets.
24. Provision for personal, social and health education is **good**. It is enriched by family and parish links that underpin pupils' sense of responsibility. In addition the Healthy Schools award of 2003 shows the good level of provision that supports pupils' understanding of lifestyles and choices.
25. Overall, **accommodation and resources are satisfactory**.
- Accommodation is good. Classrooms and rooms used for technology and library are bright and spacious areas for learning. The well fenced field and spacious playground provides a good area for pupils' energies, sports and play. Paradoxically, this is not the case for the outdoor area used by reception children. Although recognized by the school and noted as an issue for improvement at the time of the previous inspection, there is still no designated outdoor area for these young children; this adversely affects **the range** of activities that can be planned for children to experience outdoors. There are currently no pupils on the school role with disabilities, but the accommodation provides good wheelchair access if this is required.
 - The number of teachers to meet the needs of the curriculum is satisfactory. Recent reduction in the number of classroom assistants is beginning to impact adversely on the needs of pupils because there is less additional support.
 - Imaginative use of ordinary resources for learning masks the satisfactory level of provision.

Care, guidance and support

The school is **good** at ensuring pupil's care, welfare, health and safety. It provides **good** support, advice and guidance for pupils. The school makes **satisfactory** efforts to involve pupils in its work and development.

Main strengths and weaknesses

- Child protection.
- Health and safety.
- Pastoral care.
- Induction into the reception class.
- Consultation with pupils.
- Pupils' involvement in setting and reviewing targets.

Commentary

26. Child protection and health and safety in the school have significantly improved since the last inspection and the school, including governors, is especially pro-active in raising the profile of health and safety in the school. The school has worked for and achieved a Healthy School award, which has also made a considerable contribution to this area of school life. The school practice for getting to know about children before they begin school and settling them into everyday routines is very good. The Pastoral Support Groups in the school, which bring together pupils of all ages in groupings different from those of every day emphasises the central role of pupil support and guidance in the ethos of the school. Induction and preparation for secondary education ensures that they feel confident about the move. This whole area of activity is much appreciated by parents. Consultation with pupils in all areas of school life is limited. Targets set for pupils are of a general nature and pupils have no input into them. A School Council has been in place for a number of years but has during the last year failed to act as a discussion forum and action engine for children's' ideas and concerns.
27. The school provides satisfactory support, advice and guidance for those pupils with special educational needs. Individual education plans are set to focus on developing and extending literacy and numeracy skills. In some instances, targets focus on aspects of behaviour, with targets set for improving behaviour both inside and outside the classroom. Targets are clear and in discussion, it is clear that pupils understand and accept them.

Partnership with parents, other schools and the community

The effectiveness of the schools links with parents is **satisfactory**. The school has **satisfactory** links with the community. There are **good** links with other schools, early years and other providers.

Main strengths and weaknesses

- Information for parents on school organisation.
- Parent's very high opinion of the school.
- Support for parents of Foundation children.
- Easy availability of staff.
- Music links with the community.
- Out-of-lesson time modern language tuition, via local links.
- Pupil's annual progress reports lack information to help parents to contribute to pupil's progress.
- Lack of parental consultation about their children's targets.
- Lack of consultation with parents on their views and needs.

Commentary

28. Parents have a very high regard for the school and are kept well informed of daily life through Newsletters, half-termly curriculum information and homework timetables. A limited number of parents help in the classroom and with extra-curricular activities but Parent/Teacher Association activities are well supported. Parent's views are very rarely canvassed and the school has been unable to provide curriculum instruction sessions and access to the computer suite for parents outside working hours.
29. Members of the Catholic community are supportive of the school but make little use of its facilities except to attend masses from time to time. Visits and visitors are used to enrich the curriculum. The school has chosen to support a small number of local as well as national charities. Links with the main feeder secondary school support parents and pupils in the transfer and there are good working relationships with other local secondary schools. Local initiatives especially through the Longbenton partnerships provide support and enrich learning experiences for pupils in and outside the school day.
30. The involvement of parents of pupils with special educational needs is satisfactory. They are invited to review meetings and kept informed of what is being done in school to help their child.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The leadership of the headteacher is **good**. The work of the governing body is **satisfactory**.

