

INSPECTION REPORT

NEWBOTTLE PRIMARY SCHOOL

Houghton le Spring, Tyne and Wear

LEA area: Sunderland

Unique reference number: 108801

Headteacher: Mr Malcolm Eves

Lead inspector: Mr Chris Green

Dates of inspection: 8 – 10 March 2004

Inspection number: 264340

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 years
Gender of pupils:	Mixed
Number on roll:	408
School address:	Houghton Road Newbottle Houghton le Spring Tyne and Wear
Postcode:	DH4 4EE
Telephone number:	0191 5536566
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Morgan
Date of previous inspection:	9 November 1998

CHARACTERISTICS OF THE SCHOOL

Newbottle Primary is a larger than average primary school. There are 446 children altogether, including 76 who attend the nursery on a part-time basis and 14 traveller-show children¹. Five children are from ethnic minorities and very few have English as an additional language. Three children are in public care. The pupil population is stable. As they enter the nursery, children's social skills and levels of language and mathematical development are well below the levels expected of most three year olds. There is an average number of pupils with special educational needs. About one in five pupils have free school meals which, with other census information, indicate that the area served by the school is one of less than average social and economic conditions. Since the school was last inspected in 1998 it has won two School Achievement Awards, in 2000 and 2001. In 2004 it received the Activemark Gold award in recognition of its commitment to promoting the benefits of physical education and school sport.

¹ Traveller-show children are those who move with their families during touring seasons and belong to the Showman's Guild.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2771	Mr Chris Green	Lead inspector	English Religious education English as an additional language
32667	Mrs Elizabeth Coleman	Lay inspector	
32133	Mrs Joan Elton	Team inspector	Special educational needs Information and communication technology Music Physical education
2759	Mr Derek Sleightholme	Team inspector	Mathematics Geography History
22421	Mrs Valerie McGrath	Team Inspector	Foundation Stage Science Art and design Design and technology

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REPORT CONTENTS	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	8
STANDARDS ACHIEVED BY PUPILS	
Standards achieved in areas of learning subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. A strong commitment to inclusion generates a very positive ethos of cooperation and success. Good teaching means that pupils respond and learn well. Their achievement is satisfactory. Pupils are very positive about school. They work hard, help each other and go about the school with smiling purpose. The headteacher and key members of staff provide good leadership and are supported by the governors in bringing about improvements in provision. The school applies best value principles and gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher's commitment to promoting inclusion is a central strength.
- Standards are below average in writing.
- Some higher attaining pupils do not do well enough in English and science.
- Pupils achieve very well in physical education.
- Pupils' personal development is very good.
- There is very good provision in nursery and reception.
- Teachers have good command of the subjects they teach and plan very well.
- Pupils with special educational needs achieve well.
- Curriculum provision and the range of extra activities are very good.
- There are missed opportunities for pupils to work independently.

Improvement since the last inspection has been satisfactory. The key issues for action have been attended to and the school provides good education, although issues about standards in English and those attained by higher achieving pupils at that time remain priorities. Teaching has improved considerably and now there is a higher proportion of good and very good lessons. Overall there has been a rise in standards, although the results in the 2003 tests indicated that levels had only been maintained.

STANDARDS ACHIEVED

As a result of very good teaching and learning in nursery and reception, children achieve well. Despite this, few reach expected levels in English and mathematics as they enter year 1, because they have so much ground to make up.

Good teaching continues, although by the end of year 2, standards are still below average in English, mathematics and in aspects of science. Achievement through years 3 to the end of year 6 leads to average standards being achieved in mathematics and science. Standards in English are below average through weak achievement in writing, and in aspects of scientific enquiry. Throughout the school, achievement in music, information and communication technology (ICT), religious education (RE), and personal social and health education (PSHE) is good. In physical education (PE) it is very good.

The table below shows results for 2002 were generally higher than in 2003 because fewer pupils with special educational needs were in the 2002 year 6 group.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	D	E	E
mathematics	D	C	D	D
science	C	C	D	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.*

Those pupils who have special educational needs achieve well, whereas those pupils with the potential to achieve above average standards make only satisfactory progress in English and science. Traveller-show children and pupils in minority groups achieve well.

Language, literacy and numeracy skills are used across the curriculum and contribute satisfactorily to the pupils' achievement. Pupils use ICT skills well and their competencies are good by year 2 and by year 6. Too few opportunities are planned for pupils to learn to write and to use and extend their writing in other subjects. Good competencies in speaking and listening and reading are achieved by the end of year 6 but these skills do not influence writing sufficiently.

Provision for pupils' personal development is **very good**. The pupils have very positive attitudes towards school, and they behave very well. Their attendance is below average for primary school pupils despite diligent efforts by the school to improve this. Punctuality is good.

QUALITY OF EDUCATION

The quality of education is **good**. Good teaching means that pupils learn well. Adults and children have very good relationships and these promote effective learning. Teachers plan their lessons very well and in ways which engage and motivate the pupils. New developments in the use of ICT have had a significant impact on improving the quality of learning. Teachers and assistants are good at giving appropriate encouragement and constructive feedback. The curriculum is broad and balanced and is enriched by a very wide range of high quality extra-curricular activities. Pupils are cared for very well. Information for parents is very well prepared and arrangements for parents to assist children in their learning are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher's commitment to meeting the needs of individuals and to promoting inclusion is very good and central to the school's success. Teachers with key responsibilities are making a significant impact on provision. The school is well managed with satisfactory support and challenge from the governing body. Whilst there are many strengths in evaluating provision, taking action is sometimes slow. Senior staff are very good role models for other staff and pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The partnership between parents and the school is **good**. Parents think highly of the school. They are very happy with the work it does and nearly all feel that their children like school, that teaching is effective and that this results in good progress. Children's views are very positive, they like the teachers, feel they are treated fairly and that they are helped to make good progress.

IMPROVEMENTS NEEDED

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

- Improve achievement in writing.
- Raise standards in English and science for those pupils with the potential to do well.
- Increase and improve opportunities for pupils to work independently.

