

INSPECTION REPORT

Oakley Cross Primary and Nursery School

West Auckland

LEA area: Durham

Unique reference number: 114069

Headteacher: Mrs E Ivil

Lead inspector: Mrs E Linley

Dates of inspection 26th – 28th April 2004

Inspection number: 264451

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:	151
School address:	Lomond Walk West Auckland Bishop Auckland County Durham
Postcode:	DL14 9UD
Telephone number:	01388 833186
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs E Vizer
Date of previous inspection:	22 nd June 1988

CHARACTERISTICS OF THE SCHOOL

Oakley Cross Primary School is smaller than other primary schools. It is situated in West Auckland, on the outskirts of Bishop Auckland in County Durham. The school serves areas that are , approximately 50 percent council accommodation, with the rest private-rented and owner occupied housing. The school serves an area where there are high levels of unemployment. Pupils enter the reception class in the September at the beginning of the school year in which they are five years of age. Most children have attended the school's nursery prior to entry to school and their attainment on entry to the nursery is below what might be expected nationally. There are 125 pupils plus 52 part time nursery children and there are no pupils whose first language is not English. Thirty one per cent of pupils are entitled to free school meals and this is above the national average. The school has 22 pupils on its list of special educational needs and this proportion is also above the national average. Of these pupils, two have a formal Statement of Special Educational Need and this is broadly in line with the national average. Oakley Cross Primary School is currently involved in partnership initiatives that include 'sports action' and the 'creative arts'. In 2003, the school was awarded both an achievement award and the 'Activemark'. Oakley Cross is currently subject to a major new build in respect of a community sports hall which is due to be completed this summer.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27281	Mrs E Linley	Lead inspector	Foundation Stage, art and design, design and technology and religious education
19431	Mr J Holmes	Lay inspector	
12908	Mr D Halford	Team inspector	mathematics, science and physical education
11472	Mr M Beale	Team inspector	English, information and communication technology, geography, history and music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective and inclusive school. Pupils have positive attitudes to learning and are very happy in school; relationships are very good and pupils behave well. The school provides well for pupils' health, care and welfare and the involvement of pupils in the development of the school is very good. Good leadership and management overall have ensured that standards have either been maintained or improved. The school provides good value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good
- children make a very good start in the nursery
- teaching and learning is good overall and pupils achieve well
- the information gathered from assessments is not used consistently well to ensure that the needs of all pupils are met in lessons and pupils are not always sure how they can improve
- pupils benefit from a curriculum that is enriched with very good opportunities for learning; however, opportunities for pupils to develop their skills in writing, numeracy and ICT across the curriculum are insufficiently developed
- provision for pupils with special educational needs is good
- attendance is very low in comparison to other schools and the school's action to promote good attendance is unsatisfactory

The school has improved at a good rate since the previous inspection. With the exception of the use of assessment, the key issues identified in the previous report in 1998 have been tackled successfully and the school has done well to raise standards in information and communication technology (ICT). In addition, the school has worked hard to increase opportunities that are offered to its pupils for the arts and sport and has been actively involved in partnerships to promote high quality provision. An example of this is its successful bid to have a community sports hall built which is nearing completion. There has been a decline in attendance.

STANDARDS ACHIEVED

Year 6 results

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

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

Pupils' achievement is good. Attainment on entry to school is below what might be expected nationally, but children make a very good start in the nursery and they achieve well as they progress through the Foundation Stage. As a result, the majority of children are likely to achieve the goals that they are expected to reach by the end of their year in reception. Pupils continue to achieve well over time and pupils who have special educational needs also achieve well. By the end of Year 2 and Year 6, pupils are achieving above average standards in speaking and listening and reading and achieve average standards in writing, mathematics and science. Standards achieved in the national tests for pupils aged eleven in 2003 were below average in English, above average in mathematics and average in science. Current evidence indicates that standards in writing have improved; however, pupils who are more able do not achieve as well as they might in all subjects and this has

a significant impact on the school's test results. Standards in ICT meet national expectations throughout the school and in religious education pupils achieve in line with the expectations of the locally agreed syllabus. Pupils' achievement in history meets expectations; however, during the time of the inspection insufficient

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils have good attitudes and behave well and there were no exclusions last year.

QUALITY OF EDUCATION

The quality of education is good. There is **good teaching and learning** in the school overall, with very good teaching being a particular feature of the nursery. Teachers use an effective range of assessment strategies to track pupils' progress although the information gathered is not used well enough to ensure that the needs of more able pupils are consistently met. Also, marking is not always used well enough to help pupils improve their work. All teachers make very good use of teaching assistants and they make a very positive contribution to pupils' learning. The curriculum provided by the school is good and is enriched very well by a range of exciting opportunities. Opportunities to develop pupils' skills in writing, numeracy and ICT across the curriculum are, however, frequently missed. This is a school with a warm, caring ethos where all pupils are valued very well for what they contribute to their school. Pupils are cared for, guided and supported well and positive links have been formed with the local community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides very good leadership for the development of the school. The deputy headteacher provides a good example in the quality of teaching and in curriculum leadership. Similarly, special educational needs and the Foundation Stage are led and managed well. All leaders in school are committed to inclusion and this underpins the school's ethos which is good. The governing body has good involvement in the development of the school, is very supportive of its aims and ensures that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views about the school and happy with what it provides; they feel that the school is welcoming and particularly value their children's induction to school. Parents also indicated, through questionnaires, that they felt they were not kept well informed about their child's progress. The reports sent out by the school to parents are satisfactory; they contain information on what their child can do in English and mathematics. However, they are not sufficiently clear as to their children's achievements in all the other subjects. Pupils hold very positive views about their school; they enjoy the additional learning opportunities that are made available for them and they speak enthusiastically about their teachers and friends.

IMPROVEMENTS NEEDED

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

- Improve the school's action to promote good attendance
- Provide more opportunities across the curriculum to improve pupils' skills in writing, numeracy and ICT
- Ensure that assessment data is used effectively to meet the needs of all pupils, including those of more able pupils, and that pupils are clear about how they can improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards achieved are satisfactory overall; however, pupils' achievement over time and in relation to their capability is good.

Main strengths and weaknesses

- Pupils achieve well in Foundation Stage
- Standards of attainment are above average in reading and speaking and listening throughout the school
- Pupils who are more able do not always achieve as well as they should
- Pupils who have special educational needs make good progress and achieve well.

