

## **INSPECTION REPORT**

### **OVERFIELDS PRIMARY SCHOOL**

Allendale Road, Ormesby

Middlesborough

LEA area: Redcar and Cleveland

Unique reference number: 111630

Headteacher: Mrs Jean Robinson

Reporting inspector: Mrs Barbara Jordan  
6896

Dates of inspection: 9<sup>th</sup> June 2003 – 12<sup>th</sup> June 2003

Inspection number: 259908

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Allendale Road  
Ormesby

Postcode: Middlesbrough  
TS7 9LF

Telephone number: 01642 314548

Fax number: 01642 327024

Appropriate authority: Governing Body

Name of chair of governors: Mrs Brenda Booth

Date of previous inspection: 02/11/1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6896	Barbara Jordan	Registered inspector	Curriculum for children in Foundation Stage	What sort of school is it? The school's results and pupils' achievements. What should the school do to improve further?
11358	Vicky Lamb	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
4432	Alan Heinzman	Team inspector	Geography History Religious Education Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
20640	Dean Jackson	Team inspector	English Information and communication technology	How well is the school led and managed?
27741	Chris Weaver	Team inspector	Special Educational Needs Mathematics Physical Education	
32201	Dave Shearsmith	Team inspector	Science Art and design Design & Technology Music	How well are pupils or students taught?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Overfields Primary School is an average sized school with 235 full time pupils in the 4 - 11 age range. Forty two children attend the nursery class on a part-time basis. The school has a designated unit for pupils with speech and communication difficulties. The unit has 20 places and is split into a Key Stage 1 and a Key Stage 2 class. Pupils in the language unit are mainly drawn from Redcar and Cleveland Local Education Authority (LEA) although a significant number of pupils are from Middlesbrough LEA. Some pupils attend the unit full time, others part time, according to their individual needs. The school is located in Ormesby, a suburb of Middlesbrough and it serves an area where there is significant social and economic challenge. The percentage of pupils eligible for free school meals is well above the national average and the percentage of pupils with special educational needs, including those with statements, is above the national average, partly due to the number of pupils with speech and communication difficulties. There are no pupils with English as an additional language. The school admits pupils with a wide range of attainment but many start nursery with levels below those expected for their age. The current head teacher has been in post for two and a half terms.

### **HOW GOOD THE SCHOOL IS**

Overfields Primary is an effective school. The head teacher has secured improvements to the learning environment and to the attitudes and behaviour of the pupils. She is working closely with the governing body to give the school a clear educational direction. There are considerable strengths in the school's management team that give it the potential to make significant improvements. The school is caring and ensures that all pupils, including those from the language unit, participate fully in the life of the school. By the time they leave the school pupils are attaining standards in reading and science that are in line with the national expectation while standards in writing and mathematics are below those expected nationally. Teaching is good across the school and this is helping many pupils make good progress from a low starting point. The school provides satisfactory value for money.

#### **What the school does well**

- The leadership and management of the school are good. The head teacher provides very good leadership and direction.
- The school provides very well for its pupils' moral and social development.
- Pupils have very good attitudes and relationships and their behaviour is good.
- There is very good provision for pupils in the language unit and they are successfully integrated into the life of the school.
- The good quality of teaching and learning, and the very good provision in the Foundation Stage give children a good start to their education.
- Teaching across the school is good.

### What could be improved

- Standards in writing, and mathematics are not high enough by the end of Year 6.
- The school doesn't make effective use of information about pupils' achievements to improve standards and ensure that pupils make good progress.
- The match of tasks to the ability of pupils, particularly low attaining pupils.
- Teachers' technical and subject knowledge of information and communication technology (ICT) and its use in other subjects of the curriculum.
- Increase the opportunities for very able and talented pupils to further develop their skills.

*The areas for improvement will form the basis of the governors' action plan.*

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1998. There has been satisfactory improvement on the issues raised in the last inspection. Standards in reading and mathematics in Years 1 and 2 have risen and there has been a good improvement in standards in writing. Attainment of pupils aged 11 shows a marked improvement in English, mathematics and science. Improvements in the standards attained in mathematics are less secure than those in English and science. Standards in mathematics are not yet satisfactory and there is still a need to set tasks that are matched more closely to the needs of low attaining groups of pupils. The school has improved its use of external tests to identify areas for improvement but is not making full use of the information to ensure that pupils' make good progress. Standards in ICT have improved but the use of ICT in other subjects is still to be fully resolved. Under the new leadership of the speech and language unit, all the pupils now make good progress and this very good provision for pupils with special educational needs has become a strength of the school. The religious education curriculum has been completely reviewed and is now satisfactory. Safety measures have improved and children and vehicles no longer mix at the beginning and end of the day. The school is well placed to continue to improve under the very good leadership and direction provided by the head teacher and governors.

### STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	E	D	B
Mathematics	E	E	D	B
Science	D	E	D	B

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E



The standards attained by Year 6 pupils in the national tests for 2002 were below the national average. The high number of pupils with special educational needs, adversely affected these results. When compared with similar schools, pupils attained above average standards. In the 2002 national tests pupils aged seven attained standards in reading and mathematics that were well below the national average and below average compared with similar schools. Standards in writing were below the national average but when compared with similar schools, writing was well above the national average. This is the result of a strong emphasis on writing in lessons.

When they start in the nursery many of the children have attainment below that expected for age. They make good progress throughout the Foundation Stage and by the end of the reception year most have reached the standards expected for their age except in the language, literacy and communication area of learning. By the end of Year 2 standards in reading, writing, mathematics and science are in line with national expectations. By the end of Year 6, standards are in line with national expectations in reading and science but are not high enough in writing and mathematics. This is because in English many pupils struggle to organise their ideas for writing and use only simple sentence structures and vocabulary and in mathematics because of insufficient progression in mental and written calculation strategies. In ICT and all the other subjects standards are satisfactory. Pupils are making satisfactory progress overall. Pupils with special educational needs are making good progress because of the good provision that is made for them. The school has set challenging targets for itself and is well placed to achieve them.

#### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils like coming to school and respond well to their teachers.
Behaviour, in and out of classrooms	Good. Most pupils behave well at all times. The school has effective arrangements to promote good behaviour. The small minority of pupils who have challenging behaviour are well managed and do not disrupt the learning of others.
Personal development and relationships	Very good. Relationships are very good. Pupils are courteous and respect others. They work and play together very well.
Attendance	Satisfactory. Attendance has improved.

Pupils very positive attitudes and relationships are the result of a significant investment of time and effort by the staff into providing a secure and caring ethos for the pupils. There were two temporary exclusions in the last year.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

The quality of teaching is good overall. There was very good and excellent teaching in a few lessons seen during the inspection in both key stages. Teaching was unsatisfactory in two lessons in Key Stage 2. Teaching has improved since the last inspection. Teachers very good management of behaviour, very good relationships and the pupils' very positive attitudes to learning are key strengths. Teaching is good in English, mathematics, science, art and design history, geography, music, religious education and satisfactory in ICT, physical education and design and technology. Learning is sometimes restricted by teachers' lack of confidence in their subject knowledge in ICT. This has been recognised by the school and measures are in place to extend the training in ICT for teachers. The teaching of basic skills in literacy is good across the school and very good in the nursery and reception classes. This is having a positive effect on pupils' learning. In numeracy basic skills teaching is more variable, largely because of lack of emphasis on the development of mental strategies in classes at Key Stage 2. Experienced teaching assistants work alongside teachers and make a good contribution to the pupils' learning particularly when supporting small groups of low attaining pupils. Pupils with special educational needs and pupils in the language unit are being very well taught and often make good, sometimes very good, progress in their lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad although there is an appropriately strong emphasis on numeracy and literacy. Opportunities for using ICT across the curriculum are insufficient. There is very good provision for pupils in the Foundation Stage.
Provision for pupils with special educational needs	Good. The support that these pupils receive is good. This is an inclusive school and all pupils, including those from the language unit, are very well integrated.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' moral and social development is very good and is having a positive impact upon relationships and behaviour in the school. Cultural development is good and spiritual development is satisfactory.
How well the school cares for its pupils	Satisfactory. The school provides satisfactorily for the pupils' welfare and procedures for monitoring academic performance are in place. The outcomes of assessment and monitoring of pupils' progress, however, are not used effectively to secure improvements in standards.

The school has established very good systems for monitoring behaviour. The curricular provision in the language unit is very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The head teacher provides very good leadership and direction.. She quickly identified initial priorities and put in place appropriate plans and strategies for improvement. She is well supported by a deputy and senior managers who share her commitment to continuous improvement.
How well the governors fulfil their responsibilities	Satisfactory. Good support is given to the work of the school. Governors have a clear view of their priorities and monitor the finances carefully in order to make sound strategic decisions. However not all governors have a full understanding of the curriculum.
The school's evaluation of its performance	Satisfactory. Monitoring of classroom practice by senior managers and co-ordinators is at an early stage of development. Although the school uses test results to set targets, it does not use information on pupils' progress effectively to bring about improvement.
The strategic use of resources	Good. Finances are used appropriately to support educational developments. Staffing levels are good and ensure that pupils are well supported. The school makes good use of its resources.

The leadership of the head teacher is a strength of the school. The school building is now being refurbished and improvements are already having a positive impact upon the pupils' behaviour, self-esteem and opportunities for independent learning.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• the teaching is good and their children make good progress</li> <li>• the school expects their children to work hard and achieve their best</li> <li>• the school is welcoming and their children like going there</li> <li>• the school is helping their children become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• the amount of work children were given to do at home</li> <li>• some parents would like to see a wider range of activities outside lessons</li> </ul>

Parents are very positive about the school and are right to identify the strengths they have. However, inspectors don't agree with parents' views about homework or the range of activities outside lessons. The amount of homework is satisfactory. In the view of inspectors the school provides an adequate range of extra curricular activities.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. In the 2002 national tests at the end of Year 6, pupils' results were below average in English, mathematics and science. When results were compared with similar schools standards were above average and this is because a significant number of pupils attained the higher levels in each subject. Standards have been consistently below or well below average over the last three years although there has been improvement in all three subjects since the last inspection. The high proportion of pupils with special educational needs, including a small number of pupils from the language unit, adversely affect these results.
2. Standards at the end of Year 2, in the 2002 national tests, were well below the national averages in reading and mathematics and below average in writing. However they were well above average in writing in comparison with similar schools. This reflects the success of a strong emphasis on writing in the Foundation Stage and at Year 1 and Year 2. The results in the reading test were not as good as the writing and when compared with similar schools reading remained below average. Results in mathematics in the 2002 tests were well below average in comparison with similar schools. Science standards, in 2002, as judged by teacher assessment, were well below average.
3. When they enter the nursery the children's attainment covers a wide range of ability but many attain below the standards expected for their age. Many children enter the nursery with limited experiences and skills, particularly speaking and social skills. In the nursery class the children make good progress and this is continued in the reception class. The consistently good, often very good, teaching in the reception class, results in most children achieving the early learning goals identified for their age in personal, social and emotional development, mathematical, physical and creative development and in their knowledge and understanding of the world by the time they start in Year 1. Limited speaking skills affect the attainment and progress of a significant number of children and consequently they do not attain the goals for communication, language and literacy by the time they reach the end of the reception year.
4. Pupils' listening skills are better developed than speaking skills although both are in line with expectations for pupils aged seven and 11. Most pupils listen attentively to the teacher and can carry out instructions correctly. The school has introduced strategies such as 'talking partners' to help pupils develop their speaking skills and there are planned opportunities to develop speaking skills in lessons.
5. In English, pupils currently in Year 2 achieve standards that are in line with expectations for their age in reading. Many pupils in Year 2 are reading with expression and fluency. The school has introduced a range of strategies to further raise attainment in reading including 'reading recovery' and a locally based early intervention reading programme, which is aimed at individuals and small groups of pupils who need additional reading support. These strategies clearly support pupils well in their reading but have yet to show an impact on test results. Standards in writing at the end of Year 2 are in line with the national average and have improved significantly since the last inspection. Most pupils write simply, but in complete sentences often with basic punctuation correct. They successfully produce a wide range of written work. Handwriting is good. By the end of Year 2, pupils use a legible joined script. Standards in mathematics for pupils aged

seven are in line with the national average. Pupils are familiar with the number system and most are able to deal confidently with numbers to 100. In science standards are in line with the national average by the end of Year 2. Pupils can investigate growing seeds in different conditions and show some understanding of the needs of living things. They have a good awareness of why they need to record the results of scientific investigations carefully.