The governors should also meet the statutory requirements for sex and relationships education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement through the school is **satisfactory**.

Main strengths and weaknesses

- Children make good progress and achieve well in the nursery and reception classes.
- Standards achieved in writing and in scientific enquiry, and in mathematics by year 2, are below average.
- Pupils achieve very well in PE.
- Pupils achieve well in music, RE, PSHE and ICT.
- Pupils with special educational needs achieve well.
- Some high attaining pupils do not achieve well enough in English and science.

Commentary

1. As children enter the nursery and reception classes their social skills and their levels of language and mathematical development are well below average. As a result of very good teaching, the children achieve well and the majority leave this class achieving standards somewhat below those expected for their age, but having made good progress.

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

Standards in:	School results	National results
Reading	15.9 (15.5)	15.7 (15.8)
Writing	14.3 (13.9)	14.6 (14.4)
Mathematics	15.5 (16.3)	16.3 (16.5)

There were 51 pupils in the year group. Figures in brackets are for the previous year

2. The table above shows that results in 2003 at the end of year 2 were above average in reading and below in writing and mathematics.
3. Pupils read at a satisfactory standard, are able to explain their work with confidence and thoughtfulness. Achievement in years 1 and 2 is satisfactory. The inspection found that the standard of pupils' writing does not match their capabilities in speaking and listening and reading. The standards achieved in English, in scientific enquiry and in mathematics are still below average at this stage.
4. Since the last inspection, the trends in the standards achieved by year 6 in test results show significant improvement to 2002. Since then results have been below those of other schools.
5. The table below shows that in 2003, the performance of pupils at the end of year 6 was below national averages in English, mathematics and science and showed a decline in results compared with the previous year.
6. Fluctuations in standards have been caused by the varying proportions of pupils with special educational needs in year 6 in different years. Also, pupils have not made progress in writing at a rate equivalent to those in similar schools. Although the inspection finds improvements in mathematics in the current year 6, making sure that pupils improve their standards of writing has not been a sufficiently high priority in the school development plan.

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

Standards in:	School results	National results
English	25.4 (26.5)	26.8 (27.0)
Mathematics	26.4 (27.1)	26.8 (26.7)
Science	27.6 (28.2)	28.6 (28.3)

There were 50 pupils in the year group. Figures in brackets are for the previous year

7. Good teaching, which is very well planned and supportive to pupils, results in pupils making at least satisfactory progress, apart from in writing. Through close support from teachers and assistants, speaking and listening and reading skills are developing well. Pupils perform well in creative activities and can explain sensitive and difficult ideas which arise in RE and PSHE very well. Pupils achieve well in those subjects where teaching is particularly good and where writing is less significant; music, ICT, PSHE and RE, and they achieve very well in physical education.
8. Those pupils with special educational needs achieve well and make good progress towards the realistic targets in their individual education plans. They are keen to do well. Achievement of their targets, in turn, encourages the pupils to make further progress.
9. Those pupils with the potential to achieve above average standards make only satisfactory progress in English and science and do not achieve well enough. Traveller-show children, despite their above average levels of absence, and pupils in minority groups, achieve in line with the majority.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their personal qualities, including social, moral and cultural development, are **very good**. Attendance is **well below average** despite diligent efforts to promote it, but punctuality is **good**.

Main strengths and weaknesses

- Pupils behave very well and the school sets high expectations.
- Pupils form very good relationships with each other and with adults.

Commentary

10. Pupils' very good behaviour results in a well-structured orderly environment in which everyone can get on with learning. The school sets high expectations for behaviour with a policy which is clearly displayed in classrooms and around the school. These expectations are reinforced by praise and positive example. Pupils report that playground incidents of bullying have decreased substantially since the introduction of 'buddies'. The very good role models provided by teachers result in a naturally acquired courtesy among pupils. There have been no exclusions in the last five years.
11. Relationships between pupils are very good with many opportunities for older pupils to help younger ones in 'reading and spelling buddies' and as buddies in the playground. The school council involves pupils and all age groups cooperate well together. This results in increasing maturity in pupils as they move through the school. The relationships between full time pupils and those from traveller-show families are particularly good with all pupils being valued as important in the school community. Relationships between pupils and adults are respectful and friendly and contribute to the pupils' enjoyment of school.

12. Pupils develop very good levels of moral, social and cultural awareness through a range of planned activities and lessons. They not only express their own feelings but also consider and represent those of others. Assemblies are imaginative and pupils show a very good understanding of the difference between right and wrong. They draw on the school's enthusiasm for cultural opportunities in performance and theatre visits and from meeting local asylum seekers and teachers from other countries. Spiritual awareness is not so well developed, although there are good opportunities to reflect, quite individually, on world events and empathise with those affected by disasters. Opportunities for personal reflection are frequent and thoughtful. The school supports various charities and promotes personal responsibility and social awareness very well.

Attendance

13. Attendance is below average for primary school pupils and the punctuality of pupils is good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.9	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.

14. The school's unsatisfactory attendance record reflects the fact that a number of pupils spend a large proportion of the year travelling with show families. There are also a small number of families who take holidays during term time. The school however makes strenuous efforts to improve attendance with certificates for individuals with good attendance and a reward system for class groups who maintain high attendance levels. Persistent poor attenders are followed up diligently and the school makes appropriate use of outside agencies where necessary. Punctuality is good and makes a significant contribution to the school's very good use of early bird activities to start the school day well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good** with **very good** curriculum provision, resources and accommodation.

Teaching and learning

Teaching and learning are **good**.

Main strengths and weaknesses

- Teaching and learning in the nursery and reception classes are highly effective and children make good progress.
- Teaching is best in PE, music, RE and ICT.
- Teachers have good command of the subjects they teach and plan very well in ways which helps pupils to learn.
- Teachers and their teaching assistants encourage, engage and motivate their pupils very well.
- Opportunities for teaching writing and investigational work in science are not well taken.