Main strengths and weaknesses

- Governors are supportive of the school and have a good grasp of the school's strengths and weaknesses.
- The leadership of the headteacher is good.
- Effective financial management shows a prudent regard for good housekeeping.
- The leadership and management of the Foundation Stage.
- The aims of the school are too general to provide a clear vision and focus for evaluation and further improvement.
- Inconsistencies in the work of coordinators relating to checking quality of teaching and standards.

Commentary

31. The previous inspection highlighted many significant areas for improvement in the leadership and management of the school and under the direction of the new headteacher, the school has made good improvements in providing a clearer direction for the work of the school. For example:
 - governors and teaching staff are more involved in the running of the school and now take an active role in the formulation of the school improvement plan;
 - the standards that pupils achieve have risen, particularly in the higher levels achieved by pupils at the age of eleven;
 - good policies and procedures are now clearly established.However, in many instances, initiatives need time to develop in order to tackle inconsistencies in practice and improve standards further. The pace of change since the previous inspection has been good, but there was much to do and the school still has a way to go before the policies, procedures and changes implemented show their full impact. This is clearly an improving picture in the leadership and management of the school and the school is now well placed to continue to improve.
32. Governance of the school is improving and the level of support for the management of the school is growing. For example:

- the governors make sure that the school meets all its statutory responsibilities and ensure that this is an inclusive school;
- the governors are now involved in the regular review of the School Improvement Plan, which ensures that they have a greater understanding of the strengths and weaknesses of the school.

Much hard work is done by governors who are linked to subjects. For instance, the literacy governor has close links with the literacy coordinator and usefully joins in with activities such as analysing pupils' books. However, the impact of the governing body is not as great as it might be because they do not set out a sufficiently clear set of aims for the school that make clear their expectations. Consequently, it is very difficult for them to evaluate the work of the school and the success of the school improvement plan. For example, there are no aims relating directly to:

- raising standards and achievement to the highest level;
- improving teaching and learning to a consistently high level;
- improving further the links with parents.

33. The headteacher has a clear sense of purpose, a determination to raise standards and has worked hard to involve all governors and teachers in the evaluation of the school's work through the school improvement plan. She has the confidence of governors, parents, pupils and staff because she is open and honest and clearly committed to improving the school. Relationships at all levels are good and are a positive feature of her leadership. The leadership of other key staff is satisfactory. This is mainly because there are inconsistencies in the way the work of the school is monitored and evaluated by the subject leaders. For example subject leadership is strong in subjects such as science and physical education, whereas in English, weaknesses are rightly identified, but action is not rigorous enough. Overall, there is not enough rigour in monitoring the quality of teaching or in the scrutiny of pupil's work by subject leaders. Where issues have been raised, or noted, strategies to tackle the inconsistencies are not clear enough. For example, the discovery of weak basic English skills in Year 6. The special needs coordinator works very hard in her own time to ensure that school procedures are good and well organised. However, she is not allocated sufficient time to fulfil the responsibilities of her role. This means that she is unable to fully monitor the teaching and learning of special needs pupils and this is a weakness in her role.
34. Performance management procedures are good and are linked to school improvement. The school has a clear commitment to staff training and development and was awarded Investors in People status in 2002. Financial management is good and the school has effective procedures to ensure that it gets value for money in its purchasing of supplies and services.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	405225
Total expenditure	404976
Expenditure per pupil	2177

Balances (£)	
Balance from previous year	2574
Balance carried forward to the next	2823

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in reception is **very good** and has improved significantly on the good practice at the time of the previous inspection. Parents are very happy with provision.

Main strengths and weaknesses

- High quality of teaching and learning which includes many excellent features.
- The outstanding climate of calm and trust.
- Close dialogue with nurseries and families.
- Outstanding personal, social and emotional development that enables children to surpass typical expectations of children this age in all areas of learning except physical development.
- Very successful teaching plans that balance adult and child-led activities.
- The effectiveness of this small team of adults.
- Leadership and management in reception.
- The outdoor accommodation for learning in physical development.