6. Pupils currently in Year 6 are attaining standards in reading in line with national averages. They have the expected level of fluency and expression when they read aloud and a sound understanding of the books they read. An additional allocation of time for reading outside the literacy hour, is helping to raise standards. Standards of writing are below those expected nationally although they have improved significantly since the last inspection. Many pupils produce only simple sentence constructions with basic vocabulary and basic punctuation, although this isn't always secure. The quality of writing, when pupils write a fantasy adventure, shows confusion and limited understanding of the style needed for effective writing. Many pupils display weaknesses in organising their ideas for writing and constructing appropriate outcomes. Good use is made of the school web site to enable pupils to publish their work for an audience of parents and other interested people. Very good use is made of visiting authors poets and storytellers to enhance pupils' interest in writing and help them to improve.
7. Standards in mathematics by the end of Year 6 are below the national average. This is explained by poor progression in the learning of mental and written strategies and the limited progress of low attaining pupils and by the high incidence of pupils with special educational needs. Work set is sometimes too difficult for the lower ability pupils and they do not make enough progress. Pupils do not have enough opportunities to carry out their own investigations. They are however, gaining confidence in their knowledge and understanding of the number system and have sound knowledge of other areas of mathematics.
8. In science, standards by the end of Year 6 are in line with the national average. About a third of pupils attain the higher levels as a result of the effective work developed in Year 6 to ensure that more able pupils attain good results. Pupils in Year 6 satisfactorily carry out an investigation into how sounds travel. They also have a clear understanding of earth and space. At Key Stage 2 pupils effectively learn to make sensible predictions about the outcomes of their experiments. Pupils have a satisfactory knowledge of the different aspects of science.
9. Pupils' standards in ICT are in line with those expected nationally at the end of Year 2 and Year 6. This is an improvement since the last inspection and the ICT curriculum now meets statutory requirements for the subject. In response to the last inspection the school now has a scheme of work. However improvement in teachers' ICT knowledge and skills varies and this has resulted in a generally slower rate of progress than would normally be expected. When the teaching of ICT is confident pupils make very good progress in developing their skills during lessons. In other subjects, standards are in line with national expectations and pupils make satisfactory progress.
10. Pupils with special educational needs make good progress towards the targets in their individual education plans and statements of special educational need. This is because of the good teaching and support they receive throughout the school. Those who are supported by the Language Unit are making good progress due to the very good teaching and provision made for them.

11. The school has set challenging targets for English, mathematics and science and with recent improvements to pupils' behaviour, curriculum provision and additional staffing, which are having a positive impact upon learning, standards are set to rise.

### **Pupils' attitudes, values and personal development**

12. Pupils' attitudes, values and personal development continue to be the strength that was identified at the last inspection. Pupils have very good attitudes to learning. They like school and demonstrate very positive attitudes to their lessons and special events, responding well to the attitudes and values that the school promotes. Pupils display appropriate levels of independence and develop self-confidence and a good level of personal responsibility as they move through the school. Those chosen as monitors are proud to show that they can carry out their duties conscientiously. Attendance has improved and is now similar to primary schools nationally.
13. Pupils respond very well to the good systems in school for promoting personal development. Staff have very good relationships with pupils. They praise and encourage achievements and intervene quickly and constructively when pupils require guidance. Pupils feel secure with teachers and are able to approach them confidently and respectfully to exchange news, show work and ask for help without fear of failure. They show pleasure when they succeed. Pupils have a very good awareness of how their actions may make others feel. They take notice of each other, work co-operatively and are polite and responsive towards staff. In addition, they are friendly towards visitors and are keen to talk about their school and work. During assemblies pupils respect the nature of the occasion and listen thoughtfully to stories. Pupils are well motivated to contribute publicly and take pleasure in receiving recognition for their efforts. They also take on duties with maturity and common sense. For instance, during the inspection, Year 6 pupils arranged the seats and set up the equipment for assembly calmly, using their initiative when items were not immediately at hand and displaying very good teamwork throughout.
14. Pupils' behaviour in lessons, and in and around the school, is generally good. They work and play together well. During lessons boys, girls, and pupils of differing abilities work together in a co-operative and friendly way, supporting one another and sharing materials. Pupils show interest in their learning, settle to their tasks well and concentrate and observe carefully. They pay attention to teachers, listen well, offer sensible questions and suggestions and are keen to share what they know. Pupils move in an orderly way between areas of the building and grounds. In the dining room and playgrounds they keep the school routines without fuss. There is no evidence of bullying. The school has not permanently excluded any pupil in recent years but has found it necessary to respond to two incidents of very poor behaviour by excluding two pupils temporarily.
15. Attendance during the year before the inspection was well below the national average but the most recent figures available to the school indicate a significant improvement during the current year and attendance is now satisfactory. Pupils generally arrive at school on time but a small minority do not. The school is focusing effectively on encouraging improvement in attendance and punctuality. Registration procedures are conducted efficiently and lessons begin promptly.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching is good overall. There was very good and excellent teaching in a few lessons during the inspection in both key stages and the Foundation Stage and there was unsatisfactory teaching in two lessons in Key Stage 2. Good teaching was seen across the whole of the school. The quality of teaching has improved since the last inspection and is now good overall. There were examples of very good and excellent teaching in a few lessons in the language unit, the reception class, Year 2 and Year 4. Teachers' very good management of behaviour, very good relationships and the pupils' positive attitudes to learning are key strengths.
17. The quality of the teaching and learning in the Foundation Stage are good overall. The quality of teaching in the reception class is often very good and this is supporting many children in achieving most of the early learning goals for their age by the time they go into Year 1. Lessons in the Foundation Stage are very well planned and teachers' expectations are high. The children's interest and motivation is sustained by very good, interactive and varied teaching across all the areas of learning. Particularly effective is the teaching of the basic skills in literacy and mathematics which gives the children a very good start to their education and prepares them well for entry into Key Stage 1. Nursery nurses know the children well and make a good contribution to their learning.
18. The quality of teaching is good in English, mathematics, and science. In ICT the teaching is satisfactory. In the other subjects of the curriculum teaching is good with the exception of physical education and design and technology where it is satisfactory.
19. In the most effective lessons teachers ask probing questions that explore pupils' thinking and provide a challenge to their learning. Teachers generally have good questioning strategies which they use effectively to promote learning. Teachers listen carefully to the pupils' responses and use them to extend their learning further. These features were particularly seen in a Year 1 geography lesson when the teacher used a good range of questions which enabled pupils to develop their ideas about the local environment. Good use is usually made of time, although sometimes teachers spend too long on the first part of the lesson resulting in a slowing of the pace of the lesson and pupils having insufficient time to consolidate their learning. In the most effective lessons, for example, in a Year 2 science lesson about growing dandelions seeds, the teacher ensured that the pace of learning was controlled and that questions were specifically targeted at a range of pupils to ensure their participation in the lesson and their understanding. In most lessons the aims for learning are shared with pupils and this helps to motivate them to learn. In the most effective lessons, pupils discuss what they are learning and why. In these lessons teachers refer to the aims during the lesson and review how well the pupils have achieved them at the end.
20. Teachers plan well for pupils with special educational needs in order to ensure they have access to the learning that is taking place. Teachers know their pupils well and use the targets identified in individual education plans to measure progress. These plans are written with precise targets, using a scheme where National Curriculum levels are broken down into small steps and this is helping to ensure that pupils with special educational needs make good progress. Teaching assistants are well informed, have received a variety of appropriate additional training and are fully involved in much of the professional development for teachers as well as meetings to discuss pupils' progress. This results in teaching assistants making a full and effective contribution to the learning of groups and individual pupils and is having a positive impact upon learning. Teaching assistants



have very good relationships with pupils throughout the school and this is supporting improvements in behaviour and in the attitudes of pupils.

21. The quality of learning is good overall. Where the teaching is very good, as in Year 4, the pupils make good, sometimes very good progress in the lessons. This teaching is characterised by high expectations and the use of a wide range of strategies, including drama, making tape recordings, group discussions and group tasks all of which evoke a very good response from pupils and lead to high levels of interest in learning and independence. The very good relationships that also exist between pupils and teachers throughout the school support learning.
22. Where the teaching is less effective as in mathematics, PE, and ICT pupils' learning is sometimes restricted by teachers' lack of subject knowledge. For example, a lack of knowledge of the progression of mental strategies. In some mathematics lessons, particularly at the beginning of Key Stage 2, the teacher's knowledge, about mental and calculation strategies, is not secure and so these aspects of mathematics are not emphasised enough and pupils do not learn to use these strategies well. This adversely affects the rate of progress pupils make in lessons and as they move through the key stage. It is also having an adverse effect upon the standards being attained in mathematics. Learning is sometimes limited by teachers' lack of confidence in their knowledge of ICT. This has been recognised by the school and measures are in place to extend the training in ICT for teachers.
23. Where the learning is most effective the teachers give clear explanations, use the vocabulary appropriate to the subject and ensure that pupils have understood it. They also ask relevant, searching questions that quickly and effectively extend pupils' thinking, knowledge and understanding. For example, in a history lesson in Year 4, pupils were able to learn with pace and rigor because of the very good subject expertise of the teacher which led to pupils gaining a secure understanding of the concept of democracy. The high level of trust that exists between pupils and teachers enables all pupils to feel confident and to fully participate in lessons. Throughout the school teachers use resources effectively in order to enhance pupils learning.
24. The good planning is linked to assessment. The pupils' assessment book provides a good record of their achievements but is not yet used effectively to influence future planning, particularly in the match of activities to the needs of very able and low attaining pupils. Across the school there is an inconsistent approach to the day-to-day assessment of pupils' progress and learning. This variable use of assessment leads to undue emphasis on teaching rather than on pupils learning. Marking and feedback to pupils is not consistent, particularly in years 3 to 6. It is most effective, as in Year 4, when marking and feedback are used to set targets for future learning and when pupils are given time to respond to the feedback they have received. The setting and use of homework to support learning is satisfactory.
25. The teaching of basic skills in literacy is good and this is having a positive effect on pupils' learning. In numeracy the teaching of skills is satisfactory overall, but varies because of lack of emphasis on the development of mental strategies in classes at Key Stage 2. The teaching of basic skills in the Foundation Stage, such as sounds, letters and counting is very good.

## HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

26. The school curriculum is broad and balanced and effectively promotes the intellectual, physical and moral development of its pupils although the school still lacks a clear strategy for the more able. There is a satisfactory range of extra curricular activities which enhances it. There have been improvements since the last inspection with policies in place for all subjects and clear planning for all years through the adoption of national guidance. There have been improvements in the provision for ICT but it is not yet used to support work in all subjects. There is some monitoring of literacy and numeracy but none for other subjects to check for coverage and entitlement, which means that there is no stable basis for curriculum development in these subjects. The curriculum meets all statutory requirements, while taking into account the national strategies for literacy and numeracy. Pupils have equal access to the full curriculum.
27. The curriculum for the Foundation Stage is very good and is firmly linked to the early learning goals identified for this age group. All children are well prepared for their work on the National Curriculum at the beginning of Year 1. The school has been increasingly effective in teaching literacy skills through the National Literacy Strategy and this is now reflected in sound learning and better standards in English. However, although the National Numeracy Strategy has been implemented successfully throughout the school in some mathematics lessons work does not always match the ability of pupils and the learning of mental strategies is inconsistent. This means that numeracy skills are not developed well enough for all pupils.
28. The curriculum provision for pupils with special educational needs is good. This is because the school ensures that the need to develop basic skills in literacy is a high priority. Pupils with special educational needs are supported well within lessons, particularly in Years 1 and 2. In Years 3 to 6, most pupils with special educational needs are taught in separate booster classes for all of their lessons. Whilst they follow a broad and balanced curriculum similar to other classes, this organisation does not allow them enough access to learning alongside their more able peers in subjects where they are themselves more able. In some cases this leads to low expectations of their ability to succeed. The work of the Language Unit is particularly good, with all pupils progressing well through effective learning activities and strategies which enable them to access the full school curriculum.
29. Policies are in place for all subjects and the school is successfully using national guidance and teaching materials to support them. Teachers' planning is often good but does not always ensure that the requirements of all ability groups and individuals are met, including the more able. The results of assessment in lessons are not reflected systematically in planning so that work can be adapted to meet all pupils' needs. So far the monitoring of planning and lessons has been limited to literacy and mathematics and science and this restricts the curriculum development of the other subjects. However it is intended to expand monitoring into ICT and the Foundation subjects. The governing body takes an interest in the curriculum but curriculum visits are not an established feature, consequently not all governors have a full understanding of the whole curriculum.
30. There is a satisfactory range of extra curricular activities including mathematics, drama, computers, choir, recorders, football, aerobics and athletics, which pupils obviously enjoy. Gifted and talented pupils can take part in a mathematics master class at a nearby school but there are few other opportunities to challenge these pupils further. Strategies have been introduced to raise attainment, including a focus on improving boys reading

and writing and more interactive activities. The focus on writing has had a positive impact on standards.