Commentary

15. Teaching and learning have improved since the last inspection. As the table below shows, there is no unsatisfactory teaching and there is now a very high proportion, 85 per cent, of teaching

which is good or better. The teaching is effective because it is very well planned to meet the different learning needs of most pupils, and lessons are presented in varied and interesting ways which engage, encourage and motivate the pupils very well. Teaching assistants support learning well.

16. Teaching in the nursery and foundation classes is consistently very good. Speaking and listening and early reading are taught very well through encouraging children to describe, explain and share personal experiences. This sets a firm foundation on language and communication upon which to build across all areas of learning.
17. The teaching is very good in the creative subjects where pupils are challenged and supported in ways that bring out their best performances. Very good teaching and learning was seen in all subjects but predominantly in PE, music and ICT. In these subjects pupils are often deep in concentration and show visible determination to make progress and match the high expectation placed upon them. Relationships are invariably very good. This produces a climate of trust and openness in which pupils feel able to take risks in their learning without fear of failure or embarrassment. Teachers and pupils raise and share sensitive issues, particularly in subjects such as RE and PSHE. They manage the learning which comes from these situations very well.
18. Teachers have secure knowledge and good command of the subjects they teach. They plan carefully for lessons using national guidelines, strategies and local syllabi appropriately. Expectations are usually well matched to the levels of the pupils' achievements, especially for pupils with special educational needs. This means that pupils are interested and quickly become engaged in what they have to learn. However, the levels prepared for the higher attaining pupils do not consistently make sufficient demands. This is the case in writing and aspects of science and, to a lesser extent, in mathematics. Opportunities are also too limited for pupils to work independently and extend their lines of enquiry and learning in these subjects.
19. Constructive marking and assessment of pupils' work is satisfactory. Marking does not consistently indicate what pupils should do next to make the most improvement. Verbal feedback given to pupils on how they are doing is good and many units of work are completed by having pupils complete appropriate assessment tests. Detailed assessments have recently been used to inform planning and target setting more effectively. A tracking system is now in place which enables teachers to view the progress made by individuals and so adjust their planning and target setting more precisely to meet the needs of different groups.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	22 (38%)	26 (45%)	9 (15%)	0 (0%)	0 (0%)	0 (0%)

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

The curriculum

Curriculum provision is **very good** as is the range of opportunities to enrich the pupils' learning. The accommodation and resources are **very good** and meet the needs of pupils effectively.

Main strengths and weaknesses

- There is excellent involvement in sport.
- There are very good extra-curricular activities.
- Visits and visitors enhance the curriculum.

- There is effective provision of a broad and balanced curriculum which meet pupils' needs well and particularly for those pupils with special educational needs.
- There are missed opportunities for pupils to work independently and extend their learning.

Commentary

20. Participation in sport is excellent. The school has received Activemark Gold for its achievements. There are many and varied opportunities for all pupils to play sport after school. Outdoor pursuits residential weeks and weekends are organised annually.
21. There is very good participation in the arts, with after-school clubs for recorder, keyboard, art, violins, cookery, French and gardening. The grounds are currently being developed using the pupils' designs. All pupils have the opportunity to perform in an annual theatrical production. Last year the pupils acted 'Peter and the Wolf' using their own script and sang their own lyrics to music by the Beatles.
22. Pupils have visited Durham Cathedral, Hadrian's Wall, Beamish, the Winter Gardens and Sunderland Empire to extend their learning. Older pupils have also attended science master-class workshops and first aid presentations. The school frequently invites specialists into school. Pupils have benefited from a writer and artist in residence, physical education specialists and visits by church personnel.
23. The school provides a broad and balanced curriculum which meets the needs of pupils well. Sufficient time is allocated to every subject. Pupils with special educational needs have good access to the full curriculum which is assured because of the very good management of extra support, the accurate identification of needs and targets, and the monitoring of progress. Gifted and talented pupils are identified and provision for them is satisfactory in lessons and exceptionally good in extra-curricular and enrichment activities. Teachers provide effective personal, social, and health education, including sex education and relationships education with particular attention to alcohol and drugs abuse. They do this in the absence of an agreed sex and relationships education policy.
24. There are missed opportunities for pupils to work independently and extend their learning, most notably in writing across the curriculum and in aspects of science enquiry. The school has recently adopted the LEA's assessment tracking system and this should enable teachers to view individual progress in these subjects more effectively.

CARE, GUIDANCE AND SUPPORT

The school ensures the pupils' care, welfare, health and safety **very well**.

Main strengths and weaknesses

- The provision for support and guidance for traveller-show children is excellent.
- The systems that secure care for all pupils are very well developed.
- Staff monitor progress closely and effectively.
- Pupils participate very well in the school's nurturing programme.

Commentary

25. The school has excellent support and guidance for pupils from traveller-show families. These pupils are in contact with the school's show children co-ordinator from the start of their school careers and their progress is carefully monitored both in school and while they are away. The co-ordinator has close links with all families and these are reinforced with visits to local sites and

close contact with support teachers while away. When pupils return they join the daily routine and resume in school without difficulty.

26. The systems for caring for all other pupils are also very well developed. The school is proud of its nurturing programme, which has valuable benefits in many areas of school life and encompasses the PHSE syllabus, circle time², the school council, the buddy system and is to be extended to parents. The senior management team has formed a pastoral group to provide support for both pupils and teachers. This aspect of school life is strongly valued by both parents and pupils and greatly increases pupils' self-esteem and confidence.
27. There are very good child protection procedures in line with LEA guidelines. The designated teachers are experienced in their roles. The headteacher, who maintains close regular contact with the core group of care professionals, monitors children in care. Health and safety procedures are very well regulated.
28. As a result of the nurturing programme, staff know pupils well and pupils are confident that their views will be taken into account in the development of the school. An outside adventure area has been created as a result of their ideas and this provides a valuable resource for learning.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The partnership between parents and the school is **good** and parents think highly of the school. The school has **very effective** links with local schools and the community.

Main strengths and weaknesses

- The school utilises community resources very well.
- Reports to parents are very good.
- The school has very good links with other schools particularly benefiting from provision in sport.

