

# INSPECTION REPORT

## **CARVILLE PRIMARY SCHOOL**

Wallsend, Newcastle-upon-Tyne

LEA area: North Tyneside

Unique reference number: 108592

Headteacher: Mrs M Moore

Lead inspector: Mr A Margerison

Dates of inspection: 23 – 26 February 2004

Inspection number: 264282

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	274
School address:	The Avenue Wallsend Tyne and Wear
Postcode:	NE28 6AX
Telephone number:	0191 200 7236
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Appropriate authority:	The governing body
Name of chair of governors:	Mr B Springthorpe
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

This larger than average school is situated in a residential area of Wallsend. At the time of the last inspection, the school was a First School catering for pupils up to the end of Year 4. The school was re-designated in September 2002 as a primary school as part of a local education authority reorganisation. As a result, there have been significant changes in staffing, including the appointment of a new headteacher as teachers have joined the school to accommodate the increased numbers of pupils. A number of staff have left to move on to new positions. There are now 274 pupils on roll aged from 3 to 11 years, but this includes 28 children who attend the nursery on a part-time basis. Most of the pupils come from the area close to the school which is mainly local authority owned housing. However, more than 40 per cent of pupils live in a neighbouring local authority. When children start school, their attainment varies from one year to another, but overall it is below that which is typical for their age. It is well below that expected in their personal and social development. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils with special educational needs is broadly average overall, but varies considerably from year to year and is above average in Years 1 to 3. Most of these pupils have general learning difficulties, but a few have speech and language problems and a small number have emotional and behavioural difficulties. The number of pupils with a Statement of Special Educational Needs is average. The number of pupils who join and leave the school is above the national average. Virtually all pupils are of white British origin and very few pupils have English as an additional language. In 2002 the school was awarded the School Achievement Award, in 2003 retained Investor in People status and gained the Healthy Schools Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21666	Mr A Margerison	Lead inspector	English
			Modern foreign languages
			Geography
			History
			Special educational needs
			English as an additional language
19443	Mrs N Walker	Lay inspector	
2041	Mrs V Reid	Team inspector	Science
			Information and communication technology
			Music
			Foundation Stage
18037	Mr A Smith	Team inspector	Mathematics
			Art and design
			Design and technology
			Physical education
			Religious education

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school that provides good value for money.** Due to good teaching pupils achieve well. It is well led and managed by the headteacher, governors and key staff.

The school's main strengths and weaknesses are:

- The headteacher is an excellent role model for staff and has a very clear vision for the school based on very effective analysis of data and self-evaluation procedures.
- The school's excellent ethos, based on high aspirations for pupils, is threaded throughout the fabric of the school so pupils develop very positive attitudes to learning.
- Pupils achieve well in nursery and reception classes and in Years 3 to 6.
- Teachers' planning is good and they have high expectations of pupils.
- The role of subject leaders in monitoring and evaluating the quality of teaching and learning in subjects other than English and mathematics is not systematic enough.
- There are no whole school procedures for assessing and tracking the progress pupils make in subjects other than English and mathematics in Years 3 to 6.
- Pupils are not provided with enough activities in lessons to practise and use their writing and information and communication technology (ICT) skills.
- The information provided for parents on the work of the school and the progress their children are making is unsatisfactory.

The headteacher took over the school shortly before the school was re-designated as a primary school in September 2002. Since then she has forcefully led the introduction of a full primary curriculum to cater for pupils up to Year 6. A new senior management team has been formed that is leading the school very well with a clear foci on raising standards. These are now beginning to rise. Although many of the findings of the previous inspection are not relevant to the current context of the school, the key issues identified have been tackled effectively. Data analysis is now an integral part of the school's self evaluation procedures in English and mathematics. The accommodation for all pupils, including the provision for physical activity in nursery and reception has improved well.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	n/a	n/a	E	E
mathematics	n/a	n/a	E	E
science	n/a	n/a	E*	E*

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

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

**Pupils achieve well.** Children achieve well to attain the expected levels in their communication, language, literacy and mathematical and physical development by the end of reception. Children achieve very well in their personal development from a low starting point to attain the expected standards. In the 2003 national tests for pupils in Year 2, the school's results were well below average in reading and mathematics, and below average in writing. However, when compared to similar schools the results were average in reading and mathematics and above average in writing. Inspection evidence shows that in Years 1 and 2, pupils achieve satisfactorily. However, due to the above average proportion of pupils with special educational needs in the current Year 2, standards in reading, writing and mathematics are below average. Standards are below those expected in ICT. In the 2003 national tests for pupils in Year 6, results were well below average in English and mathematics and in the bottom five-per cent nationally in science. However, this was due to an above average proportion of pupils with special educational needs and an above average proportion

of pupils who joined or left the school during Years 3 to 6. Due to good teaching, current pupils in Years 3 to 6 are achieving well to attain average standards in English and mathematics. Standards are above expectations in science and French. In ICT, religious education and physical education standards are in line with those expected. Insufficient evidence was available to make secure judgements on any other subjects.

**Pupils' personal qualities, including their spiritual, moral social and cultural development are good.** Pupils have very positive attitudes to school and behave well. Attendance is below average, mainly due to illness, but pupils are punctual to school. Pupils develop a strong sense of self confidence and learn to respect and value each other, but there are not enough activities threaded throughout the school to ensure they develop a broad appreciation of cultures and traditions other than their own.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching is good overall.** It is good in nursery and reception and Years 3 to 6. Teaching is satisfactory overall in Years 1 and 2, but a significant proportion of lessons seen during the inspection were good. Throughout the school, teachers have very high expectations of pupils' behaviour so lessons are calm and orderly. Teachers have good subject knowledge and plan lessons well. As a result, most lessons are brisk, which captures pupils' interest and teachers use questions effectively to involve pupils in lessons. However, there are not enough planned activities in other lessons for pupils to use their literacy and ICT skills. In nursery and reception, support staff make a very important contribution to the progress children make and work closely with teachers. Assessment procedures are good in English and mathematics in Years 3 to 6 and the information is used well to set targets and to track the progress pupils make. There are no similar formal procedures in Years 1 and 2 or in other subjects to help teachers track pupils' progress or to involve them in the setting and review of their own learning targets.

The curriculum is good. Provision for pupils' personal, health and social education and for those with special educational needs is good. The school has good procedures for pupils' guidance, care and welfare. The school has established good links with the community and other schools. However, the information parents get about the work of the school and the progress their children are making is unsatisfactory.

## **LEADERSHIP AND MANAGEMENT**

**The school is well led and managed.** The headteacher leads the school very well and sets an excellent example for staff and pupils. Her very clear vision for the school is based on very effective evaluation of its own performance. She is very well supported by senior managers and well supported by governors. Together, in a short time, they have transformed the school from a First school to a Primary school and created an excellent school ethos. Quite rightly they have focussed integrating a new staff into a coherent team and on raising standards and the quality of teaching in English and mathematics. Leadership in these subjects is very good. However, as a result, there has been no time to develop systematic procedures to make sure that other subject leaders are able to evaluate standards, teaching and learning in their subjects. This is identified as a priority in the school improvement plan. Management, particularly in staffing and financial matters is good.

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

Parents have a high opinion of the school and its work. They hold the headteacher in very high regard, consider the teaching to be good and really value the support it provides for pupils. Pupils feel very positively about their school and enjoy taking part in lessons and activities

## **IMPROVEMENTS NEEDED**

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

- Provide time for all subject leaders to monitor and evaluate the quality of teaching and learning in their subjects.
- Introduce whole school procedures for assessing and tracking the progress pupils make in subjects other than English and mathematics in Years 3 to 6.
- Ensure that teachers' planning consistently identifies activities for pupils to use their literacy, and ICT skills in other subject lessons.
- Review the quality of the information provided for parents on the work of the school and the progress their children are making.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement throughout the school is good. From a below expected starting point when they begin in nursery, children achieve well as they move through the nursery and reception classes and in Years 3 to 6 to attain average standards by Year 6. Achievement in Years 1 and 2 is satisfactory.

#### Main strengths and weaknesses

- Pupils achieve well in English, mathematics, science and ICT in Years 3 to 6.
- Children in the nursery and reception classes make very good progress in their personal and social development and good progress in their language, physical and mathematical development
- Standards in science and French in Year 6 are above those expected.
- Standards in English, mathematics and ICT are below those expected in Year 2 and are below expectations in writing in Year 6.
- Pupils with special educational needs and those identified as gifted and talented achieve well.

