

INSPECTION REPORT

EAST BOLDON INFANT SCHOOL

East Boldon

LEA area: South Tyneside

Unique reference number: 108688

Headteacher: Mrs V. Gasston

Lead inspector: Mr G. G. Jones

Dates of inspection: 22nd - 25th March 2004

Inspection number: 262166

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	177
School address:	Front Street East Boldon Tyne and Wear
Postcode:	NE36 0SW
Telephone number:	0191 536 7292
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs. N. Robson
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

East Boldon Infant School draws its pupils mainly from the Cleadon and East Boldon ward of South Tyneside, but is drawing an increasing number of children from surrounding lower socio-economic wards. The building dates from 1885 but the present infant school was opened in 1967. The socio-economic circumstances of the pupils are broadly above average and the proportion of pupils entitled to free school meals is 1.1 percent, well below the national average. Children's attainments on entry to school are around the average but cover a range of attainment, some of it high. Pupils are generally of white British extraction and there are very few pupils for whom English is an additional language and none at the early stages of support. At the time of the inspection, there were 177 pupils on roll. There were twenty-five pupils with special educational needs, including Down's syndrome and autism. This number of pupils with special educational needs is about average and three pupils have a statement of Special Educational Needs, which is also average. The number of pupils leaving and joining the school other than at the usual times is small. The school was given Beacon status after its last inspection and has received two School Achievement awards. The school has achieved the Healthy School Standard award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
5439	Garth Jones	Lead inspector	Mathematics English
19446	Susan Wood	Lay inspector	
25623	John Edward Cox	Team inspector	Special educational needs The Foundation Stage Information and communication technology (ICT) History Geography Music Science Physical education Religious education
16548	Don Gwinnett	Team inspector	Art and Design Design and Technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

East Boldon Infants is a very effective school and gives very good value for money. Standards are well above average in reading, writing, mathematics and science. The quality of teaching is very good and all pupils achieve very well. The school is very well led and managed and the headteacher continually seeks to raise standards.

The school's main strengths and weaknesses are:

- Standards are well above average in English, mathematics and science by the end of Year 2. The very good quality of the teaching contributes to this.
- Standards are above average in information and communication technology (ICT), music and religious education (RE) by the end of Y2.
- All groups of children achieve very well, including pupils with special educational needs (SEN).
- Provision in the Foundation Stage in Reception is very good overall with very good teaching.
- Pupils' learning, attitudes and behaviour are very good throughout the school.
- Pupils have an understanding of what they need to do to improve because they are set personal targets that they can refer to when working, such as the literacy target cards.
- The curriculum is very good because links are made between different subjects and members of the community share their expertise in extra-curricular activities.
- A formal way of pupils supporting one another and of seeking pupils' views is being developed, to involve pupils more in the running of the school.

Overall, the school's improvement since the last inspection is good. Standards have been maintained generally at a well above average level and improved in some areas. More very good teaching was observed, including in the Foundation Stage, which was good at the last inspection. The points for development have been successfully addressed. There has been significant improvement in provision for music which is now good, in the provision for outdoor play for Foundation stage which is being developed, and in the improved information for parents and the extra-curricular activities, both of which are now very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	A*	A*	A*	A
Writing	A*	A	A*	A
Mathematics	A	A	B	C

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

Similar schools are those with similar percentages of pupils eligible for free school meals.

A means that results were in the top 5 per cent in the country.*

Caution is needed in interpreting the data because of the varying numbers of boys and pupils with SEN in each year group.

Achievement is very good overall for all pupils. Current standards are well above average in reading, writing, mathematics and science. They were lower in mathematics in last year's tests because of differences in the ability of pupils. However, standards in mathematics are now higher because the school has addressed some weaker areas in the subject through a greater focus on applying and using mathematics and modified work to interest boys. Similarly, the dip in results in writing in 2002 was analysed and tackled effectively. By the end of Reception most pupils will have met their early learning goals because of very good teaching. Their achievement is very good but

currently hindered in physical and creative development by the incomplete provision of their own outside play area. Pupils with special educational needs are very well provided for and the school invests in support staff to ensure that pupils achieve very well, particularly in English and in mathematics. Standards are above average in ICT, RE and music.

Pupils' personal qualities are very good overall. Their attitudes and behaviour, and their attendance, are very good. Their spiritual, moral, social and cultural development is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good overall. Teaching is very good in Reception and in Years 1 and 2. In all lessons, teachers manage their pupils very well and this means that pupils can work very well together independently and with a very positive attitude to their work. Support teachers and teaching assistants give very good support and pupils try hard to succeed. Pupils understand about what they need to do to improve, particularly in English where target cards are being used and regularly updated. These are to be introduced in mathematics as part of the school's plan to raise attainment. Teaching and learning are very good in science, with good investigative approaches by all groups of children, and in ICT and RE. The very good links with the nursery help to give a settled start in Reception. Links with the community are very good and enrich the curriculum offered to all pupils, including those with SEN and higher attainers for whom extra support is given one morning a week.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Leadership is very good overall. The headteacher's leadership is excellent. She has a very clear vision and is committed to an inclusive school which maintains standards and makes the necessary steps to improve them further when variations occur. Other key staff also provide very good leadership in their subjects. The leadership provided in the Foundation Stage is very good and contributes to very good teamwork. Management is also very good. Progress is well tracked and teaching is monitored very effectively. The budget is carefully managed and the work of a dedicated, enthusiastic governing body is good. They use their own areas of expertise effectively and have a good understanding of strengths and areas for development. They are training to strengthen their role as a "critical friend" to the senior management. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A minority tended to disagree that the school listened to its views, especially on one issue, but inspectors are satisfied that the school takes full account of parents views before making its decisions. The vast majority of parents are very satisfied with the work of the school and its teaching. They are pleased that their children like the school and with their progress and the good range of activities provided. They feel that their children are encouraged to be independent and work hard. The vast majority of pupils liked being at the school and felt they were made to work hard.

IMPROVEMENTS NEEDED

There are no significant issues for improvement, and all the minor areas for further development had already been fully identified by the management of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is a measure of how well pupils are doing, taking into account their progress and capability.

Achievement is very good in all years, for all groups of pupils, including those with special educational needs. By the end of the reception class most children will have confidently met the expected learning goals. By the end of Year 2, standards are well above average in reading and writing, mathematics and science, and above average in ICT, music and RE.

