

ADDENDUM

School: Bailey Green Primary School

Inspection number: 266351

Unique reference number: 108587

The following addendum has been made to the inspection report for the above school:

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, where children achieve well. They enter *the nursery* with standards that are below those typical for their age, particularly in language development.

19 November 2004

Neil Tonge
Registered Inspector

INSPECTION REPORT

BAILEY GREEN PRIMARY SCHOOL

Killingworth

LEA area: North Tyneside

Unique reference number: 108587

Headteacher: Mrs C M Yeoman

Lead inspector: Mr N Tonge

Dates of inspection: 4 – 6 October 2004

Inspection number: 266351

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	473
School address:	West Bailey Killingworth Newcastle upon Tyne Tyne and Wear
Postcode:	NE12 6QL
Telephone number:	0191 200 8356
Fax number:	0191 200 8407
Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Bailey
Date of previous inspection:	A new school opened in 2000. Formerly a First school before re-organisation.

CHARACTERISTICS OF THE SCHOOL

Bailey Green Primary School serves the immediate and wider community of Killingworth town in North Tyneside. The school was opened in 1970 as a first school before becoming a primary school in 2000 as a result of local authority re-organisation. It was accorded Beacon status in the same year. There are 424 pupils on roll, including 57 children in the nursery, who attend part-time. They are almost exclusively of white British origin with a very small proportion of pupils from minority ethnic groups. There is one pupil at an early stage of learning English. Numbers of pupils have declined from their highest point of 516 in 2001 and have returned to the more usual numbers prior to that date. There is a higher number of girls than boys overall. Many of the families live in a mixture of rented and owner-occupied accommodation. Attainment on entry is below the average, particularly in language development.

Although the school draws on a wide community, one of its main areas includes one of social disadvantage, being placed in the top 25% in the country. This estate has high unemployment. However, the school is close to the national average for those pupils eligible for free school meals. The school has received a number of awards in addition to its Beacon status. These include: Basic skills, Healthy School, Charter Mark, and School Achievement. Award. The school population, including its staff, is stable. There are 43 pupils with special educational needs, which is similar to the national average. Three of these pupils have statements of special educational needs, eight school action plus and 32 school action. Their needs comprise predominantly moderate learning difficulties, one with social and emotional needs, one with speech and communication difficulties and one who is on the autistic spectrum.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1157	N Tonge	Lead inspector	Geography History
12682	J Griffin	Lay inspector	
12060	P Peaker	Team inspector	Art and design Design and technology Religious education Special educational needs English as an additional language
27777	R Greenall	Team inspector	English Information and communication technology
28320	R Willey	Team inspector	Mathematics Science Physical education
30724	D Hiscock	Team inspector	Music Areas of learning in the Foundation Stage

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Carrs Road
Cheadle
Stockport
SK8 2LA

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, where children achieve well. They enter reception with standards that are below those typical for their age, particularly in language development. By the time they leave school at the end of Year 6, standards are above the average. This is achieved because of the very good leadership of the school by the headteacher and the good teaching; also because of the thorough procedures for monitoring pupil progress, taking necessary action and ensuring that each pupil is valued. The cost of educating pupils is broadly average and taking into consideration its good performance, it provides good value for money.

The school's main strengths and weaknesses are:

- Pupils attain above average standards overall because teaching is effective.
- Very good leadership by the headteacher has developed a shared commitment to succeed amongst the staff in a newly established school. However, except in English and mathematics, subject coordinators do not monitor standards well enough.
- Pupils' achieve well because teachers track and monitor their progress carefully and give the right levels of challenge and support to pupils of differing attainments.
- Sometime teachers give too little attention to developing pupils' learning skills.
- Relationships within school are very good and, as a result, pupils have very positive attitudes to their work and they behave well.
- A very strong commitment to valuing every pupil ensures that all pupils have equal opportunities to fulfill their potential.
- Improvement in ICT equipment has been delayed because of roof repairs.
- Standards in writing have improved but opportunities to extend these skills across the curriculum are not systematically taken.

Since the school was opened in 2000 the rate of improvement has been very good and has not been inspected previously. Staff have been very well integrated into the new school because it is very well led by the headteacher. It has raised standards in the core subjects of English, mathematics and science as well as in many other subjects. Good improvements in teachers' planning, in their use of assessment to plan activities, and in the implementation of schemes of work have contributed to this. Monitoring of school performance is particularly effective, and is a significant factor in promoting the good attainment and achievement of pupils. However, while all coordinators produce action plans, there is no focus on monitoring standards, other than in literacy and numeracy. Full opportunities to develop pupils' learning skills are not always taken.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	C	C
Mathematics	A	A	A	A
Science	B	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.*

The achievement of pupils is good. While there is a broad spectrum of ability on entry, overall attainment is below average. By the end of Reception, children achieve the goals they are expected to reach because the skills of literacy and numeracy are taught well.

At the end of both Year 2 and Year 6, pupils attain above average standards in reading, writing, and science and well above average in mathematics. Their achievement overall is good. This is because

teachers have high expectations of their pupils, and good subject knowledge, particularly in literacy and numeracy. Teachers generally use assessment well to plan activities to meet the needs of pupils of different abilities. Results were lower in 2003 because the pupils were a lower attaining year. Standards in geography, history and physical education are above average and achievement is good at the end of Years 2 and 6. Standards are average in art and design, information and communication technology, religious education, and achievement is good. It was not possible to make a judgment on standards in design technology and music because of the inspection schedule.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils work happily together and show tolerance and respect because they are expected to do so and understand why. They have very positive attitudes to school. They want to learn because lessons are made challenging and they have trust and confidence in their teachers who make them want to succeed. Standards of behaviour are good throughout the school at all times. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good. Children get a good start to school in the Foundation Stage because the teaching of literacy and numeracy skills is good. Good teaching is maintained overall because pupils' behaviour is well managed and challenging activities are planned for them in well-paced lessons. As a result pupils make good progress and achieve well. Teachers' subject knowledge is very good, and they generally prepare appropriate work for all abilities. However, they sometimes pay too little attention to developing pupils' learning skills or to their level of ability. Pupils benefit from a good curriculum, a very good programme of visits and visitors, and a very wide range of out of school activities. Pupils receive very good advice and guidance. They are very well cared for and there are very good arrangements for their transfer to the next stage of their education. The health and safety of pupils is regularly monitored and there are very good arrangements in place. Partnerships with other schools and the community in general are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good overall. The headteacher provides very good leadership of a well-motivated staff who work well as a team. Subject coordinators review performance in their subject areas, but in subjects other than English, mathematics and science this is seldom based on an evaluation of standards. Governors fulfill their statutory requirements. They bring a good range of expertise to their role, have a very clear understanding of the strengths and weaknesses of the school; provide challenging support. They also make a very good contribution to many school activities. As a result, they are influential in shaping the direction of the school. Governance of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Links with parents are very good. Parents are kept very well informed about their children's progress and events that happen at school, and they appreciate the efforts made by the headteacher and others to listen to their concerns. This ensures that the home supports the work of the school well, and in turn this contributes significantly to the children's achievement. Pupils enjoy coming to school because they know they are cared for and valued by their teachers.