#### Key Stage 1

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

Standards in:	School results	National results
reading	13.9 (14.4)	15.7 (15.8)
writing	13.8 (13.1)	14.6 (14.4)
mathematics	14.5 (15.1)	16.3 (16.5)

*There were 31 pupils in the year group. Figures in brackets are for the previous year*

#### Key Stage 2

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

Standards in:	School results	National results
English	23.4 (n/a)	26.8 (27.0)
mathematics	23.7 (n/a)	26.8 (26.7)
science	23.7 (n/a)	28.6 (28.3)

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

#### Commentary

1 The school's results in national tests for pupils in Year 2 have been consistently below average when compared to all schools and the trend has been below the national pattern. The falling trend against all schools does reflect the gradual increase in the proportion of pupils with special educational needs in different years groups. For example, in the 2001 group when results in writing and mathematics were average, there were only five per cent of pupils with special educational needs. This figure rose in 2003 to over 20 per cent and in the current Year 2 group it has risen again to 28 per cent. However, when compared to similar schools the results have generally been at least average and the school's success was recognised in 2002 with the awarding of the School Achievement Award. This pattern continued in 2003 when the schools' results were well below average in reading and mathematics and below average in writing when compared to all schools.

When compared to similar schools the results were average in reading, above average in writing, but below average in mathematics. However, due to the low number of pupils in the year group, this was the equivalent of one pupil not attaining the expected level and therefore is not significant.

2 2003 was the first year that the school had entered pupils in the national tests in Year 6 following the reorganisation. The school was disappointed in these results that showed standards in English and mathematics were well below average and in the bottom five-per cent nationally in science. However, this group included an above average proportion of pupils with special educational needs and an above average proportion of pupils had joined or left the school during Years 3 to 6. Those pupils who had been at the school throughout and did not have special educational needs made satisfactory progress in writing and mathematics, although their progress in reading was below that expected. Pupils with special educational needs made good progress overall.

3 Inspection evidence confirms parents' opinion that pupils make good progress. Although attainment is below that which is expected when children start in the nursery, they achieve well throughout the nursery and reception classes. This is due to skilled teaching that focuses on developing their basic skills so they attain the expected levels for their age by the end of the reception year. This is particularly the case for their personal skills, in which they achieve very well. Due to skilled teaching by the staff who provide a broad range of activities that encourage and promote children's independence and social skills, they make rapid progress. The good start children get in nursery in language development is built on effectively in the reception class so that children's basic literacy skills develop well and they achieve well. A similar emphasis is placed on developing children's basic number skills so that they achieve well to attain standards by the end of the reception year in line with the expected levels for their age. In their physical development, children achieve well to attain the expected levels for their age. Due to insufficient evidence it was not possible to make a judgement on children's creative development or their knowledge and understanding of the world.

4 In Years 1 and 2, pupils make steady progress, consolidate and reinforce their basic skills. In Year 2, due to the high numbers of pupils with special educational needs in that group, standards in reading, writing and mathematics are below average. Achievement in English and mathematics is satisfactory. There is no one factor that contributes to the difference in achievement in Years 1 and 2 when compared to Years 3 and 6, but it is linked directly to the more consistent teaching in Years 3 to 6 where there are more experienced teachers. However, pupils, including those with special educational needs, achieve well in speaking and listening so standards, particularly in their listening skills are broadly in line with those expected. They listen attentively to their teachers and each other. When they are prompted by teachers, higher attaining pupils extend their answers to questions and contribute their own ideas to discussions. In science, teachers place a strong emphasis on developing pupils' investigative skills and so pupils achieve well and most are attaining the expected standards for their age. However, although pupils' achievement is satisfactory, in ICT standards are below those expected. This is mainly because until recently pupils have not been consistently taught the key skills due to poor resources. However, the introduction of the computer suite has rectified this deficiency and standards throughout the school are beginning to improve.

5 Inspection evidence shows in Years 3 to 6 pupils are achieving well as effective teaching ensures that pupils consolidate and develop secure reading and number skills. As a result, standards are improving and in the current Year 6 are in line with those expected in English and mathematics. Standards in speaking and listening are above those expected due to the strong emphasis teachers place on involving pupils in discussions in lessons. Standards of writing are below those expected; although pupils have a secure understanding of grammar, punctuation and spelling, their handwriting is not developed consistently. This results in too few pupils writing in joined up script in Years 3 to 6. Their ability to express their views and opinions through their writing is limited. Standards in science are above average due to the continued focus on developing pupils' investigative skills so that they learn to think as 'scientists' and apply their knowledge and understanding. Standards are in line with those expected in ICT, religious education and physical education. Insufficient evidence was available in any other subjects to make judgements on

standards or achievement. Pupils with special educational needs achieve well. Those pupils who are identified as being gifted in Years 5 and 6 in mathematics make good progress due to specific teaching arrangements in school and support from the local authority initiative based in a North Tyneside secondary school.

**Pupils’ attitudes, values and other personal qualities**

Pupils’ personal qualities are good. Pupils’ attendance is below average, but their punctuality is satisfactory. They have very positive attitudes to school and behave well. Pupils’ spiritual, moral, social and cultural development is good.

**Main strengths and weaknesses**

- Pupils are very interested in school and are very keen to be involved in all the activities it offers.
- The school stimulates in pupils an extremely strong desire to learn and develops their self-knowledge and belief very effectively.
- Relationships between pupils are good and they have a good respect for each other’s feeling, values and beliefs.
- Children in nursery and reception classes achieve very well in their personal and social development.
- Pupils develop a good understanding of their own heritage and local culture, but do not develop a good enough understanding of cultures and traditions other than their own.
- Pupils’ attendance is below average, mainly due to illness.

**Commentary**

**Attendance**

6 Although attendance is below average few pupils are late to school and the majority of parents and pupils agree that they enjoy coming to school. Most absence is due to illness. However, the school does not encourage such absence and involves the local education authority officers as needed to follow up the few persistent absentees. It has good procedures to encourage and promote attendance using certificates and rewards. Most pupils are punctual to school. The Breakfast Club has improved the punctuality of a few pupils who were previously persistently late.

***Attendance in the latest complete reporting year (92.9%)***

Authorised absence		Unauthorised absence	
School data	7.00	School data	0.1
National data	5.4	National data	0.4

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

7 The headteacher has placed a very high priority on developing an ethos in the school that places the personal development of pupils at the very centre of all it does. There is a sophisticated range of rewards and other approaches such as house points and opportunities for pupils to have responsibility around school; these are all designed to develop pupil’s self esteem, confidence and understanding of their role within the school community. This atmosphere is threaded throughout everything the school does in lessons and in other activities. Beginning in the nursery, children are taught to respect each other and to value their own and others achievements. As a result they make very good progress in their personal and social development. This emphasis on promoting a caring ethos is apparent in assemblies and personal, social and health education lessons that focus upon encouraging pupils to think about their role in school and to reflect upon their own contribution. Assemblies also contribute well to pupils’ spiritual development. Pupils are encouraged to think about each element of these daily experiences and the very high quality of pupils’ singing reflects

their sensitivity to the meaning of the hymns and songs and is, on occasions, very moving. The school council also plays an important role in developing pupils' social development and their understanding of their role and responsibilities as members of the school community. As a result, pupils develop very positive attitudes to school, are very keen to be involved in all it provides and extremely eager to learn.

8 Pupils develop a very strong sense of right and wrong. Although a significant proportion of parents were concerned about the incidence of bullying, pupils' responses in discussion with inspectors and through the pupil questionnaire show that they did not feel that this was a problem. Inspection evidence shows that relationships between pupils are good. Throughout the school, when pupils are asked to share in activities or to work in groups they do so effectively, sharing ideas and opinions freely, showing good respect for each others feelings and values. Although some pupils' play is rather boisterous in the playground, it is not intimidating and no evidence was found of systematic bullying or other harassment. However, there was no parental concern about behaviour overall in the school and inspection evidence supports this view. The school has very high expectations of pupils' behaviour in lessons and around school so that most pupils behave very well in lessons. On the few occasions when the pace of lessons drops or activities are not accurately matched to the range of all abilities in the class, a few pupils in some classes lose concentration and distract others. However, this behaviour is in the minority and the school does not tolerate persistent disruptive behaviour, which reflects the few exclusions in the last year. All of the boys concerned have now left the school.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	264	4	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	3	0	0
Black or Black British – African	3	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. The curriculum is good. Pupils are well cared for. The school has established good links with the community and other schools.