31. There are many strong links with the wider community, which make a good contribution to the learning of pupils. Many classes visit a range of interesting places including local churches, museums, Ormesby Hall, Redcar, a local toy factory. There are many visitors to the school including local clergy, members of the Sikh community, authors, fire-fighters and police. The school provides many extended curriculum experiences including drama groups, music ensembles and actors representing a range of characters including 'Samuel Pepys'. Effective links have been developed with the local high school where pupils in Years 4,5 and 6 participate in a range of sporting activities. Further opportunities are being developed through art and design and technology weeks. ICT, Health and physical education activities are promoted through regular links with Middlesbrough Football Club. The personal, social and health programme has been recently reviewed and there is now a well-planned and taught programme that includes drug education and citizenship. This is making a good contribution to the personal development of pupils. Circle time has also been introduced, when pupils have opportunities to discuss a range of issues that affect their lives including self esteem and personal responsibility.
32. The provision for spiritual, moral, social and cultural development is good overall. The school's provision for pupils' spiritual development is satisfactory. The daily assemblies provide opportunities for pupils to reflect on a range of issues that affect their lives and are supported by music, stories and discussion. The use of a lit candle to emphasise that this is a special time is particularly effective in focussing the attention of the pupils. There are a few opportunities for spiritual reflection in other subjects, particularly religious education. However these opportunities are inconsistent across the school and in assemblies.
33. Provision for moral development is very good. The school has implemented a very successful behaviour policy which is supported by an effective system of rewards and staff work consistently to apply it. Pupils are praised and rewarded for demonstrating good moral behaviour and consequently they behave very well in classes and around the school. An understanding of right and wrong is encouraged, as is honesty, fairness and respect. Each class has developed its own set of rules and how they should be applied. Relationships are very good between pupils and with staff. All adults who work in the school provide good examples of the behaviour and attitudes that the school wishes to promote. Pupils also have many opportunities to explore moral values in lessons including personal, social and health education sessions. The contribution of the Language Unit to all pupils' understanding of how to behave towards each other and to work together constructively, is having a positive impact upon all pupils.
34. The school makes very good provision for pupils' social development. This is promoted very well within the curriculum. The school provides many good opportunities for the development of social skills through its extra curricular activities and links with the wider community. Visitors to the school and visits out of school offer further occasions for very good social development. There are good opportunities for pupils to take responsibility by acting as class monitors and library assistants. Year 6 pupils have further opportunities through helping to organise assemblies. All pupils take these responsibilities seriously and are eager to be involved. There are also good opportunities for them to work well in a variety of groupings in classes. They can work independently with success. Pupils are encouraged to raise funds for a range of charities and they also sponsor a child in Africa to enable her have a primary education.

35. Cultural development is good. There are many special events including a Book Week, Science Caravan, Art days as well as visiting professional theatre productions and musicians. There are good opportunities for classes to visit museums such as Ormesby Hall. The school also provides a sound range of multicultural activities including making Mexican hats in art and design and listening to calypso music. The study of different religious faiths is well supported by visits and visitors from the Sikh and Jewish communities.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. The school has developed a wide range of appropriate policies and procedures to ensure pupils' welfare, health and safety. Staff know pupils well and are sensitive to their needs. Attendance is promoted satisfactorily throughout the school and opportunities are provided for pupils to take on responsibilities. The promotion of good behaviour is a strength of the school.

37. Parents are highly satisfied with day-to-day arrangements and agree that they would feel comfortable about approaching the school with any concerns about their child. Parents confirm that the school expects their child to work hard and achieve his or her best. Staff are vigilant in their care for those pupils who are known to need extra attention and look on pupils as individuals, helping them accordingly. Teachers and non-teaching staff supervise the pupils very well throughout the school day. Parents are satisfied that their children like going to school.

38. The school supports pupils' personal development well through providing a clear framework for conduct, both in respect of behaviour and attitude to work. Staff are conscientious in establishing and maintaining very good relationships with pupils. They help pupils to develop in confidence through carefully balancing praise for good work and effort with guidance on what is expected. Pupils' personal development is enhanced by events such as celebration assemblies, which highlight and reward significant achievements. Pupils are given opportunities to help in class and generally around school that encourage them to be responsible members of the school community. Pupils of all ages help with routine tasks such as setting out and clearing away equipment. Participation in local, national and international fundraising events helps pupils to develop caring and positive attitudes towards those who need extra support. Significant aspects of pupils' personal development are included in annual reports for their parents and provide a very good means of acknowledging pupils' good points and boosting their self-esteem.

39. Learning targets for pupils with special educational needs are carefully planned and progress is systematically monitored. These targets ensure work is carefully graded so that pupils can make good progress and work at their own rate. Provision outlined in statements is implemented and the school liaises well with outside agencies. The school has an up to date policy for special educational needs which is in line with the new code of practice. Class teachers are responsible for identifying pupils with special educational needs. However, the school has not yet identified clear criteria for this process and this has led to a minority of lower attaining pupils being inappropriately placed on the register. Individual education plan targets are agreed with parents, and regular reviews take place.

40. The school has developed satisfactory arrangements for child protection that follow Local Education Authority procedures. Key staff have received appropriate training and, at the time of the inspection, training for all teaching and non-teaching staff was imminent. There is a good programme for personal, social and health education that provides a

forum for pupils to express their views and feelings. Pupils know who to turn to for help or advice and they take part in events supported by a range of agencies working in the wider community that provide additional means of helping them learn how to look after themselves. The school maintains a good working relationship with outside agencies for additional support and advice when necessary.

41. The school has made good arrangements to meet health and safety obligations, including a clear policy. Formal risk assessments of the school site are undertaken and appropriate arrangements are in place for managing visits out of school. Accidents and illness are handled with care and consideration and clear procedures are established for administering medicines during school hours. The school is careful to record accidents and first aid given and to inform parents promptly of anything that may need further attention. The major health and safety risk identified during the last inspection has been successfully reduced by traffic and pedestrian controls at the start and end of the school day. For example, the school provides safe routes, clearly marked, and pupils keep to them diligently.
42. The school has recently introduced very good, specific procedures for monitoring and promoting good behaviour that ensure pupils know what is expected and that encourage them to be well behaved at all times. Staff are positive and constructive in their management of pupils. Most parents are rightly satisfied that behaviour is well managed by staff and are confident that any concerns are taken seriously and resolved quickly and inspectors agree with their view. The school's approach to discipline is shared with parents. Support staff, including lunchtime supervisors, make a very significant contribution to good behaviour and standards during breaks by guiding and rewarding pupils who behave well. Games equipment is provided during playtimes so that all pupils can pass the time happily in an activity of their choice, carefully supervised. The school manages the time and limited space available for dining and recreation very well so that arrangements for pupils at lunchtime ensure a calm and friendly environment and a positive social occasion.
43. The monitoring of pupils' attendance is good and the school has effective procedures in place to encourage improvement. Registers are completed accurately. Staff are conscientious in obtaining notification from parents about absences. These measures ensure that reasons for absence are notified and recorded appropriately and support is provided for pupils whose attendance gives cause for concern. The school awards prizes for pupils achieving high levels of attendance, including punctuality. This works well alongside the school's procedures for promoting pupils' overall welfare and in motivating pupils to attend.
44. There are good procedures in place for assessing the attainment of pupils. Teachers plan for assessment with clear aims for learning and outcomes for each lesson. Daily assessment is clearly identified in individual teachers' planning books and this enables teachers to use a range of formal and informal procedures for assessment. In some classes, particularly in Years 3 to 6 however, the outcomes of these assessments are not used effectively to ensure that there is always an appropriate match of activity to pupils' abilities. The school has a comprehensive range of assessment activities which are applied for each year group during the course of the year. As a result teachers collect an impressive amount of data annually about their pupils, mainly linked to their performance in English, mathematics and science. However, the school is not using this information effectively to monitor and evaluate pupils' progress. There has been some useful work done by the assessment co-ordinator in analysing assessment information, setting up tracking sheets and target setting but this is not resulting in all pupils making satisfactory progress.

45. Since the last inspection the school continues to operate as a caring, supportive community with teachers who know their pupils very well. In particular, the way in which staff are conscientious in establishing very good relationships with pupils throughout the school makes a significant contribution to pupils' welfare and personal development.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

46. The school has established good links with parents to enable them to be actively involved in their child's education. Parents hold the school in very high esteem and feel that the school works closely with them. They feel comfortable about approaching the school and are satisfied that good standards of behaviour are maintained. Parents are particularly pleased that their children like school and that the school expects children to work hard and achieve their best. However, several parents express dissatisfaction with the amount of homework set and the range of activities provided outside lessons. Inspectors agree with parents on the strengths of the school they have identified, but don't agree with parents' views about homework or the range of activities outside lessons. The amount of homework is satisfactory and the school provides an adequate range of extra-curricular activities.
47. The school provides parents with good quality information. The prospectus and governors' annual report to parents provide straightforward information about school procedures, the curriculum and test results, but showing clearly throughout both documents are the attitudes and values that the school likes to promote. Written reports on pupils' progress are specific to individuals and include significant aspects of pupils' academic progress and personal development, particularly skills achieved in English, mathematics and science as well as targets to provide a focus for further progress. The head teacher and class teachers are readily available to speak to parents on a day-to-day basis and parents feel comfortable approaching them with questions or concerns. The school invites parents to meet teachers three times each year for discussions on how well their child is doing. Parents receive newsletters each term containing information about forthcoming assemblies and other special events and information about what their children will be learning. Parents are rightly satisfied that the school keeps them well informed about how their children are getting on.
48. The school welcomes parents' involvement and provides a good range of opportunities for parents and staff to work in partnership. Parents find the information they receive from teachers useful in helping their children to make progress and this, along with their involvement through supporting their child with homework, makes a positive contribution to the home school partnership. The school frequently invites parents to see the school in action. For instance, parents, and other family members, are invited to special events, such as assemblies, concerts and sports days, and these activities are very well attended. Parents support the school and help their children and themselves to learn new skills by taking up the offers of courses and workshops. Parents are consulted if problems arise concerning their child with a view to home and school working closely together to help the child.
49. As at the time of the last inspection, parents are highly satisfied with what the school provides and the school continues to work well in partnership with them. However the impact of parents' involvement is not as strong as that indicated in the previous report. For instance, there is no longer a strong and active parents' association to organise events and raise funds for the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are good overall. The headteacher provides very good leadership and direction for the school that have the potential to improve the school over time. She has quickly identified initial priorities and put in place appropriate plans and strategies for improvement. The head teacher's leadership is well supported by an experienced deputy and the senior management team who now have a clear agenda for the continuous improvement of the school and who are beginning to take greater responsibility for the quality of education provided. A strong and positive team ethos exists within the school and all the teachers work well together. There is now good delegation of responsibilities to the senior management team to ensure that each member is responsible for a particular key stage in school and has responsibility for leading at least one area of the curriculum. The leadership of the Speech and Language Unit is a particular strength and is having a positive impact upon what is achieved with those pupils in the units and on the school. The comprehensive school development plan clearly states the educational and social priorities and vision of the school with the focus being on the raising of standards of attainment in a calm, orderly environment. It was drawn up by the head teacher after taking contributions and suggestions from all members of staff. The immediate priorities of raising attainment generally in literacy across the school, and in writing in particular, and improving pupil behaviour in school have provided a strong impetus for development and improvement within the school. These initiatives have been supported financially by the governing body with additional staff being employed and increased levels of resources, such as new books in the library. The improvement in the standard of behaviour is having a positive impact upon learning throughout the school and the focus on improving writing has resulted in higher standards.
51. The school analyses its performance through detailed reports of pupils' results in national tests and the use of the Local Education Authority produced assessment information documents. These are used to set targets at both school and year group level. However the use of this information for monitoring the progress of pupils is unsatisfactory and not having an impact upon standards. Systems for monitoring teaching, learning and pupils' progress are new and have yet to result in improved standards. However, recent, satisfactory levels of monitoring of classroom practice by the Head teacher, some subject co-ordinators and by the senior management team, as part of the performance management policy, are starting to improve teaching and learning within the school. The school is now looking to extend classroom monitoring to all subject co-ordinators and has received funding to carry out research into the effectiveness of the various teaching and learning styles being used within the school.
52. Performance Management is beginning to be used well to identify areas for improvement within the school. All members of the senior management set performance targets for the members of their own teams. These targets are closely linked to the priorities of the school development plan and this is helping to maintain a strong focus on the school's priorities for development. Training for teachers is very well managed and is targeted at the needs of the school and individual staff. The need to continue to train teachers in ICT, to improve their levels of expertise in order to raise standards is recognised by the school. A recent emphasis on literacy training, with the introduction of a number of specific teaching programmes designed to improve the attainment of individual pupils or small groups and a concentration on improving standards of writing across the school, has led to improved pupil performance in these areas. The school has also recently started the 'Continuous School Self Evaluation' programme in order to determine the appropriateness of its future priority development areas.