Main strengths and weaknesses

- Children achieve very well in the reception class so that they confidently achieve the goals expected at the end of the year.
- Standards have remained well above average in reading, writing, mathematics and science since the previous inspection.
- Pupils with special educational needs are achieving very well because of the sustained support they receive in literacy and this year in mathematics.
- Pupils' well above average speaking and listening skills contribute to their general very good achievement.

Commentary

The tables shown in this commentary give average points scores for pupils. Each level in the national curriculum is given a number of points. Pupils are expected to move one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.

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

Standards in:	School results	National results
Reading	18.4 (18.8)	15.7 (15.8)
Writing	17.6 (16.4)	14.6 (14.4)
Mathematics	17.0 (18.4)	16.3 (16.5)

There were 54 pupils in the year group. Figures in brackets are for the previous year

1. There are several reasons why all pupils achieve very well. Most children start school with attainment around the average, but cover a range, some of it high, and firmly consolidate and broaden their skills as they move through the reception class. This is because of the high quality of teaching and provision in the Foundation Stage and as a result, most children will attain all the goals that they are expected to reach in the six areas of learning by the end of Reception.
2. Results in tests at the end of Year 2 are well above average overall. A slight declining trend in overall results until 2003 was halted that year and was not reflected in the challenging lessons seen in Year 2, where standards were well above average. In mathematics, good emphasis is placed on numeracy skills and on more confidence in problem solving. This is to ensure that standards in mathematics do not dip, as they did last year to average against schools with similar free school meals, especially amongst boys. The emphasis placed on writing has led to well above average standards and reading is fluent amongst all groups of pupils within the appropriate ability levels. Standards are above average in music, a big improvement from the

last inspection, because every opportunity is taken to improve provision and training for the subject by a leadership and management team committed to raising standards.

3. Pupils' achievement is very good in ICT because of the success of the school in developing expertise and resources such as the interactive whiteboard and wireless laptops. In RE pupils also achieve very well, sharing the enthusiasm of their teachers.
4. Achievement in a wider sense is particularly high, with children able to tackle difficult tasks beyond those expected for their age, and explain confidently what they are doing, for example in mathematics and science. Here pupils explain how they reached their solution. In science, pupils learn through first-hand investigations and achieve very well. Their skills are developed well in other subjects, such as music.
5. In Year 1 and 2, all pupils, including higher attaining pupils, make very good progress in lessons owing to purposeful adult support and well-matched tasks. The recent introduction of Performance Indicators for Primary Schools (PIP) ensures the school has information to show future progress made as they move through the school. They consolidate their skills at the beginning of Year 1, being challenged with a curriculum in which the skilful use of questioning by the teacher encourages high standards in speaking and listening. Their personal, social and emotional skills are particularly well developed, starting in Reception where their achievement in this area is very good.
6. Overall, roughly 15 percent of pupils, about the national average, have special educational needs (SEN). Pupils with SEN benefit from the extra support they receive in lessons and when withdrawn for extra help from the SEN teacher. Their individual education plans are well written with achievable targets that meet pupils' needs. The achievement of pupils with SEN is very good and matches that of other pupils.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils generally have very good attitudes to their learning and they behave very well. Their personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attendance is very good and they arrive at school in good time to enable lessons to start promptly.

Main strengths and weaknesses

- Relationships are very good and pupils behave very well throughout the school day because of the very good provision for moral and social education.
- The school's very good procedures promote pupils' very good attendance.
- Pupils show very good levels of respect for each other and adults.

Commentary

7. The majority of pupils like coming to school and they enjoy their lessons. They say that their teachers make lessons interesting and expect them to work hard, and that they discover new and interesting information. They listen closely to the teacher and their peers and are eager to answer questions or offer ideas. When working as individuals, in pairs or groups they concentrate hard and organise themselves well. The good role models of all adults in school result in the very good relationships throughout the school. Pupils show respect for the values and feelings of others. They are very polite to visitors and are happy to show their work and talk about their experiences in school. They behave very well in classrooms and around the school building, where movement is organised and calm. There were no fixed period or permanent exclusions in the last school year.
8. The school promotes the importance of good attendance and regularly reminds parents of the importance of regular attendance and the achievement of pupils. Pupils' attendance is very good overall, although the school feels that there are more families taking their holidays during

term time and this is having an effect on the overall rates. The punctuality of pupils is very good and enables a prompt and smooth start to the school day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.0
National data	5.4	National data	0.4

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

- The personal development of pupils is a very strong focus of the school and supported by very good leadership and management, it has developed alongside the increasing inclusiveness of the school. Opportunities are provided for pupils to share and reflect on their work and feelings. Assemblies are a calm and well-structured time to share and think of others. During the inspection they were considering people of different faiths. The school often supports charities, such as the NSPCC or Guide Dogs for the Blind, to raise pupils' awareness of those less fortunate than themselves.
- Pupils know clearly what is right and wrong, the school rules, and that bullying or other inappropriate harassment will not be tolerated by the school. This very positive behaviour has a very good effect on pupils' achievement. Pupils are given responsibilities through the special helpers in the classes. A wide range of opportunities are given to pupils to enable them to appreciate their own and other cultures and the diversity of the wider world in which live. These include the studies on Africa, including music and dance, art work in the style of Rangoli and Mendi patterns, and the taking of 'Rupert Teddy' on holiday with the children, who keep a scrapbook and update his passport, telling where they have been, including places such as Singapore, Scotland and America.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good.

Teaching is very good overall and all pupils learn very effectively. The curriculum is very good and meets pupils' needs, as well as providing enrichment through very good extra-curricular activities. The school cares very well for its pupils and links with other schools and the community are very good.

Teaching and learning

Teaching and learning are very good throughout Years R to 2 and in all subjects inspected except music, where they are good. Assessment of pupils' work is very good.

Main strengths and weaknesses

- Very good preparation, planning and teaching methods ensure that pupils are motivated to achieve very well.
- All staff have very good subject knowledge, which leads to very effective learning by all pupils.
- The much improved use of assessment results in all teachers planning well to meet the needs of all pupils.
- There is an occasional lack of use of support staff in some parts of lessons, which impedes the pace of learning for some pupils.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	23	4	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

11. Many examples of creative and imaginative teaching of a very good standard were seen in the Foundation Stage. For example, in mathematical development children were counting objects on toy boats until they sank. Teaching is very good in all the areas of learning including physical and creative development, where teachers limit the effect of a lack of dedicated outdoor play, despite the school's best efforts to provide it. Teaching is also very good in Years 1 and 2, where numerous examples were seen of pupils working independently and collaboratively. This sense of responsibility contributes to the high standards, and teachers were never seen to have to spend time correcting behaviour. Pupils, including those with special educational needs and higher attaining pupils, are offered tasks that are well matched to their needs, as in the following example:

Example of outstanding practice

Team teaching in an excellent Year 2 English lesson led to very high achievement of all groups of pupils .