### Teaching and learning

Teaching and learning are good. Assessment procedures are satisfactory.

### Main strengths and weaknesses

- Teachers have good subject knowledge and plan lessons well.
- In the nursery and reception classes and in Years 3 to 6, teachers place a very high priority on involving all pupils in lessons.
- Most lessons are brisk and teachers use resources well to engage and interest pupils.
- Teachers insist on high standards of behaviour so pupils behave very well in lessons.
- Support staff make a very good contribution to learning in nursery and reception classes and for pupils with special educational needs.
- The use of homework to reinforce pupils' learning is inconsistent.

- There are no formal assessment procedures in Years 1 and 2 in English and mathematics to give teachers sufficient information to track pupils' progress and there are no whole school assessment procedures in other subjects.
- Pupils are not involved sufficiently in the setting and review of their individual learning targets.

## Commentary

### Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	5 (12%)	20 (48%)	16 (38%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

9 Throughout the school, teachers and support staff have very high expectations of pupils' behaviour. In all classes, they are very consistent in their insistence on pupils listening to each other and conforming to basic classroom rules such as putting up hands to answer. As a result, lessons are orderly and positive experiences and most pupils behave very well in lessons. A few pupils, mainly in Year 5, occasionally cause some distraction for teachers and other pupils by their behaviour and negative attitude, but unless the pace of a lesson drops, these pupils are well managed by staff so that their impact on lessons is minimised. In addition, some pupils in Year 1 do not have a clear understanding of how to attract adult attention appropriately and call out answers. This improves as pupils move through the school, as teachers' effective use of whole school management strategies takes effect. The aims of lessons are usually shared with pupils at the start of lessons so they know what they will be learning. This clear structure ensures that most lessons are very brisk, well organised and well paced.

10 Teaching in the nursery and reception classes is good because teachers have a clear understanding of how children learn at this age. They place a very strong emphasis on developing children's basic skills. Lessons are thoroughly planned with a good balance of child and teacher led learning so children achieve very well in all the areas of learning. Teaching assistants encourage and support children very well, allowing them to make progress without doing it for them. The range of activities that are always available for children to select are good indoors, but during the inspection, the weather limited the range of activities available for children to practise and develop their physical skills outdoors. Children are encouraged to contribute their ideas in discussions, which promotes their enthusiasm for learning well. Activities are well matched to initial discussions and generally provide opportunities for children of different abilities to extend their understanding. The teachers use targets well to identify what children will learn and how they are getting on. Marking is linked effectively to these targets.

11 In Years 1 to 6, teachers have good subject knowledge and plan lessons carefully so they have a clear focus. Opening discussions are generally brisk. Questions are used well to draw pupils into the lessons, but they are not consistently used, particularly in Years 1 and 2 to target specific pupils to check that they have understood or to encourage more capable pupils to extend and expand upon their ideas. Activities in lessons are well matched to pupils' of different abilities, particularly in Years 3 to 6. In subjects such as science and ICT teachers encourage pupils to use their subject knowledge, as a result, they achieve well and develop a good understanding of how to apply their understanding to solve problems. This is beginning to be extended more effectively to mathematics, although the main strength in the teaching of this subject is in the opening parts of lessons where teachers really challenge pupils' mental arithmetic skills using quick-fire questions. However, in subjects such as history and geography there are not enough activities that require pupils to use the full range of their literacy skills to write and record their ideas and opinions in different styles and formats. Teachers' high expectations of pupils also extend to the quality of their presentation of work in main subjects. Most staff insist on work having titles and dates and on pupils' presenting work carefully and neatly. However, this is not consistently applied in other subjects such as history and geography. In addition, the teaching of handwriting is not consistent throughout the school and so pupils' do not develop these skills as quickly as they could. As a result, in Year 6 a few pupils are still not writing in a neat, consistent joined up script. Teachers' use homework to support the work pupils do in class, but this also lacks coherence and consistency across the school. Although parents were pleased with the quality of teaching overall, some parents were

concerned that they did not know what homework to expect and when. Inspection evidence supports this view.

12 Support staff play an important part in lessons and teachers deploy them well so that they can use their skills effectively to work with individuals and groups. Relationships between the staff and pupils are very good so pupils respond very well to encouragement and prompting. Support staff have a good understanding of the learning programmes they are teaching so when pupils are withdrawn for specific work on their individual targets they are given very appropriate tasks that challenge them well. As a result, they make good progress in learning, particularly in literacy. When they are working with groups in lessons support staff achieve a good balance between helping pupils and prompting them whilst encouraging them to come up with an answer for themselves. However, occasionally support staff do not have a clear role in whole class discussions and there are missed opportunities to involve them in assessment and observation of pupils.

13 In the nursery and reception classes, information from the Foundation Stage Profile is used along with entry assessment to match learning carefully. Teachers and support staff observe children working and use this information well to evaluate the progress children are making. This is particularly effective because the observations are linked to the six areas of learning. Targets are shared and followed up for language, number and social skills in the nursery and linked to homework. Following the expansion of the school to include pupils up to Year 6 and in response to the disappointing results in the 2003 national tests in Year 6, the school has concentrated on raising standards in English and mathematics and has developed good assessment procedures in English and mathematics to track the progress individual pupils make. This was also a key issue for improvement identified at the last inspection and remained pertinent to improving the school following reorganisation. The headteacher, deputy headteacher and subject leaders use this information well to identify whole school areas for improvement and to predict where pupils might be by the end of the year, particularly in writing. In Years 1 and 2, teacher assessments are carefully analysed to identify those pupils who are in need of additional support and to set class and group targets for improvements. However, formal assessment and tracking procedures are not yet in place. As a result, although class teachers are involved in this process and each class has its learning targets for literacy and mathematics prominently displayed, not all are sufficiently clear about their expectations of pupils over the next few months. In science, end of topic tests have been introduced in some classes, but overall there are no whole school procedures to assess how pupils are getting on in their other subjects. This limits teachers' and subject leaders' ability to evaluate pupils' progress as they move through the school and to identify areas that need working on. As a result of these two weaknesses in the assessment procedures, only pupils in Years 5 and 6 are directly involved in setting and reviewing their own targets for learning.

## **The curriculum**

The curriculum is good. The opportunities for enrichment are satisfactory. Accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- All pupils have equal access to the curriculum.
- Provision for pupils with special educational needs is good.
- Provision for pupils' personal, social and health education is good.
- The match of teachers and support staff to the demands of the curriculum in the nursery and reception classes is good.
- French makes a very good contribution to broadening the curriculum.
- The range of experiences to prepare pupils for living in a culturally diverse society are limited.

## **Commentary**

14 The curriculum meets statutory requirements and provides pupils with a broad range of activities and experiences covering all areas of the national curriculum. The curriculum for children

in the nursery and reception classes is good. Teachers provide children with plenty of experiences that develop their skills in all the areas of learning. A very strong emphasis is placed on developing children's personal and language skills through discussions, role-play and collaborative activities. Since the last inspection, the school has successfully introduced the national guidance for literacy and numeracy as the basis for planning English and mathematics lessons. The curriculum is satisfactory in Years 1 and 2 and good in Years 3 to 6. The main differences are the broader range of additional visitors and visits available for older pupils and the provision of French in Years 3 to 6. This is very effective in giving pupils an opportunity to learn the basics of a second modern language, but also makes a good contribution to the development of pupils' confidence in speaking and listening skills. Additional literacy support programmes have been introduced into Years 3 and 5 to develop and reinforce a few pupils' basic skills. Overall, the links between the activities in mathematics and other subjects are well developed. However, this is not as well developed throughout the school in English where other subjects such as history and geography are not used sufficiently for pupils to use their writing skills. In addition, the number of activities in lessons, other than those taught in the computer suite, that require pupils to use their ICT skills are very limited.