53. The governing body demonstrates a strong commitment to supporting the work of the school. It operates as a corporate body which gives all members of the governing body the opportunity to attend any committee meeting and this ensures that communication and decision making is effective. Regular meetings are held to evaluate the progress that the school is making towards the targets it sets itself. The governors are kept well informed by the head teacher of the strengths and weaknesses of the school. The governing body has a clear view of its priorities and is meeting all its statutory requirements. However, a programme of regular curriculum monitoring visits is not yet in place and so not all governors have a full understanding of the whole curriculum. Governors monitor the budget carefully and make sound decisions based on the information the school provides at the annual financial and strategic planning day. The chair of governors provides excellent support for the staff and whole school community. The school seeks to achieve best value for money and the governors and senior staff evaluate the impact of spending on teaching and learning.
54. The school makes good use of its resources and has a good level of suitably qualified teachers. In particular it has decided to employ as many support staff as possible and they are playing a significant role in raising standards. All the classroom assistants take responsibility for the successful implementation of one of the many focused support initiatives introduced to raise standards within the school. The governing body approves substantial amounts of additional funding in some areas including mathematics, literacy and the library, in order to raise the levels of pupil attainment within the school. Careful monitoring of the school budget takes place throughout the year by the governing body with termly assistance from the LEA.
55. The school's accommodation is good. The school building is now subject to a rolling programme of refurbishment. A number of improvements made recently, have substantially improved the working environment of staff and pupils alike and are having a positive effect upon pupils' behaviour and self esteem. The environment is enhanced by a number of good quality displays that celebrate the work of pupils and the curriculum being offered. There is improved provision for ICT and a community room used by parents and local people for a range of educational and social activities. Additional rooms and teaching spaces are used well by the pupils, either working independently or in small groups under adult supervision. The outside environment is large and Key Stage 2 pupils benefit from the use of two playgrounds. A good range of new outdoor play equipment is provided for use during playtimes which helps to motivate pupils to play together constructively. The school makes good use of its adequate resources for learning.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

56. In order to help the school improve further, the head teacher, staff and governing body now need to ensure that:

### **Standards in English, mathematics and science are raised further by:**

- ensuring a balance of activities within lessons that enables pupils to have sufficient time on their independent work to consolidate their learning;
- linking assessment more consistently to what pupils need to do next in order to achieve their individual targets;
- analysing and monitoring individual pupils' progress information in order to provide targeted support for pupils who are making insufficient progress;
- making sure that the tasks set for low attaining pupils enable them to make progress; (Paragraphs 7, 19, 22, 24, 25, 27, 44, 51, 80, 88, 90, 97, 104, 110, 119, 122, 137.)

### **in mathematics by :**

- ensuring appropriate progression in the teaching of mental and written calculation strategies in lessons
- ensuring the pupils' systematic progression to higher levels of understanding as they move through the school
- giving pupils more opportunities to carry out mathematical investigations  
(Paragraphs 7, 91, 92, 95, 97.)

### **in other subjects by:**

- monitoring the quality of teaching and learning in order to improve standards and ensure the effective development of the subject.  
(Paragraphs 26, 29, 51, 97, 111, 117, 122, 127, 131, 137, 147.)

### **Improve the teachers' technical and subject knowledge of ICT and its use in other subjects of the curriculum by:**

- planning, developing and implementing further the use of ICT in all subjects of the curriculum;
- continuing to provide training and support for teachers in order that they can confidently teach the ICT scheme of work and effectively challenge and support pupils in their learning  
(Paragraphs 9, 22, 26, 52, 106, 109, 110, 116, 122, 127, 132, 147.)

### **Increase the opportunities for very able and talented pupils to further develop their individual skills.**

(Paragraphs 26, 30, 137.)

## Speech and Communication Unit

57. Provision within the school for pupils with specific difficulties relating to speech and language is very good. This represents a significant improvement since the last inspection. There are two separate, attractive, teaching areas within the school, one in each key stage. All pupils in the unit are on the register for special educational needs and some attend their own local schools for some of the time. The school staff also support a number of pupils currently in other local schools who have speech and language difficulties.
58. Leadership and management of the language unit are very good. The manager has a clear understanding of the needs of the children and very high expectations for their academic and social success. She is also a member of the school's senior management team and this is a key factor in the successful inclusion of the pupils in a mainstream school. All staff employed in the language unit share this strong commitment, working well with each other and with support agencies from outside the school. The pupils with speech and language difficulties spend some of their time in the language unit, particularly for English and mathematics, but receive many of their lessons alongside their mainstream peers, usually with additional support. This works very well for all pupils, helping to promote the high levels of tolerance and respect apparent in the school.
59. The quality of teaching within the language unit is always good, with much of it very good, particularly in the class for the older children. English and mathematics are planned very effectively in line with the National Literacy and Numeracy Strategies. Lessons are vibrant and interesting and this motivates pupils who are eager to learn. Teachers understand the needs of the pupils they teach and consequently match the work to the varying ability levels within the class. Whilst teachers are sensitive to the difficulties the pupils have, they have high aspirations for their learning. This means that pupils work very hard and often make very good progress in lessons.
60. All pupils supported by the Language Unit are making good progress. They all have individual education plans with challenging targets. Progress is reviewed regularly. Pupils have access to a broad and balanced curriculum, much of which is experienced alongside their peers. Whilst Language Unit pupils are often working at standards lower than national expectations, these are in line with their special educational needs.
61. Pupils behave well and have positive attitudes to their learning. Their behaviour improves as they mature and this is evident in the older class where behaviour in lessons is very good. In a mathematics lesson where the pupils were carrying out some quite difficult mental calculations, they were able to sustain their concentration and work hard to achieve their target number. When a pupil with speech difficulties was explaining his calculation method, his classmates listened with high levels of patience and respect. Relationships between pupils and staff are very good, and the pupils feel included in the life of the school as a whole. The success of the language unit and its contribution to the positive attitudes of the pupils towards each other and the good ethos of the school is a strength.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	18	29	19	2	0	0
Percentage	1	25	40	26	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	21	235
Number of full-time pupils known to be eligible for free school meals		100

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs	1	12
Number of pupils on the school's special educational needs register		77

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	5.1

#### Unauthorised absence

	%
School data	0.7

National comparative data	5.4
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National comparative data	0.5
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1? Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	12	10
	Girls	12	13	12
	Total	20	25	22
Percentage of pupils at NC level 2 or above	School	71 (70)	89 (74)	79 (70)
	National	84 (84)	86 (86)	91 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	11	12	12
	Total	19	22	22
Percentage of pupils at NC level 2 or above	School	68 (79)	79 (70)	79 (86)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	18	16	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	12
	Girls	10	10	12
	Total	20	22	24
Percentage of pupils at NC level 4 or above	School	59 (58)	65 (58)	71 (72)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	10	11	12
	Total	21	23	24
Percentage of pupils at NC level 4 or above	School	62 (53)	68 (56)	71 (67)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	1
Bangladeshi	1
Chinese	
White	254
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	18.2
Average class size	21

#### **Education support staff: YR – Y7**

Total number of education support staff	9
Total aggregate hours worked per week	248

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21.1
Total number of education support staff	1
Total aggregate hours worked per week	27.5
Number of pupils per FTE adult	10.5:1

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Financial information**

Financial year	2002-03
	£
Total income	800190
Total expenditure	810666
Expenditure per pupil	3309
Balance brought forward from previous year	116190
Balance carried forward to next year	105714

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

265

73

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58.9	32.9	5.5	1.4	1.4
My child is making good progress in school.	60.3	32.9	4.1	1.4	1.4
Behaviour in the school is good.	42.5	43.8	6.8	1.4	5.5
My child gets the right amount of work to do at home.	34.2	50.7	12.3	2.7	0
The teaching is good.	64.4	30.1	2.7	1.4	1.4
I am kept well informed about how my child is getting on.	52.1	42.5	4.1	1.4	0
I would feel comfortable about approaching the school with questions or a problem.	58.9	38.4	1.4	1.4	0
The school expects my child to work hard and achieve his or her best.	60.3	34.2	1.4	0	4.1
The school works closely with parents.	47.9	42.5	8.2	0	1.4
The school is well led and managed.	52.1	39.7	4.1	1.4	2.7
The school is helping my child become mature and responsible.	58.9	37	1.4	2.7	0
The school provides an interesting range of activities outside lessons.	43.1	40.3	9.7	2.8	4.2



**PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

**AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

62. The overall provision for children in the nursery and reception classes is good. When they enter the nursery, the children's attainment covers a wide range of ability. Many children enter with limited experiences and skills and attainment below that expected for their age. Throughout their time in the nursery class the children make good progress but by the time they enter the reception year many are still not achieving the expected levels. In the reception class children continue to make good progress, due to consistently good teaching, which results in most children achieving the early learning goals identified for their age in personal, social and emotional development, mathematical, physical and creative development and in their knowledge and understanding of the world by the time they start in Year 1. Despite a strong emphasis on developing language skills in the Foundation Stage, limited speaking skills affect the attainment and progress of some children and they will not attain the early learning goals for communication, language and literacy by the time they reach the end of the reception year.
63. The children in the Foundation Stage spend the first part of each day together in an integrated session which is a very effective means of providing continuity across the two classes. This ensures that nursery children settle into the reception class quickly and happily because they are already familiar with the staff, the environment and the routines and this contributes to their good progress. The Foundation Stage team, which consists of three teachers and two nursery nurses works very closely together within a strong team ethos. Nursery nurses play a full and active role in supporting the children and make a significant contribution to their learning. Relationships are very good and this is a key factor in making the children feel valued and secure. Children with special educational needs are very well supported by all staff who encourage them to take a full part in all activities.
64. Teaching in the Foundation Stage is good overall in all areas of learning. It is often very good in the reception class. Where the teaching is very good the aims for the session are shared with the children and the teacher's very good subject knowledge results in a lively pace to the learning. Particularly effective is the way in which the teacher models responses so that all children have access to new vocabulary and understanding. Planning is undertaken jointly and is based around focus sessions followed by activity. The planning is good throughout the Foundation Stage. It is detailed and differentiated to meet the needs of children of different abilities and provides a clear view of progression over the whole key stage. The National Strategies for Literacy and Numeracy are being used very effectively with reception children and this is preparing them well for the transition to Year 1. A very good feature of the planning is the way in which many of the activities link to a theme which makes the learning meaningful for the children.
65. The leadership and management of the Foundation Stage are very good. The co-ordinator has put in place an effective system for planning, teaching and evaluating children's progress that is followed by the team. Evaluations are used to determine the 'next steps' in children's learning and are reflected in the planning. They are also used to identify the priorities for the Foundation Stage development plan. Provision for physical and social development in the outdoor environment have been rightly identified as areas for further improvement. Target setting is used well to focus and improve learning and children's targets are shared with parents. Children have individual target boards which

they understand and which help to motivate them. Very good relationships with parents have been developed through the early morning routine in which parents work with their children on a variety of activities including reading diaries and colour and alphabet tables. Parents are well informed about the Foundation Stage curriculum through regular newsletters and consultation evenings. The well organised and caring provision for children in the nursery and reception classes means that they are having a good start to their education and are happy to come to school.

### **Personal, Social and Emotional Development**

66. When they enter the nursery many children's personal, social and emotional development is below what can be expected of children of this age. The effective use of consistent routines and the regular mixing of nursery and reception children in integrated sessions means that this area is being promoted well across both classes. The children play well together, and in the reception class they can play co-operatively. Children sit quietly together at snack time. They have a regular hand washing routine that they understand and some know why it is important. Some children serve the healthy snack and others remember to say 'please' and 'thank-you'. One snack time during the inspection was enhanced by a birthday celebration and by children being taught to use sign language to say happy birthday.
67. By the end of the reception year children's personal, social and emotional development is reaching the levels expected for their age. Children take increasing responsibility for sharing equipment, taking out and tidying away, dressing and undressing independently. Reception children have timetabled personal and social education sessions in the form of 'circle time' which gives them the time and opportunity to share their feelings. They have 'circle time friends' and toys that are used to good effect to promote thoughtful discussions. Adults provide good examples of appropriate language and behaviour and so the children are confident in this situation and many offer positive ideas about good friends using the model 'I like friends because'. Children listen carefully to each other and wait for their turn to speak. Children's contributions to the discussion are respected and managed with sensitivity and this leads to an atmosphere of trust and to good learning.