IMPROVEMENTS NEEDED

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

- Raise the minority of satisfactory lessons to good or better by developing pupils' skills as learners and improving the match of work to pupils' abilities in all subjects;
- Further develop the role of coordinators in subjects other than English and mathematics so that they have a clear view of standards;
- Implement the ICT plan;
- Further improve writing skills by auditing and then planning writing opportunities throughout the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children enter the Foundation Stage with abilities below average, particularly in language development. By the time they leave Reception however, they are achieving, and some are exceeding, the goals they are expected to reach at this age and their achievement is good. At the end of Year 2 and Year 6 pupils are well above the average in mathematics and above the average in English and science and their achievement therefore, is good.

Main strengths and weaknesses

- Pupils are attaining standards that are well above average in mathematics and above in English and science by the end of Year 6 because of good teaching, high expectations of what pupils can do and good leadership of these subjects.
- Overall, pupils' achievement is good because of the careful tracking of their performance and the effective help given to those pupils in need of extra support.
- Pupils with special educational needs, gifted and talented, achieve well because provision for them is good.
- Standards achieved are lower in lessons that are satisfactory compared to good and better.

Commentary

1. The above average standards in English and science and the well above average standards in mathematics represent good progress since the school was opened and have been achieved through the good management systems put in place, particularly the effective tracking of pupil progress, setting pupil targets and taking effective action as a result of the analysis of national test data. Very good teaching in mathematics and good teaching in English and science have been fundamental to achieving this success, particularly as pupils are entering the school with overall below average abilities. The trend of improvement is above the national trend at the end of Year 2 but there is insufficient data available to make a judgement for pupils at the end of Year 6. There is no difference between the achievement of boys and girls and indeed, boys attain as highly as the higher national average for girls. The school broadly met its targets. Parents' confidence in the standards and achievement of the school is well justified. Pupils similarly have trust in their teachers to do their best for them and have a clear view of what they need to do to improve.
2. There is a broad range of ability on entry to the school. In general terms however, there are approximately one quarter below the average, the majority average and only a small proportion above. Language ability tends to lag behind that of numeracy.
3. Pupils make a good start in the Foundation Stage because the teachers are particularly skilled at teaching literacy and numeracy, although insufficient scope is given to develop pupils' imaginative and investigative skills. Assessment information at the end of Reception shows that these pupils reach the goals that are expected for children of this age and some exceed them.

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

Standards in:	School results	National results
Reading	18.0 (17.8)	15.7 (15.8)
Writing	16.8 (16.3)	14.6 (14.4)
Mathematics	18.1 (18.1)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year

4. By the end of Year 2, pupils achieve well because teaching is well structured and activities are challenging, particularly in literacy and numeracy. National test results confirm this positive picture. Pupils' progress is tracked carefully and the school is quick to provide additional help where it is needed. Teaching assistants are well briefed and play an effective part in supporting pupils to improve. Furthermore, pupils know what they need to do to improve because targets are set for them and these are referred to in the written comments in books and during the course of the lessons. Inspection evidence shows that standards in English, science, geography and history are above average and achievement is good, whereas standards in art and design, physical education, religious education are average and achievement is good. Standards in mathematics are very good and achievement is very good. It was not possible to make judgements in design technology and music because of the inspection schedule.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.0 (28.7)	26.8 (27.0)
Mathematics	28.3 (29.1)	26.8 (26.7)
Science	29.1 (30.3)	28.6 (28.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year

5. By the end of Year 6, standards are above average in English and science and well above in mathematics and pupils' achievement is good overall because teachers have high expectations of what their pupils can do and pupils respond enthusiastically. On a whole school level, analysis of test data is analysed thoroughly and action plans to remedy deficiencies are effective. For example, when writing results for higher attainers in 2003 were a little lower than anticipated, this became a target for improvement. As a consequence of the actions taken by the school the unvalidated results for 2004 show that the proportion of pupils attaining the higher level 5 has doubled. In addition, a further 18% of pupils narrowly missed attaining this higher level by a few marks. Teachers generally, but invariably in mathematics and English, set work that is challenging and well matched to the abilities of the pupils. Pupils receive good on-going feedback about their progress both during the course of the lessons and in written comments on their books in English. High expectations of behaviour and work ethic mean that pupils concentrate well during whole class sessions and in group work. Achievement diminishes in the lessons that are satisfactory because the pupils are not actively involved in the learning or when the same task is set for pupils of different abilities. Inspection evidence shows that standards in English, science, geography and history are above average and achievement is good, whereas standards in art and design, physical education, religious education are average and achievement is good. Standards in mathematics are very good and achievement is very good. It was not possible to judge standards in design technology and music because of the inspection schedule.
6. Pupils with special educational needs make good progress in relation to their prior attainment. They make particularly good progress in literacy and mathematics, where setting arrangements and the good support which is timetabled for them helps them to learn important basic skills. They also make good progress towards the targets on their individual education plans. Gifted and talented pupils are also identified and provision made to develop their talents and skills.

Pupils' attitudes, values and other personal qualities

Pupils show very good attitudes towards school and their work in lessons. Their behaviour is good and is underpinned by very good relationships among pupils and with adults. Pupils' personal qualities are well developed. Pupils' attendance and punctuality are very good. Pupils' personal development, spiritual, social, moral and cultural development overall, is good.

Main strengths and weaknesses

- Pupils' attitudes towards school and their work in lessons are very good.
- Pupils are well behaved and relationships among pupils are very good.
- The measures to promote positive attitudes, good behaviour and high attendance are very effective.
- Pupils' personal qualities are well developed; their social and moral development is very good whilst their spiritual and cultural development is good.
- Parents ensure pupils attend regularly and punctually.