Commentary

1. In the national tests for seven year olds in 2003 standards attained in reading and writing were above average and well above average in mathematics. In comparison with similar schools, standards were well above average in reading and writing and very high when compared to the average in mathematics.

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	16.6 (15.6)	15.7 (15.8)
Writing	15.8 (14.1)	14.6 (14.4)
mathematics	17.7 (16.4)	16.3 (16.5)

There were 17 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	26.4 (28.5)	26.8 (27)
mathematics	28.1 (29.5)	26.8 (26.7)
Science	29 (31)	28.6 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year

2. The 2003 national tests for eleven year olds showed that standards achieved were below average in English, above average in mathematics and average in science. In comparison with similar schools, and in relation to pupils' prior attainment, standards were below average in English, well above average in mathematics and average in science. The school's trend of improvement for all subjects over the last four years has been broadly in line with the national trend. The relative achievement in English in 2003 showed that girls outperformed boys by a large margin. Similarly, in 2003 boys outperformed girls by a large margin in science. Inspection evidence shows that currently that there is no difference between the achievement

of boys and girls. Fluctuations in results overall are seen to have occurred because of the relatively small pupil numbers in different year groups and when absence of even one pupil can have a significant impact on results. The school also has a higher percentage than average of pupils who have special educational needs and this too has impacted on results achieved.

3. Children start school with levels of attainment that are below what might be expected nationally. Most children start school in nursery and move on to the reception class. As a result of the very good start that is made in nursery and good provision and teaching overall in the Foundation Stage, children achieve well. As a result, the majority of children are likely to achieve the goals that they are expected to reach in the six nationally agreed areas of learning by the end of their year in reception. Pupils continue to make satisfactory progress as they move through Year 1 and Year 2 as a result of satisfactory teaching overall. Pupils, however, achieve well over time, and, as a result of good teaching overall, from Year 3 to Year 6. Pupils who are potentially more able do not achieve as well as they might and this is because assessment data is not used consistently to match work to meet the needs of the more able pupils.
4. The pupils with special educational needs make good progress towards their targets in literacy and numeracy. They are provided with work that is well matched to their needs and that identifies the small steps needed for them to make good progress. They make clear gains towards the targets set for them and attain at a suitable level in relation to their capability.
5. In English, standards throughout the school are above average in reading, speaking and listening and this good achievement is the result of the very good start children make in their early years in school. In writing, standards achieved are average; this still represents good achievement and an improvement overall since the time of the last inspection. However, pupils' skills in writing are not developed across the curriculum and as a consequence opportunities are lost to improve writing skills further and so aid achievement.
6. In mathematics, standards throughout the school are average as they are in science. Given the low starting point at which children begin school this still represents good achievement overall and reflects a similar position to that reported at the time of the last inspection. In ICT, however, good progress has been made since the school was last inspected when standards were judged to be below average. Inspection evidence shows that standards achieved by Year 2 and Year 6 now meet national expectations.
7. Insufficient evidence was available during the inspection to make secure judgements on standards in geography, art and design, design and technology, music and physical education. However, standards achieved in history meet expectations. Similarly, in religious education, pupils achieve in line with expectations.

Pupils' attitudes, values and other personal qualities

Pupils are keen to take part in school life and to take responsibility. The school promotes very good relationships and pupils enjoy coming to school. Attendance is well below the national average and is poor and there are a number of pupils who regularly arrive late in the morning.

Main strengths and weaknesses

- The attitudes and behaviour of the pupils are good.
- The school has set high expectations for pupils' conduct.
- The attendance during the last academic year was well below the national average.
- The school provides well for pupils' spiritual, moral and social development.

Commentary

8. Pupils really enjoy school, like lessons and feel very happy and secure. The pupils report that teachers help them and one pupil commented that the teachers were like friends. Attitudes to learning and pupils' behaviour in class and around school are good. No unsociable behaviour was observed during the inspection and there have been no exclusions during the last academic year. The behaviour management strategies used in classrooms are successful with a shared expectation of good behaviour across the school. The pupils report that they experience little bullying and staff deal with any issues quickly and effectively. Relationships between all members of the school community are very good. These positive relationships play an important part in pupils' learning and parents are pleased with their children's positive attitudes to school and their good behaviour.
9. Pupils' personal development is very good. Pupils take care of each other particularly the older pupils who take good care of younger ones. The school has many visitors who assist in helping the school to develop pupils' confidence, self-esteem and maturity. Pupils are fully involved in the school through the school council, they are keen to take responsibility and they run the tuck shop each day and so play an active part in the school community.
10. Pupils show a very good knowledge of what is happening in school and are happy with the range of clubs and activities that the school provides for them. The school has trips to local places of interest which give an insight into local cultures and during the rugby World Cup the pupils made flags from all of the participating countries. The school has good links with the church and has visited places of worship from other faiths. The school promotes well the spiritual, moral, social and cultural development of the pupils.
11. In one-to-one situations, small groups and in whole class situations the pupils with special educational needs are encouraged and enabled to take a full part in school activities. They have very good relationships with the adults who support them and classmates are supportive of their efforts and include them well in all activities. They develop self-confidence and self esteem.

Attendance

Attendance in the latest complete reporting year (90.2%)

Authorised absence		Unauthorised absence	
School data	9.8	School data	0
National data	5.4	National data	0.4

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

12. Pupils' attendance was well below the national average and was very low in comparison to other schools during the last academic year. The lower than average attendance was due to absence for holidays in term time and the effect of sickness that occurred during the autumn term of 2002. The trend for the current year in absence due to holidays shows a similar pattern to the previous year, and parents are required to complete holiday request forms for authorisation by school. The school has reward systems in place to encourage attendance; however, overall the school's action to promote good attendance is unsatisfactory and this is a potential barrier to achievement for a minority of pupils. The school does not monitor closely the reasons for absence and punctuality and a significant number of pupils regularly arrive late in the morning. The school's attendance data is to be computerised and the school intends to use this system to improve their processes for monitoring pupils' absence and lateness.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. Strengths include provision in the nursery, the curriculum and the very good opportunities that enrich it, leadership and management and teaching and learning. Assessment procedures are effective, however, information gathered is not always used consistently to aid teaching and learning.

Teaching and learning

The quality of teaching is good and as a result, learning is good and pupils achieve well. Assessment is satisfactory overall.