### **Communication, Language and Literacy**

68. On entry to the nursery children's communication, language and literacy skills are generally below what can be expected of children of this age. Children in the afternoon nursery engage in very little conversation with adults, tending to offer only short responses. Many children's speaking skills are below expectations for children of this age. A significant number of these children have indistinct speech which impedes good communication. Children's listening skills are better developed than their speaking skills. Staff in the Foundation Stage make language development a priority of their teaching and plan focus lessons to develop language skills. As a result, by the end of their time in nursery, children are confidently participating in interactive sessions and most will try to answer questions. Through their literacy work in nursery many children know the initial sounds of most consonants and short vowel sounds. Most of them know the letters of the alphabet. This learning is enhanced, when they attend nursery in the mornings, through learning alongside reception age children who provide good examples for learning. Nursery children benefit from the standard set by reception children in knowledge of letter sounds and early reading and writing skills, and make good gains in their own learning as a result. Nursery children have exceptionally good levels of concentration and because

they are being well taught, using a variety of resources, most achieve satisfactory skills for learning sounds.

69. By the end of the reception year, because of the very good teaching in language and literacy that they receive, high attaining children are achieving the early learning goals for communication language and learning or have gone beyond them. They can write simple sentences independently, making good attempts at spelling, putting words in the right order and remembering spaces between words. They have gone beyond the levels expected by the end of the reception year. With adult support, another group of children can compose and write a sentence about the seaside. About a third of the class remain at an early stage in the development of speaking, listening, reading and writing skills and they will not reach the early learning goals for the end of the reception year. The literacy teaching follows the model of the national strategy and this is having a positive impact upon the standards of reading and writing being attained. All the children join in reading simple sentences about the seaside and demonstrate that they can read expressively. Standards of reading show a wide spread of ability but high attaining pupils have gone well beyond the levels expected by the end of reception. Low attaining pupils are reading caption books with some accuracy and use their knowledge of initial sounds and the pictures to help themselves. All the children have very positive attitudes to reading. A strength of their reading and writing is their knowledge of sounds which they use effectively.
70. In both the nursery and reception classes the teaching is good. Children's confidence in speaking is being fostered through the very good relationships they have with teaching staff who value their contributions. Children are read to regularly in both classes and this, combined with the opportunities they have to write for a range of purposes, is contributing to good progress. Children's learning in literacy is reinforced through the books that they take home.

### **Mathematical Development**

71. As they enter the nursery the children's mathematical skills and understanding are below what can typically be expected for their age. Teaching is good overall. It is well-planned and focused and results, by the end of the reception year, in most children attaining the levels expected. In both classes the staff take every opportunity to reinforce counting skills and mathematical language. In a good lesson in nursery the youngest nursery children were helped to recognise the numerals 0 to 9 through remembering meaningful descriptions, for example: 'neck, tummy and put a hat on it' (number 5). This strategy is clearly helping with number recognition. Some children can correctly identify numbers up to 10 on the number line, place numbers round the right way and recognise which number has been removed. The good teaching, using a variety of effective strategies, is resulting in children making good progress in mathematical development in the nursery.
72. In the reception class the children's mathematical understanding is extended through the very good teaching which is following the structure of the National Numeracy Strategy. Children can count up to ten and most can identify the numerals. High attaining pupils recognise numbers up to 20 and can count forwards and backwards. In a very good lesson in the reception class, all the staff emphasised the language of mathematics, 'more than, less than' and the names of three-dimensional shapes to ensure that children had grasped these ideas fully. Very effective questioning by staff results in all children participating well in all activities. Not all the children are secure in recognising three dimensional shapes but one high attaining child was able to distinguish a cube from a cuboid, 'the cube has square faces, cuboid has rectangular faces'. Very good teaching

using resources effectively has resulted in this level of understanding. Children make very good progress. Most children know 'sphere' and 'cylinder' and can link these shapes to objects in their lives. The nursery nurse gives very good support to groups of pupils and enables them to succeed at their tasks.

### **Knowledge and Understanding of the World**

73. The nursery and reception staff plan many opportunities for children to develop their understanding of the world about them. The morning routine in both classes includes children identifying the day, date and the weather. Children in reception who take on the role of 'weather expert' can deliver a very full and articulate commentary. The use of 'Ben Bear's' diary also provides an opportunity for talking about their lives. The staff plan themes that are used effectively to link a variety of activities and first hand experiences. For example during the week of the inspection the older nursery children and the reception class visited the seaside. This was linked into the theme of 'summer'. Within school, activities around this theme included role play at the beach, singing, discussions, music and movement, art and craft. Nursery children had activities in the sand and water trays which linked to this theme and encouraged them to observe and comment. Nursery and reception children showed interest in the caterpillars being kept in the nursery. This continuity across the curriculum is helping children to develop an understanding of basic aspects of geography, science and religious education.
74. Older nursery children joined in the investigation - Why did teddy sink? and were prepared to hypothesise at a basic level. The reception children who were involved in this investigation provided good examples of language for the younger children and helped develop their understanding. For example, the suggestions from reception pupils included 'because the tide came in', 'he got heavier and heavier', 'because he was filling up with water'. During the week of the inspection children were not observed using the computers. However, staff plan regular opportunities for children to develop skills using a range of programs that ensure they have the skills expected by the time they go into Year 1. Well focused teaching and choice of activities across this area of learning means that all children are making good gains in their understanding and most of the children are on course to reach the early learning goals identified for their age at the end of the reception year.

### **Physical Development**

75. Children's motor skills and control develop well throughout the Foundation Stage so that by the time they go into Year 1 the standards they attain in this area of learning are in line with expectations for their age. Children in the nursery are helped to move confidently and with control through the use of the outdoor play area where they climb, balance and crawl through a variety of tunnels and frames. They practise jumping on the trampoline and learn to manoeuvre bicycles. In the hall nursery children respond well to music. They are able to use the space effectively showing awareness of each other. Good demonstrations by staff ensure that all children participate and they are helped to develop their hand-eye co-ordination through play with balloons. In self chosen activities they manipulate materials such as dough and use a range of tools.
76. In the reception class these early skills are extended through lessons in the hall. Teaching is satisfactory and ensures that children develop their gymnastic skills and gain confidence in using simple apparatus. The children use the hall space well and can demonstrate good balancing skills. They have good control when using the apparatus

and can patiently wait for their turn. Through provision of a good range of activities children's manipulative skills are appropriately developed.

## **Creative Development**

77. Throughout the Foundation Stage, teaching in this area is good. Children make satisfactory progress in their creative development and most will achieve the goals set for this area of learning by the end of the reception year. Opportunities for creative development are planned thoroughly and the activities are usually linked to the current theme. This reinforces the children's understanding effectively and also enables nursery and reception children to explore music, movement, cooking, art, role-play, and imaginative play together and this enhances their learning. Children have appropriate brush skills for painting pebbles as ladybirds. Reception children co-operate well in role play activities such as preparing and serving a meal but the opportunities to develop imaginative play beyond the home corner are limited.
78. Children respond well in movement to high notes and low notes on the piano. They create appropriate actions in response to the 'summer holiday' music and enjoy using the space in the hall. Good demonstrations by staff give children the confidence to participate. Singing is a regular part of the daily routine and is often used effectively to make learning memorable. As a result the children sing tunefully and confidently. They join in singing willingly and with enjoyment.

## **ENGLISH**

79. Since the previous inspection standards in English have improved. The school has worked hard to improve its performance in English, writing in particular, and these efforts are now being reflected in improved standards. As a consequence, the standards in reading and writing now at the end of Year 2 are in line with national expectations. Standards in English at the end of Year 6 have risen steadily over the last five years, with the performance of boys showing a marked improvement. Standards in reading are now in line with the national average and in writing are below the national average.
80. Standards in speaking and listening are in line with expectations for pupils aged seven and 11, although listening skills are better developed than speaking skills, particularly in the younger pupils. This is because many pupils enter the school with limited communication skills. These findings represent an improvement since the last inspection. Listening skills are developed well in all lessons. Most pupils listen attentively to the teacher and can interpret and carry out instructions. The school has successfully introduced a "Talking Partners" scheme which provides clear guidelines to pupils on how to speak and listen to another person. These guidelines are displayed on posters in each classroom. Strategies for taking turns to speak and limiting the number of times an individual can speak in a discussion are employed in some classes and successfully prevent a small number of pupils dominating the proceedings. Other effective strategies are found, for example, in Year 1 where pupils take it in turns to describe the weather each day to the rest of the class, predict what it will be like by the afternoon and offer a reason for their prediction, which can be challenged by other members of the class. In Year 4, pupils use tape recorders and dictaphones to record their messages to local companies requesting donations of various items. These are played back to the rest of the class for constructive criticism. In most lessons, the teachers plan opportunities for pupils to develop their formal speaking skills through answering questions, giving explanations and offering points of view. However, in English lessons throughout the

school, pupils spend a disproportionate amount of time listening to instructions with few opportunities to speak or give their point of view, which slows their progress in developing speaking and listening skills.

81. By the end of Year 2, pupils are beginning to read fluently with expression and confidence, and standards in reading are in line with expectations for their age. They can use a range of strategies to read words they do not recognise and can correct their own errors whilst reading aloud. Pupils' attitudes to reading are good and they are happy to talk about their favourite book. The Year 2 class is able to read aloud from 'Oops' by Colin McNaughton and can analyse the text to say which aspects of the story they find amusing. Having read other stories by the same author, they confidently compare the settings, characters and themes of the books and can discuss their opinions with an adult. A number of strategies to further raise the attainment of pupils in reading operate successfully in Year 2, such as 'Reading Recovery', which targets individual pupils, and an early intervention reading programme which is aimed at small groups of children who need additional reading support. These strategies are beginning to make a positive impact upon standards.
82. By the end of Year 6, standards in reading are in line with the national average. Pupils are choosing their own texts which they read expressively and confidently. They can explain the reason for their choice of book, talk about particular authors they enjoy reading and write short reviews of the books they have read. They are able to describe the classification system in the new library and can explain how to use the contents, index and glossary pages of the reference books in the library. In Years 3 to 6, pupils benefit from the recently introduced 'Reciprocal Reading' scheme which encourages groups of pupils to take responsibility for the development of their reading and their own understanding and questioning of the text. An additional allocation of time for reading outside of the Literacy Hour, with groups of pupils being supported by classroom assistants, is helping to raise standards in reading.
83. The school has a good, varied range of suitable reading material which is well organised, up to date and easily accessible. However, there are significant inconsistencies in the functioning of the home-school reading system that operates in the school. Many older pupils have no home-school record and so, as a consequence, opportunities for parents to comment on their child's reading development or correspond with the class teacher are either reduced or unavailable. The library now has a good range of appropriate non-fiction books and enough tables and chairs to enable groups of pupils to use it as an independent working area.
84. By the end of Year 2 standards in writing are in line with national expectations. Pupils use a legible, joined script and write in simple sentences, usually using basic punctuation correctly and setting their work out neatly. They produce a wide range of written work, including news, stories, reports and instructions much of it imaginatively written. One pupil describing the panic of the Great Fire of London, wrote 'Get my horse saddled', she said nobly, whilst another, recreating Samuel Pepys' diary, wrote, 'It has been a terrible day today!'. When asked to write about the weather, an able Year 2 pupil wrote, 'It was raining so hard that it sounded like dominoes falling out of the sky.' Displays of pupils' writing, such as stories about Florence Nightingale in Year 1, common vocabulary lists and instructional posters like 'How To Write A Super Story' all contribute to and support the teaching of literacy.
85. Standards of writing in Year 6 are below those expected nationally but have improved significantly since the last inspection. Many pupils produce only simple sentence constructions with basic vocabulary and basic punctuation, although this isn't always

secure. The quality of writing when pupils write a fantasy adventure, shows confusion and limited understanding of the style needed for effective writing. Many pupils display weaknesses in organising their ideas for writing and constructing appropriate written outcomes. Most pupils write neatly using a joined script and good presentation skills. There is a good range of writing for different purposes including summaries, instructional texts and, for example, descriptive writing based on a re-telling of Macbeth, where one high attaining Year 6 pupil started her work with 'Scotland was at war with itself; King Duncan versus the Thane of Caldor.' Pupils are beginning to use imaginative vocabulary in their writing and can present written arguments for both sides of a debate when exploring the issues of 'Should mobile phones be banned in schools?' and 'Should we attack Iraq?'. The school has worked hard to improve the quality of pupils' writing and the excellent school web site has provided an opportunity for pupils to publish their work on line for an audience of parents and other interested people. A re-telling of 'A Christmas Carol' by Year 6 on the web site is attractively presented, and includes well written interpretations of the story as told by each of the three ghosts. When exploring fantasy writing, Year 4 pupils turn their own 'Dragon Slayer' stories into booklets and one high attaining pupil wrote, 'Weird trees took on evil shapes, so the band of not so merry men took shelter in an evil looking castle'. Year 5 pupils, working with a classroom assistant, produced persuasive leaflets to convince shoppers to buy a new product. Pupils made use of effective slogans and eye-catching layouts to improve their leaflets.