35. On entry to reception, most children have attainments that are typical for their age. The quality of teaching is very good in all areas of learning because the teaching knowledge and methods are based on a deep understanding of how young children learn. Teaching plans are crafted to build challenging and exciting experiences that ensure that all children move at a very good pace along the *stepping stones* towards the *early learning goals* of the "*Foundation stage curriculum*" and the *start of the National Curriculum*. The progress of each child is measured and their programme of work is tailored to needs and shared with the family so that they too can talk about the same topics and ideas. This excellent approach is welcomed by parents. It is one of the reasons why children develop such positive attitudes to learning and towards each other. They leave reception class as eager young learners, absorbed in work and play. This flying start to education is a tribute to the award winning leader of this stage of education.

Personal, social and emotional development

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

Main strengths and weaknesses

- Early development of trust.
- Strong moral and social development.
- Opportunities for independence develop mature attitudes.
- Children enjoy their work.

No significant weaknesses.

Commentary

36. This is the bedrock of the very well rounded achievement of children. The small team of staff build from the boundaries and expectations that children experience at home to enable each child to deal with new situations positively and without stress. Routines to order the day assure that children feel secure and are enriched by creative ways for children to participate in the organization of the day's events. This includes a visual timetable for children to use. Outstanding methods of managing very young children ensure that they settle into their new surroundings and gain the personal skills to deal with new situations they encounter.

Communication, language and literature

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

Main strengths and weaknesses

- Children develop robust reading skills.
- Most mature children can write a sentence so early in the term.
- Good speaking and listening skills.

No significant weaknesses

Commentary

37. By the time they enter Year 1, most children exceed the expectations of the early learning goals in speaking, listening, reading and writing. Most children can read and spell a good number of words, can write one or two sentences independently and use these early skills to establish meanings in the stories they encounter. Their robust achievement prepares them to learn for themselves – a vital ingredient for learning. Often, ordinary resources are used very skilfully to fire children’s imagination and trigger questions to extend children’s ideas.

Mathematical development

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

Main strengths and weaknesses

- Developing good methods of doing simple calculations.
- Gaining a broad knowledge and understanding of mathematical ideas.
- Staff introduce the children to a wide and varied range of activities.

No significant weaknesses

Commentary

38. Achievement is strong. By the time they enter year 1, the majority are working in the early stages of the National Curriculum. They understand and deal with simple addition and take away with numbers to ten, record simple number sentences. Mathematical ideas are refined by a rich assortment of activities that blends their existing ideas with new and complex ones that make them think. Staff work very hard to compensate for the temporary nature of provision for outdoor mathematical experiences as for other activities; they use the playground well to develop an understanding of space, shape and distance.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- The breadth of opportunities that often link together knowledge from several areas of learning.
- Confident use of computers.

No significant weaknesses

Commentary

39. Planned links across the areas of learning include elements of scientific, technological and geographical ideas. The many planned opportunities for exploring these exciting ideas forge connections between their existing knowledge and that of the wider world. Their emerging ideas of the past are rooted in a growing sense of self and their family. Children regularly cluster around the computer and navigate the cursor, practice control whilst strengthening their fingers to double-click as they enjoy the animation effect on screen.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Good range of activities for the development of fine (manipulating tools) and large (climbing/balancing on apparatus) physical skills.
- Lack of secure and dedicated area for outdoor physical development.

Commentary

40. Children make good progress in their physical development and most are on course to meet that typically expected of five years olds by the time they enter Year 1. There are many opportunities for them to climb, swing, to manoeuvre and scramble. Children have the chance to explore space and develop their physical stamina and skills steadily outdoors and on equipment. Photographs of children show increasing control on climbing frames. Children negotiate around each other on scooters; not only the network of tracks and roads they have drawn but also the traffic lights and various parking lots meticulously chalked to their own requirements! Being outside is a delight for the children and they respond eagerly, learning to move safely with others in mind. Children achieve well because the staff have devised creative ways to overcome the limited resources and inadequately fenced play area. High standards are compromised by this gap in provision because the exemplary classroom learning cannot be extended or enriched outdoors. Children use small tools and materials with better skills and control than most children and their strength as they manipulate materials matches that of most children.