Main strengths and weaknesses

- Teaching is consistently very good in the nursery
- Teachers have very high expectations of how pupils should behave
- Opportunities are missed to develop pupils' skills in literacy, numeracy and ICT across the curriculum
- The use of assessment information is not used consistently to plan for pupils' next steps of learning, particularly the more able
- Marking does not always enable pupils to understand how they can improve
- Pupils who have special educational needs are taught and supported well.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (18%)	20 (50%)	13 (32 %)	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.

Commentary

13. Teaching in the Foundation Stage is good overall; it is consistently very good in the nursery. Teachers are well prepared and meet the needs of individual children effectively, particularly in the nursery. On some occasions in reception, activities do not always challenge more able pupils enough. However, teachers promote very good relationships within the Foundation Stage and all adults who work with the children have very high expectations of behaviour. Children respond very well and, as a result, they achieve well.
14. Teaching in the infant classes is satisfactory overall, although a little very good teaching was observed. The teachers in Year 1 and Year 2 are newly qualified and they work hard to meet the needs of the pupils in their classes. Sometimes, however, activities are not always correctly matched to pupils' individual needs, particularly the more able pupils. As a result, pupils do not always achieve as well as they might. Over time however, the majority of pupils achieve well and this is supported by the good and often very good teaching that occurs in the junior classes.
15. Where teaching was seen to be very good, planning met the needs of pupils and activities planned consistently challenged them to do their best. For example, in a Year 4 and 5 mathematics lesson, pupils were consistently asked to challenge themselves in their work. The lesson was very well paced and ICT was used well as an effective tool to aid pupils' achievement. This is not a feature of all lessons however, and teachers do not make the best of opportunities to develop pupils' skills in writing, numeracy and ICT across the curriculum. Teaching is also enhanced by the use of specialist teachers in the school, for

example, in music and physical education. In lessons observed, high quality teaching meant that pupils enjoyed the activities and achieved well.

16. All teachers expect high standards of behaviour and pupils respond well; their attitudes to learning and behaviour are good. The relationships between teachers and pupils are very good and as a result, classrooms are happy environments where pupils learn well. Teachers work very well with support assistants who in turn aid pupils' learning very effectively. This is a feature of the good teaching of pupils who have special educational needs.
17. The special educational needs co-ordinator and teachers effectively plan the individual education plans of pupils with special educational needs. The gains towards targets are regularly recorded and the plans are reviewed at least termly. Work is well matched to pupils' needs and generally identifies the steps needed for them to make good progress. The plans are carried out with good liaison between the class teachers and the teaching assistants. The teaching assistants manage the pupils very well and effectively use a good range of teaching methods. These features contribute to the good progress that is made by pupils who have special educational needs.
18. The school has recently implemented a range of assessment procedures that are effective in collating data about pupils' progress. However, the information gathered from assessments is not used consistently to ensure that teachers plan work that reflects what is known about pupils' prior learning and what they need to learn next. Furthermore, whilst teachers' marking is mostly encouraging, it does not provide pupils with a good understanding of how they might improve their work. Assessment strategies and their use are generally effective in the Foundation Stage, particularly in nursery where very good planning meets the needs of all pupils.

The curriculum

The school is successful in providing a good curriculum, including a very good range of productive opportunities for enrichment. The provision for personal and social development is good. Accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- The school provides a broad and balanced curriculum enriched by a very wide range of out of school activities.
- Opportunities for pupils to develop their skills in writing, numeracy and ICT across the curriculum are insufficiently developed
- Provision for pupils who have special educational needs is good
- Some classrooms are small and limit the movement of pupils during lessons.

Commentary

19. The curriculum is broad and balanced and is successful in providing pupils with rich learning opportunities throughout the school. The curriculum for children in the Foundation Stage is based on the national guidance and the breadth of curriculum opportunities there is good, particularly in the nursery where it is very good. Pupils are well prepared for the next stage of education as they move through school and pupils' transfer to secondary education is smooth and effective.
20. Although curriculum provision is good overall, the identification of gifted and talented pupils throughout the school is in the early stages of development. Planning for pupils who are more able is not consistently matched to their individual needs and, as a result, they do not always achieve as well as they might.

21. Improvements since the last inspection are good and the identified curriculum weaknesses in English and ICT have been successfully addressed. Opportunities to develop pupils' skills in writing, numeracy and ICT across the curriculum, however, are insufficiently developed and so curriculum links do not contribute effectively to pupils' achievement in these subjects.
22. The school recognises that all its pupils need to have interesting and stimulating experiences in order to maintain their motivation, and there is a lively and effective approach to enriching the curriculum provision. A very good range of sporting and other activities and many school visits and visitors contribute effectively to pupils' learning and their personal development, which is good. Pupils particularly enjoy the extra-curricular activities that are on offer and are excited about the community sports hall and what that will bring to their school. The schools commitment to the arts and sport is demonstrated by their involvement in initiatives such as the 'creative arts partnership' and partnership with the 'sport action zone'. Both have had a positive impact on pupils' enjoyment and learning in these areas of the curriculum.
23. There is a strong commitment to equal opportunities. All pupils are valued and provision for the pupils with special educational needs is good and is appreciated by parents. There are good procedures in place for the initial identification and assessment of pupils and for the assessment of their progress against the targets set in their individual education plans. The pupils are well taught in a mixture of situations and the match of support staff for individual or groups of pupils who have specific educational needs is effective.
24. The school accommodation is satisfactory. Building work has taken significant areas of the school, such as the hall and the library, temporarily out of commission, and some of the classrooms are very small, thus restricting the movement of pupils and staff in some lessons. However, the school's routines run smoothly, which is commendable during the current building works, and the pace of learning across the curriculum is generally well balanced. There are opportunities for physical as well as desk bound activities; for example, consistent use of 'Brain Gym' activities is seen at the start of most sessions and this has a positive impact on pupils' learning. Resources to support the curriculum are good.
25. The match of teachers to the curriculum is good with specialist knowledge used well in music and Physical Education. There are good opportunities for teachers' continuous professional development, leading to well-trained teachers who contribute effectively to school improvement.

Care, guidance and support

The school provides a high level of care for the emotional and physical needs of its pupils. The provision of support and guidance for pupils is satisfactory overall but is enhanced by the very good induction arrangements to school, particularly for children's entry to the nursery.

Main strengths and weaknesses

- The procedures for child protection and all aspects of health and safety are effective
- The high level of care that is provided is underpinned by very good relationships between pupils and staff
- The information gathered from assessments is not used consistently well to ensure that the needs of all pupils are met and pupils are not always sure how they can improve
- The school has successfully developed the school council and seeks and acts on pupils' views very well.