86. The school has made very good use of visiting authors, poets and storytellers to enhance pupils' interest in writing and to help them to improve. Year 5 pupils made leaflets for younger children explaining all the different string musical instruments following the visit of a string quartet. After the visit of the poet, Wes Magee, a number of classes wrote collaborative poems based on two of his poems. 'Behind The Door In Miss Smiths Classroom' featured every Year 6 child and 'Morning Break' recorded the activities of each Year 5 pupil at playtime.
87. Standards of spelling in Year 6 are satisfactory. The school spelling policy provides detailed guidelines for teachers to follow and classroom assistants are used well to work with individual pupils to ensure that they know their spellings. Rigorous checking and detailed records are used to monitor the pupils' results.
88. The quality of teaching in English throughout the school is good. A particular strength of the teaching is the very good implementation and organisation of the literacy hour, which helps to ensure that activities in every part of the lesson are focused on the learning objectives. These objectives are shared with pupils so that they know what they are going to learn. All teachers have good knowledge and are confident in teaching the literacy strategy. Planning is good. In some lessons, however, because pupils spend too long listening to the teacher, they do not have sufficient time to consolidate their skills during the group work part of the lesson. This limits their progress in reading and writing. Teachers mark work regularly and positively, following the school's marking policy. However, this marking is frequently not linked to what pupils need to do to next in order to achieve the writing and spelling targets that they have been set. This reduces the opportunities pupils have to participate in improving their own learning.
89. Pupils behave well in English lessons. They listen attentively, are keen to answer questions and can work effectively without direct adult supervision. In a good Year 1 literacy lesson, pupils worked in pairs to produce the first few sentences of their own stories and enthusiastically swapped ideas about 'The Princess Who Was Sad', or 'The Vampire and the Magic Ring'. With appropriate and challenging interventions from the class teacher, good quality writing was produced. The children shared resources, helped each other and sustained their interest until they had completed their work.

90. The leadership and management of English are strengths. The two literacy co-ordinators have been instrumental in ensuring that standards continue to rise in school. The Key Stage 1 literacy co-ordinator is a designated LEA Leading Literacy Teacher and undertakes monitoring of the Literacy Strategy, including lesson observations and the scrutiny of teachers' planning and pupils' books. This gives the co-ordinators a clear view of the strengths and weaknesses in the subject although the progress of pupils from year to year is not sufficiently well analysed to secure the continuing improvement in standards that is needed. The teachers have a strong understanding of the need to develop the pupils' literacy skills but, at times, this view is overstated and leads to pupils being asked to carry out tasks that lack challenge or appropriateness for their age and ability. A very good range of training courses have been undertaken by the teachers and classroom assistants to develop their expertise and the smaller 'booster' classes have enabled teachers of these classes to address identified weaknesses in their pupils' learning. The introduction of a large number of initiatives to improve pupils' attainment in English has been well managed throughout the school but these initiatives have not yet begun to have an impact upon test results.

## **MATHEMATICS**

91. Standards in mathematics have improved since the previous inspection. Pupils' standards in mathematics by the age of seven are in line with the national average and at age 11 are below the national average. Test results show that some pupils in Year 6 have made too little progress as they moved through Key Stage 2. This is partly explained by the high incidence of pupils with special educational needs, but is also due to a lack of progression in the teaching of mental and written calculation strategies. Assessments indicate that pupils of average and higher ability work well in lessons but this does not result in sufficient pupils reaching the average and above levels of attainment. The work of lower ability pupils is sometimes too difficult for them and they do not make enough progress.

92. Pupils in Year 6 are gaining confidence in their knowledge and understanding of the number system. They multiply and divide whole numbers by 10, 100 and 1000. They add and subtract large numbers accurately and most can multiply whole numbers by a one or two digit number. Pupils have a sound understanding of the relationship between decimals, fractions and percentages. However, there have been insufficient opportunities for them to learn to multiply or divide decimal numbers. They convert simple fractions into decimals and percentages, but do not express the remainder in a division sum as a fraction or decimal. They estimate and measure angles, and calculate accurately the missing angle in a triangle. There were many examples of work in symmetry throughout the school, but there was a lack of systematic progression to higher levels of understanding, so that in a Year 6 lesson pupils were still recording the number of lines of symmetry in a simple two dimensional shape. Pupils record data in a variety of ways, including tally charts, bar and line graphs and there are examples of pupils using their data handling skills in other subjects. For example, they collected data about favourite foods in a Year 3 and 4 class and have used a computer to generate a range of graphs and charts. However, pupils do not always understand which graph to use and are given insufficient opportunities to interpret them. In all areas of mathematics, pupils do not have enough opportunities to carry out their own investigations.

93. By the end of Year 2, pupils are familiar with the number system to 20, and most are able to deal confidently with numbers to 100. They count on and back in twos, threes, fives and tens from different starting points. Pupils are making good progress with addition



and subtraction, and some are beginning to understand simple multiplication and also to know their two, five and ten times tables. The names of common coins are familiar and pupils can work out simple shopping and change up to 20p, with more able pupils working with values up to £1. Pupils add and subtract accurately numbers to 20, more able pupils to 100. They also measure in centimeters, know the days of the week, months of the year and seasons and tell the time using o'clock and half past. In their work on shape and space pupils know the names of common shapes and are beginning to describe their properties using language such as sides, equal and corners.

94. Teaching in mathematics is good overall. In a few lessons where teaching was very good it was characterised by careful planning with precise aims for what pupils would learn and good activities for the wide ability range within the class. For example in a Key Stage 2 Language Unit lesson with four age groups in one class, the teacher was particularly effective during a mental and oral starter when she was able to match the level of work to the ability of the pupils. She had high expectations, told the pupils it might be difficult, but praised them and challenged them further when they were successful. This ensured all pupils were engaged in their learning and made very good progress for their ability in finding the missing number they needed to add to 17 to make 50. Pupils were able to explain the different strategies they used. All teachers ensure that mathematical vocabulary such as total, subtract, is carefully explained and encourage pupils to use it. This vocabulary is usually displayed in the classroom so that pupils make good progress in their use and spelling of the precise language that is needed.
95. In the few lessons in Key Stage 2 where teaching was less successful it was because teachers did not know well enough what their pupils could understand and do. On one occasion lower attaining pupils were expected to use knowledge about doubling in mental calculations, but they did not understand the concept of doubling and did not know their doubles to 20. During the week of the inspection a significant number of mathematics lessons were too long, particularly the two parts of each lesson that were led by the teacher. This meant that pupils were sitting listening for too long and did not have sufficient time for individual and group work in which to consolidate learning. This is having a negative impact on the pupils' rate of progress in mathematics.
96. Pupils' behaviour in mathematics lessons is good. They usually enjoy mathematics, are able to work well in pairs and groups, are interested in activities, and persevere when the work is difficult. They are proud of their books and this is seen in high standards of presentation. In one Year 4 class marking is used positively to inform pupils clearly how well they have done in relation to their targets and what they need to do to improve further. This practice is helping the pupils in this class to improve but it is not consistent across the school.
97. The leadership and management of mathematics are satisfactory. The subject leader is an effective mathematics teacher who leads by example. She has clear views about how mathematics should be taught and this is reflected in the policy. The school collects good data on how well pupils are doing, but it has yet to share and use this information effectively in order to raise standards. The National Numeracy Strategy has been implemented well across the school and there is consistency in the school's approach to planning, resources and standards of presentation. However, in some lessons there is a lack of emphasis on mental calculation strategies so that pupils are using written methods when they could be calculating answers more efficiently by mental methods. There is also a lack of progression in both mental and written calculation, which is having a negative impact on progress. The school has a good approach to teamwork and regularly evaluates strengths and weaknesses but is not yet monitoring teaching and learning well enough to ensure that pupils make better progress throughout the school.

## SCIENCE

98. At the time of the previous inspection standards in science were reported as well below the national average. Since then a scheme of work has been introduced and this has had a positive impact on standards. The scheme includes assessment criteria and this has helped teachers in Key Stage 1 in making assessments. As a result the current assessments are more effective. The new scheme of work also provides very good curriculum guidance and now most teachers have high expectations of what pupils can achieve. This has led to pupils developing a good breadth of knowledge and understanding of science and standards have improved since the previous inspection.
99. Standards at the end of Year 2 and Year 6 are in line with the national average. The school is working hard to raise standards and now many pupils make satisfactory progress in their knowledge and understanding of science. The school is effective in ensuring that high achieving pupils reach the higher levels. The progress of able pupils in Year 6, can be attributed to the effective work that is developed to ensure that high attaining pupils achieve good test results.
100. By the age of seven pupils can investigate growing seeds in different conditions and show some understanding of the needs of living things. In a good lesson in Year 2 pupils investigated what a seed needed to grow into a new plant. The teacher effectively used pupils' previous learning to build their understanding of how things grow. Through effective questioning the pupils' knowledge was consolidated and they made good progress. Good cross curricular links were made through the use of the poem 'Dandelion Lone' and the pupils were interested and motivated by this reference to real life situations. Pupils participated keenly in the discussion. Pupils have a good awareness of why they need to record the results of scientific investigations carefully. For example, in the Year 2 class pupils analyse the properties of rocks and record them in a table.
101. Teachers successfully promote scientific enquiry across the school and investigations are well planned to develop pupils' skills. In a good lesson in Year 4 pupils studied the food chain and through drama presented their clear understanding of the process. They also experience pushing and pulling in their work on forces and demonstrate that they have a good understanding of the properties of a magnet. In a well taught lesson in the Year 5 and 6 class pupils clearly showed, through their responses, what the functions of roots were and why plants needed nutrients. Pupils in Year 6 carry out an investigation satisfactorily into how sounds travel. They also have a clear understanding of earth and space. At Key Stage 2 pupils effectively learn to make sensible predictions about the outcomes of their experiments. Pupils are making satisfactory progress overall.
102. Pupils have good attitudes to learning. They work co-operatively while carrying out investigations and their written work is well set out and recorded. For instance when writing about investigations they often include well drawn and labelled diagrams, tables and graphs
103. The quality of teaching is good. Teachers are enthusiastic about their lessons and this is conveyed to pupils who are motivated and keen to learn. When teaching is most effective, lessons have clear learning objectives which are meaningful and are shared with pupils. Resources are well prepared and are used effectively to support learning. Group work and tasks are well organised and planned thoroughly to develop pupils' investigative skills. Lessons are generally conducted at a good pace and build upon the

pupils previous learning in a systematic way. All aspects of science are planned well in the school's long term planning and this ensures that pupils have a broad curriculum in science. Very good relationships among teachers, teaching assistants and pupils enable pupils to respond to activities with confidence and enjoyment.

104. The formal arrangements for assessment that are in place are satisfactory and generate a great deal of information, but insufficient use is made of this in most classes to plan for more effective targeting to ensure that all pupils, particularly the low attaining, make satisfactory progress. Where teachers have indicated the pupils' level of attainment, as in the Year 4 class, using sub levels, this is helpful to measuring pupils' progress. Pupils in this class make good progress.
105. The leadership and management of the subject are good. Both co-ordinators have a clear understanding of the subject and its future development. They have established a science assessment file as well as a curriculum co-ordinators file which gives a good overview of the subject, and future areas for development. Although they have conducted some monitoring and evaluation of lessons this is an area they have identified to develop further. They are fully aware of the strengths and of the areas for development in the subject and have identified them. For example, portfolios of work is an area that needs to be improved. The work in the classrooms is very well supported by interactive displays that pose challenges for pupils. The work is of a good standard. Homework is planned every two or three weeks and homework challenges in Year 2 are particularly well established. The science days and weeks and the school's involvement with 'science and industry' make a major contribution to the work of the school, and significantly enhance pupils' learning. In addition, the school also has an extensive website with very good samples of work related to science. The subject is well resourced.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

106. Standards in ICT are in line with those expected nationally at the end of Year 2 and Year 6. This is an improvement since the last inspection and the ICT curriculum now meets the statutory requirements for the subject. Standards are, however, only improving slowly and there are a number of issues identified during the previous inspection that have still to be fully resolved. All pupils make satisfactory progress. The subject is well led by the co-ordinator, who was absent during the inspection, and the recent creation of a computer suite in school is a positive move that should improve standards still further. However, a number of classrooms are without a computer which means that many of the opportunities to use ICT in other subjects in the curriculum, which was identified as an area to develop in the last inspection, are still unavailable. The school is aware of this and has included the purchase of new computers in its comprehensive ICT development plan.
107. By the end of Year 2, pupils are able to use both the keyboard and the mouse confidently to operate word processing and drawing programs. They can use a writing program to make their own labels for the finger puppets they have made. In a good ICT lesson which supported their current literacy work on the author, Colin McNaughton, Year 2 pupils selected the shape and colour of the speech bubble they required from the auto shape menu and then inserted appropriate McNaughton style text, such as 'Stop looking at me, you crazy pudding' into the speech bubble. The pupils confidently used a range of options on the keyboard when writing their captions. Year 1 pupils can programme a floor robot to move backwards, forwards, left and right and pre-programme sequences of movements that enable the robot to move on the floor in particular patterns, such as right

angles and squares. In a very good development and progression of these skills, Year 4 pupils used an on-screen turtle and compared its movements to those of the floor robot. They then extended this by programming the screen turtle to rotate through various angles to create complicated crystal flower patterns which they then printed off and used as designs for greetings cards.