Commentary

7. Most pupils like their school and enjoy attending. For example, a group of Year 6 pupils talked very positively about the way teachers help and encourage them to learn. They also appreciate the friendship of other pupils and the range of clubs in which they can take part. Pupils enjoy most of their lessons and the good atmosphere extends to playtimes and lunchtimes. In lessons, pupils' attitudes towards their work are very good. Pupils listen attentively and show very good levels of interest, concentration and determination to complete set tasks. Pupils respond particularly well when expectations are high, lesson tasks are demanding and they are able to engage in a variety of ways of learning. Pupils in the Foundation stage are well on course to achieve the goals they are expected to reach for their age and some exceed them.
8. Behaviour in classrooms, during lunchtime and playtimes is good. Staff set high expectations for pupils' behaviour and most pupils are very keen not to let their teachers or themselves down. The good and reliable behaviour of nearly all pupils is a key element in the positive atmosphere for learning and social development that takes place. The atmosphere in the dining hall is calm and sociable. Playtimes and lunchtimes are organised so that infants and juniors have separate playtimes, which means that pupils of all ages get good opportunities to enjoy the full range of facilities. Parents' and pupils' confirm that there is no racism. There is very little bullying although some teasing takes place. Pupils know that such incidents, once reported, are thoroughly and fairly investigated. The school places a strong emphasis on prevention of all forms of anti-social behaviour, primarily through frequent recognition of good behaviour and attitudes. As usual, there were no exclusions in the previous school year.
9. Very harmonious relationships among pupils, irrespective of background or gender, are a very positive feature of the ethos of the school. Teachers value pupils' work and effectively praise their efforts and good work. As a result, from an early age pupils are comfortable asking questions of teachers, or seeking advice and help from adults in the school. This successfully creates a climate of trust and confidence in which pupils thrive.
10. A significant majority of pupils in all classes are noticeably calm, happy and consistently well mannered. As a result, teachers are able to rely increasingly on most pupils to work sensibly in pairs and small groups. The school's use of 'Circle Time', when pupils share their feelings and concerns, makes an important contribution to pupils' very good social development. Nearly all pupils have a very well developed sense of right and wrong and of what is fair. They hold the rewards system in high regard and fully support the school's sanctions, when needed. Year 6 pupils justifiably talk of the confidence they get from teachers, who treat them as more grown-up as they get older. Nearly all pupils show respect and care for one another. For example, they hold doors open for adults and are kind to peers who are feeling unwell or left out. Older pupils exercise responsibility for themselves and others in a sensible way. For example, a group of eight Year 6 pupils run an 'Enterprise Group' that buys and sells fruit at playtime, contributing to the school's Healthy School status. When questioned in groups, pupils listen calmly and with respect to different views expressed by others.
11. Pupils' good opportunities for reflection in assemblies and the majority of lessons make important contributions to their good spiritual development. Pupils' understanding of their own culture is very good, aided significantly by the very good range of visits, visitors and direct involvement in sports events. Year 6 pupils say that they learn about respect for differences of all kinds as part

of their personal, social, health and citizenship education. This is an important part of pupils' preparation for life in a multicultural world. Religious education, art, French, history and geography lessons also make important contributions to pupils' good multi-cultural development.

Attendance

12. Attendance has been consistently very good over several years. The table below provides attendance and absence data for the latest complete reporting year, when the attendance was well above the national average.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The quality of teaching and learning is **good** overall. Very good and excellent teaching was observed in some of the English and mathematics lessons. Assessment is **good** and used well to raise standards. In a minority of lessons however, there is not always a clear match of work to the different abilities of pupils.

Main strengths and weaknesses

- Teachers have very good subject knowledge, plan clear learning objectives for lessons and encourage pupils to do their very best.
- The highest quality teaching was seen in English, mathematics and science. Some teaching in other subjects is too directed and does not always develop pupils' learning skills well enough.
- The support given by classroom assistants enables pupils with special educational needs to achieve well.
- Pupils' attitudes to learning are good and, as a result, they work hard and achieve well.
- Writing opportunities are provided for pupils in subjects other than in English but they are not systematically planned.
- Assessment is used well, particularly in English, and pupils know what they need to do to improve.
- Marking is improving in English as a result of the implementation of a newly adopted scheme. This has yet to extend to other subjects.

Commentary

13. Teachers' good subject knowledge underpins the good teaching seen during the inspection. Parents and pupils rightly share this good view of teaching. Clear learning objectives are shared with pupils, who are encouraged to develop their learning by skilled questioning. Subject-specific skills are also generally developed well. Teaching is seen at its best in English and mathematics, where high expectations and the very good subject knowledge of the teachers result in good achievement for all groups of pupils. Teachers emphasise the development of reading and speaking skills in English and their investigative and thinking skills in mathematics and science. In lessons that were satisfactory however, the teacher talked for too long or spent too much time on whole class activities or set the same activity for all pupils. This slowed the pace of learning and did not help pupils develop their learning skills. However, no unsatisfactory teaching was observed and this represents an improvement since the last inspection.

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	7 (13%)	31 (58%)	13 (25%)	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.

14. Pupils' attitudes to learning are good. They listen well and, when given the opportunity, contribute accurate and thoughtful comments to lessons. In a Year 2 science lesson for example, when pupils were predicting whether heating a range of foods would change them irreversibly, their questions were sharp and pertinent. In PE lessons they learn to improve by observing demonstrations and evaluating their own and other pupils' efforts. These positive attitudes towards learning are clearly reflected in the good standards in a number of subjects.
15. Teachers generally make good use of assessment to plan activities for their pupils. This is true of ongoing assessment in lessons when teachers constantly monitor the work of the pupils and give help if the pupils need it, as well as more formal assessments made at the end of units of work or at the end of the year. There is a very good and comprehensive system of tracking pupils' attainment, in the core subjects of English, mathematics and science, but this is only beginning in other subjects with end of topic assessments. The system is used well by all members of staff to monitor the progress of the pupils and to set targets for improvement. As a result, pupils know well what they need to do to improve.
16. A new system of marking work in English, which indicates what pupils have done well and what they need to do to improve, has recently been introduced and is having a very positive impact. The same system has not yet been introduced into other subjects and although teachers add encouraging comments, they make few suggestions designed to help pupils improve the quality of their work or challenge their thinking.
17. The quality of teaching for pupils with special educational needs is good. Grouping by prior attainment for lessons in mathematics and recently in English for pupils in Years 3 to 6 works well for these pupils. Their individual education plans focus on the skills needed to benefit from the full curriculum. Teaching assistants effectively support pupils' learning in a variety of ways which is clearly defined on the pupils' individual education plan.

The curriculum

The curriculum is good. It meets all requirements, and innovative developments steadily improve its range of opportunity. It provides well for the different needs and capabilities of all pupils, and for their personal, social and health education. However, it offers only limited opportunities for pupils to extend their learning skills in different subjects, and to tackle ambitious projects independently. The accommodation, staffing and learning resources, notably the library, effectively support the demands of the curriculum. The high quality and wide range of learning opportunities brought by visits, visitors and after-school activities strongly extend and enrich the curriculum.