Commentary

26. The school provides a healthy, safe environment in which pupils can learn. All pupils and staff are welcoming to visitors and there is a warm, friendly atmosphere within the school that has a positive impact on pupils' learning. The school effectively carries out all its statutory duties for health, safety and risk assessment in which the headteacher is well supported by governors. The current building work has been managed well to ensure a safe environment exists and the school has made effective use of local facilities to supplement the temporary loss of its own.
27. Child protection procedures are fully in place with the headteacher the nominated responsible person. The procedures have been made known to all staff who have also received training. The school works closely and well with a range of outside agencies to support pupils and who are sensitive to their needs. The school has very good induction procedures for its pupils who mainly join from the nursery. Pupils are gradually introduced to the school day and parents are encouraged to come in to watch their child.
28. All adults who work in school provide a good level of support to pupils. Pupils express the view that teachers help them and expect them to work hard. They are very happy to approach and discuss with staff any concerns that they might have. There are effective monitoring procedures in place for pupils, both academically and for their personal and social education. However, the school is aware that more could be done to improve the use of assessment data to support pupils' learning, particularly for those pupils who are more able. Similarly, teachers' marking does not always make it clear to pupils how they might improve their work.
29. Pupils who have special educational needs receive very good support from staff within the school. Teachers and teaching assistants are committed to helping the pupils achieve their personal targets and there are good procedures in place for monitoring their academic progress and personal development. As part of the annual reviews, pupils are encouraged to express their own feelings about their progress and what they need to do to improve further.
30. All pupils play an active role in the life of the school through the school council. They feel that they have their views considered seriously and that their opinions are taken into account. The school council had access to the plans for the new build and their suggestion for bicycle racks has been included. Pupils are looking forward to be able to come to school on their bicycles.

Partnership with parents, other schools and the community

Parents are supportive of school. The links between school and home are satisfactory although a significant minority of parents do not ensure good attendance or punctuality.

Main strengths and weaknesses

- There are good links with the community and other schools and this helps to extend children's learning and experience.
- A significant minority of parents fail to get their child to school on time.
- Reports to parents are not clear about children's achievements in subjects other than in English and mathematics.

Commentary

31. Parents have positive views of the school. They particularly like the arrangements for their children's induction and that children are treated fairly. The inspection team fully agrees with parents' views. Parents also indicated that they felt they were not kept well informed about their child's progress. The school has three consultation evenings for parents to discuss progress and reports are sent to parents. Whilst reports are satisfactory overall and contain information on what pupils can do in English and mathematics they are not sufficiently clear as to their children's achievements in other subjects. However, the school provides

satisfactory information for parents overall, and this includes an informative prospectus that is supported by a very good brochure for the nursery.

32. The school works well in partnership with the parents of pupils with special educational needs. Parents know who are their main points of contact in the school and are invited to the regular reviews of the progress their children are making. Parents are kept informed as to the targets set for their children. Suggestions are given to parents about support that can be given at home to extend the work being done in school and this makes a good contribution to the progress of the pupils.
33. There are a few of parents who regularly help in school and they are very effective and assist pupils in their learning well. The school no longer has a Friends Association but parents are happy to support fund raising events. Parents feel that school is approachable and the school takes seriously and deals effectively with any concerns that are raised. Whilst the school asks parents to complete holiday request forms for authorisation, there are a significant minority of parents who take their children out of school in term time and who fail to ensure their children arrive punctually at school.
34. The school has fostered good links with the local community and in return they have provided suitable accommodation near to school for dance, PE and where packed lunches can be eaten whilst the school building has been disrupted owing to building work. The school's successful bid to provide community facilities in the shape of a sports hall is nearing completion. Parents and pupils are looking forward to the many opportunities that this will provide to extend and enhance facilities available both to the school and the local community.
35. Links with local schools are good. For example, pupils travel to a local school to join pupils there for an after school music activity. In addition, links with the secondary school to which pupils transfer are good and staff work together well to ensure a smooth transition for Year 6 pupils.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are good and more effective than when the school was last inspected.

Main strengths and weaknesses

- The headteacher provides very good leadership and her aspirations are fully shared by all other staff and the governing body
- The governors' good knowledge of the school enables them to shape, challenge, support and evaluate the school's developments well
- The school's self evaluation is good. It is closely linked to planned improvements and improving standards
- Good financial management helps the school achieve its educational priorities.

Commentary

36. Parents' confidence in the leadership of the school is fully justified. The headteacher's very clear vision for the school is reflected in its aims and values. This vision, which is centred on teaching, learning and the establishment of the school as a central part of its local community, is understood and supported by all adults in the school.
37. All developments in the school have been well managed through thorough consultation, skilful planning and resourcing, and a measured pace of change. The professionalism of all staff has been a major factor in ensuring the success of developments. This is seen particularly in the manner in which the deputy headteacher has implemented developments in important areas such as assessment and tracking of pupils' progress. Subject leaders have played a

significant role in identifying and leading necessary improvements and this is exemplified, for example by the management of special educational needs and of the Foundation Stage which is good .

38. The school's performance is monitored by systematically analysing a wide range of assessment information. This gives management a clear perception of the achievements and needs of different groups of pupils. However, this information is not used sufficiently well to meet the needs of all pupils, particularly the more able. The sharing and development of relevant professional skills have a high priority in all improvement activity. Systems of mutual professional support are very good, particularly with regard to induction of staff and in helping new staff to find their feet. Performance management processes are well established and link personal development and school development well.
39. The leadership of the school is aware of the potential barriers and aids to achievement and to this end are fully engaged in both sporting and creative partnerships. Such initiatives make positive contributions to the curriculum that is provided and to pupils' achievement. However, the action taken to promote good attendance and punctuality is unsatisfactory, and this is a potential barrier to the achievement for a minority of pupils.
40. The governing body fulfils its role effectively. Governors share, shape and strongly support the headteacher's ambitions for high quality provision and improving achievement and they are also prepared to question the school's performance and to question spending decisions or proposed developments. Governors are in a good position to do this because of their active involvement with the work of the school. They gather information about the school's strengths and areas for development by first-hand observation, as well as through an effective committee structure. In this way they monitor effectively the implementation of the race relation's policy and deal effectively with any potential issues.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	377 862	Balance from previous year	20 970
Total expenditure	388 050	Balance carried forward to the next	10 782
Expenditure per pupil	2 351		