15 The provision for personal, social and health education is good. A whole school scheme has recently been introduced that complements and gives a coherent structure to the systems that were already in place to recognise pupils' achievements and to promote their understanding of issues such as drugs, sex and health education. The school has also been awarded the Healthy School's Award in recognition of the importance it places on promoting this aspect of pupils' personal development. Circle Time is an integral part of the timetable in all classes and teachers use these sessions well to follow up assembly themes and any issues that are of interest within or without school. This promotes good opportunities for pupils to talk about their ideas and feelings. However, the scheme for personal, social and health education is in its early stages and the co-ordinator has not yet had time to evaluate how effectively it is being taught in each class.

16 The provision for pupils with special educational needs is good. There are individual plans in place for all pupils with clear and explicit targets. Support staff use these targets well to plan activities in lessons and small group work so pupils make good progress towards their targets. In the parts of lessons where pupils are working in larger groups staff make less effective use of the targets as the basis for activities. There are fewer targets for mathematics, so pupils make less progress in mathematics than they do in reading and writing.

17 Pupils are provided with a satisfactory range of activities and experiences to enhance what they learn in lessons. A variety of sports clubs enables pupils, mostly in Years 3 to 6, to extend their skills and enjoyment in areas such as judo, football and hockey and the school is involved in local sports activities. Activities for younger pupils and in other aspects such as music and creative arts are fewer. However, a good number of visits is made, mainly to the local area especially, Segedunum which develop pupils' awareness of their own local heritage as a Roman settlement and its later role as an important industrial centre. The good range of visitors to school makes an important contribution to pupils' experiences in some subjects such as dance and music. However, the range of visits to raise pupils' appreciation of cultures and religions other than their own are limited. The school has established sound procedures to prepare older pupils for transferring to secondary school. In the last term they study 'bridging units', partly taught at the secondary school by secondary staff, which are continued when they move on.

18 Since the last inspection, there have been significant changes in teaching staff. This was partly due to the reorganisation of the local education authority and the re-designation of the school. Relatively new appointments include the headteacher and senior management team as well as a number of less experienced teachers. However, the headteacher has rapidly succeeded in creating a strong spirit of teamwork amongst staff. The match of staff to the demands of the curriculum is good and has led to the broadening of the curriculum. For example, the appointment of a teacher who is a languages specialist has led the introduction of French to the curriculum. The number of support staff in nursery and reception is good and they make an important contribution to the progress children make. Resources and accommodation are satisfactory, but have improved well since the last inspection. Classrooms have been refurbished so the school is a bright and attractive

place to teach and learn. The library area has been refurbished and although the range of books with multicultural links or themes is limited, it provides a good resource for pupils to research and to indulge their interest in books and reading. The outside area for children in nursery and reception is now good and well equipped. A computer suite has recently been installed and is beginning to have a significant affect upon the opportunities pupils have to develop their skills and understanding in this subject.

### **Care, guidance and support**

Provision for ensuring pupils' care, welfare, health and safety is good. Support and guidance for pupils is good and the school involves pupils well in the work of the school.

### **Main strengths and weaknesses**

- Relationships between pupils and adults are very good.
- Pupils feel secure and comfortable in asking for help when they need it.
- Effective day-to-day routines ensure pupils work in a safe environment, but formal procedures for assessing potential risk on all school visits are not rigorous enough.
- The school council has a strong voice and makes a good contribution to the work of the school.

### **Commentary**

19 Pupils are well cared for on a day-to-day basis. All staff, including lunchtime supervisors and catering staff, take a genuine interest in pupils and work hard to make sure pupils are valued and supported. For example, catering staff have weekly awards for pupils who behave particularly well in the dining hall and these pupils can sit at the 'Golden Table' for a whole week. As a result, relationships between adults and pupils are very good and pupils are very confident that if they have a problem they want to discuss they will be listened to and advised. The caretaker and his team maintain the school to a very high standard with high regard to health and safety procedures, which ensures that pupils and staff work in a safe environment. However, the formal procedures for conducting risk assessments on some school visits, mainly around the local area, are not consistently applied rigorously enough to ensure all potential risks are evaluated. The school has recognised this and has already put in place additional procedures to ensure this is rectified.

20 The procedures to involve pupils in the work of the school and to develop their awareness of their role within the school community are good. The school's council, involving pupils from all years except the nursery, has a strong voice and has influenced developments around the school such as in the playground areas. There is also a good range of additional responsibilities that pupils can aspire to as they move through the school. A strength of the process is that pupils have to apply for these posts, such as corridor monitors for break times. They have to complete an application form and be interviewed for the post by two governors before they are appointed. This system makes sure that all pupils see it as fair and also develops pupils' awareness of the importance of their role within the school.

### **Partnership with parents, other schools and the community**

The school has established sound links with parents. Links the community and with other schools are good.

### **Main strengths and weaknesses**

- Relationships between parents and staff are very good so parents feel comfortable about approaching the school to discuss any concerns.
- The links with the local Beacon school have made a significant contribution to raising the quality of education provided for pupils.

- The information provided for parents on the work of the school and the progress their children are making is unsatisfactory.
- There are no systematic procedures to involve parents in the work and development of the school.
- The school takes an active part in the local community and uses its resources well in lessons.

## **Commentary**

21 Parents have positive views of the school and in most areas of its work are very pleased with the quality of education that it provides for their children. They feel comfortable about approaching the school if they have any concerns. Inspection evidence supports this view. The very good relationship the school has established with parents is founded on the high visual presence all staff have at the beginning and end of the school day, so parents have easy access to staff if they have any concerns. However, this informal contact is not reinforced sufficiently through more formal procedures. There have been some courses organised in school for parents and their children to work together (PACT courses), but there are no formal or systematic procedures to seek the views of parents on the work of the school or to involve them directly in its development. As a result, they have major concerns relating to the information they receive about how well their children are doing and the work of the school. Newsletters are produced for parents, but this is not consistent through the school and not all parents are routinely provided with information about what topics their child will be studying in the next few weeks. In addition, annual reports to parents are too generalised and do not consistently explain what pupils have achieved and how they can improve further.

22 The school has established good links with the community and other schools. The school takes part in local activities and uses the community as an important resource in its teaching. A particular strength of its role in the community is the work teachers and pupils have undertaken at Segedunum. Teachers have worked with centre staff on designing study materials for use with other school groups and the pupils have trialled these materials. The school has established particularly strong links with the local Beacon school. The senior staff have worked together on a range of issues, partly in response to the extension of the school's age range, such as the establishment of a different management structure to reflect its new status. Joint training events have been organised and staff from Carville have visited the Beacon school to observe lessons in specific subjects such as literacy and numeracy teaching for older pupils. Provision for gifted pupils in mathematics has been enhanced by links with a North Tyneside secondary school.

## **LEADERSHIP AND MANAGEMENT**

The school is well led and managed. Governance of the school is good. The headteacher's leadership of the school is very good. She is very well supported by senior managers.

### **Main strengths and weaknesses**

- The headteacher is an excellent role model for staff and pupils. She has a very clear vision for the school and high aspirations for staff and pupils.
- Under the headteacher's leadership all pupils and staff work as a close-knit team.
- Senior managers in the school fulfil their roles very effectively.
- Governors have a clear understanding of the strengths of the school and support the teaching staff well.
- Procedures for monitoring and evaluating standards and the quality of teaching and learning in subjects other than English and mathematics are not established.
- Financial management is good so the substantial deficit the headteacher inherited has been eliminated.

## **Commentary**

23 The excellent ethos and very strong emphasis on making sure that all those involved in the school feel as if they have stake in the future of the school are the result of the headteacher's extremely high aspirations for the school and her highly focussed sense of purpose. When she took over the school, some six terms ago, it was facing a reorganisation that led to significant changes in staff and additional year groups in school that few of the teachers at that time had experience of teaching. The school had a substantial financial deficit and results in Year 2 were falling against national averages. Since then she led by example to create a new team of staff led by a very effective senior management team focussed on raising standards and the quality of education provided for pupils. At the heart of this work are the very effective self-evaluation procedures that have resulted in clear and realistic priorities for improvement. These are closely linked to the analysis of performance data in English and mathematics as the indicator of progress. Her first priority was to establish an ethos for learning within the school based on improving pupils' attitudes and behaviour by demonstrating that each one was valued as an individual. Although, the results in the 2003 national tests were disappointing in Year 2 and Year 6, the success of this work is reflected in the very good attitudes of pupils and the improving standards in the current Year 6. In addition, the new staff brought into the school have gelled into a very strong team. The additional building work has provided the school with the facilities it needs to cater effectively for the needs of older pupils such as the computer suite and large library area.