Main strengths and weaknesses

- Pupils participate well in a very good programme of visits and out-of-class activities that richly extend their learning experiences, interests, skills and personal development. However, the curriculum does not always provide opportunities for pupils to develop their skills in learning.
- The wide curriculum reflects the school's strong commitment in attempting to meet the needs of all pupils and ensuring that all groups benefit equally from the opportunities it provides, although it does not always succeed in doing so.
- Very good arrangements with local secondary schools ease pupils' transfer to Year 7.
- Exceptional provision for modern foreign languages reflects the imaginative use of teachers' expertise in different areas to enhance the range and quality of learning opportunities.

- Good accommodation and resources, notably in the library, strongly aid pupils' learning, although the current resources for ICT are unsatisfactory.
- Good provision for personal, social and health education includes a full programme of lessons, and pervades assemblies and the whole life of the school.

Commentary

18. The curriculum has good breadth and balance. The good use of national strategies and guidance materials gives consistency and clarity to the development of pupils' skills, knowledge and understanding in each subject of the National Curriculum. French has been successfully introduced and is to be extended throughout the school. This indicates the school's readiness to innovate in order to expand the range and quality of learning opportunities. Whilst the curriculum meets all statutory requirements and provides additional enrichment, it still lacks some creativity for its pupils. Planning is sometimes inflexible, links between subjects are not consistently exploited, and pupils' role as learners is not always active enough to develop their learning skills. The school recognises this and is moving towards a more unified, exciting and challenging curriculum as well as developing further opportunities to extend pupils' writing skills.
19. The very good provision for extra-curricular activities and out-of-school learning reflects this commitment for improvement and is a strength of the school. A remarkably rich programme of day and residential visits widens pupils' experience of the world, develops their social skills and independence, and extends their learning in different subjects. Equally remarkably, in a typical week, some fifteen clubs meet at lunchtimes or after school. They provide a wealth of opportunities, especially in sports and games, music and the arts, for pupils to extend their interests, skills and achievements. Most staff contribute and most pupils, infants as well as juniors, participate. Increasing links with the community bring many visitors, including authors and artists, into school, whose expert skills further enrich learning and the curriculum. In addition, very good arrangements with local high schools prepare pupils in Year 6 for a confident start to their secondary education.
20. The school works very hard to make the curriculum fully inclusive and to ensure that all groups benefit equally from the opportunities it offers. Teachers' planning for pupils who have special educational needs is well grounded fixed in detailed assessment information, and shaped by well-written individual education plans. Teaching assistants make skilful and effective use of the plans to help these pupils achieve as well as their classmates. The school is also beginning to provide specific challenges to enable certain pupils to fulfil their recognised gifts and talents. In many lessons, however, particularly in subjects other than English, mathematics and science, teaching is not always responsive enough to pupils' different needs and capabilities.
21. Effective provision for pupils' personal, social and health education and citizenship (PSHEC) reflects the school's determination to strengthen its community. A well-planned programme of lessons and 'circle time' links closely with subjects such as science and religious education as well as with assemblies, and includes sex and relationships and drugs education. It connects with themes and values that run across subjects, are at the heart of the school, and account for its strong moral and social tone.
22. The school invests well in its staffing provision, accommodation and learning resources. Teachers are experienced and well qualified; teamwork is good, and support staff make a significant contribution to pupils' achievement. Learning resources are good overall. In most subjects they are very good. The strong quality and use of the library and book resources partly explain why standards in reading are consistently high. Current resources in ICT are unsatisfactory, but this is largely because a very large-scale upgrade of hardware and software is delayed by the need for roof repairs.

Care, guidance and support

The school cares very well for its pupils. Pupils get very good support, advice and guidance. There are very good measures to involve pupils in the school's work and development through seeking and acting on their views.

Main strengths and weaknesses

- The support for pupils with family and health problems is very good.
- Older pupils' interest in learning is increased by setting their own academic and personal development targets.
- The school regards the views of pupils as important to its work.

Commentary

23. Levels of minor accidents, mainly in the playground, are very low. The practice of having different playtimes for infants and junior pupils makes playtime inherently safer as the numbers in the playground are lower. First aid and health and safety arrangements are clear and effective. Good arrangements are in place for child protection and looked after children. Staff know their pupils very well. The school has a very clear grasp of the types of health and family problems, experienced by a minority of its pupils. These additional needs are very effectively supported. As a result, nearly all pupils have a good and trusting relationship with one or more adults, as the pupil survey confirms. Parents are rightly very positive about the very good care provided for all pupils.
24. Good attitudes, effort, schoolwork and achievements outside of school are very effectively recognised at weekly assemblies. Year 6 pupils say that teachers expect them to behave in a more grown up way as they move through school and they respond accordingly. Pupils have individual targets relating to their academic progress. Staff discuss the outcomes of tests with pupils and regular marking provides helpful suggestions on how their work can be improved. This important work is underpinned by good assessment and tracking of pupils' achievements, particularly in English and mathematics. Year 6 pupils create their own academic and personal targets. This is a very effective way of getting these pupils more involved and interested in their learning.
25. The very good relationships between pupils and their teachers create a very positive atmosphere in which pupils can express their views. Pupils in all year groups discuss and agree a set of class rules at the start of the school year. 'Circle Time', where pupils share their feelings and concerns, is a well-established feature in all classes. The school council, comprising a boy and a girl elected in each class from Years 2 to 6, is well established and effective. For example, a bike rack and additional outside play equipment were provided as a result of pupils' suggestions. Pupils' views formed an important part of the school's Healthy Schools. Pupils not directly involved in the council's work speak positively about its influence. Not surprisingly, the great majority of pupils agree with the survey statement that the school listens to their ideas.
26. The care and support for pupils with special educational needs is good. Their progress and personal development are monitored carefully through the targets set in their individual education plans. There is one pupil at an early stage of learning English but he receives good support and is fully integrated into the work of the class. The school's values are reflected well in the way that pupils with special educational needs are given opportunities to take part in all school activities. Their contributions are valued highly and their achievements recognised. The teacher with responsibility for special educational needs keeps good records of pupils' progress as they move through the school.

Partnership with parents, other schools and the community

There is a very good partnership with parents. Links with the local community make a good contribution to pupils' personal development. Links with other schools and colleges are very good.

Main strengths and weaknesses

- Parents get very frequent information about what pupils are doing at school.
- Parents also contribute significantly to the successful partnership.
- Visits and visitors contribute strongly to pupils' personal development.
- Funding by the *Education Action Zone (EAZ)* was minor but helpful. There are very productive links with the local secondary school and its primary cluster.