Creative development

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

Main strengths and weaknesses

- Good attention to detail, with strong observational skills.
- Developing independence and a broad range of interests.

No significant weaknesses.

Commentary

41. Children achieve well from their starting points. They draw from observation, arrange their own composition of fruits and some use pastel and charcoal to represent their early understanding of tone; these are some of the hallmarks of the children's activities. Paintings of sunflowers show exceptional attention to detail, sophisticated brushwork and a completeness of composition beyond that typically seen of children this age. Opportunities are created for children to use language in role play areas and children play imaginatively and purposefully. Resources are adequate. It is a tribute to this small staff team that the natural creative energies, spirit and abilities of these children are harnessed to such outstanding effect.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in reading at the ages of seven and 11 are above expectations.
- Standards in writing in Year 5 are above expectations.
- Throughout the school, pupils speak and listen well.
- In national tests, the proportion of pupils gaining the higher Level 5 is increasing.
- The effective teaching in Year 1 (subject coordinator) and Year 5.
- Writing in Year 6 shows basic skills (handwriting, spelling and punctuation) that are below expectations.
- The quality of marking and target-setting is inconsistent.
- There are too few opportunities to use literacy skills in other subjects.
- Library provision is weak and this is reflected in the inconsistent knowledge and skills that pupils have.

Commentary

42. Overall, pupils' achievement is satisfactory. It is not higher than this because there are inconsistencies in the quality of teaching that ranges from good to unsatisfactory. Pupils' achievement is best in Years 1 and 5 and this sets the standard for the satisfactory results in Years 2 and 6. Higher attaining readers in Years 2 and 6 are very accurate, fluent readers who understand the challenging texts they read. Overall, library skills are sound, but inconsistent, and this is because the amount and range of library books are in need of improvement. In general, pupils have writing skills that are at the expected level and achievement is satisfactory. However, the rate of progress is clearly defined by the quality of teaching. For instance, the expectations in Years 1 and 5 are high and pupils respond well and produce work that is interesting, accurate and of sufficient length. However, in Year 6, the basic skills of handwriting, spelling and punctuation are not good enough in their workbooks, and the amount of work they do is less than expected. As a result, pupils do not achieve as well as they should and the rate of progress is stalled. Throughout the school, pupils speak well, have a broad vocabulary and present views on a wide range of topics. In general, listening skills are at the expected levels. However, owing to some lessons having long inputs from teachers, some pupils lose interest and do not take in all of the information.

43. Overall, the quality of teaching and learning is satisfactory. In the best lessons, typically in Years 1 and 5:

- planning is thorough, with teachers taking full account of pupils' prior knowledge and understanding and using this as a starting point;
- teachers provide texts that interest and inspire pupils to think deeply and, increasingly, develop independent learning skills;
- very good relationships and management ensure that pupils enjoy their lessons, work hard and produce sufficient work.

However, unsatisfactory lessons were observed in Years 2 and 6. Simply, expectations were too low and this meant that pupils did not achieve at the level that they should. Evidence in books supports this view. The quality of marking is unsatisfactory and the use of individual targets is unsatisfactory.

44. Overall, the quality of leadership and management is satisfactory. It is not better than this because:

- the very good monitoring of provision by coordinator, literacy governor and headteacher is not having sufficient impact on standards in books, most particularly in Year 6;
- the coordinator has not had time to watch all teachers in lessons.

However, the shortcomings identified in this paragraph have all been properly analysed by the coordinator and action is being taken, such as bringing in support from local education authority advisers and consultants.

The use of literacy skills in other subjects

45. Overall, the opportunities for pupils to use literacy skills in a range of other subjects is unsatisfactory, most particularly in Year 6. The amount of work is too low in subjects such as history and geography. Briefly, the shortcomings are:

- few opportunities for pupils to write lengthy pieces in subjects other than English;
- too few opportunities to read non-fiction books in order to find information for themselves.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards by the end of Year 6 are above national expectations.
- The teaching of basic number skills and the way pupils are taught to use different strategies to tackle problems is a strength of teaching throughout the school.
- Pupils achieve well in the school over time.
- Resources are used effectively to support and extend learning.
- The monitoring of teaching and learning is not rigorous enough to tackle some inconsistent approaches to the way the subject is taught, for example the quality of work in some year groups is of a better quality than in others.
- The marking of pupils' work is not good enough. It does not inform pupils of what they do well and more importantly, it does not give clear enough guidance to what they need to do to improve.