41. Finances are managed wisely and 'best value' principles influence all spending decisions. Such decisions are rigorously tied to educational priorities, and their impact is thoroughly checked. Additional funds raised by the school, for example, through specific government grants and the successful outcome of bids are very carefully spent. The building of a community sports hall provides a very good opportunity for future development and is a testament to the high ambitions of the school and its prudent financial management. Overall, the leadership and governance of the school have improved since the last inspection. The school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision in the Foundation Stage is good overall; it is very good in nursery. The nursery is very well organised and provides a stimulating and high quality environment in which children begin their school life. Very good links are established with parents; high quality information about starting school is available and a very positive induction is in place for their children. The positive links between home and school are maintained as children move into the reception class. The very good relationships that exist in the Foundation Stage provide children with a secure environment and ensure that children settle into school life well. The Foundation Stage is led and managed well. Assessments of children's progress are well recorded and used to plan activities that meet children's needs. As a result, this makes a positive contribution to the effective provision that is available for children and aids their achievement well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's personal, social and emotional development is promoted well across all the areas of learning
- They work and play together well; children have very good attitudes to learning and their behaviour is very good.

Commentary

43. Children settle quickly and well into school. The very good relationships that exist in the Foundation Stage are an important feature of the safe environment in which children learn. Children are happy to come to school and enjoy the many opportunities that they have to play and work together. The adults who work with children in the Foundation Stage provide very good role models and aid them well in the development of their good personal skills and good levels of independence. For example, in nursery, children wait patiently to play in the garage; 'I'm dying to go in there' said one child. Both girls and boys eagerly take on the job as a mechanic and order equipment and repair the bikes and scooters. Teaching is good overall and very good in the nursery. Staff know the children very well and are sensitive to their needs. They have very high expectations of the children and they in return respond well showing very good attitudes to learning and very good behaviour. The children's confidence is boosted well by the praise and encouragement that is given to each child to try to achieve their best and, as a result, all children, including those who have special educational needs, achieve well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's speaking and listening skills are promoted very well through all the areas of learning
- Support assistants and students provide very effective support for children's learning.

Commentary

44. The quality of teaching is good overall and very good in the nursery. Children's skills in speaking and listening are developed well through the good opportunities that are available for

them through all the areas of learning. All staff work hard to promote these skills. In the nursery the staff ask very good questions and promote good opportunities for speaking and listening by taking part in role play in the garage and by asking, for example, when their cars will be ready for collection. In reception, children are given good opportunities to discuss in pairs what they are going to write about. Children use the digital photographs of their teddies as a stimulus for their work and write independently; 'My teddy is playing' and 'My teddy is dressing up'. Children enjoy sharing books. As a result of good teaching overall, more able children read fluently and many children in the reception class achieve above what might be expected of their age in reading. All children show very good attitudes to their learning and are supported very well by well-briefed support staff. As a result all children achieve well overall, including those who have special educational needs, and very well in speaking, listening and reading.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Opportunities for developing mathematical skills are integrated into many activities
- A good range of strategies is used to encourage mathematical understanding
- More able children are not always challenged to achieve as well as they might.

Commentary

45. The quality of teaching is good overall because it provides structured progression in learning from nursery through to reception. However, on occasions more able children's needs are not met sufficiently well in reception as they are not always given activities that challenge them to achieve their best. Children in the nursery are challenged very well; for example, to find out how many cars are in a toy car park at 'Morrison's supermarket' and how many spaces are left. They counted from 1 to 7 and matched the digits to the numbers of cars. They knew that there were 3 spaces left and with the very effective support of their teacher understood that 7 cars add 3 spaces makes 10; overall, achievement was very good. In reception children are confident with mathematical language such as 'smaller' and 'bigger'. They measured their teddies with blocks or small toy camels and achieved well, although a few more able children felt this activity was too easy for them. All children receive very good support from teaching assistants and this impacts positively on pupils' learning and achievement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A very good range of practical activities is used to stimulate children's curiosity
- Learning is fun and aids children's good achievement.

Commentary

46. The Foundation Stage classrooms provide exciting environments in which children are encouraged to investigate and learn. Opportunities for them to use the computer are readily available and children are confident to use the mouse and ICT programs, for example, 'Colour Magic' to paint still life pictures that are displayed in the children's 'picture gallery'. Good teaching and well-planned activities stimulate children's curiosity and develop their observational skills. For example, in the nursery, children look carefully at their reflections to

find out the colour of their eyes, skin and hair. During the inspection, children in reception had opportunities to work with old and new toys and were able to spot clues that aided their understanding of past and present well. Support assistants work very well with children to support their learning and reception aged children particularly enjoyed working with the ICT technician who helped them to use a digital camera to take photos of their teddies. Children enjoy the activities because they are fun, and as a result, they make good progress and achieve well.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy activities and show good levels of concentration
- The specialist teacher supports children's development well
- The constraints of the school building at the current time means that opportunities for physical development are limited

Commentary

47. All children develop their manipulative skills well through the good opportunities that are provided for them to use scissors, pencils, paintbrushes and small construction equipment. Their coordination and concentration is aided well through 'brain gym' activities that they complete at the beginning of many of the sessions. On these occasions, for example, in the nursery, children stretch, cross hands, put their hands on their knees and count up to ten as they follow their teacher well. During the inspection, the specialist teacher for PE took a lesson in a local hall which necessitated a walk for the children out of school. This is because the school hall is currently out of use. Nonetheless the reception children enjoyed working on different movements with their teddies as partners and the lesson aided the children's physical development effectively. Children enjoy the many opportunities provided for them both in and out of the classroom and they achieve well.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Attractive displays of children's work in the classrooms promote children's interest and aids learning
- Specialist teaching contributes well to children's enjoyment of creative activities
- Children have very good attitudes to learning because of the good opportunities that are made available for them.