Commentary

27. The school is rightly regarded as being very open and welcoming to parents. The school works constructively and engages with its parents. For example, a parental survey identified that parents had some concerns about a lack of information on what pupils were learning. As a result, parents get written information on what pupils will learn at the start of each term. The quantity of information provided to support pupils' progress is very good overall. Two parents' evenings, four 'drop-in' evenings and a written annual report give parents very good opportunities to find out about their pupils' progress and to discuss any concerns. The written annual reports are of good quality. The school is responsive to parents' needs, suggestions and concerns. For example, the breakfast club provides important support for working parents. As a result, formal complaints do not occur.
28. Parents also contribute significantly to the successful partnership. For example, they send their children to school regularly, leading to the well above average attendance levels. Parents of nearly all pupils attend the parents' meetings. Through the parent teachers and friends' association (PTFA), parents organise successful fundraising events. These events also contribute to pupils' personal development and the good sense of community that prevails, as staff, parents and pupils are involved in many of these events. Parents of pupils with special educational needs are kept informed by the teacher with responsibility for special educational needs of their child's progress.
29. School plays its part as a resource for the local community. Keep fit classes and church services are held in the hall whilst junior football clubs use the playing fields. There are close links with a number of local churches. A number of preachers take assemblies on a weekly rota and one serves on the governing body. Pupils' learning benefits from a very good range of visits and visitors. For example, pupils sing carols at the local shopping centre and play in team games against other local schools. Public services, such as, the police, fire service and the school nurse enrich the curriculum with contributions on personal safety and healthy living. Pupils take part in a range of collections and sponsored events for charity, including supporting two children in Uganda. Pupils' take an active part in the events organised by the PTFA group, including pupil discos, and these contribute significantly to their social development.
30. Links with local playgroups and the adjacent *Surestart* base are close and contribute to the very good induction arrangements into the nursery. The school's Beacon School status has made the school more outward looking and confident about its practices. Aided significantly by *EAZ* funding, the school is working very effectively with a cluster of primary schools and the secondary school to which most Year 6 pupils transfer. This has continued, despite the discontinuation of Beacon schools. For example, this has contributed to the very good curriculum and pastoral links with the local secondary school. Year 6 pupils do the bridging units in English, mathematics and science. The secondary school also provides support with physical education and French. There are very close links with the education departments of local universities. Student teachers from Newcastle and Northumbria universities take part of their teaching practice at the school, where it is rightly regarded as a school of good practice. These links have also led to visits by French student teachers as well as Egyptian headteachers to discuss change management in schools. The school provides work experience placements for secondary school pupils and takes student nursery nurses from two local colleges.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are good. Leadership of the school is good and that of the headteacher, in particular, is very good. There are good management systems in place to evaluate the performance of the school, although the work of some coordinators is not sufficiently focused on evaluating standards. The governance of the school is good.

Main strengths and weaknesses

- The governance of the school is good because governors are knowledgeable about the strengths of the school and its priorities for development and this enables them to help shape its future.
- The headteacher has directed the establishment of a new school with great skill, which has inspired a shared commitment to succeed.
- There are effective systems in place to monitor the progress of the school, particularly in English and mathematics. Other subject coordinators however, do not have a clear view of standards in their subjects.

Commentary

31. The governance of the school is good. Governors fulfil their statutory duties and are well informed about the strengths and weaknesses of the school, providing effective support as well as constructive challenge. They also bring a range of valuable expertise to the management of the school and play an influential role in shaping its direction. They play an active part in many school activities, such as leading assemblies and assisting on residential visits. Spending accords with their priorities and with the principles of best value, and they monitor the budget carefully.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,089,460
Total expenditure	1,062,716
Expenditure per pupil	2,423

Balances (£)	
Balance from previous year	22,576
Balance carried forward to the next	49,320

32. The headteacher was appointed in 2002, two years after the creation of the new primary school and has successfully integrated the First school with redeployed teachers from the former middle schools in the authority. She has built upon the strengths of staff, utilising subject expertise from the former middle school staff to good effect in curriculum development. She has the trust and confidence of parents. Most importantly, the school has put in place effective tracking systems to monitor the progress of its pupils in English and mathematics as well as monitoring school performance as a whole. The school has achieved high results in national tests (the 2003 results for Year 6 were lower because it was a lower ability cohort of pupils) as a consequence of their drive on standards in English and mathematics. The school is quick to act upon an analysis its data. For example, the 2003 national results in English showed that the higher attainers in English were not attaining as well as they might. The school focused on improving writing, with each pupil and teacher receiving a target to aim for. As a consequence of their endeavours, the proportion of pupils achieving the higher Level 5 doubled in the 2004 national tests results. There is a commitment to the welfare of staff as well as pupils and this has resulted in a happy and productive working environment.
33. The senior management team leads an effective team of teachers and the structures and systems that are in place are good overall. This is a view shared by parents. However, there is no direct link between members of the senior management team and the subject coordinators, although performance management targets usually include a target based on their areas of responsibility. This contributes to a lack of consistency in the way in which coordinators carry out their roles, particularly in systematically coming to an overview of standards in some subjects.

Nevertheless, coordinators provide good advice to colleagues and draw up action plans for improvement based upon their informal soundings of needs in the school.

34. Provision for pupils with special educational needs is good. The co-ordinator carries out her responsibilities effectively and efficiently. The school has developed systems which reflect good practices, ensuring equal opportunities for all and an ethos based on high expectations.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Children start nursery just after their third birthday. For most of them, their attainment is lower than what one would expect for children the same age, particularly in language development. In nursery, they join in many shared activities in a family group often led by one of the nursery nurses or teacher, all of whom support them well along the “stepping stones” planned for children this age. Children achieve well in all the areas of learning, often making rapid gains in some of their skills when they move into their reception year. Teaching is good overall so by the time they transfer to Year 1, most children reach the goals set out for them to achieve in this stage of their education. A good proportion of them have achieved very well in some of the early skills of literacy and this gives them a flying start in literacy for the National Curriculum. Effective management ensures that there is detailed information about each child’s progress from nursery. This forms a strong platform for reception teachers to use to plan for the different stages of children’s development. Pupils with special educational needs make equally good progress compared to the other children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are very happy, they feel secure and they know what is expected of them.
- The scope for them to develop as young learners is not as well planned.

Commentary

35. When children start nursery they quickly settle because of the very good arrangements that link home with school. Well organised routines make their half day a pleasant and familiar round of activities in which they feel happy enough to trust adults. They settle to tasks quickly and are absorbed in activities led by adults, some of whom prompt them in their play. So much so that children behave very well because they know what is expected of them. Equally, they respond to the very clear messages and instructions that staff provide in reception. From the beginning of their time in the Foundation Stage they tidy away and understand why they are doing this. They attain good standards and achieve well because teaching is good.
36. Staff have agreed beliefs in their guidelines for nursery and reception that outline a shared commitment to support children’s development by catering for the different ways that children learn. There are some good examples of this in both nursery and reception. In these instances, children make good headway in their personal skills for learning without the over-direction of adults. Overall, their skills of how to learn for themselves start well but slow in their reception year where adults tend to intervene and direct too much.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children enjoy stories, make rapid gains in their letter sounds and early skills for reading.
- Children make better headway in their skills for writing than in their understanding of and use of writing.
- The high level of challenge for higher attaining children mean that they will exceed the goal expected for children entering Year 1 in their writing.