Commentary

46. Standards in Year 2 are broadly in line with national expectations and pupils' progress and overall achievement are satisfactory. By the end of Year 6, pupils have made good progress and a high proportion of pupils' reach standards that are well above the national expectation. The majority of pupils reach standards that are above those found in similar schools. Most pupils achieve well over time. Those pupils with special educational needs or those who have English as an additional language make sound progress against the targets set for them. Whilst the quality of teaching overall is satisfactory, examples of good teaching were

seen throughout the school and what teachers do particularly well is to teach pupils effective strategies to tackle problems in a variety of ways and to use a good range of calculation methods. Pupils are also taught the basic skills in numeracy well, so most pupils are able to work quickly and accurately.

47. In a good lesson seen in Year 6, the teacher used a good range of resources to reinforce mental and oral skills, for example she used a hoop as a counting device to show that calculations can go on to unimaginable sums. This was a good challenge to the pupils, who used the hoop to count orally in decimals from 0.7 to 13.3. Pupils were able to display a good use of correct mathematical vocabulary when answering questions and when asked were able to talk confidently about the different ways they would tackle a problem. The rate of learning during the lesson was good.
 48. The leadership and management of the subject are satisfactory. A good feature of the subject leaders work is the way test data is analysed to look for possible weaknesses that may affect standards and if these are found, then whole school training takes place to address the emerging issues. What could be improved is the way the subject is monitored. This is not rigorous enough to tackle inconsistencies in teaching and learning.
 49. The improvement since the previous inspection has been good, particularly in the raising of standards. The quality of teaching has improved overall. Teaching is at least satisfactory and the teaching of problem solving and basic skills in number is now good throughout the school, which is one clear factor in the improvement of standards, particularly at the higher levels. All pupils now make at least satisfactory progress, with many more achieving well over time.
- The use of numeracy skills in other subjects.**
50. Overall, this is stronger than the use of literacy and information and communication technology skills. For example, some good work is done in science, relating to graphwork and measuring.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Good teaching in Years 1 and 5 (subject coordinator).
- Good subject leadership and management.
- The best coverage and attainment relates studies of life and living things.
- Too few opportunities for pupils to be responsible for their own learning.
- Greater coverage of materials and their properties in Year 6.

Commentary

51. By the age of seven, pupils' attainment is in line with nationally expected standards and there is an average proportion of pupils who reach higher levels of attainment. Analysis of pupils' books shows that there is satisfactory average of all the elements of the National Curriculum, including investigative work. Furthermore, these books illustrate satisfactory achievement. Particularly useful work is done in the grounds of the school when looking at minibeasts and plants. Pupils competently predict outcomes in investigations and competently draw attention to similarities and differences in humans and other animals.
52. By the age of 11, pupils' attainment is in line with national expectations. A satisfactory proportion of pupils reach higher levels of attainment. Pupils' knowledge is strongest in life and living things and physical processes, such as light, electricity and forces. It is, also, in these areas that pupils' work in relation to investigations is also at its best. Pupils' achievement is satisfactory, overall with particular strengths when pupils investigate

phenomenon, such as growth, shadows and air resistance. Pupils are well aware of the workings of the human body and this makes a good input into the overall programme of personal, social and health education.