This very well prepared team lesson by the class teacher, classroom assistant and a support teacher who targeted high attainers had pace and energy. The objective was to write a story using clear, detailed, sequential writing with good punctuation and interest. During the first part, the support teacher used targeted questions and purposeful discussion about Africa and animal friends and the shape of a story, encouraging everyone to suggest suitable expressions, ideas, adjectives and adverbs. Pupils demonstrated very good speaking and listening skills. The class teacher wrote the pupils' ideas into a writing frame on the board under suitable headings. The classroom assistant helped pupils with SEN to contribute fully. In ability groups, supported by the team of three, pupils worked in pairs, reviewing their choices of animal friends and bursting with enthusiasm as they began to write. Each pupil's writing was a creative three-part story, with rich, exciting vocabulary describing the dark green of the jungle and each animal in turn. The achievement of all groups was very high and the most able produced writing that was full of atmosphere. It was support, teamwork and exact match to pupil needs which produced such quality.

12. Teachers use assessment procedures, which are much improved since the last inspection, very well to track progress and match tasks to the needs of the pupils. Literacy target cards were very successfully introduced into Year 2 with the effect of driving up achievement in all groups of pupils. The targets are reviewed regularly and this good practice is currently being introduced in mathematics. Similarly, PIP records have been introduced into Reception and a sample of children in each year can be tracked back to their initial performance on entry to the school. This is all part of the very effective drive by the headteacher to raise the quality of teaching and learning from the last inspection. Management of subjects is very thorough and effectively contributes to the high level of subject expertise in the teaching. Marking is generally supportive and helpful. This means that pupils have an understanding of what they need to do to improve their own learning. In response to the pre-inspection pupil questionnaire, only a few pupils felt that their teachers did not show them what to do next.
13. Pupils with special educational needs are catered for very well in all lessons. Teachers are skilled at using questioning targeted at specific groups of pupils. This was particularly well executed in a Year 2 mathematics lesson when pupils learnt about subtraction. Pupils achieve very well because they are given work which challenges them but is achievable, and those who find learning most difficult usually have additional support from the teacher or a classroom

assistant, except in some parts of some lessons. A special needs teacher provides well-targeted help in class and in withdrawal groups. The needs of pupils identified by the school as higher attainers are met because teachers plan challenging work for them. Others develop their talents in music and art and design; for example, they performed and recorded a compact disc of seasonal music and designed the cover with pupils from a local secondary school.

The curriculum

The quality and range of learning opportunities is very good, and the school enriches the experiences of its pupils with a very good range of extra-curricular activities in sports and the arts. These have a very good effect on pupil learning. Resources and the accommodation are very good overall.

Main strengths and weaknesses

- A wide range of stimulating and challenging activities is well matched to pupils' needs and increases their confidence and self-esteem.
- Planning is very good and effective links are made between different subjects.
- The provision for pupils with special educational needs is very good.
- The accommodation, despite being an old building, and resources are used very well to support pupils' learning.
- The provision of an outdoor play area specifically for the Foundation stage is not yet complete.

Commentary

14. In the reception class, the curriculum is very rich and stimulating and is well resourced in terms of high quality staffing, accommodation and learning resources. Work is in hand to provide an outdoor play area specifically for the Foundation Stage. Whilst it is not yet complete and this currently limits the physical and creative development of children, it is developing well despite restrictions of space, and staggered playtimes enable reception children to have sole use of the play equipment for a time. This exemplifies the astute way in which very effective leadership and management moves the curriculum forward within the financial and physical restraints it has. Teachers plan activities to develop speaking skills, so that in lessons higher up the school these skills can be developed to a very competent level.
15. In an inclusive and supportive atmosphere, all groups of children throughout the school are given the challenging and interesting curriculum they need. This is a key factor in enabling pupils to attain high standards and achieve very well. Whole-school projects are carefully planned to encourage learning, and the very good links between subjects add considerably to the quality of pupils' learning. In their planning, teachers recognize the different levels of attainment within their classes and plan accordingly so that all needs are met. Mathematics games, story sacks, mathematics sheets and reading books are taken home to enable parents to assist their children's learning. The school also provides pupils with very good opportunities to widen their experiences through extra-curricular activities, now developed to a high order, a big improvement since the last inspection, and including French, top class tennis coaching, and football coaching through Sunderland Football Club. There are also a variety of visitors to the school, including theatre groups and those from other faiths.
16. Provision for pupils with special educational needs is very good. Teachers plan work in all lessons that takes account of their abilities and needs and they are very well supported by teachers and classroom assistants. These staff are very effective and are retained by a well planned use of funds. This allows these pupils access to all areas of the curriculum. They are largely taught with their peers but receive some effective teaching in withdrawal groups to supplement their literacy and numeracy.
17. The historic building, though restrictive in size of site, builds a sense of community and security, with pupils shielded from the main road by a locked gate. The outside areas of the

school are limited in scope but are being developed to form an outdoor play area and at the front a science garden is being developed. Round the playground, well marked out for traditional children's games, there are murals and a trail of "phonemes" to help literacy, cleverly painted by an artist working with the children. Former cloakrooms have been turned into teaching spaces or much needed storage and the small hall is well used as a focus for whole school assemblies and other curriculum activities. The school is well cleaned and kept. Resources, especially those wireless laptops of ICT, where space prevents any development of an ICT suite, are of very good quality and are very well managed. Teachers make good use of them to support pupils' learning, particularly the interactive whiteboard in mathematics and science. Each class has a library because of lack of central space and many children make good use of them. There is also a small central non-fiction library which all classes have access to. The withdrawal room is well stocked and suitable for small group work, such as SEN or Early Literacy Training (ELS) in Year 1, and this raises attainment.

Care, guidance and support

The school provides a very caring learning environment for the pupils where they feel happy and safe. Pupils are given very good support, advice and guidance as a result of the monitoring of their achievements. There are good systems in place to gather the views and ideas of the pupils.

Main strengths and weaknesses

- Pupils' care, welfare and health and safety are very well provided for and they are supported very well as they enter the school.
- Pupils feel confident to approach an adult in the school if they have worries or concerns.