Commentary

37. Good teaching means that children quickly build on the confidence gained in nursery because there is good attention paid to conversation. As a result they attain good standards and achieve well. Freely chosen activities flow across into reception well and help children to make sense of the ideas around them. In Reception, children learn to listen carefully and they respond to instructions and to the questions of teachers very well. Although the teaching methods promote very effective listening, children's use of language is not as quickly developed because there are not enough planned opportunities for children to talk as they learn.
38. Children enjoy the stories they read and teachers place good emphasis on basic skills for reading and writing. They get off to a strong start in nursery and the shared poems and links to topics mean that children get a well-rounded understanding of early literacy. In Reception classes, very effective teaching of letter sounds and enjoyable games and rhymes help all the children to make rapid gains in these skills. As a result, they achieve very well in their early reading skills in relation to their capabilities. By the time they move to Year 1 some of them write at length and well exceed the goals for their age in the stories they write. However, for lower attaining and for some children with average abilities, the copying of adult prepared writing is not as profitable. The progress in skills is at times at the expense of broader experiences that would help children to understand the reasons why people write.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Activities built into the routines of each day bring fun and interest to mathematical experiences.
- The focus on number in Reception ensures that most children are able to make sound start in Year 1 in numeracy.

Commentary

39. Nursery children experience lots of number rhymes and counting in their daily patterns of mathematical activities. These include sharing out the fruit at snack time. There is a good balance of other mathematical ideas for children to explore. These include containers and simple measures in sand and water. All the children make good progress in their understanding of number from their start in school. In Reception classes, the level of challenge moves children on well in their understanding of number and simple calculation. Most children are on course to count to 10 and can combine numbers such as 4 +5 together. A few of them understand and take away numbers up to as much as 20. As a result of well planned activities and good teaching children attain good standards and achieve well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Children enjoy the chance to make and build.
- They have good opportunities to explore the many resources but they are sometimes not sufficiently linked well to the main ideas of the topic.
- There are not enough resources and tools that help children to get to grips with exciting ideas that they might investigate for themselves.

Commentary

40. The children enjoy opportunities to make, build and explore. There are a good number of resources available for them but there are few consumable materials that might enrich a topic. In the best instances, in both nursery and in reception classes, children use the resources for role play to pursue ideas and to make sense of events in their lives. These experiences mean that children have a growing understanding of their own lives. The "Baby Clinic" helps them to know how they have changed and 'grown up' since they were babies themselves. However, there are not enough rich experiences and suitable tools for children to investigate scientific phenomena in the pattern of the day. As a result, children's progress dips. Overall, their awareness of time, place, cultures and beliefs is adequately promoted. Children learn enough of the similarities and differences in people's lives. Teaching is satisfactory in this area of learning and the standards children attain are average and their achievement is satisfactory.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children make good progress in their skills for handling small tools and equipment.
- Improved resources for outdoor activities have contributed well to the children's stamina and skills.

Commentary

41. Children show a good amount of skill when they handle small tools for writing, drawing, making and manipulating different media. They show good co-ordination and strength when they handle wooden blocks and dough. The strong start in nursery gives them ample time to explore a good range of small and large equipment. The high quality Adventure Trail outdoors is a significant improvement that provides a central focus for much play and physical activity. Here, children climb and have a go at balancing, rolling and climbing. They race around, use simple props, trikes and wheeled resources to negotiate the huge open spaces around them. Although reception children do not have ready access or the opportunity to make their own choices when to go outside, planned sessions provide enough access for them. Overall, children show typical levels of stamina, strength and skill for their age and achievement is satisfactory because teaching is satisfactory.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The teaching and pleasure of music pervades learning activities.
- Nursery nurses support children's imaginative play well.
- Opportunities for children to use a range of props to develop their imaginative play vary considerably between nursery and reception.

Commentary

42. Music in the classroom is a delight for children. In nursery, children sing well and enjoy the fun of a good variety of rhymes and songs. Reception children often have their day-to-day activities seamlessly punctuated by songs accompanied on the guitar. These sessions not only enrich day-to-day activities, they also are a strong aid for learning in children's language skills and in other areas of the curriculum. Ideas for imaginative play are best developed when staff build on children's ideas and use props that capture their imagination. It is in these sessions that children do very well because they think for themselves and in doing so connect up ideas that are important to their development. Children's portraits and hedgehog pictures show that they achieve well in their use of paint, crayon and other media. At times, adults intervene too much

to direct rather than to prompt the children and this reduces the chance for children to explore for themselves. Nevertheless, the standards children attain are good as is their achievement.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well because of good teaching, and standards in both Year 2 and Year 6 are above average.
- Attainment in reading is high throughout the school; in writing it is lower but rising.
- The subject is very well managed.
- The very good quality and use of the library and book resources support learning well throughout the school.
- Pupils have too few opportunities in some lessons to develop active and independent learning roles.
- The school lacks a systematic strategy for extending pupils' writing skills by using them to support learning in other subjects.

Commentary

43. Attainment is above average overall in Year 2 and Year 6, but slightly higher in reading than in writing and spoken English. This is similar to the picture in national test results. Boys and girls attain equally well, unlike the national picture. Pupils with special educational needs achieve as well as other pupils. By the good use of assessment information to track individual progress, set targets and identify where improvements are needed, the school strives to enable pupils to achieve as well as they can. Taken overall, their achievement is good, despite some inconsistencies.
44. Standards in **speaking and listening** are above average by Year 6. Pupils achieve well, even though the use of assessment and targets is relatively limited in this area. Teachers often create good opportunities for pupils to talk together in small groups to solve problems and explore or agree ideas. This promotes good learning skills. In some lessons, however, the teaching reinforces passive rather than active roles for pupils, and they have too few challenging opportunities to extend their answers and reason things out.
45. In **reading**, provision is very good and pupils develop secure basic skills and good attitudes, routines, skills and understanding. Teachers, support staff and parents work together to enable pupils to learn at their best rate. Standards are high, and many pupils exceed the standard expected for their age, particularly in Year 2. Pupils in Year 6 discriminate perceptively between authors and use books skilfully to aid their learning in various subjects. The very strong quality and use of the library and book resources promote these skills through the school. Many pupils have advanced skills in "reading between the lines" and in seeing how the author's language choices influence the reader's response. The school gives pupils good variety of opportunity to use their reading skills to learn, and it carefully tracks and supports individual progress.
46. In **writing**, attainment and achievement are good, but lower than in reading. Progress is less consistent and the range and quality of opportunity more restricted. The school has recognised this for some time. A dip in the results for 2003, particularly amongst higher attainers galvanised the school into action. Subject leaders have worked rigorously and effectively to trace and tackle the causes. The improvement shows in pupils' recent writing and is reflected in the unvalidated results for 2004, which shows the proportion of pupils attaining the higher level 5 to have doubled, with a further 18 per cent of the cohort attaining the highest grade at Level 4. The development of the basic skills of handwriting, punctuation, spelling and presenting work is good, but the school needed to enable pupils to be more rigorous with the process of writing. Pupils are now learning to plan and redraft their writing as they fit it to different purposes. They