53. Overall, the quality of teaching and learning is satisfactory. The strongest practice was observed in Years 1 and 5 where the main strengths were:
- a good working ethos that emphasises the development of skills for close observation, predicting and analysing;
 - development of independence through open-ended questioning that stretches thinking. For example, in Year 5:
'How could we change . . .'
'What would happen if . . .'
 - good planning that emphasises the matching weaknesses;
 - In some lessons, the planning does not contain sufficient detail on matching activities to pupils' prior knowledge and understanding.
54. Subject leadership is good. The main strengths are:
- good subject knowledge and understanding;
 - a clear commitment in her teaching to developing pupils' skills in setting-up investigations.
- As previously noted, pupils achieve more when they are engaged in investigative work, but this is not consistent across the school. Consequently, these opportunities are not as plentiful and regular as they ought to be.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Teachers have a secure knowledge of the subject and lessons are taught in an interesting way.
- New computer resources and the new computer room are used well to teach new skills.
- There is clear evidence that information and communication technology is being used to support learning in other subjects.
- Pupils have good attitudes to learning, behave well in lessons and are eager to learn new skills.
- There are no formal assessment procedures in the subject to enable both teachers and pupils know clearly what the next steps are to learning.
- Clear procedures for the subject leader to monitor and evaluate the teaching and learning in school are not in place.
- Resources for control technology are not good enough.

Commentary

55. Standards in Year 2 and Year 6 match those typically found and are rising quickly because of the effect that new resources are having. The quality of teaching is good overall. Teachers have a secure knowledge of the subject, they use the new resources in the school well and in lessons, pupils are given challenging and interesting activities. Good examples of this were seen in a Year 2 lesson as knowledge and understanding in geography were developed and extended as pupils accessed the "Barnaby Bear" Internet site to see Barnaby explore the major tourist attractions in Australia. Skills in literacy were also supported well as pupils had to read and follow instructions to access the Internet, then read an interactive story on the computer screen. The quality of teaching means that all pupils, including those with special educational needs, or those who have English as an additional language, learn new skills quickly and all pupils achieve well.
56. The leadership and management of the subject are satisfactory. The subject leader has led training for staff in the new resources and this has led to teachers developing their subject knowledge at a good rate. To improve further, the subject leader now needs to make arrangements to monitor the quality of teaching to ensure a consistent approach and to

introduce formal assessment procedures to track the progress of individual pupils. Since the previous inspection, there has been good improvement, particularly in the way the subject is now planned throughout the school.

Humanities

No lessons were seen in history but inspectors looked at a sample of pupils' work. One geography lesson was observed and a sample of work analysed. Religious education is to be inspected separately.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Visits to historical places.
- Lack of consistent planning of pupils skills for study and learning for themselves.

Commentary

57. No judgement of standards of pupils' work could be made for the end of Year 6, because little evidence is available. By the end of Year 2, standards are broadly typical of pupils the same age. There is a wealth of pupils' work reflecting their enjoyment and new interesting knowledge sometimes gained from visits to local places of historical importance – such as George Stephenson's house. Opportunities for pupils to study and question for themselves limits their achievement and the chance to research for themselves. For higher attaining pupils this is essential to challenge their ideas and deepen their knowledge about the past.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- The work in books is well presented.
- Pupils have a secure knowledge of their own locality.
- The subject makes a useful contribution to the pupil's awareness of other cultures.
- Geographical skills are taught well.
- Effective links are made with information and communication technology skills.

- Teachers miss some opportunities for pupils to work more independently and apply their geographical skills and knowledge.
- The marking of work in books does not do enough to inform pupils of what they do well and what they need to do to improve.
- There are inconsistencies in the way teachers provide learning activities that are closely matched to the different abilities of pupils.

Commentary

58. Standards in Year 2 and Year 6 match those typically found. Only one geography lesson was seen and in this lesson, the quality of teaching was satisfactory. The scrutiny of work in books shows that teachers have a secure understanding of the subject and place a sound focus on developing geographical skills. Literacy skills are used to support learning in many examples of work, but little evidence was seen of numeracy skills being used. All pupils, including those with special educational needs and those who have English as an additional language, make satisfactory progress and achievement overall in the subject is satisfactory.
59. The leadership and management of the subject are satisfactory. There have been satisfactory improvements since the previous inspection, but the opportunities for the subject leader to rigorously monitor the standards of work being achieved still needs to develop, so that the weaknesses mentioned above can be tackled.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were seen in art and design technology but none in music. Inspectors looked at a sample of pupils' work and one singing session was seen. There was insufficient evidence to make a judgement on standards attained on transfer to secondary school. Similarly, no judgement could be secured on the quality of teaching and learning in these subjects.