Commentary

18. Leadership and management are very good in promoting high standards of care, welfare and health and safety. There are clear procedures that the school governors have put in place for health, safety and child protection and these ensure that the school provides a very caring and supportive environment in which pupils can learn and develop into mature children. The youngest children are very sensitively introduced to school life as they settle into the daily routines of the school. Systems are in place and followed to ensure the smooth transfer of pupils from other schools mid term. Circle time lessons, where pupils hold discussions about topical issues in support of their personal development, provide an opportunity for pupils to care for each other and the school is developing other formal structures. The adults in school are sensitive to the individual needs of all its pupils and work hard to ensure that they are fully met.
19. The school staff support pupils with special educational needs very well. They are quickly identified and strategies to support their achievement are put in place. Teachers know their pupils very well and maintain lists of pupils whose attainment or behaviour give cause for concern but who are not yet on the register of special educational needs. Particularly good provision is made for any pupil with a disability. Assessment systems, from Reception to Year 2, assist teachers to monitor academic progress and to review targets regularly. The literacy target cards are an effective way of sharing these with pupils and these are being extended to other subjects.
20. Pupils feel confident that adults will listen to their worries and concerns and action will be taken to help them and this is the result of the very good relationships seen throughout the school. Many parents feel the school has a family atmosphere, which enables pupils to feel comfortable discussing any sensitive issues which they may have. Pupils also state that both sides of a disagreement are listened to and then dealt with firmly but fairly and that any bullying or harassment rarely reoccurs. The school effectively gathers the views of its pupils through questionnaires although pupils are not always fully involved in the outcomes and the actions taken.

Partnership with parents, other schools and the community

The school has developed very good links with parents, other local schools and the community.

Main strengths and weaknesses

- Regular and well-presented information is given to parents.
- The very good links have been made with other schools and the community enrich the pupils' experiences and ensure a smooth transition to the next stage of their education.

Commentary

21. Termly newsletters are sent home to parents that keep them fully informed about routines and events in school. Information is also shared on topics that will be studied to enable parents to support with first hand experience and artefacts, which they do often to support the school and their children's learning. A small number of parent helpers are regularly seen in school, helping with cooking and artwork, for example. They are greatly appreciated by the school. Questionnaires are sent home to gather the views of parents. A minority feel their views are not listened to especially about lunches, but inspectors found that the school considers parents views carefully and takes account of them in making its decisions. Parents are invited to join in productions, class assemblies and sports days, which they appreciate. They receive an annual written report, which includes clear information on how they can support their child in the next step of their learning through clear areas for development or targets. This is an improvement brought about by very effective management since the last inspection. There is an open door policy that enables parents to speak to staff throughout the school year if they have queries or concerns. The school has an open house at the start of the school year to enable parents to meet the teacher and to talk informally on how their child has settled and there is a formal parent teacher consultation in the spring term. Opportunity is also given to parents to discuss the written report at the end of the school year. However, a small number of parents would like more formal opportunities to discuss their children's progress. An active and hard working Parent Teacher Association supports the school and raises funds to provide the school with additional resources, such as those for the outdoor area and ICT,
22. The school has good links with the local nursery school and very good links with the junior school. The headteachers meet regularly and policies are often shared to enable continuity in expectations for pupils as they progress to their next stage in education. The school worked with St Wilfrid's Secondary School and Boldon Comprehensive School to produce an impressive compact disc of the children's music. There are opportunities for the children to visit St George's church, Mundles Lane and the local shops for local studies and The Grange, the local residential home for the elderly. They travel to Beamish Museum and West Boldon environmental centre to enrich the pupils' learning experiences. A local author, the police and fire service, the local nurse and grandparents have also visited the school sometimes to read stories or to talk to the pupils about their experiences.
23. The parents of pupils with special educational needs are given suitable opportunities to discuss their children's difficulties and progress with school staff. These can be both informal, in the daily contacts between parents and staff, and on more formal occasions. Examples include the termly consultations for parents, reviews of individual educational plans and at the annual reviews of those pupils who have statements of their special educational needs.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher provides excellent leadership. The leadership of senior staff is very good. Management is very good, and the governance of the school by a dedicated governing body and committed Chair is good.

Main strengths and weaknesses

- The headteacher is committed to continual improvement of the ethos and inclusiveness of the school and attainment of pupils. Her leadership enables senior management and subject co-ordinators to fulfil their roles very well.
- The Foundation Stage is very well led, as are SEN and subjects, and this contributes to the school's overall effectiveness.
- The governors have a good understanding of the strengths and weaknesses of the school and new governors are rapidly developing their knowledge.
- Finances are well managed and the school evaluates its spending carefully.

Commentary

24. The headteacher provides excellent leadership, with vision and practicality, and the commitment she shows to raising standards still further in all aspects of the school's work has contributed to the very good achievement of all pupils and the steady improvement of all the issues raised at the last inspection. She is well supported by all staff in the school and the strong sense of teamwork where all adults, including teaching assistants, work together means that the school has no major areas of weakness for reporting. The school recognizes and addresses areas for improvement such as the use of support teachers and the dedicated play area for Early Years and has planned the further involvement of pupils in the running of the school. The commitment that all staff show to the inclusion of all pupils, including those with autism or Down's syndrome, regardless of background or level of attainment, contributes strongly to the very good ethos. Subject co-ordinators and the headteacher monitor performance in the subjects very well and swiftly address any areas for development, such as music at the last inspection, writing in 2002 and mathematics in 2003. This is a strong feature in maintaining and developing the high standard of teaching. Formal performance management is in place, with appropriate targets linked to the school improvement plan. The deputy headteacher fulfils her responsibilities very effectively, working in partnership with the headteacher.
25. The SEN co-ordinator manages the provision for SEN very well. Regular reviews of individual education plans, written by class teachers, supported by SEN co-ordinator and special needs support teacher, are carried out. The plans are easy to read and follow a common format. The SEN co-ordinator has established very good links with the support services who provide extra help and advice when the school needs it. Analysis of the files of individual pupils with SEN shows that the SEN co-ordinator and teachers monitor the progress of these pupils regularly and give suitable work so that some pupils make sufficient progress to be removed from the SEN register.
26. The governors are also part of the team. They play a good and growing role in the development of the school and are knowledgeable about many aspects of the school, visiting classrooms on a basis agreed with the staff. This does not involve formal monitoring of teaching and learning. The chair of governors has a good understanding of her role and provides good support for the headteacher, staff and school. New governors are actively involved in training, developing their areas of expertise and use of time so that the governing body can provide greater challenge as well as support.
27. Spending decisions focus on raising standards still further. The school manages its budget carefully to retain the good level of staffing. It evaluates its spending to ensure that there are sufficient funds carried forward to keep its effective support assistants and teacher, for the support of pupils with SEN and the most able. Calculations involving free school meals have led to a reduction in the funding for SEN and the school has had to budget for the retention of its support staff at a reduced level.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	461942
Total expenditure	465697
Expenditure per pupil	2631