Commentary

48. Very good teaching and planning overall ensures that children have very good opportunities to experience a range of creative activities. Children explore different media such as paint and, in the nursery, shaving foam to experience different textures. The school's involvement in the creative partnership has meant that the youngest children have received opportunities to work with artists. For example, children worked with a felt maker with wool and to design and create images of for example, a ladybird and sea life. When the children were learning about 'opposites', they worked with an artist to paint a black and white display on the wall. Children in reception have painted pictures inspired by famous artists such as a Monet and Van Gogh. They have developed good quality skills in colour mixing and achieve very well. Children in

the Foundation Stage enjoy musical activities and responded very well to the specialist music teacher. They sang 'Come to the pet shop' well and kept in time to the music following the teacher's lead and then on their own. The children appreciated that different types of music could make them feel happy or sad. Children enjoy all their creative activities very much; they have very good attitudes to learning and this supports their achievement which is also very good.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**

Main strengths and weaknesses

- Standards are average and pupils achieve well.
- Standards in writing, although improved are not as good as in reading and speaking and listening. Many pupils achieve very well in reading.
- Good encouragement and engagement of pupils provide motivation and result in very good attitudes and behaviour.
- There is insufficient guidance given in marking in most classes.
- Some good links are made with other subjects but this is not consistent.
- Teaching assistants are used very well to help pupils focus on their learning
- Too few opportunities exist for pupils to enhance their writing skills in other subjects.

Commentary

49. Standards in English overall are in line with the national average at the end of Years 2 and 6 and similar to the last inspection. Currently pupils' achievement is good.
50. Standards in reading are above average throughout the school and pupils achieve well in this aspect of English. By Year 2 pupils are developing good skills in reading and higher attaining pupils read with good expression. Their knowledge about sounds of the alphabet and combinations of letters is good. Year 6 pupils talk knowledgeably about their favourite books and authors. Most can discuss the plot, characterisation and features of narration in stories. They have good extended research skills and can use the content and index pages of books confidently. Pupils enjoy reading and parents are active in supporting reading at home. Thorough teaching of reading strategies has a significant role in developing these above average standards.
51. Speaking and listening skills are above average due to good teaching. Pupils listen carefully to teachers, adults and each other. Many very good opportunities are provided for pupils to develop clear enunciation and understanding of conversations, as, for example, when younger pupils explain the sequence of a story's plot, or the finer detail of historical, seaside artefacts. Older pupils are articulate, confident speakers whether in a small group or in front of a larger audience.
52. The school has identified writing as an area for improvement and effective methods of raising standards have been put in place. Whilst these are promoting better progress through the school, standards in writing are not as good as they are in reading in any class. Pupils in most classes write in a satisfactory range of styles and lessons are usually carefully structured but sometimes teachers do not use interesting enough ways to teach the basic writing skills and some rely too heavily on published worksheets. Some teachers give too many pupils the same task which does not interest or challenge the higher attaining pupils appropriately. Handwriting is satisfactory by the end of Year 2 and pupils print neatly. However, it is too variable in Years 3 to 6 because, with older pupils, insufficient attention is

paid to building on previous skills of joined script. Some older pupils still choose to print much of their work, whilst others are untidy and use a very immature style of writing.

53. Teaching is satisfactory overall with a significant amount of good teaching observed in Years 3 to 6. Learning targets for lessons are shared well with pupils at the start and then reinforced during whole-class sessions. However, teachers do not always take account of information from assessments to ensure that the needs of more able pupils are consistently met. All teachers have suitable expectations of behaviour and relationships with pupils are very good. This has a positive effect on their work rate and progress, as most pupils try hard to meet their teachers' expectations. Teachers give good oral feedback to pupils as they work and mark work regularly, praising the efforts that pupils make. Some mark work very well and set appropriate targets for the next steps in learning. Particularly good examples of this are seen in Year 2. However, others do not give pupils enough information to help them understand what they have done well and how they can improve.
54. Pupils speak positively about their learning in class and their attitudes to work are good. When they work together in groups, they listen to each other's ideas and suggestions and value what each has to say. They enjoy their work and strive to complete the work set for them.
55. The talented teaching assistants give good levels of support to the pupils in lessons and this additional help has a positive influence on the way pupils learn. They are very adept at supporting any pupil lacking the confidence to participate productively in independent activities. This helps ensure all pupils make good progress. Additional help is very well targeted on those pupils who would benefit from this extra support. The school effectively implements a number of strategies for groups of pupils such as the early and additional literacy support programmes and the coordination of English is satisfactory overall.

Language and literacy across the curriculum

56. Language and literacy skills are not used sufficiently to support work across the curriculum. Pupils' good speaking and listening and reading skills support learning well in some subjects but very few teachers provide good opportunities to use and extend pupils' writing skills in other subjects, and do not plan consistently for this. There are occasional good examples, particularly in Year 3, but these are not widespread or frequent enough.

MATHEMATICS

Mathematics:

Provision for mathematics is **good**.

Main strengths and weaknesses

- Good teaching enables pupils to achieve well.
- Resources are used well to support pupils' learning.
- Leadership and management are good.
- Pupils' progress is effectively tracked as they move through the school but information gathered is not always used well enough to meet all pupils' needs
- Pupils have insufficient opportunities to use their numeracy skills in other subjects

Commentary

57. Standards of work of pupils in Year 2 and Year 6 are broadly average for their age and pupils achieve well throughout school. Pupils with special educational needs achieve well because of the good provision that is in place.

58. The quality of teaching is good. Good emphasis is given to the teaching of basic number skills. Teachers use their good knowledge and understanding of the subject to plan a wide range of activities that meet the different needs of all pupils. In most lessons, learning intentions are clear and, as a result, pupils are secure about what they are expected to learn. Teachers' good questioning and clear explanations, as they work through examples, enable pupils to build well on their previous learning. Interactive whiteboards are starting to be used effectively to support pupils' thinking. Their introduction is relatively new; they are not available in every classroom, and not always used as effectively as they might be. However, they are starting to have a positive impact on pupils' learning. Support staff are used very well to support pupils with special educational needs ensuring that all pupils are fully included in lessons and achieve as well as they can. Most pupils have very good attitudes to their work, showing interest and enjoyment and responding very well to the teachers' high expectations by behaving well. This, together with the very good relationships, and good use of praise and encouragement by adults, has a positive impact on pupils' learning.
59. Leadership and management are good. The subject co-ordinator has a clear understanding of the strengths and weaknesses in the subject. The good action plan is clearly focused on raising standards and achievement. Teaching and learning are effectively monitored and evaluated through examining teachers' planning and observing some lessons. All tests and assessment results are thoroughly analysed; however, information gained from assessment data is not consistently used to meet the needs of more able pupils and, as a result, they do not always achieve as well as they might. The new assessment procedures are comprehensive but have been introduced relatively recently. As a result it has not yet had a positive impact on pupils' results in national tests. Additionally, there is an inconsistent approach to teachers' written marking to show pupils what they need to do next to take their learning forward. As a result, pupils are not always sure how they might improve their work. Resources are good overall and are well used to support learning.