Main strengths and weaknesses

- Pupils' achievement in art.
 - Leadership and management of art.
 - The quality of singing.
 - Designing and appraising in design technology to the highest standard.
60. Evidence from Years 3 to 5 demonstrates that pupils achieve well by building successfully on the above average standards attained in art by the end of Year 2.
61. Pupils in Years 3 to 5 use the tools for painting and sketching very well. The techniques they use with charcoal, pencil and brushwork demonstrate above average skills and an understanding of composition that comes from a wealth of trained observation, informed by studying the work of artists. Achievement is strong. Good progress is evident in sketches of Year 1 pupils who draw objects from different angles and use pencil techniques to describe details and structure of complex objects such as a pine cone. The good leadership and management of the subject assure that pupils learn to see the world through the eyes of an artist. (She is a very good role model and has ensured the sustained high standards since the previous inspection.

Design and technology

Evidence seen in design technology indicates that the subject is planned appropriately and pupils' work, including models reflects the topics noted. In a lesson observed in Year 5, pupils were involved in biscuit making, investigating texture and gauging the effectiveness of the process through very effective discussion. Their skills of working together highlight the potential that pupils have to take responsibility for their own learning.

Music

The quality of singing by the end of Year 6 is above that typically seen. No other evidence of music was seen during the inspection. Pupils in Years 3 to 6 achieve very well in this aspect of the subject. They sing with a sweetness and harmony that is both pleasing and uplifting. The energy in their performance, the clear diction and phrasing and control of pitch and rhythm contribute to this dynamic aspect of the subject. It is no wonder that pupils are regularly invited to sing in the community!

Physical education

Provision in physical education is **satisfactory**. However, in the light of the school's inclusion in local and national initiatives the capacity for improvement is very good.

Main strengths and weaknesses

- The enthusiasm and willingness of the coordinator to embrace local and national initiatives that focus on developing teacher expertise, resources and pupils' attainment.
- The coordinator has very few opportunities to check on the quality of teaching and learning, or on standards and achievement.

Commentary

62. In the five lessons observed, standards overall are in line with national expectations, and the quality of teaching is satisfactory. Pupils are acquiring and developing appropriate games, gymnastic and swimming skills and their achievements are coming at a satisfactory rate. There are too few opportunities for pupils to discuss performance and this reduces their skills of evaluation of their own, and others', performance. Where teaching is very good, as in a Year 4 lesson, the higher standards are brought about by:
- very good subject knowledge that enables the teacher to introduce a high quality warm-up that prepares pupils well for vigorous activity;
 - clear instructions that exhibit high expectations and ensure pupils waste little time and achieve the expected standards;
 - good judging of pupils' attainment that help the teacher recognise general weaknesses and focus the teaching on those shortcomings. This led to good improvement in the lesson and pupils working to their capabilities.
63. Pupils in Year 4 learn to swim at the local pool and standards are at the expected level. Pupils are confident in the water and they receive good instruction from the local instructor.
64. The coordinator has good subject knowledge and uses this to produce well planned lessons. Her willingness to seek and include the work of others, such as specialists from local and national initiatives, is a strength. The rigour of the checking of resources and provision that these initiatives expect is already improving provision, particularly in relation to:
- providing time and expertise for the checking of teaching and pupils' attainment;
 - improving resources for learning;
 - linking with other schools, particularly in the secondary sector.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Provision is carefully integrated into other timetabled subjects.
- Staff are committed to the personal development of pupils.
- The ethos of the school strongly supports pupils.
- Insufficient opportunities to develop individual learning skills.

Commentary

65. The school effectively provides teaching and other provision in support of pupils personal development. For example: the work covers a wide range of activities, including:
- healthy eating and diet, and this has been recognised by a healthy school award;
 - work in subjects such as science and physical education where pupils learn a great deal about the human body;
 - pastoral care groups, where themes such as rights, responsibilities and caring for all things are explored.

Particularly useful in the pastoral care groups is the fact that there are pupils from all classes in each of the groups and this promotes social integration. In addition, the school properly seeks the good advice and tangible support of outside agencies to implement their important policies on sex education and drug awareness. For example, the nurse provides invaluable support and guidance to older pupils in the sensitive work on sex education and the way the human body changes.

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	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
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	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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