24 The school improvement plan forms the basis of the action the school is taking to improve. It is accurately focused on the areas it has to tackle with clear success criteria and carefully considered timescales and funding. During this process the school made extensive use of the local education authority consultants for literacy and numeracy as external moderators of pupils' work and teaching to identify the key areas they had to focus on. As a result, each class has targets for learning in literacy and numeracy that are based on an objective evaluation of their work. The senior management team has given the headteacher very good support throughout. The senior management team includes the subject leaders for English and mathematics and they are now following this through and monitoring the improvements in teaching and standards resulting from these targets. The Beacon school was also involved extensively to provide advice and support to the headteacher and senior staff. As a result, the senior management team have agreed clear roles and responsibilities. This includes sharing responsibility for managing the professional development of staff, including the support staff. Consequently, performance management systems are now well embedded into the school's procedures and linked to whole school targets for improvement for each individual member of the teaching and support staff. The high regard the management of the school place on supporting those who work in school was recognised in 2003 with the Investors in People award.

25 However, as a result of this focus on English and mathematics and the substantial change in staffing that has resulted from the reorganisation other subject leaders have had little time to establish their role in monitoring the quality of teaching and standards in their areas. For example, the introduction of French makes a positive contribution to the curriculum and the pupils' personal development is a very high priority for the school, but the leaders of these areas have not had time to evaluate the impact of their work directly in the classroom on teaching or standards.

26 Governors have also been very supportive of the headteacher throughout this process. They are fully involved in the establishment and review of the school improvement plan and this is used as a basis for their on-going work. Governors have established sound links with subject leaders and many have spent time in lessons informally monitoring the work of the school. As a result, they have a good understanding of strengths and weaknesses of the school and fulfil their statutory duties effectively. They have been fully involved in the establishment of the senior management team and in the appointment of new staff. However, they are always prepared to challenge the headteacher and senior managers in a constructive way on the progress being made, particularly in monitoring finances. As a result, the substantial deficit they inherited some two years ago has gradually been reduced and current projections for this financial year indicate that the accounts should be balanced with a slight surplus. In order to achieve this, the governors and senior staff have had to ensure that they obtained good value in all financial dealings and had to make some

difficult decisions regarding staffing levels, particularly of support staff and the appointment of new staff.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	678489
Total expenditure	688579
Expenditure per pupil	2407

Balances (£)	
Balance from previous year	-3406
Balance carried forward to the next	-13496

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the nursery and reception classes is **good**.

27 Children enter the nursery the term after their third birthday. Before starting they make visits that help them to settle in more easily. There are 72 part-time places in the nursery, and 60 full time places in the reception class. The take up of places is low, this means that there are 25 children in a reception class and six reception age children in a mixed class with Year 1 pupils. The school makes sure that these six children have as many opportunities as possible to access learning activities that are appropriate for their age. Children's special educational needs are identified early and they have very good, well-focused support.

28 Children's attainment on entry is below what can be expected in early literacy and mathematical development and well below in social development. All children are given equal opportunities to do as well as they can and they achieve well. They make good progress in mathematical, communication, language and literacy development and very good progress in developing personal and social skills. They are interested, confident, enjoy school very much, and are well motivated to learn more. Most are on track to achieve the goals expected in the six areas of learning by the end of the reception year and they have a good start to school.

29 Teaching is good because it has a clear understanding of appropriate ways of learning for this stage. Teaching assistants encourage and support children very well, allowing them to make progress without intervening too soon. The Foundation Stage Profile is used along with entry assessment to match learning carefully. On-going observations are used well because they are linked to the steps children take towards achieving the early learning goals identified for their age in the six areas of learning. Targets are shared and followed up for language, number and social skills in the nursery and linked to homework. High expectations ensure that learning is good and children achieve well. The curriculum, based on national guidance, is thoroughly planned with a good balance of child and teacher led learning. The range of activities that is always available for children to select is good indoors, but inadequate when children work outdoors. Accommodation, staffing and resources are good as is leadership, which successfully promotes excellent teamwork. Parents are well informed by notices in the foyer about what children are learning that week and how they can help. The Foundation Stage lacks some clarity and coherence in management. For example, in the different titles used, such as 'foundation' and 'early years', in the prospectus where children are in both the Foundation Stage and in Year 1 and in the use of the separate outdoor areas for the full curriculum.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Relationships are very good and staff provide very good examples.
- Very clear routines are understood and enjoyed by the children who feel safe, secure and confident and so make very good progress.
- Teaching has a very good emphasis on developing social skills in all the areas of learning.

#### **Commentary**

30 Due to very good teaching, children of all abilities achieve very well from their well below level of skills on entry. Most are in line to reach the level expected by the end of the reception year. They gain a very positive sense of themselves as members of a school family. Children keenly explore the experiences on offer in a safe, secure environment where very clear routines and boundaries of right and wrong are constantly reinforced so that they understand them. They make

very good progress in learning how to look after their own needs such as hand washing, dressing and undressing. Growing in confidence, they are curious and eager to try new things, share ideas and feelings and speak in a large group. They generally behave very well in a range of situations, for example, in assemblies, whole class, small groups, and on their own. Some find it hard to concentrate and sustain listening for more than short periods but, with patient teaching, they learn to take turns in discussion, follow instructions for activities and all share equipment sensibly. They show independence when selecting activities. Opportunities for children to become aware of and value other cultures are too limited.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Good teaching shows a good knowledge of the learning needs of children of this age. This leads to effective learning through talk and practical, first hand experiences.
- Good opportunities are given to practice speaking, listening, reading and writing for different purposes.

### **Commentary**

31 Most children are on track to attain the standards expected by the end of the reception year, a few are already there. Within an environment rich in print, children begin to understand the differences between letters, words, sentences and questions and the sounds letters make at the start and end of words. In the reception class, literacy is taught in whole class sessions that are appropriate for the age of the children, with practical, interesting, follow-up activities throughout the day to consolidate learning. Some children find listening very difficult; but most offer their ideas confidently and eagerly initiate conversation with the help of the 'Chatterbox'. They are beginning to recognise familiar words and retell stories in sequence, such as 'Three Billy Goats Gruff' and 'I wish I had a Monster', knowing the main elements and the different characters. Many children control a pencil well to form recognisable letters. Older children in the reception class write their own name, and a few are writing simple sentences. Good, well-focused teaching and support for each individual ensures that children of all abilities achieve their personal best.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching focuses on children learning through talk and practical first hand experiences.
- Basic number skills are taught well, with good early use of the National Numeracy Strategy for reception age children.

### **Commentary**

32 Most children are in line to reach the levels expected for their age by the end of the reception year and around a quarter are already there, as they add and take one away from numbers to 20 accurately. Most grasp the terms 'more than and less than'. Children with special educational needs are confident in dealing with numbers to five. They learn through good practical activities and so most children can count and order reliably to five, ten and beyond, according to their age and ability. For instance, when matching the number to the dots on the monsters. They are making attempts to form numbers to five and ten, but with too many reversals. Most children accurately order shortest and longest, heaviest and lightest, using non-standard units. They accurately identify circles, triangles and rectangles.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- The six areas of learning are used well to provide opportunities for physical development.
- Full use is not made of the good facilities outdoors to allow children to make choices through the day.

### Commentary

33 Due to good teaching, children attain the expected levels for their age by the end of reception. Most children in the nursery and reception classes show good control of tools such as pencils, brushes and scissors and use them safely. They use dough, sand and glue carefully to make letter shapes and know how to pinch, roll and cut. In physical education lessons in the hall, nursery children move expressively to music, use space well and control their bodies by curling up, stretching high, like hedgehogs and lampposts. They move quickly and very, very slowly and take long and short strides. Reception children walk carefully on tiptoe, balancing well and move forwards, backwards and sideways with good control and coordination. In timetabled outside sessions, both age groups steer and control wheeled 'vehicles' around obstacles and use the 'multigym' to climb and balance confidently.