Commentary

29. Pupils benefit from the very good use of community resources which support their learning. Visitors to the school contribute well and the school makes particularly good use of visiting theatre groups and visits to outside theatres. The school encourages links with local sports clubs, arranges swimming lessons and celebrates sporting achievements.
30. Pupils' progress is monitored closely and reported very well. Bi-annual reports to parents are very informative and include grades for punctuality and behaviour. Suggestions for improvement are given verbally to parents of older pupils on one of the three open evenings. Younger pupils and pupils with special educational needs have written suggestions to support progress. This strong partnership with parents makes a significant contribution to improving educational provision.
31. The school's links with local primary schools and the local secondary school, a specialist sports college, are very good and make an important contribution to the school's very good provision for physical education. Lessons are sometimes taken by teachers from the senior school who also provide additional equipment. The school has a popular programme of sporting fixtures with other local primary schools.

² Circle time is an opportunity to talk about personal issues in a safe and secure classroom setting.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher and key staff are **good**. The governance of the school is **satisfactory**. This is similar to the findings of the previous inspection. The effectiveness of management is **good**.

Main strengths and weaknesses

- The headteacher's commitment to meet the needs of individuals and to promote inclusion is very good and central to the school's success.
- Staff with key responsibilities are making a significant impact on provision.
- There are strengths and weaknesses in evaluating provision and taking action.
- There are very good arrangements for staff induction.
- The school is well managed.
- Senior staff are very good role models for other staff and pupils.

Commentary

32. The headteacher's commitment and contribution to meeting the needs of pupils and staff is very good. The fact that the school has received Achievement Awards in 2000 and 2001 and Activemark Gold Award in 2004 is testimony to this. Through the headteacher's thoughtful leadership the school has earned a good reputation for its work in helping pupils to be good citizens and in raising their self esteem, and in encouraging staff to develop professionally.
33. Staff with key responsibilities are working well with others to help the school to improve. Through their commitment to school improvement and by using satisfactory performance management arrangements, these middle managers have helped raise standards.
34. There are strengths and weaknesses in the school's systems for evaluating provision and taking action. The headteacher has worked with the senior staff to compile evidence using a variety of worthy monitoring techniques. Unfortunately the areas monitored have been random rather than on a clearly planned strategy.
35. The priorities in the school development plan have not always reflected the pupils' performance data. For example, concerns were identified in the rate of pupils' progress in mathematics two years ago. Positive action was taken to introduce setting in mathematics and standards in the current year 6 are now in line with national averages. By comparison, the steady decline in standards in English, particularly writing, has not been successfully addressed and pupils' performance at age eleven in 2003 has fallen to well below the national average. The headteacher has confirmed that English teaching is being reviewed this year and is a high priority in the revised school development plan.
36. Newly qualified and more experienced staff joining the school report that they have benefited from very good induction arrangements. Good direction is provided by those with more senior responsibility who guide them through the annual cycle of training and development and managerial tasks.
37. The governors support the school rather better than they challenge. They have not agreed the content and organisation of the sex and relationships education programme.
38. The school is well managed and operates efficiently. Pupils benefit from the well-established routines, and the deputy headteacher plays an important role in fostering positive attitudes and relationships between them. Office practices are well established with clear routines and appropriate delegation of responsibility. The school adopts best value procedures and gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	825929
Total expenditure	808611
Expenditure per pupil	1939

Balances (£)	
Balance from previous year	9447
Balance carried forward to the next	17318

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in nursery and reception classes is **very good**. This is a strength of the school.

39. Children join two reception classes in the September before they are five. The majority of children attend the school nursery for between three and five terms before transferring to reception. There is good communication with children and families before and during the induction period which lead to excellent relationships being established. When they start nursery, children's language, mathematical and social development is well below expectations for their age, although the full range of ability is represented. Last year children's attainment was below the expectations for their age when they started year 1. However, the children in the current reception year have made very good progress and are on line to attain the early learning goals by the end of the year. This indicates they are attaining standards in line with expectations for their age. This still shows good achievement for this group of pupils.
40. The individual needs of children, including those with special needs, are met very well because of very good curriculum planning, teaching and learning and assessment. The analysis of assessment information is well developed, and consequently aspects of teaching and learning requiring improvement are identified. The good ratio of adults to children enables very good support for individuals and small groups. Children with English as an additional language, have their needs met very well. The accommodation, resources and staffing ratios are very good overall although the outdoor learning environment has shortcomings. The very good leadership, management and teamwork has enabled good improvement since the last inspection. This is evident in the systematic implementation of new curriculum and assessment requirements since 2000.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because teaching and learning are very good.
- The good balance of child initiated and adult led activities promotes very good behaviour, independence and collaboration.
- Excellent relationships between staff and children promote a very positive climate for learning.

Commentary

41. Very good teaching and learning leads to very good achievement.
42. A gradual induction programme for children and good communication with parents supports very good emotional development. Adults and children clearly enjoy working together, and consequently children are very keen to respond and learn. The daily routine offers a broad range of adult led and child initiated activities, which are well planned to encourage children to co-operate, exercise independence and communicate with each other. Clear and consistent expectations are set for behaviour and courtesy, and consequently this is very good.
43. The excellent relationships between staff and children promote high self-esteem and emotional security in children. This positive ethos supports pupils of all abilities well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The curriculum promotes speaking and listening and early reading very well.
- Children achieve well, and have shown good progress in language development.

Commentary

44. The teaching team promotes speaking and listening very well. Following a review of assessments, speaking and listening has become a priority in the curriculum. Adults consistently encourage children to describe, explain and share personal experiences. Questioning is used sensitively and effectively to promote children's talk. Literacy activities are stimulating, promoting children's interest and verbal responses well. Children are gradually introduced to sounds and letters and the higher attaining children are beginning to write the first sounds in words and are building simple words. These children achieve well. Average attaining children, however, are not yet confidently using their knowledge of letters and sounds in their writing, and consequently these children are showing satisfactory achievement at this mid point in the reception year.
45. Enjoyment of books is promoted very well. Teachers bring books alive through their expressive and enthusiastic reading, the use of puppets and artefacts. For example, nursery children retold the Three Little Pigs story using puppets. Reception children were given an excellent model for writing an invitation. A humorous card arrived in the classroom by 'post'. This was exciting, leading to high motivation and good understanding of the task for writing and reading invitations. They are developing a good understanding of characters and settings in stories through role-play. Children regularly select from a wide range of books and story sacks, and take them home to share with adults. For the current reception children, standards are in line with expectations for speaking and listening and reading, showing very good progress and achievement. Standards are below expectations for their age in writing, but this shows good achievement since starting nursery.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good teaching of mathematical vocabulary.
- Children's interest is promoted well when they use mathematics for real purposes.