are challenged to improve the effectiveness of this fit. Teachers mark pupils' drafts using a consistent procedure that guides pupils' thinking. Other pupils offer further guidance, so that successive drafts show significant improvements. As a result, pupils are becoming more aware of the process of writing and of the learning skills that this requires. This raises the achievement of pupils of very different capabilities.

47. Teaching and learning are good overall. The quality of lessons seen ranged from excellent to satisfactory. Most were good or better. In these lessons, teachers developed new learning with sharp focus, pace, enthusiasm, engaging rapport, and high but realistic expectations for different groups of pupils. Teachers made good use of pupil talk to check, share and improve the quality of new learning, both during and at the end of the lesson.

An example of outstanding practice

An excellent English lesson involved every pupil in a Year 2 class in helping to create and perform a story based on one they had read. The boy in the story meets different animals as he travels through the jungle. Each new animal has its own brief episode, and each episode has the same form. Enthused by their dynamic teacher, all the pupils contributed ideas, so that each episode began with a different ordering phrase, such as 'after that', described a different animal, and used different verbs for the movements of boy and animal. These key words were recorded on a chart. The class performed the story again for each additional episode, trying to improve words and performance each time. The quality of learning was outstanding because:

- every pupil had an equal, specific and active role in creating and performing the story;
- speaking, listening, reading and writing all supported each other continuously, creatively and critically;
- the activity remained demanding and fresh throughout as pupils were challenged to strengthen the story's impact, developing learning skills in the process;
- the constant rehearsal and improvement ensured that all pupils understood and could use the episodic structure and a wide variety of movement verbs and ordering expressions;
- every run-through improved confidence and enjoyment, so that every pupil could go on to write a version that was faithful to the model created by the class and yet their own.

48. Factors that made other lessons satisfactory but less effective were:
- a tendency to focus more on teaching and teacher's talk than on learning and learning skills;
 - missed opportunities during and at the close of lessons for reinforcing and checking pupils' learning;
 - lack of time for pupils to engage fully with the different elements of a writing task whilst learning was still fresh.
49. English is in very capable hands and very well managed. The co-ordinators are committed to high achievement for all. They have worked tirelessly and systematically to identify strengths and weaknesses in performance in English, and to find the causes. They have involved all colleagues in a variety of finding out and team-building activities in order to develop consistency of effective practice. There is clear evidence, despite some inconsistencies, that these efforts are beginning to pay off.

Language and literacy across the curriculum

50. Overall, English and the rest of the curriculum support each other well. Teachers provide good and regular opportunities for pupils to practise and extend their good skills in reading and spoken English to enhance their learning in other subjects. On the other hand there is much less evidence of teachers challenging pupils to stretch their writing skills to achieve new learning in subjects such as history and geography. The lack of computers in classrooms magnifies this problem. Writing in other subjects is not shaped by agreed policy or matched to pupils' actual capacity as writers. The school recognises this as an area for development.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Setting the pupils into ability classes has made a significant contribution to the very high standards in school.
- Very good teaching enables all pupils to achieve very well.
- Good resources support lively, knowledgeable teaching that captures pupils' interest.
- Experienced subject leadership uses assessment well to understand what is being learned and to address issues for improvement.
- The school has identified the use of ICT as an area needing development.

Commentary

51. Pupils begin school with less mathematical knowledge and understanding than is average for their age. National test results show that by the end of Year 2 and Year 6 they are attaining standards that are well above the national average. Achievement is, therefore, very good throughout the school because of the good teaching pupils receive in ability sets. Pupils with special educational needs are supported well in lessons, ensuring that their achievement is the same as that of their peers. Booster groups are run after school for pupils in Year 6 and the Springboard programme is in operation for pupils in Year 5 who need extra help. Both of these initiatives are helping to raise standards.
52. Lessons are well planned with well structured, challenging activities that encourage the development of mathematical vocabulary, skills and thinking. Teachers have high expectations of their pupils and use questions well to ensure pupils can explain the processes they have used and show that they understand the concepts that are being taught. Lessons are conducted at a good pace that maintains pupils' interest throughout. Very good relationships between pupils and teachers give pupils the confidence to answer without fear of being wrong and teachers the understanding to ensure all pupils are fully included and involved in lessons.

An example of outstanding practice

The introductory banter to a potentially dull lesson on two and three place decimals got the lesson off to a sparkling start that challenged pupils' thinking from the outset. The teacher's excellent subject knowledge was shown in his sharp questioning, excellent use of vocabulary and drive that totally motivated high attaining pupils in a Year 5 and 6 lesson. Rounding and ordering two and three place decimals through 'detective type' investigational tasks promoted excellent discussion between pupils in order to find solutions. As a result pupils' reasoning was of a high order and reflected their genuine fascination with mathematics.

53. Teaching is often dynamic. The pace of lessons moves at a cracking pace, which stimulates pupils to think quickly and creatively, such as the example of outstanding practice above. In good lessons and better, teachers also make good use of the resources that have been built up since the introduction of the National Numeracy Strategy. In a Year 5/6 lesson the overhead projector was used to good effect to demonstrate reflection across a mirror line and in a Year 2 lesson pupils were using die to generate two digit numbers before placing them on a number line. Such resources help to maintain pupils' interest and contribute to their positive attitudes to the subject.
54. Mathematics usually has two subject leaders, one for Years 1 and 2 and the other for Years 3 to 6. The latter, a leading mathematics teacher within the local education authority, left at the end of the summer term and will not be replaced until January, so the co-ordinator for the younger pupils is currently carrying out both roles. She continues to monitor planning for lessons and is adding work to the subject's portfolio. She attends meetings that last term she would have attended with her partner and now identifies the training needs these raise for the whole school. The emphasis on literacy throughout the school has resulted in limited time being given for other subject leaders to observe teaching but an analysis of assessment tests is still used to identify strengths and weaknesses in the subject.