34 In knowledge and understanding of the world and creative development there was insufficient evidence to make firm overall judgements on standards, teaching, learning or achievement. Teachers' planning and work seen in **knowledge and understanding of the world** indicates that children have a good start for the later subjects of science, history, geography and ICT by learning how to enquire, investigate and explore their world and materials. For example, they find out about their bodies, name body parts accurately and learn about hygiene. They explore materials such as flour, sawdust and rice with lenses looking for similarities and different textures and investigate which materials are waterproof. Children use play mats and models to make imaginative worlds and make interesting models using construction kits and waste materials. When discussing birthdays and days of the week they begin to use the language of the past and the future. Children confidently use a mouse to click and drag when they use computer programs. In **creative development**, children explore a good range of different media. They learn about line, colour, texture and shape to make individual paintings and drawings and use a computer program to create patterns successfully. In music children learn the names of, and how to handle, simple percussion instruments. They respond well to signals to increase or decrease volume. There are good opportunities for imaginative play such as role-play, dressing up, expressive movement in literacy lessons and using puppets.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **English**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well in Years 3 to 6 in their listening and basic literacy skills.
- Teaching is good in Years 3 to 6.
- Effective analysis of performance data ensures that the subject action plan is clearly focussed on areas for improvement.
- Standards are below average in Year 2 and below expectations in writing in Year 6. Pupils do not make sufficient progress in developing their handwriting skills.
- Teachers do not use other subjects enough for pupils to use and practise their literacy skills.

#### **Commentary**

35 Pupils achieve well as they move through the school. In Years 1 and 2, pupils' achieve satisfactorily to attain standards in speaking and listening that are in line with those expected. Achievement in reading and writing is also satisfactory, but due to the above average proportion of pupils with special educational needs, the number of pupils who attain the expected levels is below average.

36 In Years 3 to 6, pupils' achievement and progress improves. As a result, standards in Year 6 overall, taking into account all three strands of English, are broadly in line with those expected. These are much improved on the results in 2003, which were well below average. Standards in speaking and listening are good in Year 6 and standards in reading are broadly in line with those expected for this age group. Standards in writing are still below expectations, but improving. Pupils' understanding of grammar, punctuation and spelling are good. However, their ability to apply this knowledge in a wide variety of different styles and to write in a consistent, neat and joined up style is not so well developed. The improvement is due to the fewer number of pupils with special educational needs, effective teaching, particularly in Year 4 and Year 5 and 6 and the targets set for improvement in each class that has focussed teaching on specific areas of literacy such as use of punctuation in writing.

37 Teaching is satisfactory in Years 1 and 2. Teachers use questions effectively to encourage pupils to express their ideas and opinions on the text they are looking at. However, their use of additional questions or targeted questions to specific pupils to encourage more capable pupils to expand upon their answers, is not consistent and some pupils are not always fully involved in these parts of lessons. However, most pupils, including those with special educational needs learn to listen attentively to each other and adults and confidently talk about what they are doing. Teachers have high expectations of behaviour and insist on pupils sitting properly and joining in with lessons. However, some pupils in Year 1 find this difficult and the teacher has to be extremely persistent in order to maintain their concentration. Consequently, the pace of lessons does tend to slow due to the constant interruptions. The lack of a support assistant for some of the lessons compounds the problems and the progress of a few pupils suffers as a result of the high degree of attention these other pupils demand. In lessons, teachers focus effectively on developing pupils' understanding of punctuation and spelling. Each class and group has weekly words they have to learn and there is a strong emphasis on teaching pupils' letter sounds and words so by Year 2 most pupils' reading and spelling is accurate and at least logical. Teachers have high expectations of pupils' presentation and handwriting so by Year 2, most pupils' handwriting is legible and neat, but few pupils are writing in a joined up style. However, due to the good range of activities in most lessons and teachers good example in their own writing, pupils learn to use their basic skills, such as sentence construction, full stops and capital letters well. Their ideas are clearly expressed with a clear structure. More capable

pupils' write extended stories and try to use additional punctuation, including speech marks and commas correctly.

38 In Years 3 to 6, teaching is good. Teachers continue to place a strong emphasis on high standards of behaviour so lessons are orderly and well organised. The opening parts of lessons are brisk, a good range of texts are used well to focus pupils' attention on different styles of writing. Teachers use questions well to involve pupils' in lessons. As a result, although, there are few opportunities for pupils to take part in drama or role play activities, pupils make good progress in developing their speaking, listening and reading skills. Although, questions are not always targeted well enough at pupils of different abilities, more capable pupils make good progress because they learn to use their basic skills to extend their own understanding of what they are working on. However, teachers do not place enough emphasis on developing pupils' writing and handwriting skills. There is a whole school scheme for teaching handwriting, but teachers do not use this consistently on a regular basis and so pupils' handwriting does not develop as well as it should and few pupils learn to use a pen. Activities in lessons develop pupils' understanding of grammar and punctuation well so they learn to organise their work into paragraphs and to use these skills in exercises. Pupils in Year 6 write well in narrative style, but much of the writing lacks detailed description and, apart from a few more capable pupils, does not develop characters when writing stories or capture their feelings or emotions.

39 Pupils with special educational needs also achieve well due to the good quality support they get from support staff in class or in withdrawal groups when activities are well matched to the targets in the individual plans. However, teachers' do not consistently use these plans to plan activities in lessons when they are not supported.

40 The subject leader is giving very good leadership to the subject. Although she has only been at the school a few weeks, she has quickly developed a very clear understanding of the strengths of the subject and the areas for improvement and these form the basis of the subject action plan. With the headteacher and with the help of the local authority literacy consultant she has identified specific aspects for improvement in each class and targets have been set. These are prominently displayed in each class. However, she has not yet had time to thoroughly monitor the quality of teaching and learning to check for any improvements since the initial observations by the literacy consultant earlier in the year.

41 Since the last inspection the curriculum and assessment procedures have improved well, although ICT is not yet an integral part of many lessons except when tasks linked to English are used in the computer suite. Assessment procedures are thorough in Years 3 to 6, but the information is not used rigorously enough to predict the rate of progress pupils should be expected to make. There are no similar systems in place in Years 1 and 2 and the school does not have a whole school approach to assessing pupils' skills and progress in speaking and listening. Targets are set for pupils in some classes and these are recorded when they are achieved, but pupils are not sufficiently involved in setting and reviewing these targets.

### **Language and literacy across the curriculum**

42 In Years 1 and 2, teachers provide pupils with plenty of tasks that require them to use their reading and writing in subjects such as science, history and geography. However, this is not consistent in Years 3 to 6. Although pupils are expected to write about what they have been doing in some subjects such as science. In other subjects such as history, teachers do not plan enough activities that require pupils to write for themselves, to record their own ideas and express their opinions on the topic they are studying. In addition, in a few classes, such as Year 5, teachers expectations of pupils' presentation in other subjects is not high enough so pupils' work is untidy, not always dated or titled and does not always reflect their ability.

### **French**

Provision in French is **good**.

## **Main strengths and weaknesses**

- Pupils develop an interest and enthusiasm for the subject that prepares them very well for secondary school.
- Teachers use the language well in lessons so pupils develop confidence in speaking.

### **Commentary**

43 French is taught in Years 3 to 6 and the subject makes a very significant contribution to broadening the curriculum and preparing pupils for secondary school. Most of the lessons are based on speaking, with most of the activities designed to develop pupils' confidence in using the language. Teachers also use listening activities effectively in lessons. This encourages pupils to listen very carefully. Lessons are fun. Games play an important part in many lessons, which helps to capture pupils' interest and makes them feel that learning French is an enjoyable activity. As pupils move through the school they learn to greet others and talk about themselves using simple phrases. They achieve well and reach good standards for their age by Year 6. Although teachers are not subject specialists they go to great lengths to plan lessons that build on pupils' skills and to use the target language as much as possible. In addition to improving pupils' own self-confidence and speaking and listening skills, the subject also teaches pupils about how people live in another European country and prepares them well for being citizens in a country whose links with Europe are important.

44 French is a recent introduction to the curriculum, but teachers have been prepared well by the subject leader. She has made good use of her own specialist knowledge of the subject in preparing a whole school scheme of work and is a very good role model for her colleagues through her own teaching.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The co-ordinator gives good leadership.
- Teachers make very good use of the mental and oral start to lessons.
- The quality of teaching is good.
- Challenging targets are set for older pupils in the school in order to raise standards but this strategy is not fully in place for pupils in the Year 1 and Year 2 classes.