Mathematics across the curriculum

Opportunities for pupils to use their mathematical skills in other subjects are limited and as a result, they are not fostered as well as they could be.

SCIENCE

Provision in science is **good** overall

Main strengths and weaknesses

- Good teaching means pupils are motivated well, enjoy lessons and achieve well
- There is a good focus on investigative work
- Unsatisfactory presentation sometimes adversely affects the work of pupils

Commentary

60. When the youngest children enter the school, standards are below average. During their time in the school they make good progress and by the time the pupils leave school at the age of eleven, standards are broadly average, and pupils have achieved well.
61. One of the main reasons for this good achievement and improving standards is the good quality of teaching and learning. In the best lessons, the teachers have arranged the teaching to suit the needs of all pupils. They are well prepared and have planned the investigative activities well. They demonstrate good subject knowledge, have high expectations and use good questioning techniques. Investigative skills are taught well, with pupils across the school developing the ability to work collaboratively and independently. This was seen well in a Year 3 lesson where pupils explored the properties of magnets. They demonstrated a very secure knowledge of what constituted a fair test. The pupils set off on a range of challenging

activities while the teacher effectively worked with groups to develop their understanding. Equally, in a lesson in Year 2 on the growing of seeds, teaching was of good quality. Pupils' skills as well as their knowledge and understanding were developed well in both lessons. In each case, the lessons took place in very small classrooms which afforded only limited space for the good quality of investigative work being undertaken.

62. The subject leader is enthusiastic and has a good grasp of the subject. Some monitoring of plans and teaching and learning is taking place and pupils' test and assessment results are tracked well, but as yet this is an early stage of development and yet to have a significant impact on pupils' overall progress. Also, the quality of the presentation of pupils' work is often unsatisfactory. There is insufficient emphasis on encouraging pupils to take a pride in their work and present it neatly and accurately. As a result, experiments that increase in complexity are not supported well enough by precision in presentation. Planning for science teaching is clear and the subject is resourced well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**

Main strengths and weaknesses

- Pupils have good attitudes to the subject.
- Interactive whiteboards are used effectively to support pupils' learning.
- Leadership of the subject is developing well.
- Pupils' skills in ICT are not developed well enough across the curriculum.

Commentary

63. By the end of Years 2 and 6, standards in ICT are now at the levels expected for pupils of their age. Achievement is satisfactory. This has been a good improvement since the last inspection when standards were below average and all aspects of the required curriculum were not taught. Pupils are fascinated with the technology in school and confidently use the programs they have access to. They are motivated, work hard and behave well. Very good use is made of teaching assistants who make a valuable contribution to pupils' learning.
64. By the end of Year 2, pupils are competent in logging on to their computer independently and opening the program they are using. They use ICT effectively, using tools to draw shapes and colour them. They can delete, change colour and font size and manipulate text on the screen. Year 3 pupils explain enthusiastically about using a music program to compose pieces based on and using sounds collected from around school. Their compositions and ability to manipulate the sounds are very impressive. Word processing skills are developed systematically. Information and communication technology is used well to support the pupils' learning in Year 6. These pupils use spreadsheets to collate data and produce informative and entertaining PowerPoint presentations. They use titles, paragraphs and moving texts to enhance their work on the '1960s.' When using computers for word processing, pupils readily change the font style, size and colour and combine pictures with the text.
65. The quality of teaching and learning in the lessons observed was satisfactory. The teachers use interactive whiteboards and classroom computers well to present their lessons and demonstrate a good familiarity with the programs they use. The purchase of interactive whiteboards has been a key factor in raising standards as teachers can give clear explanations of how to access programs and steps to follow, showing pupils what the screen will look like on the monitor. However, the computers are not used so effectively to support learning in other lessons and better use could be made to enable pupils to reach their potential in all subjects.

66. The leadership and management of ICT are good. The co-ordinator has ensured that all planning is supported by a variety of published materials to help improve teachers' confidence in the subject. All staff have attended additional training. There are extensive plans for further developments in the school with a new suite being commissioned and more interactive whiteboards being made available for other classrooms. The strategic management of the subject is effective and it is clear that the school is well placed to raise standards further.

Information and communication technology across the curriculum

67. Information and communication technology is only occasionally used to enable pupils to develop, refine and use their skills in other subjects. However, teachers are beginning to use interactive whiteboards effectively in subjects such as mathematics to motivate pupils and to illustrate teaching points. Pupils often use the Internet to research topics in geography and history.

HUMANITIES

68. There was insufficient evidence during the time of the inspection to make secure judgements on geography and so this subject was only sampled.

History

Provision in history is **satisfactory**

Main strengths and weaknesses

- The school makes good use of visitors and visits to places of interest to promote learning.
- Teaching can be imaginative and highly stimulating but can also be very mundane
- The marking of pupils' work does not consistently give suggestions for improvement.
- Monitoring and evaluation of teaching and learning are limited.

Commentary

69. Pupils steadily acquire skills, knowledge and understanding as they move through the school. In Years 1 and 2 pupils gain a sound sense of the passage of time by studying and comparing Victorian and modern seaside holidays. Standards in Years 2 and 6 are typical for those age groups.

70. Teaching is satisfactory overall and ensures satisfactory learning. In the two lessons observed, teaching and learning was good in one and in another very good. In each of these lessons the pupils achieved well. The main strengths of these lessons were the lively and imaginative teaching and the way the teachers brought the subject to life. In one lesson, pupils had the opportunity to dress up in bathing costumes from Victorian times. The lesson engrossed pupils from beginning to end because teaching was stimulating and challenging and relevant artefacts were used to bring the period of history alive. In another lesson, pupils had the opportunity to interview a 'cousin' of John Lennon who talked to the group about the oldest Beatle's life story and sang songs from the period. In both these lessons pupils gained great historical insight, asked deep and meaningful questions and came to useful and well reasoned historical conclusions. However, this was not typical of the work recorded in books where there was much evidence that teachers rely too heavily on the use of worksheets and simple sequencing and drawing activities. The marking of the worksheets is often superficial and marking in workbooks is similar with very few examples seen of written comments that tell children how they are doing or take the learning further.