Balances (£)	
Balance from previous year	26396
Balance carried forward to the next	22641

28. The proportion of the budget that is carried forward includes Beacon School funding for training other schools, and funding to maintain the SEN support. Accounts are properly audited.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Staff work very well as a team to ensure that children settle well into their learning and that all have equal access to the rich range of experiences on offer. Very good leadership and management ensure there is a strong drive for learning and the curriculum is very good. Children's attainment on entry is around the average and they achieve very well in most areas of learning because the teaching is consistently very good. As a result, standards in all six areas of learning are above average by the end of Reception and the majority of children reach the Early Learning Goals and a significant minority exceeds them. Provision for children with special educational needs is very good. Relationships are very good and enable children to work in a happy environment. Very good assessment procedures are in place. Staff know children well and address individual needs. Work is in hand to provide an outdoor play area specifically for the Foundation Stage. However, this is not yet complete and this limits some aspects of the physical and creative development of children. To compensate for this playtimes have been staggered to give Foundation Stage children sole access to the climbing apparatus in the main playground. Resources are very good and of high quality.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children learn how to work and play well together because adults are very good, caring role models.
- Children develop very good self-esteem because adults praise them for their efforts.

Commentary

29. Staff are very caring and children show high levels of concentration in all they do. They show great excitement and interest in their learning. For example, in mathematics, children suggested increasingly difficult sums when learning to add and when counting up to 100. Many children have established friendships, sharing equipment and taking turns; they play very well together in the home corner. Children are sensitive to each other's needs; for example, making room in circle time for a latecomer to sit down. They are aware of their responsibilities in the classroom. This was seen when one boy swept up sand that he had spilled without being asked. Behaviour is very good. Adults have high expectations and children are sure of their boundaries. They follow rules and routines very well, lining up sensibly when moving around the building and responding promptly to the teachers' signals to stop work. Staff praise children and encourage them to applaud the efforts of others. This helps children develop self-esteem and achieve very well. Most children are confident and many happily talk with adults, including visitors. Many children will attain their Early Learning Goals by the end of the reception class because they achieve very well because of very good teaching.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers use very good strategies to develop children's speaking and listening skills.
- Children's writing skills are well above average.

Commentary

30. Teaching is very good. Children listen carefully to adults and this has a very good impact on their learning. Teachers plan activities very well to develop speaking skills. For example, children had to explain what a kitten was for the nursery nurse who pretended that she had lost her memory. In the home corner, children take the part of family members and use language to match the roles they are playing. They handle books correctly, turning pages and following print in the correct sequence. Higher attaining children read their books with few mistakes and read extracts of speech expressively. They recognize a large number of common words and they, and average attaining children, use letter sounds and clues from pictures to help them work out new words. Most children know the difference between fiction and non-fiction books, saying that "One is real, the other is not real." They know that the contents and the index pages help them find information. All children can write their names and the majority write clear, easily read letters and use full stops, capital letters and spaces between words. Higher attainers write up to five sentences with minimal help, for example, when writing about baby animals. Others use lists of words, which most copy accurately, to help them write their sentences. Children achieve very well so that most are on line to achieve the Early Learning Goals by the end of the year.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers continually assess children so that their needs can be met.
- Children achieve very well because teaching is very good and lessons are enjoyable.

Commentary

31. Children are enthusiastic about mathematics because teachers place very good emphasis on mental work and number skills and make learning fun. Consequently, children are keen to do well and try to outwit each other by giving difficult examples when asked to provide sums themselves. Teachers use very good methods to help children learn. For example, they arrange chairs like seats in a bus to help children learn how numbers increase as more people get on the bus. Children are taught to write numbers clearly and know how to calculate using the addition, subtraction and equals symbols. They are made to think hard when teachers vary the way they present problems and develop mathematical language such as *more than*, *larger* and *smaller*. Children count numbers as they fill boats with toy animals until the boats sink. Children show their enjoyment in mathematics when they hide number shapes in the sand tray and try to find them in the correct order. Teachers use questions very well to assess how well children learn and make use of their observations to plan suitable work. Children achieve very well so that most are on line to achieve the Early Learning Goals by the end of the year and a few have achieved them already.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan many opportunities for children to learn about the world through visits to places of interest and inviting visitors to school.
- Teachers make good use of ICT in lessons.

Commentary

32. Teaching is very good and children achieve very well because teachers give them many opportunities to learn about the world around them. For example, the school nurse shows children how their bodies work and children learn how sick people are cared for when they visit the local hospital. They also learn about the culture of the region through listening to elderly residents, staff from the museum at Beamish and by studying historical artefacts provided by the school and parents. Children learn about the culture of others through celebrations such as the Chinese New Year. Children explore plants and colour in the school. Visiting authors explain how they write their stories. Teachers make very good use of ICT in lessons. For example, they use the interactive whiteboard to make lessons interesting and the computer to reinforce children's language and mathematical skills. In addition, pictures taken using the digital camera illustrate children's work and this enables them to develop their listening and speaking skills by talking about them. Children consolidate mathematical skills when they enter commands to make a programmable device follow a set route. Most children will achieve the Early Learning Goals by the end of the year.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children try hard in lessons and achieve well because teaching is very good.
- Children do not currently have enough opportunities to develop their skills in outdoor play

Commentary

33. Children begin to master the arts of throwing and catching because teachers are effective in using imaginative methods. They show a good sense of competition and work well together when they play beanbag relay. Children keep to the rules and try very hard. They run around the hall safely and move well in time to music. Good arrangements are made for children to use climbing apparatus in the playground but they do not have enough opportunities to develop their skills in outdoor play during lessons, which impedes their learning. Children develop an awareness of a healthy lifestyle when they drink milk each day and have fruit to eat. Most children control pencils and pens well when writing to produce legible letters and numbers. They learn to control brushes when painting in the style of artists such as Kandinsky and Mondrian. A few children, however, still find it difficult to cut with scissors. Most control a computer mouse well to move objects about the screen and select tools in drawing programs. Most children will achieve the expected early learning goals by the end of the year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children play very imaginatively motivated by very good teaching.
- Children are currently hindered in fully developing their creativity in outdoor play.