Commentary

46. Children respond well to practical mathematical activities which the very good teaching provides. For example, in the lessons observed, children used positional and directional vocabulary in a range of contexts. Appealing resources motivated children to follow directions and describe location using left, right, above, below, up, down and next to.
47. They use counting for meaningful purposes, for example, they counted out place settings at the table and created collage-repeating patterns, counting the repeats accurately. A well-resourced classroom shop offers purposeful opportunities to use money, read prices and add numbers. Children regularly count using rhymes and number lines, and they are beginning to count back. Appropriate emphasis is placed on practical calculating opportunities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A very good range of stimulating activities promotes very good learning.
- Children's attitudes in play, exploratory and investigative activities, are very good.

Commentary

48. Children's very good engagement in activities and a review of photographs of celebrations, displays, visits and visitors, shows provision is very good. Adults regularly use questioning to prompt children's observations and to aid understanding. Very good use is made of ICT to promote learning, and children show confidence as they use computers and audiotapes. Children's awareness of their own locality is developed well. For example, reception children undertook a local sponsored walk. This led to a very good understanding of directional language and features of their locality as they discussed their route which was recorded on a large-scale map and illustrated with photographs. The designated outdoor learning environment is used well to promote their observation and appreciation of the living world, and seasonal changes. There are well-planned opportunities for children to explore and investigate practically. For example they use torches, reflectors, mirrors and cellophane to explore light. They also make pizzas and observational drawings of freshly caught sea life.

PHYSICAL DEVELOPMENT

Provision is **satisfactory** overall.

Main strengths and weaknesses

- Teaching and learning in adult directed activities are good.
- The outdoor learning environment is currently under-used, particularly by reception children, for spontaneous physical activity.
- Equipment in the outdoor environment is unsatisfactory for promoting good physical development.

Commentary

49. Children have access to a designated outdoor learning environment for physical activity and to the hall for dance and gymnastics. The provision for adult directed physical activity in the hall is good. The outdoor environment is used on a daily basis, as part of children's playtimes, and in the milder months as an option within the curriculum. This should be extended to offer nursery and reception children more opportunities for spontaneous physical activity within curriculum time. Currently the outdoor environment is under-resourced for developing children's confidence and competence when climbing, balancing and controlling speed and direction on wheeled toys.

50. Pupils develop manipulative skills very well as they play with a wide range of malleable materials and construction toys. They use a range of tools confidently for cutting, joining, sticking and painting. The adult directed opportunities for physical development offer good provision, reflecting good teaching and learning and good indoor accommodation and equipment. However, spontaneous physical activity is constrained by unsatisfactory resources in the outdoor environment, leading to satisfactory achievement and provision overall.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Very good provision offers frequent opportunities for a wide range of creative responses.
- Children's concentration and perseverance are very good.

Commentary

51. Children sustain involvement very well as they engage in imaginative play in the home corner, shop and café. They create imaginary places and events as they use play people and animals in their small world play. For example, reception children used toy people, plastic plants and minibeasts in compost to create gardens, and they re-enacted the Three Little Pigs story with masks and puppets. Nursery children took on roles in the 'building site', using saws, hammers, barrows and sand. Because activities link to the theme for the week, often using a story or visitor as a stimulus, the children are equipped to bring their own ideas and personal responses to their play and creativity.
52. Children sing enthusiastically, and they listen appreciatively to music. They are encouraged to select from a good range of art materials, which are made easily accessible to them. They paint, draw and stick collage materials with confidence and enjoyment. The hall is used regularly for movement, and children show enthusiasm in their responses to music. Regular opportunities to build and construct with malleable materials and construction toys also promotes creativity very well. Teaching and learning are very good, and achievement is good overall.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in English are below average by seven and eleven, caused by weaknesses in writing.
- Standards in reading are average and pupils speak and listen well.
- Pupils' achievement is satisfactory and good for those with special educational needs.
- Teaching is good and results in pupils achieving well in speaking and listening and reading.
- Too few opportunities exist for pupils, especially the higher attainers, to work independently and extend their writing.
- English contributes well to the development of pupils' personal qualities.

Commentary

53. Standards are below average for pupils in years 2 and 6, brought about by low achievement in their writing. The inspection found standards in reading to be average, although the 2003 national test results indicated above average results at seven. Pupils achieve well in speaking and listening. Reading has high importance and pupils use books and computers well to find information and to get ideas for creative activities and for discussions across a wide range of interesting and sensitive issues. However, opportunities are not taken to stimulate and achieve sufficiently challenging and extended writing and especially not for the higher attaining pupils.

54. In English lessons and in subjects such as, history, geography and science where writing is a central part of the development and communication of ideas and findings, achievement is too limited. Conversely in other subjects such as RE, where written reporting is less central, pupils achieve well through reading, speaking and listening. Pupils do well verbally when explaining about personal and social events. They exhibit maturity beyond their years in articulating difficult ideas and can express empathy for people in circumstances different to their own.
55. The good teaching and learning is characterised by careful and detailed planning which teachers and their assistants use to encourage the pupils to speak and listen perceptively. Teachers have good knowledge and understanding of the teaching of English. With able support from their teaching assistants, they ensure that pupils who have difficulties in language and literature make at least satisfactory progress, and good progress in speaking and listening and reading. Teaching assistants make a very good contribution but are under-used to help improve the pupils' writing and extend the achievements of the more able pupils.
56. There are too few structured opportunities for pupils to work independently and extend their writing as they progress through the school. Many writing lessons begin with a blank page; pupils are not asked to build sufficiently on earlier drafts and previously edited work to accomplish more complex writing at higher levels of performance. Insufficient action has been taken to make improvements in this area.
57. The English co-ordinator has good knowledge and understanding of the national curriculum and the national literacy strategy. Careful analysis of data has correctly identified writing as needing most attention. Specific targets have been set to focus teaching on the areas identified for improvement in each year group. Appropriate plans for improvements in writing therefore have been made, based on the school's self-evaluation and the monitoring report from the LEA. These now feature in the new draft school development plan. However, until very recently, these actions have not received sufficiently high priority in the school's cycle of implementation.
58. Since the last inspection improvements have been sustained at a satisfactory level.