### **Commentary**

45 Standards in mathematics are rising throughout the school. Pupils enter the school with below average standards and make steady progress in Years 1 and 2. As a result, standards of Year 2 pupils are still below average but this is greatly influenced by the fact that the current Year 2 class has an above average number of pupils with special educational needs. Pupils achieve well in Years 3 to 6 and because of this are on course to attain average standards by the end of Year 6. There is no single factor that accounts for the difference in achievement in Years 1 and 2 when compared to Years 3 to 6. However, in the upper years of the school, there are more experienced teachers so that the quality of teaching over time is more consistently well matched to the needs of each pupil. In addition, there are few pupils in Year 1 who demand a considerable amount of attention to maintain their concentration. As a result, adults tend to be drawn to ensuring they are fully involved in lessons. The lack of detailed formal procedures to evaluate pupils' progress also affects teachers' capacity to consistently ensure that tasks fully challenge all pupils in each lesson.

46 In all classes, teachers manage pupils, well and, particularly in Year 1, use a good range of strategies to manage pupils and to maintain a positive and productive learning atmosphere. In most lessons, teachers effectively share learning intentions with pupils at the start of lessons and check to

see if they have been successful at the end of the session. As a result, pupils know exactly what is expected of them and settle very quickly to their tasks.

47 Consistently, good teaching and effective subject leadership are the major factors in the improving standards in Years 3 to 6. Teachers have high expectations of pupils, encourage and engage them very well and generally set work that will provide high levels of challenge. They work hard to ensure that they make the most of every lesson by starting on time and moving lessons on with good pace. All lessons begin with challenging, quick-fire sessions to test mental ability and as a result mental working out is good. Teachers' explanations of tasks are clear and explicit and generally well matched to the different learning needs of pupils. As a result, pupils enjoy their mathematics lessons, listen attentively and co-operate very well when they work in groups. For example, pupils in the Year 6 class were given a very good explanation of their task when they studied the sum of the angles of a triangle and a circle. As a result, they began their work with relish, achieved well and were able to explain exactly what they had learned and how their work could be improved. This ensures that pupils learn well in mathematics and that they make the very most of lessons. The school has made good arrangements for a few pupils in Years 5 and 6 who have been identified as being gifted mathematicians. Specific teaching arrangements have been made for the Year 5 pupils to work with Year 6 pupils and a secondary school has provided additional advice and support as part of a North Tyneside local education authority initiative.

48 Satisfactory use is made of ICT in mathematics, for example, when Year 3 and 4 pupils effectively used the computer to demonstrate with graphs the results of their investigations into favourite football teams, food and television programmes. In most lessons pupils worked in pairs at computers in the classroom to reinforce their learning during the lesson.

49 The subject leader provides very good leadership and has a very good understanding of the strengths and weaknesses in mathematics. This is because she regularly visits classrooms to observe teaching and learning. She has put in place a system by which the progress of older pupils in mathematics is effectively tracked and challenging targets are set to maintain the improving standards. She plans to implement the same strategy for pupils in the Year 1 and Year 2 classes

### **Mathematics across the curriculum**

50 The basic skills of numeracy are taught satisfactorily in all classes. For example, pupils in Years 1 and 2 learn to use simple graph skills to record their findings in science investigations. As they move through the school this emphasis is effectively maintained, particularly in science. For example, in Year 6 pupils made good use of line graphs to record their findings as part of an investigation into 'pressure'. In history, pupils develop their understanding of chronology using 'time lines'. However, less effective use is made of pupils' mathematics skills in geography with few examples of, for instance, climate graphs seen in pupils' work.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils learn to become scientists and have many opportunities to plan investigations and test out their ideas. This contributes significantly to the above average standards of work seen in Year 6.
- The best teaching challenges and supports pupils' learning equally well by skilful questioning and well managed investigations.
- Day-to-day assessment is clear about what pupils can and cannot do. As a result most teachers plan tasks that are well matched to pupils' needs, enabling them to make good progress in lessons.
- Systems to track pupils' progress over time and monitor teaching and learning are not in place.

- Younger pupils' low literacy skills sometimes hinder their ability to record findings.

## Commentary

51 Standards attained in national tests in 2003 were well below average in Year 2 and Year 6. Evidence from current work suggests that standards attained by most pupils in Year 6 are now above average. In Years 1 and 2, most pupils attain the level expected for their age. In one lesson in Year 2, pupils' attainment exceeded expectations. They showed a good grasp of different sources of power by discussing which appliances need electricity to operate, ably justifying their reasons. This is because the school has taken action to give greater attention to learning through enquiry, investigation and exploration. Pupils make steady progress and do as well as they can by Year 2. Progress accelerates in Years 3 to 6 as pupils learn to apply their investigative skills well. As a result, pupils in Year 6 achieve well. Some pupils find writing difficult, but the sole use of worksheets to record findings in Years 1 and 2, does little to support teacher assessment of progress over time or to help pupils to learn and practise ways of recording. Not enough use is made of ICT for both learning science and recording findings.

52 The quality of teaching and learning is good overall in Years 3 to 6. It is satisfactory in Years 1 and 2, except in investigation when it is good. The management of investigations is good in each class. Teachers are confident, enthusiastic and use a wide range of strategies to help pupils learn well, including the insistence on high standards of behaviour. Tasks set provide appropriate challenge for each individual, with the result that most pupils try hard and enjoy their work. Teachers plan lessons thoroughly and explain carefully to pupils about what they will be doing. Learning through first hand experiences is a key feature of the teaching and contributes to the good standards reached by the older pupils. Teachers plan practical tasks that capture pupils' interest and make them enthusiastic about what they are doing so that they learn well. For example, in a Year 6 lesson, pupils recalled factors of being healthy as they contributed to a 'thought shower'. They know about the need for a balanced diet and name components, such as fibre, fruit, vegetables and water. Following discussion on types of exercise, pupils investigated their pulse rate before and after exercise, understanding the need to record this several times to have a fair test, knowing that the pulse measures heart rate. Scientific vocabulary was used accurately, for example, 'pressure' and pupils made good use of line graphs learned in mathematics to record their findings. The good teaching took the pupils through the process of formulating a scientific question, planning an investigation, predicting results and coming to a conclusion. During the lively discussion and action that followed, pupils predicted that the resting pulse and pulse after exercising would show a marked increase.

53 Leadership of the subject is good and management is satisfactory. Assessment and monitoring procedures have not yet been developed. The co-ordinator is knowledgeable and enthusiastic about the subject and has a very clear idea of what needs to be done to improve this area of learning and raise standards.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Clear leadership, staff training and the acquisition of good resources have put the subject on a strong platform for further improvement. The level of subject knowledge being acquired by teachers enables pupils to learn effectively.
- There is insufficient use of ICT to enhance learning in other subjects.

## Commentary

54 Since the arrival of the new resources, the progress made by older pupils' is good. They achieve well, acquire a good range of skills, knowledge and understanding and consequently

attainment by Year 6 is in line with expected standards. Standards in Year 2 are below expectations. Although they use programs to create pictures and add labels, pupils do not confidently use ICT to organise information or present findings and lack confidence in saving, printing and retrieving their work. These pupils are catching up on two terms without resources and this has limited their progress over time and individual achievement.

55 The quality of teaching and learning is good overall because of continuing professional development. The clear strengths in the teaching are: encouragement and challenge; the assessment of pupils' acquisition of skills in lessons; high expectations of how pupils will behave in the computer suite and the effective use of resources, including those at the local City Learning Colleges for simulation and more sophisticated control work. Teachers' respect and use the undoubted skills of some pupils. For example, two Year 6 pupils developed the school website pages using multimedia presentation skills such as hyperlinks, sound and custom animation. Very proud of their achievement, they wrote "people will like our website better than the school prospectus because it's the pupils' view and is very easy to understand".

56 All pupils, including those with special educational needs, respond enthusiastically to the challenges presented to them. Careful demonstrations by teachers, using a data projector, enable pupils to learn the basic skills of handling software. For example, pupils in Year 6 used a computer to control an object on the screen. They programmed instructions to draw squares, rectangles and triangles after using a programmable toy to do the same. They were well challenged in understanding that for the outcome to be accurate, the instructions had to be both precise and accurate. Using their mathematical knowledge of angles and degrees, they persisted and were successful. There was little evidence of pupils using word processing during the inspection.