Commentary

34. A good range of play and activity areas in the classroom is very well managed by the teachers and stimulates children's imagination. The home corners follow the topic of farming, representing farmhouses and shops. Children play well in small groups, taking the part of members of families and learn very well. They use paint spontaneously to paint their own

pictures. Children develop their imagination when they use boxes to make shelters for animals, use soft materials to make birds' nests and make Christmas decorations. In the sand and water trays, children achieve very well as they devise their own games and make them more difficult by adding more elements. Children use construction kits well. For example, they connect plastic strips together to make a metal detector and build farms from blocks. Most children will achieve the expected early learning goals by the end of the year.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching is very good overall and as a result pupils' achievement is very good so that standards are well above average by the end of Year 2.
- The subject is very well led and pupils' progress is carefully monitored, with selected tracking right through the school
- The love for literature, stories and factual writing and reading supports pupils in their wide range of different writing activities,
- Pupils know what they have to do to develop their writing skills, using recently updated literacy target cards, but more opportunities could be taken for demanding the same level of writing skills in some other subjects.
- Teachers develop the pupils' speaking and listening skills, encourage reading and the enjoyment of books and develop literacy skills in other subjects.

Commentary

35. There are several reasons why standards in writing and reading are high throughout the school and have been maintained with occasional fluctuations, since the last inspection. The leadership and management of English are very effective. The co-ordinator monitors planning and the headteacher monitors teaching and learning, together ensuring high standards. Teachers have given and received professional training in the teaching of writing as a result of their Beacon status. Pupil records and selected tracking of pupil attainment have been introduced and all pupils in Years 1 and 2 now have regularly updated literacy targets to help them raise standards. As a result, pupils achieve very well. The school has taken very successful steps to raise standards in writing after a slight fluctuation in results in 2002 and now is planning to narrow the gap between reading and writing. The school has modified its use of the National Literacy Strategy to give time for extended writing one day a week. Another positive feature is the improvement in the quality of teaching and learning which is now very good. There is very good teamwork amongst the staff, who know their pupils well, and the support staff are effective and well trained professionals.
36. A very good feature of lessons seen in Years 1 and 2 is the way teachers share the learning intention at the start of each lesson, in written form, and also the success criteria by which to know if the objective has been achieved. Consequently, the pupils know what they are expected to learn. A key feature in all of the lessons is the way pupils were encouraged to answer challenging questions. For example, Year 1 pupils responded enthusiastically in inventing questions for the Giant in Jack and the Beanstalk. The teacher used drama techniques to test out their ideas, bringing out some expressive vocabulary which children were able to use in their writing.
37. Pupils regularly read individually to adults, both at home and at school, and this is a key feature leading to high standards. The home/school contact book provides for a useful dialogue that helps pupils make progress. The school's ethos is strongly focused towards reading and

writing, with stimulating displays in all classes, and the school encourages reading at home with story sacks and reading commentaries for parents and carers.

38. Teachers use assessment very well to check pupils' reading, writing and spelling skills and this is another factor leading to very good achievement. Their assessments are recorded and used to set the targets pupils are expected to achieve. These are regularly reviewed. Marking is supportive and encouraging, helping pupils to celebrate their achievement as well as knowing what they need to learn next.

Language and literacy across the curriculum

39. Literacy has been developed through pupils using their writing and their speaking and listening skills to support work in other subjects, such as journals and diaries. In history, pupils write about famous people; in religious education, they argue a case very well and in science, pupils record the results of their investigations. Information for writing work is researched efficiently in Year 2 in ICT, for example, when writing about African animals for a story. Teachers make good links between subjects. However, more opportunities in humanities could be used to develop and practise extended writing of different kinds.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching is very good and, as a result, achievement is very good - standards are well above average by the end of Year 2.
- Good emphasis on problem solving means that pupils can explain their strategies well and share them with each other.
- The subject is very well led and features strongly in the School Improvement Plan (SIP). Pupil progress is carefully monitored.
- Numeracy skills are developed well in other subjects, such as science and design technology.

Commentary

40. There are several reasons why standards remain high despite fluctuations in test results. The co-ordinator provides very good leadership and management and has closely monitored standards in partnership with the headteacher. Any areas of potential weakness have been swiftly addressed. Recent school testing and the quality of pupils' work show the present standards in Year 2 to be well above average. For example, the school has looked at teaching methods for applying and using mathematics (AT1) and methods of capturing the interests of boys to ensure that the needs of all pupils are met and all pupils are subsequently achieving very well. Support teaching in mathematics has been introduced and has an impact on the achievement of lower attainers.
41. The teaching staff work very effectively and know their pupils and subject very well. This means that all pupils have tasks that are well matched to their level of attainment, guided by the use of assessment and the tracking procedures. Mathematical targets have been introduced. Classrooms and classes, and support staff, are very well managed, especially during the main mathematical activities, although in the shared sessions, sometimes, pupils are kept sitting for too long. The very good quality of the teaching and learning is another positive feature, and a similar picture to the previous inspection.
42. A strong feature of the lessons seen was the way that pupils were encouraged to explain their strategies for arriving at a solution. For example, a pupil in Year 2 explained different methods of adding complicated numbers and explained his preference. Consequently, other pupils are

always learning and sharing new strategies, and are very quick and retentive in their oral work at the beginning of lessons. Pupils in Years 1 and 2 display a good knowledge of number calculation as well as problem solving and regularly demonstrate their prowess in lessons, for example when estimating relative sizes and then checking their results. Teachers use new resources well, from number fans to interactive whiteboards, and both boys and girls are fully involved in the practical use of both these and the other resources in the classrooms. They take appropriate work home with them to enable parents to support their progress in mathematics. In two lessons in Year 2, pupils demonstrated well above average ability in understanding division and sorting into groups, and all groups of pupils were involved, from the most able to those pupils with SEN.

Mathematics across the curriculum

43. Numeracy has been well developed in other subjects, so that in a science lesson, for instance, pupils were confidently recording data, using estimates and measurements to make comparisons between the various types of wheeled trucks they had designed in design technology. In an ICT lesson, mathematical skills were being used at a high level.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 2.
- Pupils learn very well because they carry out investigations with confidence.
- Adults support pupils well but teachers do not set pupils targets in their marking.