Language and literacy across the curriculum

59. The school promotes speaking and listening and reading through other subjects and is successful in doing this. Examples of this are found in most subjects and are particularly good in PSHE and RE. Planning makes good reference to how literacy opportunities may be used. However, the lack of emphasis given to the teaching of writing across the curriculum is a weakness. Insufficient opportunities are planned for writing and for independent enquiry. The recording of work in English and in science, geography and history is neither developed at appropriate levels nor is it in sufficient depth or extent. On the other hand, displays of pupils' work and materials on classroom walls prepared by teachers and assistants often have a language and literacy emphasis and this supports English across the curriculum very effectively. Pupils' skills in ICT are under-used in helping them to write.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are below average by age seven and average by age eleven.
- Pupils' achievement is mostly satisfactory, it is good in years 5 and 6 and for pupils who have special educational needs throughout the school.
- The teaching of mathematics is mostly good and numeracy skills are developed well through other subjects.
- Leadership of mathematics is good.

Commentary

60. Inspection evidence shows standards in all aspects of mathematics are below average by the end of year 2. Compared to most schools fewer pupils attain above average standards by age 7. By age 11 standards are average with the proportion of higher and lower attaining pupils broadly in line with the national picture. Although pupils' achievement is satisfactory, two important findings emerge in this inspection.
61. First, lower attaining pupils and those who have special educational needs, achieve well because they benefit from small class and group teaching. Here the spread of attainment is much narrower than normal and teachers successfully match work to pupils' level of understanding. They also benefit from the focused but sensitive help provided by teaching assistants, for example, eleven lower attaining year 6 pupils worked hard to complete a number activity and practised tables as the teaching assistant encouraged pupils individually.
62. Second, pupils currently in year 6 were below average when age seven in 2000. Two years later their results in optional tests showed they had not made the expected rate of progress. School leadership responded positively by introducing setting in mathematics. During their final two years at school, these pupils have made much quicker progress, achieving well to reach average standards.
63. The good teaching is the most positive aspect of mathematics. Planning is thorough, and uses the national guidance. Teachers ensure lesson objectives are very clearly stated at the start of lessons. Most deliver lessons at a pace that appropriately matches levels of understanding. Higher attaining pupils in year 6 responded well to brisk lively questioning. Lower attaining year 2 pupils benefited from the steady but secure approach by their teacher who guided them through a well-organised practical activity. This helped them recognise coins and place them correctly in order of value. Teachers, now well trained, are very confident in using the excellent ICT interactive facilities installed in many classrooms. This has addressed a previous inspection weakness in teachers' subject knowledge of ICT.
64. Subject leadership is good. The success of introducing setting arrangements for pupils in years 5 and 6 has been extended to year 2 where pupils are regrouped for mathematics lessons. The present temporary co-ordinator has continued to support these initiatives and has raised the profile of mathematics across the curriculum. Many classes now have at least one numeracy session each week based in the well-equipped ICT suite. This helps pupils to extend their mathematical understanding through access to good ICT software.

Numeracy across the curriculum

65. Pupils are provided with many opportunities to improve their numeracy skills through work in other subjects, for example in timing and measuring their performances in PE. Lower attaining pupils from a year 5 class learned to measure carefully in grams the ingredients used at the time of food rationing.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and pupils' achievement are satisfactory.
- Standards by year 2 and year 6 are average overall, though aspects of scientific enquiry are below average. They have shown recent improvement in year 2 but have declined in year 6.
- There is insufficient challenge for higher attaining pupils in years 3 to 6, leading to lower achievement for this group of pupils.

- The subject has been under-managed due to staff instability.

Commentary

66. At the time of the last inspection, national tests showed standards were average at seven and eleven. The inspection findings indicate standards are average in knowledge of scientific vocabulary and facts and confirm this judgement for the subject. However, pupils' understanding of how to carry out science explorations and investigations is less secure, leading to below average standards in this aspect of science.
67. Teaching is satisfactory. Emphasis is placed on developing pupils' scientific vocabulary and communicating information in writing and charts. Lessons are well planned and promote the collection of data but with insufficient opportunities for pupils to use evidence to answer questions.
68. Effective use of resources and clear explanations exemplify the better teaching observed. For example in year 6, pupils showed good learning as they classified plants and animals, using well-prepared materials. In year 4 the explicit teaching of how to test which solids will dissolve in water led to good learning from direct experience. However, discussions with pupils and scrutiny of work indicate that practical opportunities in science are infrequent. Exploration and investigation, for year 6 pupils, is constrained because many lessons are used for practising test questions. Where there is additional support for pupils with special educational needs, these pupils achieve well. Some higher attaining pupils under-achieve because there are too few opportunities for these pupils to work at their own pace and to extend their work. ICT promotes learning satisfactorily as pupils undertake data-handling and research.
69. Following staffing instability, a part time teacher now leads the subject. The recently appointed leader has undertaken a good revision of the policy. The school has not yet systematically monitored standards or the quality of teaching and learning. Currently, insufficient time is allocated to the leadership and management of the subject.
70. The standards achieved and the learning opportunities provided at the time of the last inspection have been maintained.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Leadership and management of ICT are very good.
- ICT is utilised across the curriculum very well because staff and pupils are confident.
- Opportunities need to be given to extend higher attaining pupils.