108. By the end of Year 6, most pupils are exhibiting a satisfactory range of ICT skills, although some pupils still struggle with very basic skills such as control of the mouse, using the pause button on a screen video and finding the search facility button on screen. When searching a 'Children's Encyclopaedia' CD for information on Ancient Egypt, Year 6 pupils needed a lot of support in understanding how to retrieve the information and navigate their way through the range of topics and materials. Some Year 6 pupils are able to use PowerPoint to produce a multimedia presentation of a traditional Chinese folk tale. This presentation, 'Sixsuns (or How The Cockerel Got His Comb)' successfully combined text, graphics and sounds to create a presentation that was saved to disk so that other classes can enjoy the work. A graphic modelling program is used successfully in Year 6 and the very good results are displayed on the school web site. Pupils use the program effectively to produce images and visual models and learn the difference between a graphic modelling program and a paint program. They then go on to produce their own designs based on 'Snail' by Henri Matisse and 'Moonrise' by Paul Klee. Year 5 pupils created a poster on a word processing package to celebrate 'The Wonders of Ancient Egypt' but the finished products were not of a consistently satisfactory quality as the range of ICT skills varied greatly within the class. Whilst some pupils confidently moved ahead of the teacher and introduced and re-scaled images to their posters, a significant group of pupils were still learning how to change the font and text size. All pupils were able to save their poster in their own work file on the network.
109. In response to the last inspection, the school now has a scheme of work that identifies the skills that should be developed in each year group and has also identified, in its long term planning, a number of opportunities to use ICT to support other areas of the curriculum. However, the improvement in the teachers' ICT knowledge and skills varies and this has resulted in a generally slower rate of progress in ICT than would normally be expected. All teachers have completed the Government-provided ICT training course but a significant number of teachers feel that additional training is still required and, as a consequence, have put their own ICT training programme into place. This upgrading of skills is essential if the new technologies, such as interactive whiteboards and digital on-line resources, are to be fully utilised in order to raise standards of attainment in ICT and other subjects within the school.
110. The teaching of ICT is satisfactory. Lessons are planned satisfactorily and the aims for what they will learn are made clear to the pupils. The school has recently purchased ICT text books for all age groups in order to provide additional teaching ideas and to support the systematic development of pupils' ICT skills. However, there is no consistent method for assessing the development of pupils' ICT skills and this is limiting the progress that pupils make. When the teaching of ICT is good, such as in Year 4, pupils make very good progress in developing their skills during the lesson. They collaborate enthusiastically with their learning partner when working in pairs in order to explore new ideas and are well supported by the teacher's good technical knowledge. Where the teachers are less confident in their technical and subject knowledge, the lessons lacked pace and did not challenge pupils sufficiently or help them to develop new skills.
111. The ICT co-ordinator provides good leadership and management in the subject and her enthusiasm and expertise is evident in all areas of the subject. She manages the excellent school web site which showcases pupils' work from all subject areas, as well

as providing information about the school for visitors. Her classroom contains a number of high quality displays of pupils' ICT work, including an Internet research topic on owls in which the pupils downloaded text and graphics from a range of web sites and combined them to produce information posters about owls. The three year ICT development plan clearly describes the ways in which the school will develop ICT in the future and the plan is reviewed annually for progress by the co-ordinator and head teacher. The co-ordinator monitors teachers' planning and the contents of pupils' work folders on the network, but has had limited opportunities this year to work alongside and observe the other teachers.

112 Teachers and teaching assistants run after-school ICT clubs for Year 2 and Year 5, which the pupils clearly enjoy. The school has applied for additional funding to extend this opportunity to other age groups. Links with parents are good and the school community room has hosted a 'Using Your Laptop' basic ICT skills course for parents. Most parents have returned the Acceptable Use of the Internet Agreement and the school is effective in protecting pupils' use of the Internet.

## **ART AND DESIGN**

113. Art and Design has been developed effectively since the last inspection. Standards at the end of Year 2 and Year 6 are in line with those expected nationally. Pupils with special educational needs make good progress. Standards in the Year 4 class are above those expected for pupils of this age due to the good standard of teaching.

114. Pupils in Year 2 develop their skills using a range of media. They use pastel pencil crayons and oil crayons effectively when drawing from first hand experience. They use a variety of techniques to create the effect they want. Year 2 pupils also experimented when creating paintings of the 'Owl who was Afraid of the Dark' and they also used ICT effectively to develop images of an owl using a software package. Pupils in Year 6 study the work of artists and sculptors, both past and present, and successfully try out a range of techniques. They demonstrate a good range of skills in paintings of musical instruments, pastel drawings of a diver and in still life drawings inspired by Tony Craggs' work. An above average standard of work was seen in a very good lesson in Year 4 where pupils were working on Greek Masks. Both previous paintings of Greeks on display, and the work in pupils' sketch books of pencil drawings and preparations for making the masks were above national expectations. Sketch books have been introduced into the school recently and where they are being used effectively, as in Year 4, are making a good contribution to pupils' learning and having a positive impact upon standards. However they are not yet used consistently throughout the school and the good practice in some classes has not been shared.

115. Most pupils use colour and shape with maturity and their observational work is of a satisfactory standard for all ages. Pupils in a Year 3/4 class work carefully and confidently with pencil as do pupils in Year 2 when working from first hand experience. Pupils learn about making sculptures from natural materials such as wood. A display of 'Handa's Surprise' brought together a wide variety of skills and materials successfully as part of work celebrating another culture. The school also uses visits and visitors effectively to stimulate creative work across the curriculum and as a result of the visit of 'Samuel Pepys' to the school pupils in Year 1 created good portraits of him.

116. The quality of teaching and learning is good overall. Teachers have high expectations of pupils and in the most successful lessons encourage pupils to challenge and extend themselves. Teachers' planning for art and design is good and ensures that pupils have good opportunities to use a wide range of materials and techniques. For example, in a

Year 3 /4 class pupils explored the use of clay through making coil pots as part of their work on ancient Greek art. Year 5 pupils create very effective patterns from other cultures. For example, they study landscapes of Africa and design realistic african masks. This provides them with a wide range of opportunities to explore paint, pencil and three dimensional materials. Textiles have also been successfully incorporated into a colourful and good textile interpretation of the 'Lighthouse Keepers Lunch'. Year 6 pupils have successfully produced work on landscapes as well as the work of Paul Klee. The school's very effective website has a display of pupils' work for parents and other interested people to see in the form of a gallery that explores colour and patterns as well as a project called 'Talking Textiles'. The development of ICT and art and design is limited at present. Pupils' work is underdeveloped in terms of using ICT for art and design and exploring websites to promote learning.

117.The subject co-ordinators provide good leadership and management in a subject that plays a strong part in the school curriculum. They have a good understanding of the standards in art and design and are developing a school portfolio of assessed work to help raise standards. They have not had the opportunity to monitor and evaluate the teaching and learning in lessons but have audited displays and taken feedback from teachers at the end of each term in order to prioritise development in the subject. The school is adequately resourced and materials are well organised. The quality of the displays in school is good and contributes well to the promotion of other curriculum areas.

## **HISTORY**

118.Standards in history match those expected of seven and 11 year olds. The subject has been effectively developed since the last inspection. This reflects the good teaching in classes so that many pupils make good progress. Pupils with special educational needs are effectively supported with appropriate tasks and questions to enable them to do well. Most teachers are confident in this subject and plan a variety of activities that the pupils enjoy, are interested in and that motivates them to want to do well. The variety of tasks and some well paced lessons also contribute to the pupils' good progress. Outside locations such as Preston Park and Saltburn are used to good effect as a source of information for some of the topics in the history curriculum. Pupils' learning in history is enhanced by visits from actors representing historical characters such as 'Samuel Pepys' and by opportunities provided to experience history directly through such activities as a Tudor banquet. While some pupils are developing their understanding of chronology and key historical words this is not yet planned systematically across the school to ensure that all pupils make appropriate gains in their knowledge.

119.Teachers in Years 1 and 2 resource lessons well and use a good range of historical objects and photographs to engage the interest of pupils. Pupils' progress is good when the tasks are closely matched to their ability but tasks are not always well matched to the abilities of low attaining pupils. By the end of Year 2, pupils are developing skills in observing objects from the Victorian period. They are also developing an understanding of key historical figures and events including 'Florence Nightingale', 'Samuel Pepys' and the Fire of London. Many can sequence key events and can accurately describe hospital conditions in the Crimea.

120.In Years 3 to 6 teachers present a good range of interesting and investigative activities to challenge pupils. By the end of Year 6 pupils develop a satisfactory understanding of the ancient Greeks and in one very good lesson were able to discuss, in some detail, the main differences between Athens and Sparta. There was good use of artefacts when

pupils investigated ancient Egypt and investigated independently, using a range of sources, about the Ancient Egyptians. Pupils can successfully distinguish between rich and poor in Tudor times. All pupils are involved in their work and want to do well. They listen carefully to the teachers and respond eagerly to the questions being asked. Behaviour is always good.

121. Teaching is good. Lessons are well managed to enable pupils to access a range of materials and make appropriate decisions. Teachers plan their lessons well and have clear aims for learning that are shared with pupils. Support staff work effectively with individuals and groups. Lessons are particularly good when the pace is brisk and there are opportunities to review what has been learned at the end of the lesson. Teachers use questioning effectively and this helps the pupils to make good progress.

122. Leadership and management are good. The two co-ordinators for history provide effective and enthusiastic support for other teachers and have a clear understanding of priorities and how the subject should develop. National guidance has been introduced effectively to improve planning and to provide consistency but this is not yet meeting the needs of all pupils' abilities in all lessons and consequently some groups, particularly low attaining pupils do not always make satisfactory progress. The use of ICT in history has yet to be systematically planned across all years. Monitoring of history is not yet in place and this limits the effectiveness of the co-ordinators in raising standards.

## **GEOGRAPHY**

123. Standards in geography have improved since the last inspection and now match those expected at the ages of seven and 11. Pupils now make good progress across the school. Low attaining pupils are effectively supported in many lessons with appropriate tasks and questions but these are not always planned, resulting in limited progress in some sessions. Planning has improved and is now closely linked to the national guidance for geography. A clear policy has been developed since the last inspection which is also closely linked to national guidance. A range of interesting activities outside the classroom is used effectively to support pupils' learning, including work in Ormesby and Saltburn. Teachers plan a range of interesting and challenging activities for their pupils. However, progression in the key skills of geography, including geographical vocabulary, enquiry and mapping skills are not yet planned systematically across all years to ensure the steady progression of pupils' knowledge and understanding as they move through the school.

124. By the end of Year 2 pupils can investigate the local environment of Ormesby satisfactorily and are developing some understanding of maps and plans. They can discuss places they have visited, locate key features on a map, with support, and discuss their likes and dislikes of the local area. They have some understanding of the travels of 'Barnaby Bear', (which is a scheme of work in geography), and consequently the countries he has visited. In addition they demonstrate understanding of key features of the coast following their visit to Saltburn. They take pride in their work and respond well to the questions posed by teachers.

125. By the end of Year 6 pupils can investigate successfully the two contrasting locations of Danby and Ormesby. They are developing a good understanding the water cycle and how rivers develop, can explain how mountains are formed and describe their key physical features using correct geographical vocabulary. They are systematically developing a satisfactory understanding of maps and how to use them through their knowledge of key symbols. They also have a satisfactory understanding of scale and

direction. Pupils are keen and eager and respond well to questions. They work well in a range of groupings.

126. Teaching is good. Lessons are well planned and teachers have clear aims for learning that they share with their classes. Support staff are deployed well and work confidently with pupils giving support and enabling pupils with special educational needs to make good gains in their learning. Lessons are well managed and pupils can access a range of appropriate materials. Effective questioning is often used to challenge pupils of all abilities. Teachers also use a range of interesting activities that challenge pupils.