Commentary

44. The high standards in Year 2 have been maintained since the previous inspection. Pupils learn very well because they carry out many investigations and teachers are knowledgeable and enthusiastic about science. Pupils achieve very well in science because teaching is of a high standard.
45. In a very good lesson in Year 1, the teacher's enthusiasm was communicated to pupils. They were given challenging work to look at two plants, one healthy and one unhealthy, and say what differences they noticed. Pupils were expected to draw the plants carefully and responded well to the teacher's reminder "We are scientists, not artists." This led pupils to look closely at the plants and explain what they saw, guided by well focused questions from the teacher. Pupils were introduced to recording their observations in tables and good links were made to mathematics when they measured the plants. Pupils achieved very well in learning what plants need to be healthy. They learned the skills of making tests fair when they set up experiments to grow their own seeds.
46. In Year 2, pupils developed their scientific skills when using models made in design and technology lessons to investigate how some shapes move more easily across surfaces than others. Pupils worked in teams using a board to create a slope. They predicted how far the shapes would travel and recorded their results. Pupils were enthusiastic and eager to make predictions. Most were able to carry out the investigations unaided but help was readily given to those who needed it. Pupils learned well because they were well motivated by using their own models and they found the work exciting. The teacher used her good subject knowledge and consequently was able to answer pupils' questions and suggest ways of working.
47. Leadership and management are very good. The school has adopted a commercial scheme to support work in science and this has a built-in system of assessment, which complements the pupil tracking system recently introduced by the school. Consequently, teachers are able to use

their assessments to match work to the needs of pupils. Analysis of pupils' work shows that it is marked regularly and teachers give praise for good work and support those having difficulty. However, teachers do not set pupils targets for improvement. The success of each topic is assessed and the school is building up a portfolio of pupils' work to help teachers make more accurate assessments. The quality of teachers' planning, teaching and learning is regularly monitored by the co-ordinator and headteacher.

INFORMATION COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Leadership and management of the subject are very good.
- The school is very well equipped and very good decisions have been taken about the use of resources.
- Standards are above average and pupils' achievement is very good.
- Teaching is very good and pupils' attitudes to the subject are very good.

Commentary

48. Standards are above those expected in Year 2. This shows that standards have been maintained since the previous inspection. The school is better equipped now than at the previous inspection and teachers have benefited from training. They have embraced the use of interactive whiteboards and use them extensively to teach whole class groups. The introduction of laptop computers connected to a wireless network system has given the school greater flexibility in the way lessons are planned. The co-ordinator is ambitious for the school to raise standards and improve provision further.
49. Pupils thoroughly enjoy working with computers. By the end of Year 2, pupils know that computers can be used to search very quickly for information and that they have advantages over books. They know how to find information using CD ROMs and the Internet. For example, pupils are able to select the program they want to work on and were able to search alphabetically to carry out their research on elephants and lions. They are able to move through information quickly using the scroll bars. In Year 1, very good teaching showed pupils how to gather and use information to make pictograms of hair colour. They then went on to record information about favourite party foods, pets and eye colour and presented the information in other ways such as tick charts.
50. Pupils are able to work out questions to find information from the charts, which they then print and save. Pupils thoroughly enjoy working on computers. They work quickly, concentrate very well on their work and help each other very willingly. Pupils in both Year 1 and Year 2 work confidently on computers and are achieving very well. They benefit greatly from being able to use the interactive whiteboards.
51. The leadership and management of the subject are very good. The co-ordinator is very knowledgeable and provides helpful advice and support for her colleagues. Support staff have received training in using ICT. The co-ordinator has produced a clear analysis of strengths and areas for development and is carrying out an audit of staff skills and developing a system of assessing pupils' progress. Very good decisions have been taken about managing the use of ICT. There is no room for an ICT suite and the school made the decision to use a wireless network system with laptop computers. This gives great flexibility as the computers can be moved from room to room as needed. A technician shared with four other schools maintains the computers.

Information and communication technology across the curriculum

52. Extensive use is made of ICT across the curriculum. Teachers constantly use interactive whiteboards in other lessons and prepare multi-media presentations to make their lessons easily understood and interesting. Mathematics and English lessons are particularly well supported by the use of ICT. In geography, pupils find out about Africa using CD ROMs and the Internet. They use drawing programs to produce pictures in the style of the French painter, Monet.

HUMANITIES

Religious education was inspected in full and is reported below. History and geography were sampled.

53. In the one geography lesson seen in Year 2, teaching was very good. Pupils learned about the differences between the climates of rainforests and deserts. Working in groups, they had to decide what items they would have to take with them as explorers. Very good learning took place because pupils had to justify their choices. Some of their answers showed good thinking. For example, one group argued that a peaked cap would be more use in a rain forest than an umbrella because it would keep off the rain but not get caught on the trees. Good use is made of ICT to support lessons. Displays in the classrooms add to pupils' learning. They contain many artefacts supplied by the school and parents which show African crafts and art. Parents are involved in contributing to pupils' learning when pupils go on holiday. They take a small bear with them and keep a record of where they take the bear. Pupils identify places visited on a map when they return. The bear in one class is particularly well travelled. He has his own passport bearing customs stamps from places as varied as Canada, the United Arab Emirates and Singapore. In Year 1, pupils describe their own homes and learn about the differences between detached and semi-detached houses.
54. Very good links are made between geography and history. For example, the study of Africa extended to pupils learning about David Livingstone and Nelson Mandela. Pupils study explorers in other parts of the world. When they learned about the race to the South Pole, pupils considered the equipment taken by Scott and his rival, Amundsen. Some concluded that Amundsen was successful because he used huskies to carry equipment whereas Scott used ponies. Pupils study life in East Boldon in days past and compare it with the present time. They learn that they can get information by talking to elderly residents, from pictures and writing in books and by using ICT. Pupils compile booklets showing what school was like about 100 years ago. They get a sense of the passage of time when they compare their school buildings with the more modern junior school, and look at present day London compared with the city at the time of the Great Fire.
55. While teaching seen was very good, work in pupils' books suggests that teachers do not insist on as high standards of presentation in geography and history as in other subjects. Work is often carelessly presented and some is not completed, and opportunities for literacy across the curriculum are not always taken.