Commentary

71. This subject is very well led and managed. Issues in the previous inspection have been addressed and progress has been good. The ICT scheme of work is very comprehensive and identifies small steps for progression. Assessment is tracked for each pupil against key objectives and is linked to the LEA assessment scheme. In partnership with local schools the co-ordinator is currently developing ICT materials for parents to use with pupils at home.
72. Staff and pupils are confident with ICT and teaching and learning are very good. Teachers use the interactive white board very well and competently use ICT for administrative purposes. Pupils enjoy ICT and are very confident loading and exiting programs, using the mouse to click

on multiple-choice icons and accomplishing a long search for the appropriate information. Pupils do not have typing skills but are fairly quick with a limited range of fingers.

73. ICT is used very well as a tool for teaching and learning. It enables teachers to more accurately match activities to pupils' ability and interest. Teachers are versatile with the programs and use them to motivate and sustain concentration in order to enhance classroom teaching. They are particularly clear with their instructions and structure lessons so pupils can self-assess against their learning goals.
74. Pupils with special educational needs are supported very well in ICT. Software programs help them to become independent learners. Technicians manage machine problems very well, adult time for individual tuition is readily available and so pupils achieve well. Open-ended tasks that allow higher attaining pupils to apply their skills independently do not feature in lessons enough and so the potential for them to achieve highly is limited.

Information and communication technology across the curriculum

75. The school makes very good use of ICT in most subjects. When planning lessons, teachers identify areas where the use of ICT might be appropriate and this has increased staff awareness of its potential. In a science lesson pupils successfully constructed branching databases to sort their knowledge of the animal kingdom and test its validity by questions. In mathematics immediate assessment and graphical illustration helped pupils correct their answers to written problems quickly and gave support as they moved to the higher levels of number operation. However, ICT is not used enough to help pupils to develop the content of their writing.

HUMANITIES

History and geography

Provision in humanities is **satisfactory**.

Main strengths and weaknesses

- Lively discussions using appealing resources help pupils attain expected standards.
- Low standards of writing hinder pupils' ability to produce satisfactory work.

Commentary

76. Two lessons in history and two in geography were observed with teaching, learning and pupils' achievement judged to be mostly good. Teachers confidently deliver these subjects and encourage pupils in handling appealing resources. This leads to lively discussions that allow pupils to express opinions. In a history lesson for pupils in year 1 the teacher had carefully assembled a collection of old and new toys and skilfully challenged pupils to sort them by age. In a well-organised geography lesson for pupils in year 2 the teacher used a large pictorial representation of a seaside. This helped pupils to understand the difference between natural and man made features as they labelled the '*sand*', '*pier*' and '*golf-course*'. In a successful history lesson for pupils in year 5 parents skilfully organised a practical session. The pupils baked biscuits using basic ingredients typical of the time of rationing. This resulted in very good learning about living through the war and helped pupils to reflect on progress since that time.
77. Analysis of pupils' past written work, however, sharply reveals the impact of low standards in literacy. Although pupils have learned about the life of Florence Nightingale, how Victorian children used to live, studied an island community and studied the impact of pollution on the environment, much of the pupils' writing reflects little independent thinking. Too much is copied in the style of rote exercises. The work set for pupils is not matched sufficiently to their prior attainment and too often unsatisfactory standards of presentation have been accepted.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Teacher's subject knowledge and planning is very good.
- Pupils' skills in speaking and listening help them to achieve good standards.

Commentary

78. The high quality of the school's religious education curriculum is due to the teachers' knowledge and awareness of the need for pupils to cover the work in the locally agreed syllabus. It is a balanced programme of work on two major strands:
- ideas and principles on which to base personal behaviours, attitudes and values; and
 - factual knowledge about world religions.
79. As a result, lessons in RE and PSHE encourage pupils to think about contemporary issues, how these affect their everyday lives and the deeper meanings of religious ideas. The factual knowledge of the pupils is good because of the teachers' thorough and accurate preparation of their lessons and the way in which religious stories are brought to life with contemporary relevance. Invariably, ideas are brought to the immediate lives of the pupils and made relevant to life in multi-faith Britain and the world.
80. For example, year 5 pupils make comparisons between the beliefs of Christians and Sikhs and are able to identify rules for living which draw on both religious sources. Interplayed use of an overhead projector and high quality interactive whiteboard resources make the subject matter lively and interesting and pupils respond very well. PSHE lessons deal with much of the content in the agreed syllabus. A debate in year 6 on the arguments for and against keeping animals in zoos brought out the social, economic and moral issues effectively but also the different status humans hold in the animal kingdom from a religious perspective.
81. Displays around the school support RE very well. In the hall there is a splendid large-scale series of murals depicting scenes which symbolise the major world faiths. The scene for Christianity was stimulated by the stained glass window of the last supper at Durham Cathedral. Pupils knew the significance of the bird's eye view of the table with the plates of the 12 disciples and the extra plate at the end for Christ. Some even commented that the plate might be in the wrong place as they had seen old paintings where Christ had been seated in the middle of the long row!
82. Teaching, learning, achievement and leadership in RE are good. The LEA is introducing a new agreed syllabus in September 2004 and the school is poised to implement the new arrangement very effectively.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Many teachers have good specialist knowledge.
- Pupils have opportunities to compose, play and perform.
- The subject is well managed.

Commentary

83. Progress has been good since the last inspection because of good specialist teaching, good training for teachers with little specialist knowledge of music and good leadership and management.
84. Pupils compose, play and perform often using both voice and instrument. With partners they use untuned and tuned instruments to compose and play in sequence to the rest of the class. They sing popular and traditional songs in rounds and unison with pitch enthusiastically. Instrumental lessons are available for recorder, ocarina, guitar, keyboard, violin and brass. In addition there are full school singing lessons and annual full-scale musical productions.
85. The co-ordinator leads many of these activities and also assists staff with their own class assembly music. The co-ordinator has identified where additional support is needed so that all pupils receive their musical education from teachers with specialist knowledge.
86. The teaching and learning are very good and the subject is well led. Resources and accommodation are very good.