57 Leadership is good, showing a clear understanding of the improvements needed. Management is satisfactory. Procedures to track pupils' progress over time and the monitoring of teaching are not in place.

### **Information and communication technology across the curriculum**

58 The use of ICT to enhance learning in other subjects is very limited. Opportunities are not systematically planned for teaching and learning. Some use is made of programs to support literacy and numeracy. Pupils in Years 4, 5 and 6 have learned how to 'navigate' websites to find information to support historical enquiry.

### **HUMANITIES**

59 There was insufficient evidence to make secure judgements on the provision for **history** or **geography**. However, in samples of pupils' work, the two lessons seen and discussion with the subject leaders indicate that the curriculum meets the requirements of the National Curriculum. The local area is used well as a resource for teaching. In particular, the school is very involved in the local Roman museum of Segedunum. The subject leader has helped design study materials for the museum and the pupils have been involved in trialling these. However, pupils' work indicates that there are few opportunities for pupils to use their ICT skills in lessons and there are not enough activities that expect pupils to use a broad range of writing skills. They have plenty of activities to describe and write factual matters, but not enough require them to express their views or opinions and to use their imagination to consider what life is like for different people in the past or present. The subject leaders are keen and enthusiastic, but have not had time to monitor the strengths in the provision or the quality of teaching and learning.

### **RELIGIOUS EDUCATION**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Assemblies contribute well to overall provision.
- The school fulfils its statutory requirement with regard to religious education and teaches pupils about Christianity and other religions.

## Commentary

60 Pupils achieve steadily to reach the standards expected in the locally agreed syllabus for schools at the end of Years 2 and 6. In the mixed age Year 1 and 2 class pupils prepared effectively for a visit to the local synagogue in a good lesson that focused on the special places that people go to share thoughts and ideas. The teacher's very good questioning promoted good discussion in pairs and groups and as a result, pupils responded sensitively to the thoughts and feelings of their classmates.

61 Year 5 and 6 pupils have the opportunity to make good use of the library when they carry out research to extend their knowledge of the Bible and pupils in Year 6 showed good understanding of the origin of a variety of Christian Crosses and effectively designed a cross to represent a chosen aspect of Christianity. Assemblies with their mainly Christian themes, ethos, prayers, time for reflection and rewards for achievement add greatly to pupils' experience of religious education and promote their spiritual development well. Pupils study topics on different world religions as prescribed by the syllabus and develop a secure understanding of the important festivals and customs of these faiths such as Islam, Hinduism and Judaism, but there are not enough activities for pupils to learn about these from a 'first-hand' perspective through visits and visitors to school.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62 The evidence for **design and technology** comes from talking to pupils, teachers and the subject co-ordinator. In addition, one lesson was observed in the Year 1 class. It is clear that the school places appropriate emphasis on designing and making. In a satisfactory lesson, Year 1 pupils studied the key features of house design before they began work on plans of their own. Pupils in Year 2 effectively designed and made a hoist to pull Incey Wincey spider up and down the spout. Year 6 pupils designed and made a pair of slippers. They made a prototype and adapted their ideas well while showing good consideration of appearance, cost, suitability and comfort. The subject leader is very enthusiastic and clearly has the potential to lead the subject well and raise the profile of design and technology across the school.

63 No lessons were seen in **art and design** so no secure judgement can be made on teaching or standards. Teachers make high quality displays of pupils' work in art and design, for example, in the Year 5 class when pupils make good use of collage technique to create a crowd scene which contains famous faces. Further evidence comes from talking to pupils and teachers and in a file that the subject co-ordinator keeps. Teachers extend effectively pupils' learning through the use that they make of art in other subjects such as history when they paint pictures of Henry VIII and his wives. The co-ordinator has no opportunity to monitor teaching and learning in her colleagues' classes.

64 No lessons were seen in **music**, so no judgement can be made about overall provision in this subject. However, music observed in assemblies, discussions with pupils and teachers and a scrutiny of teachers' planning indicates that standards in music are satisfactory. Pupils sing to a high standard in assemblies and whole school singing practise. They show an understanding of dynamics, loud, soft, and duration, long and short notes, rhythm, and beat. Pupils show a very good sense of pitch and sing tunefully, with expression and a good sense of shape and melody. When the headteacher set a challenge for the whole school to sing 'Alleluia' in two parts the performance was superb and pupils and staff showed great pride in their achievement.

65 The teaching of music is planned to develop knowledge, skills and understanding in composing, performing and appreciation through a variety of musical activities, including some specialist visitors for keyboard and violin. Pupils learn the names of instruments and how they are played, for example, the harp, flute and cello. They listen to different composers, types, styles and

moods of music from their own heritage, in class and assemblies. Experience of music from other cultures is limited; a visiting musician using African Djembe drums, however, excited great interest and enthusiasm from teachers and pupils, including lunchtime staff. There is no evidence of the use of ICT to support or enhance pupils' learning. Pupils' attitudes to music are very positive. They enjoy making music, behave very well and maintain good concentration when actively involved in making music.

66 Leadership, in common with other subjects, is new, and enthusiastic. Staff training, including that for Learning Mentors is in place. Resources are good, well organised, of high quality and readily accessible for teaching and learning, including a music room. There is no formal monitoring or tracking of pupils' progress to enable the subject leader to give specific advice to colleagues on how they can improve their teaching of music.

## PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Teachers are enthusiastic and teach the basic skills well.

### Commentary

67 Lessons in physical education were observed in the mixed age Year 3 and 4 classes and in Year 6. Standards and achievement in Year 6 are at the expected level for this age group. No lessons were seen in Years 1 and 2 so it is not possible to come to a firm judgement on standards in Year 2. Pupils in the Years 3 and 4 class are developing sound skills when supporting their weight on a variety of body parts. In a good lesson in Year 5 and 6, pupils achieved well when they practised the skills of throwing and catching in preparation for team games involving these skills. The teacher constantly revisited the aims for the lesson and this helped pupils greatly with their development of skills and techniques.

68 It is clear from observing lessons and from talking to pupils that they enjoy physical education. In all lessons they participate fully with great enthusiasm and appreciate the good performance of their classmates.

69 From evidence in planning, discussions with pupils and observation of wall displays, there is a sound curriculum of activities in physical education. The programme of activities includes for example, gymnastics, dance, games and swimming. Pupils from Year 4 and 5 swim at the local pool and pupils in Year 6 are swimming at the appropriate level by the time they leave the school. The school offers a sound range of sporting activities outside of the normal school day. These activities include rugby, hockey, basketball and netball. The subject leader has held the post for a short time, but is giving a sound lead to the subject and is involved in the local Primary Development Group with other schools.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

### Main strengths and weaknesses

- Pupils have many opportunities to discuss their work in lessons.
- All adults have very good relationships with pupils.
- Pupils have good opportunities to play a part in the work and development of the school.
- There are not enough activities to prepare pupils for living in a culturally diverse society.

### Commentary

70 Throughout the school, staff place a very high priority on involving pupils in discussions, encouraging them to consider their work and to express their views and opinions. In reception, staff build on children's personal skills very effectively. They encourage them to work, play and communicate with each other, so, from a very low starting point, by the end of reception their skills in this area of learning are in line with those expected. The school has recently introduced a formal scheme of work which complements the existing work well and gives a coherent framework for teachers to plan to. As a result, the very positive attitudes and good behaviour of pupils show that the school makes good provision for developing pupils' personal skills and qualities. Due to the very good relationships in school between adults and pupils, all staff, including the lunchtime supervisors and catering staff contribute well to this provision. For example, the very good care at lunchtimes helps pupils to recognise the importance of looking after each other and the staff play an important part in encouraging good behaviour through their 'Golden Table' award. There is a consistent

system in school of rewards and certificates. Pupils understand these systems and look forward to 'Golden Time' on Friday when they have some choice over the activities they do as a reward for good behaviour and performance. Theme days, such as one on healthy eating, raise pupils' awareness of the importance of having a healthy lifestyle. The process for selecting class representatives to the school council and the appointment of corridor monitors at break time reflect the school's commitment to developing pupils' understanding of their role as citizens and members of a community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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

\* Since the last inspection the school has changed from a First to a Primary school as part of local education authority reorganisation, so judgements made on the last inspection are not relevant to the school as it is now.