Religious Education

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

Main strengths and weaknesses

- The school's religious education curriculum impacts very well on school life and pupils achieve very well.
- Pupils' knowledge, the views they express and the moral beliefs they hold show an understanding which is very good.

Commentary

56. Pupils are knowledgeable and remember well what they have been taught. They can argue a moral point such as the quality of being a good friend, which was explored in a very good and lively lesson in Year 1, using the story of *Shrimp* as a starting point. The well prepared questions, the examples taken from around the school and the practical activity of assigning positive and negative cards all combined with the good listening role of the teacher to make it a very good lesson. Pupils argue a viewpoint confidently in groups, encouraged by the high expectations of the teacher. The clear displays, such as that on Divali and Judaism, and the work in books cover topics very well from the locally agreed syllabus. Pupils are attentive, active participants in lessons, explaining what it means “to feel good inside,” Standards are above those expected in the locally agreed syllabus and have been maintained since the last inspection.
57. Pupils learn very well in school assemblies, helped by splendid artefacts from other faiths, especially the Torah which prompted expressions of awe when unrolled. Visitors to the school from local churches and other faiths enrich the curriculum very well. The achievement of all groups of pupils is very good, and they show understanding of religion, “When we talk about God,” as one Year1 pupil said, and of moral issues such as friendship, Topics are linked very well with other curriculum areas such as literacy and Circle Time. Teaching and learning in lessons are very good, with very good planning and teachers in command of their subject, asking searching questions and expecting clear answers. Pupils behave very well as they respond to the enthusiasm and clarity of the teaching. The subject is very well led and managed to provide pupils with an experience of religious education which is positive and helps their spiritual understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music is reported in full. Art and design, design technology and physical education were sampled.

58. In **art and design**, pupils show their enthusiasm for bold, colourful art in their displays and in their work, from the fabric painting inspired by Van Gogh to the African influence of the large elephant sculpture. Standards vary from the average to the intricate, as in spray paint work to draw faces and pictures. ICT is used effectively to produce pictures in the style of Monet. Children use a range of two- and three-dimensional materials, paint, pastel, collage and ICT and there has been an effective use of artists in residence. Pupils are encouraged to experiment by supportive teaching and art work is used to brighten up the building and to convey information –as in the displays of religious faiths. However, throughout the school, there is insufficient three-dimensional work on display. In the art and design lesson observed in Year 2, the teaching was very effective in encouraging pupils to make creative use of resources already laid out on the tables. From these the pupils showed good independent learning skills as they worked in groups to produce masks and other African artefacts, including some interesting designs carved into wood. It was a good mixture of art appreciation and of making art.
59. On display in the school are examples from a **design and technology** musical instrument project. Linked with the African theme and using research from a computer encyclopaedia, pupils in Year 2 had made shakers and instruments. All groups had been involved in this achievement and used relevant questions in their evaluation such as “Can it be plucked?” There was evidence of design but without measurements or how to make the instrument stronger to suit the purpose. In the lesson observed in Year 2, pupils were using a design for a truck in which each group had fixed their chosen design of wheels – squares, triangles, circles etc. In groups the pupils designed and constructed their own trucks using these materials, and showed good skill in handling the media and a clear understanding of the process. The mixture of the practical and the theory (to be tested in science) created an effective learning outcome.

60. In the one dance lesson seen in **physical education** in Year 2, teaching was very good. During a very good warm-up session, pupils listened carefully as the teacher played a selection of African instruments such as the kubasa and moved in ways suggested by the rhythm. When they subsequently listened to music depicting gold miners travelling to and working in the mines, pupils used their imagination very well to interpret the music. They matched their movements very well to the music. Pupils were able to improve their performance because the teacher gave them the chance to watch each other at work and identify good points. For example, pupils showed they were working for nothing by turning their pockets inside out.
61. Pupils have good opportunities to extend their learning through coaching and outside clubs. They take part in dance and gymnastic clubs. A visiting coach from a local tennis club gave high quality coaching during which pupils showed good ball and bat skills. Pupils have had training from coaches from Sunderland Football Club. Many pupils took part in a recent dance workshop.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Teachers' planning is good and they have high expectations for pupils' learning.
- Relationships are very good.
- Pupils enjoy the lessons and behave well.

Commentary

62. Standards in Year 2 are now above average and this represents good improvement since the previous inspection.
63. Teachers plan work carefully. They have high expectations of what pupils can achieve both in terms of music and the way they behave while they are playing. Because teachers make the lessons fun, pupils enjoy their work, their behaviour is very good and they achieve well. Relationships are very good.
64. In Year 1 pupils used instruments to compose sounds to accompany the story of *Jack and the Beanstalk*. The teachers made very good use of the good resources to provide a wide range of percussion instruments for pupils to choose to represent the deep voice and heavy footsteps of the giant. Pupils matched the sounds of a xylophone well to the climbing of the beanstalk. They kept the rhythm of the music going well and showed good understanding of what is meant by high and low pitch. In Year 2, pupils used instruments well to represent different types of weather. For example, pupils rolled a rain stick gently to imitate a gentle breeze and shook it vigorously to represent heavy rain. Pupils work very well together and behave sensibly when trying out instruments because the teacher makes them responsible for their own behaviour, telling them to pick a partner they know they can work with. Good links are made with design and technology lessons when pupils choose instruments that they have made themselves. Pupils sing in tune when repeating parts of a song sung in English and Gujarati and when singing in assembly. Pupils celebrated their above average standards in music by making a compact disc of seasonal music. The subject is well led and managed and has been supported by resources and training as a priority by the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

65. The school plans very well for personal, social and health education, including talks and visits by the school nurse. Makaton sign language is used in the school to develop the inclusiveness of its personal and social education. Teachers listening to pupils in registration time and in lessons ensure that their views are respected as part of the school community. The deputy headteacher provides very good leadership. She has introduced circle time in the school and, together with the head, is reviewing the current timetable to see if more curriculum time can be devoted to it.

66. The very caring school ethos supports pupils' personal development and the use of circle time provides good opportunities to share feelings and to discuss different topics, such as the one on "who to go to if we are worried" in Year 1. This very good lesson with its supportive and encouraging tone helped pupils to talk confidently, contributing to their literacy, and to have respect for themselves and each other. Carefully handled questions by the teacher enabled pupils to re-apply their prior knowledge. As pupils get older, teachers give them increasing responsibility, preparing them very well for the next stage of their education. By the end of Year 2, the pupils are very confident and independent for their age, able to express their views and ask appropriate questions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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