PHYSICAL EDUCATION

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

Main strengths and weaknesses

- Well-trained teachers give very good instruction and give this subject high priority.
- Pupils enjoy this subject and achieve very well.
- Pupils are made aware of the benefits of exercise.
- Extra-curricular opportunities for sport are very good.
- Co-ordination of this subject is very good.

Commentary

87. Physical education is given high priority. Pupils enjoy two hours of lessons every week and achieve very well. Many teachers have attended and achieved physical education and sport governing body qualifications, including a Top Sport award. In recognition the school has been awarded Activemark Gold by Sport England in recognition of its physical education curriculum, extra-curricular activities and sporting achievements.
88. The school has won rugby, football, athletics, cricket and netball awards over recent years and individual pupils have represented Sunderland in Tyne and Wear tournaments. Pupils understand the benefits of exercise. They have access to extra-curricular opportunities in sport because the school has clubs offering football, netball, athletics, rugby, cricket, gymnastics and cross-country. Swimming is taught in years 4 to 6 so that all pupils can swim at least 25 metres before leaving.
89. Teaching and learning are very good throughout the school. Lessons are well structured and highly focussed to develop quality in the detail of movement and skills. As a result pupils move very well and achieve very high standards.

Example of outstanding practice

One particular lesson featured excellent teaching and learning. This was a creative dance lesson for year 6 pupils. It was the last lesson in a series of five in which pupils had developed the theme of Cartoon Comics. The lesson began with the warm-up where pupils tapped all parts of their bodies in response to very quick instructions, which often caught them out! After a quick revision session of the need for a warm-up the teacher began to refresh the pupils' knowledge of dance terminology such as 'pause, slow motion, eject, play, rewind'. Whilst this occurred, pupils danced to the music and reacted to the dance terminology the teacher was using. As the instructions became quicker, so too were their changes of movement. The teacher then gave a demonstration of a dance sequence on the spot and moving across the hall. The latter included jumps, rolls, stretch positions and balances. All pupils copied these very well and reflected the beat of the music in their dance and the feelings generated by the music in their faces. The teacher then allowed time for further collaboration between pairs so that pupils could refine their dance for presentation. The presentations showed excellent exaggeration to produce humour, much fisticuffs and feinting, athletics, mirror movement and variation in level, speed and proximity. The teacher asked for comments by the observers and by the couples. All compared well with their previous efforts and demonstrated greater control in such features as precision, synchronisation, balance and transition. Pupils were positive about their experiences and completed an evaluation sheet in which they explained their feelings, difficulties and triumphs.

90. The school has very good resources both indoors and outdoors for physical education. The co-ordinator works very hard to secure money, training and opportunities for sport, leads many of the initiatives, supports his colleagues and monitors the quality of pupils' experience.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

91. No **art and design** or **design and technology** lessons were observed. Consequently there is insufficient evidence to make a judgement about provision, teaching, learning or achievement in these subjects.
92. The scrutiny of **art and design** work on display, and in sketchbooks, shows year 1 pupils weave using a range of materials and make prints of butterflies. In year 2 pupils make collage pictures of animal life, linked to their work in science. In years 3 to 6 pupils learn to use an increasing range of media and they learn from other artists' work. For example, in years 3 and 4 pupils create paper sculptures in the style of Alexander Galders and create large-scale paintings of seascapes. In year 4 pupils use digital photographs and pastel shading to create their own interpretation of 'Scream' by Edvard Munchs. They have also studied the work of Anthony Gormley, and made their own paintings of the 'Angel of the North'. In years 5 and 6 pupils colour photocopied designs by William Morris and design banners for the Tyne and Wear County Show, working alongside a local artist. They have also made clay faces, responding well to guidance for making facial features proportionate. There is little evidence, however, of regular teaching of graphic skills to help pupils improve their drawing and painting skills as they progress through the school.
93. At the time of the last inspection insufficient use of other artists' work and an unsatisfactory range of materials used in pupils' creative response, were identified as needing improvement. These aspects of provision have now been improved. Leadership and management are satisfactory.
94. The photographs of previously completed work in **design and technology** indicate pupils experience a good range of projects. In year 1 pupils make recipes, using fruit and vegetables, and learn how to make a winding mechanism for models of nursery rhymes. Year 2 pupils learn how to control puppets and how to attach moving wheels to vehicles. A wide range of stimulating opportunities are evident in year 4, including making fabric purses, designing and making pop up cards, torches and travelling circus vehicles. Older pupils make biscuits,

musical instruments, mechanical toys with cogs and winders, and motor driven Ferris wheel models. The photographs show good progression in the skills of assembling, joining and combining materials. Pupils become increasingly competent at generating their own designs, and they also evaluate their work to identify where they have been successful and what they need to improve.

95. The curriculum documentation is clear, with some good additional guidance for teaching the subject. The projects become increasingly challenging, leading to a progressive and motivating curriculum. Leadership and management are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

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

Main strengths and weaknesses

- There is a high emphasis given to this subject in all parts of the school.

Commentary

96. PSHE is taught as a discrete subject, as a central theme of the nurturing programme and across the curriculum as a part of other subjects. Pupils achieve well. Many displays of work point to the benefits of healthy eating and activity to avoid overweight. Pupils are aware of the dangers of smoking and substance abuse. Sex education is presently taught within the science curriculum. The school is aware of the need to develop and agree a policy in order to meet statutory requirements and ensure that there is a focus on understanding relationships in this context. In practice, this is something the school promotes well and it is very successful in helping the pupils understand the basis of good relationships.
97. The school stresses the need for taking personal responsibility. It does this as a part of its general ethos and specifically through PSHE lessons, assemblies, circle time, the school council and the 'buddy' system. The impact of these is very effective. The school council, for example, is seen as very important by everybody in school and both staff and pupils take the issues it raises seriously.
98. PSHE lessons are focused on giving pupils the opportunity to develop and express their own views. Through these lessons and through the general conduct of the school, PSHE makes a very good contribution to the pupils' understanding of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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