71. There has been satisfactory progress in the subject since the last inspection when standards were also judged as satisfactory. Teachers have stimulated pupils' enthusiasm by planning a good range of visits to places of interest such as Saltburn and Bowes Museum. These visits and the visitors to school add further interest as pupils participate in activities and pastimes of the past and gain deeper understanding of what life was like during different historical periods.
72. Good use is made of the carefully collected and well maintained resources in school but there have been too few opportunities for the co-ordinator regularly to monitor the effects of initiatives and compare the quality of work produced throughout the school against nationally agreed standards.
73. In **geography** the school makes good use of the local area to develop pupils' mapping skills and understanding of key local geographical features. Teachers use an agreed scheme of work to plan their lessons and this helps to ensure that the pupils' skills, knowledge and understanding are developed progressively. By the end of Year 2, pupils have developed a sense of place and can describe their local environment. They can talk about the changes caused by the current building work on the school premises. They name the features of the locality and can use and make simple maps and plans to plot journeys. By the end of Year 6, pupils have extended their knowledge and skills through studies of other countries and have a satisfactory knowledge of how climate, location and other features of these countries affect peoples' lifestyles, work and habits. In the one lesson observed, the teacher made very good use of an interactive whiteboard to demonstrate pupil findings about noise pollution around the school. This helped pupils make sensible predictions and come to useful geographical judgements. Field trips are used very well to support pupils' learning.

Religious Education

Provision in religious education (RE) is **satisfactory**

Main strengths and weaknesses

- Teachers provide pupils with good opportunities to discuss moral issues
- Pupils demonstrate good attitudes to learning and work together well
- There is a heavy reliance on the use of worksheets and pupils are given insufficient opportunities to develop their writing skills.

Commentary

74. At the time of the last inspection, standards met the expectations of the locally agreed syllabus and this position has been maintained.
75. Pupils make satisfactory progress as they move through school and demonstrate an appropriate understanding of Christianity and Judaism in the infant classes and of Islam in the upper junior classes. Consideration of moral issues features in the junior curriculum and pupils focus on Bible stories and stories from other faiths, for example, in the story of Divali.
76. The quality of teaching is satisfactory overall. This takes into consideration the evidence from pupils' books where there is a heavy reliance on worksheets and little opportunity provided for pupils to develop their writing skills. During the inspection, two lessons were observed and both were good. The main strengths of the lessons were the teachers' ability to interact well with pupils and the provision of good resources to aid teaching and learning. For example, in a Year 3 lesson, famous images of Jesus were used to demonstrate that the vision of Jesus reflected personal belief. Similarly in a Year 5 and 6 lesson, pupils were given good opportunities to discuss the issue of forgiveness. Pupils worked together well in small groups and demonstrated positive attitudes to their work. Effective links were made with the

class project on the 60s when the lesson was concluded with the music 'Give peace a chance' by John Lennon.

77. The subject is led and managed satisfactorily. Whilst in the coordinator's class, pupils are provided with regular opportunities to develop their writing in RE but this is not consistent throughout the school and the coordinator is aware that this element of the provision requires further development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. There is insufficient evidence to make secure judgements on provision in art and design, design technology, music and physical education as insufficient lessons were observed during the inspection and so these subjects have been sampled.
79. In **art and design**, only one lesson was observed during the inspection and this was satisfactory. However, it is clear from discussion with the art co-ordinator and from the extensive evidence gathered in portfolios, in photographs and from displays, that art and design is a strength of the school. The school's involvement in the creative partnership has been rewarded by good quality effort and achievement by pupils. Displays of work from the very youngest pupils demonstrate pupils' flair and enthusiasm; for example, in reception, pupils demonstrate good colour mixing skills in their painting of animals. Similarly older pupils display their talents when working with a local artist to produce a sculpture of a very large fish. Also, when inspired by famous artists, pupils' investigated 'pointillism' and used digital photos of fruit, flowers and trees to inspire their own art work. The subject is well led and managed by the co-ordinator who is fully committed to extending and enhancing pupils' skills through a very good range of experiences and so aid their achievement effectively.
80. In **design and technology** only one lesson was observed and this was good. Evidence from displays indicates that pupils enjoy a range of different design work. Pupils have investigated and designed small models for a play area. Also, they have investigated how models move and have been taught about pneumatics through the use of washing up bottles that served well as pumps. The completed monsters made by pupils in Year 4 had moving body parts such as eyes, tongue and ears.
81. During the inspection only one lesson was observed in **music**. However it is clear from planning and talking with pupils that music plays a very important part in the life of the school. It is used particularly well in some classes to set the mood for learning and to welcome pupils into lessons. Specialist teachers who take lessons in most classes enhance the provision. It is also considerably enhanced by the large number of extra-curricular opportunities available such as cello, bodrum and tin whistle tuition. Pupils participate in a good range of musical performances including a 1960s concert and seasonal events at local churches. Teaching is securely based on National Curriculum objectives, using interesting and challenging materials. Information and communication technology is used well to augment and extend composition work. Resources are good and have the necessary breadth to provide experiences drawing on a wide range of cultural traditions. All pupils enjoy a wide range of musical activities and listen to music from across a range of cultures including French/Algerian rap.
82. In **physical education**, inspectors observed three lessons, one of which was in reception, and discussed the overall provision with the subject coordinator. Although this evidence does not form a basis for firm overall judgements on provision across the school, or on standards, the following points can be made:
- There is a very wide range of extra-curricular activities which enriches the PE curriculum well.
 - The school makes very good use of expertise from outside the school.
 - The coordinator is well qualified and enthusiastic. She has clear plans for future development.

- Well-planned programmes of work ensure that the subject provision is comprehensive.
- The quality of teaching and learning in the lessons seen was good.
- The current building project (which is nearing completion) is having a negative effect on the delivery of the PE curriculum. Once completed, however, it presents a very good opportunity for future development for both school and community use.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- A good policy is in place
- There is an effective school council
- Good links are made through a wide variety of subjects.

Commentary

83. The school has a good policy to promote pupils' personal, social and health education. It is well constructed and contains detailed plans for further development. Aspects of health education are included in the science curriculum and in the physical education curriculum.
84. There is a well-established school council in which a wide cross-section of the school is represented. It operates effectively and helps pupils to express their own views and listen to the views of others. Pupils are confident in offering their opinions and know that others value the contributions which they make. They are aware that the suggestions they make frequently result in action on the part of the school.
85. Pupils throughout the school respond well to classroom discussions which are well-managed. They are confident to express their views, feelings and opinions. Speaking and listening skills are promoted well in these sessions. Pupils are learning well about the wider implications of being a citizen and the responsibilities that this entails.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
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	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
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
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).