127. Leadership and management are good. The two co-ordinators for geography provide effective and enthusiastic support across the school and have a clear understanding of how the subject should develop. National guidance has been effectively introduced so that there is now consistent planning across all years. The use of ICT in geography is not yet planned systematically across the school and this is limiting the range of activities that pupils undertake and their ability to carry out some geographical investigations. The monitoring of the subject is not in place and consequently the co-ordinators lack an overview of the subject that would enable them to be more effective in raising standards.

## **DESIGN AND TECHNOLOGY**

128. Due to timetabling arrangements no lessons were observed during the inspection. Judgements about standards of attainment and teaching are based upon the quality of work in pupils' books, the school's website, discussions with Year 6 pupils and discussions with the co-ordinator. By the end of Year 2 and Year 6 standards are in line with those expected for pupils nationally. Pupils make satisfactory progress. Girls and boys show a similar interest and as a result they learn at the same rate. At the time of the previous inspection standards attained at the end of Year 6 were in line with national expectations for seven and 11 year olds. This is still the case, however the new co-ordinator has made a good start on promoting design and technology as well as identifying areas for development and the school is set to make improvements in this subject. Pupils are taught a satisfactory range of designing and making techniques.

129. Pupils who are aged seven have been involved in designing and planning a playground. They have designed and annotated their work which was then turned into reality through parental support. This real life project enhanced the pupils understanding of designing and making in a real situations and promoted a good understanding of design. In Year 1 pupils make musical instruments, forming a good cross curricular link with science. They were also involved with a healthy eating project for which they designed healthy sandwiches. Good links are made with art and design through the creation of observational drawings. Pupils have also been involved in designing and making a Christmas cake, including the decorations, adding to the range of curriculum opportunities offered.

130. Pupils in Year 6 can explain a design project from start to finish, including revising their design, using appropriate technical vocabulary. They know how to make musical instruments as well as how to improve their design. They have a sound understanding of how to make a wide range of products including an egg box to keep an egg safe. Pupils in Year 6 are familiar with a range of tools but have little experience of working with materials that involve using methods of assembly, joining and combining materials and this is limiting their attainment. Year 6 pupils have explored and made a simple moving toy with a huge degree of success. In discussion pupils show great enthusiasm for their work in design and technology and clearly enjoy the challenge of making something.



Pupils in Year 4 were keen to show their design brief and good finished product of a pencil case they had made, while pupils in Year 5/6 have a good knowledge of using technical Lego to explore how things work.

131. The subject co-ordinator has only been in post a short while and has good leadership and management skills. She has a curriculum co-ordinator's file in which there is a clear audit of the subject in terms of examples of work as well as an action plan to tackle the issues that have arisen as a result of the termly evaluations by teachers. There have been no opportunities to observe lessons however and this is limiting the impact of the co-ordinator in ensuring good teaching and learning in this subject. It is an area that has been identified for development by the co-ordinator.
132. The co-ordinator has already identified for teachers the skills that need to be taught in each year group. All staff follow health and safety guidelines. The school is using control technology as part of the link between design and technology and ICT, however this is still an underdeveloped area. The school's website provides good information about what is being taught in design and technology. Although resources for design and technology are adequate some resources are shared with science and art and design and this is having an adverse effect on teaching and learning. This was borne out during the inspection by one lesson being changed due to lack of specific design and technology equipment. The co-ordinator sees this as an area for improvement where design and technology would have its own resources in order to ensure that the subject can be taught effectively.

## **MUSIC**

133. By the end of Year 2 and Year 6 pupils' attainment in music is broadly similar to that expected nationally. Girls and boys attain the same standards. Pupils of all abilities make satisfactory progress in all years. The subject is at a similar level now to that reported in the previous inspection. Few lessons were seen during the inspection, however, from discussions with pupils, the music co-ordinators and scrutiny of the schools website and video tapes, the pupils show satisfactory levels of attainment.
134. Pupils make satisfactory progress across both key stages. By the age of seven good teaching has ensured that pupils have built on the skills developed in the Foundation Stage and Year 1. Most pupils are aware of musical terms at this stage. The co-ordinator for Key Stage 1 provides the music teaching in the key stage. This ensures that pupils have a broad and balanced music programme and that all pupils are enabled to make satisfactory progress. Pupils who are in school performances show a good understanding of musical terms. Singing in assembly is satisfactory although in concerts singing is good.
135. By the end of Year 6 pupils have good listening and appraising skills. Where Key Stage 2 pupils are accompanied by a trained pianist or have good quality singing support from staff the standards are better than when supported by pre-recorded materials. Year 6 pupils understand pitch, dynamics and tempo and can discuss music from other times and places with some insight. Most pupils recognise and can name a range of instruments and know what sounds and moods they can create. In one particularly well taught lesson, in mixed age Year 3 and 4 class, pupils explored timbre and pitch. Pupils responded well and used their voices effectively to create a variety of sounds and rhythms. Breathing exercises prepared them well for the lesson. They were introduced to, and effectively performed a round with eight different sounds. Pupils were enthusiastic and performed well. In another good lesson, Year 5 pupils listened with

sustained concentration and improved the tone, diction and quality of their singing during the lesson. They were also able to create sound pictures using percussion instruments. These pupils also used simple notation and were able to change the pitch and tempo of the sounds.

136. The overall provision for music is good. Teaching is good. The school provides many opportunities for pupils to be involved with music. The school has a year of music display where different aspects of music are displayed and used effectively in lessons, each term having a different theme. Music plays an important part in other areas of the curriculum. In a very good science lesson in Year 4, pupils used percussion instruments to develop their drama and their explanation of the food chain. The school has a variety of visits from musicians and bands, including the steel band from a local secondary school. The school is well supported by the Tees Valley Music Service which provides documentation and direct support to the school through music support teachers. Concerts are an integral part of the music curriculum and of those seen on the school's website appear to be of a good standard. In addition pupils sing to various groups out in the community and there are a number of extra curricular clubs, including choir and recorders which help pupils to improve their skills. The school uses a national scheme of work to ensure breadth and balance in the planning of the music curriculum.

137. The co-ordinators provide good leadership and management in their subject. In Key Stage 1 the co-ordinator takes the majority of lessons and at Key Stage 2 the co-ordinator provides an input and follows this up with a further lesson for the leaders to explore themselves with the class. This provides consistency of teaching and learning across the key stages. The school has a small choir and pupils are involved this year in a singing day at the local secondary school which helps the pupils make the transition from primary to secondary school successfully. The co-ordinators have a clear understanding of the priorities for the development of music from the audits completed by teachers. However, they have not had any time to monitor and evaluate the quality of teaching and this limits the influence they have on raising standards. Assessment in music is at an early stage of development and this restricts the way in which the school can raise standards of attainment and foster the talents of the able musicians in lessons. The resources for music are satisfactory but the co-ordinators are also aware of the need to develop the use of tuned instruments to promote further learning.

## **PHYSICAL EDUCATION**

138. The standards seen in games lessons are in line with those expected of pupils aged seven and 11. Pupils make satisfactory progress. There were no opportunities to observe other aspects of physical education during the week of the inspection.

139. In a Year 2 games lesson, pupils warmed up effectively and knew about the impact of exercise on their heart rate. They moved with increasing co-ordination by running, skipping, hopping and jumping. They knew how to take off and land in different ways. In a Year 3 and 4 football skills lesson pupils were able to dribble, pass and control a ball with increasing accuracy, and a Year 4 games lesson pupils made very good progress in their ability to defend as a team using fielding skills. By the end of Year 6, pupils concentrate in order to control a ball using their feet and are beginning to understand how to use and vary tactics in defence. Pupils know how to compose gymnastics sequences by varying movements, speed and direction. Most Year 6 pupils can swim, with approximately three-quarters on track to swim at least the nationally expected level of 25 metres by the time they transfer to secondary school. During the week of the inspection, Year 6 pupils spent a day at a local football development centre where they made very

good progress in their understanding of a healthy lifestyle, particularly the importance of different food groups and exercise.

140. Teaching is satisfactory overall. There was very good teaching in a few lessons and a lesson where it was unsatisfactory. Strengths in teaching include consistent planning with clear learning objectives which ensure pupils know what they are going to learn and why. When teaching was very good it was because the lesson was well structured with an energetic warm-up followed by very good teaching of skills where the teacher demonstrated expectations clearly. Pupils were then able to use their skills in a challenging, enjoyable and competitive game. Teaching was less effective when pupils were sitting watching others perform for too long. In one such lesson pupils were expected to use tactics during a competitive game, but did not understand what they might be. In this lesson some pupils had far too few opportunities to have contact with the ball because the more physically able pupils passed the ball to each other and because only two teams could play at any one time.
141. All pupils including those with special educational needs have a positive attitude to physical education and most enjoy their lessons. Their behaviour is usually good. They listen carefully, work with a partner or in a small team co-operatively, and work hard to improve their skills.
142. Leadership and management are good. The subject leaders are enthusiastic and well qualified. They have a clear view of the needs of the subject and have identified the strengths and weaknesses clearly. They have identified the need for further training in gymnastics where teachers feel less confident. There is an up to date policy in place and the school follows national schemes of work for gymnastics, dance and games. Swimming is provided for all pupils on a rolling programme. Additional physical education activities are provided after school for those pupils who are interested, which improve pupils' skills. Strong links with the local secondary school have been established through the 'School Sport Co-ordinator Programme'. This has given older pupils the opportunity to take part in trampolining, rock climbing, basketball, volleyball and table tennis.

## **RELIGIOUS EDUCATION**

143. Standards in religious education match those expected of seven and 11 year olds. This is an improvement since the last inspection when standards of seven year olds were below average. It reflects the good planning and teaching in classes, which ensure that many pupils make good progress. Pupils with special educational needs are effectively supported, particularly in the Language Unit, with appropriate tasks and questions to enable them to do well. Teachers are now confident in this subject and plan many activities that pupils enjoy, consequently they are motivated to try hard to do well. This, together with well paced lessons contributes to the good progress seen in religious education. Well planned visits to local churches and a Mandir contribute significantly to pupils' enjoyment of the subject and to their learning. Visitors to the school from the local faith communities, including a priest and a member of the Sikh community, enhance good learning. These occasions provide pupils with good opportunities to ask key questions and find out about the main religious objects associated with each faith. The subject has been effectively developed since the last inspection.
144. By the end of Year 2, pupils have a good understanding of a church, can identify key parts and understand how it is part of the Christian faith. They can ask some fundamental questions of a local priest about his work and are beginning to have some

understanding of the main symbols of Christianity. Pupils have an understanding of the main Christian festivals such as Advent and Easter and are beginning to investigate the main features of Islam. Teachers in Years 1 and 2 use a good range of religious artefacts and photographs to enhance learning. Pupils listen attentively and show respect for different faiths. They are polite and courteous to visitors from the different faith communities. Progress in this key stage is good.

145. In Years 3 to 6 teachers also present a good range of interesting and investigative activities to challenge pupils thinking and learning. By the end of Year 6 pupils develop a satisfactory understanding of the main features of Christianity and the life of Jesus. They can recognise some important Sikh symbols and discuss their importance. Many pupils can recall the main events of the Sikh faith and link this to experiences in their own lives. They can explain some of the main features of Islam and the life of Muhammad. All pupils are involved in their work and want to do well. They listen to the teachers and respond eagerly to the questions posed. Behaviour is always good.
146. The quality of teaching is good. Teachers plan their lessons well and have clear aims for learning that are shared with pupils. Support staff work effectively with individuals and groups. Effective questioning is often used to extend learning and good opportunities are provided for pupils to express their own views. Lessons are closely linked to pupils' own experiences, which supports their understanding and learning. They are particularly effective when the pace is brisk and there are opportunities to review what has been learned at the end of the lesson. Teachers manage their pupils very well and use a variety of activities within lessons to ensure that pupils make progress in their learning. Pupils respect and value different points of view and are encouraged to do this by their teachers. They are always keen and enthusiastic and want to do well.
147. Since the last inspection the subject has been completely reviewed and now has a long term plan for its development. This plan ensures continuity and progression through the key stages and is closely linked to local guidance. National guidance has been used to supplement this local guidance, which has improved planning and consistency. Leadership and management are good. The two co-ordinators provide effective and enthusiastic support and have a clear understanding of priorities and how the subject should develop. There have been good improvements since the last inspection. The use of ICT has yet to be systematically planned across all years and is limiting the current curriculum and opportunities for pupils' investigations. The monitoring of religious education is not in place, consequently the co-ordinators do not have the overview of strengths and weaknesses in the subject that they need if they are to continue to raise standards.