55. The school had identified the limited use of ICT when teaching the subject as an area needing to be addressed this year. During the inspection, most of the mathematics lessons seen were using ICT to good effect.

Mathematics across the curriculum

56. Mathematics is used to support work in other subjects satisfactorily. In science, data gathered using sensing equipment and then displayed in graphs was seen in the subject's portfolio. Careful measurements are made in design and technology, and information collected in geography is also produced in tabular form, and co-ordinates and compass directions are used in map work.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching ensures that pupils attain results which compare well both nationally and in relation to similar schools.
- Pupils are achieving well across the school as a result of the focus on investigational science.
- The complementary skills of the two subject leaders are raising standards.
- Excessive use of work sheets in Years 1 and 2 is inhibiting the development of pupils' layout and literacy skills.
- Marking does not give pupils clear guidance on how they could improve their work.

Commentary

57. Pupils enter the school with average knowledge of scientific skills and concepts and their achievement is good. Results of national tests confirm that attainment throughout the school is above national average. Pupils with special educational needs achieve as well as other pupils because their needs are taken into account in planning and teaching. Both results and work seen during the inspection indicate that standards are improving year on year.
58. Teachers' subject knowledge is good and they cover all aspects of the subject well. The recent emphasis on using an investigational approach in lessons is being particularly effective in raising standards as it encourages pupils to develop their scientific thinking. Teachers also emphasise the development of a good scientific vocabulary by capturing pupils' interest with lively tasks. One such is 'Call My Bluff' in which pupils in Year 6 are given three definitions of scientific words such as 'filtering', 'evaporation' and 'solution' from which they have to choose the correct one. Teachers use incisive questions when asking pupils to explain their thinking and set challenging tasks for them to complete. They ask them to predict outcomes before carrying out experiments, as in a Year 2 lesson when pupils were asked what they thought would happen to butter, bread, chocolate, potato and egg when they were heated. This approach is developing scientific thinking well and aiding pupils' acquisition of scientific language.
59. The two subject leaders have complementary skills and so together provide good leadership. They work with teachers to plan lessons. They have ensured that assessment procedures are in place and analyse test results in order to determine strengths and weaknesses in the subject. They run workshops for pupils from Years 2 to 6 who show aptitude and ability in science. Equipping these pupils to think at higher levels in science is raising standards generally when they work with their peers in class. The subject leaders are ensuring that strong links are forged with mathematics and information and communication technology. In a lesson with pupils in Year 6 'virtual experiments' generated by CD were used and in the subject portfolio there were accounts of work done with sensors. Resources are generally good to support work in Years 1 and 2 and are being steadily improved for the rest of the school. Good links have been made with the local high school and planning is in hand for the subject leader for Years 3 to 6 and the Science Co-ordinator for Years 7 to 9 jointly to teach a unit of work to pupils in Year 6 in the second half of the summer term.

60. Whilst pupils in Years 3 to 6 improve their literacy skills by writing instructions for experiments and reports describing what they have discovered, pupils in Years 1 and 2 too often record their work on worksheets. This practice limits the development of writing skills through the subject. All pupils are given opportunities to develop their skills in speaking and listening when they are asked to explain what is happening while an experiment is carried out. As they are encouraged to use appropriate vocabulary when they do so, this helps to secure new words in their memories. Marking is carried out consistently but whilst affirming and encouraging comments are often made, there are few that tell pupils how their work might be improved.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils learn to use computers for a good range of different purposes.
- The quality of teaching in the computer suite is good.
- The unsatisfactory quality and use of resources in classrooms deny pupils opportunities to use ICT as a tool for learning across the curriculum. However, there are detailed plans to improve the situation, which have been deferred because of roof repairs.

Commentary

61. Pupils in Year 2 and Year 6 attain the standards expected for their age in the different elements of the subject. Achievement is satisfactory overall. The range of attainment in each class is wide, partly as a result of differences in access to computers at home, and a good proportion of pupils exceed the expected levels. For example, in a Year 2 lesson on using different techniques to manipulate a text on screen, many pupils soon learned how to use the enter-return key to adjust line breaks. They moved on quickly to combine this technique with others for changing font, print size and colour, and for importing illustrations. An equal number struggled to co-ordinate mouse and keyboard operations, and to choose and use relevant tools. They needed close support to avoid confusion and make progress.
62. The quality of teaching and learning is satisfactory overall. Helped by good training programmes, teachers are confident and competent users of ICT. For instance, they use it to plan all their work. Lessons in the suite are usually effective, although planning often does not provide well enough for the range of pupils' attainment. The use of assessment is not yet effective enough. Links with other subjects are strong in these lessons, and pupils' learning, for example in mathematics and art, is brought into play and challenged. However, teachers' use of computers in classrooms is weak. The few opportunities they create are further limited by inadequate classroom resources. As a result, pupils lack opportunities to practise the techniques they learn in the suite and to develop their use of ICT as a tool for learning in different subjects.
63. The subject is ready for major development, and a new specialist co-ordinator has been appointed. Good plans for this development are at an advanced stage and show the impact of the new co-ordinator even before he takes up his post. Significant funds are earmarked to install interactive whiteboards in all learning areas and to increase the number of computers in every classroom. These developments only await the completion of urgent roof repairs.

Information and communication technology across the curriculum

64. Work in the computer suite links learning in ICT satisfactorily with work in other subjects. For example, a good Year 6 lesson on spreadsheets really stretched pupils' mental skills in mathematics as they had to apply formulae to work out which numbers to enter into different cells. However, these good uses of ICT as a learning tool are not followed up and extended well enough through planned opportunities in classroom lessons. Lack of equipment and software is the main reason. At the same time, there is evidence in pupils' work that teachers use videos,

CDs and digital cameras in the normal course of teaching science, history and other subjects. For instance, pupils in Year 5 use sensors and a digital microscope in their investigations in science.

HUMANITIES

Geography

The provision for geography is **good**.

Main strengths and weaknesses

- Standards in geography are above the average expected by the end of Year 6 and achievement is good.
- There is an appropriate emphasis on teaching enquiry skills as well as knowledge.
- There is an over-use of worksheets, which restricts the range of types of learning pupils' experience, particularly in developing their writing skills.
- Sometimes the work is not matched to the abilities of pupils.

Commentary

- 65 Overall, standards are above those for their age at the end of Years 2 and 6 and achievement is good. This represents an improvement since the last inspection when standards were typical for their age at the end of Year 2. Four geography lessons were seen during the inspection week, two of which were good and two which were satisfactory. Judgements are based upon these observations and on work seen and conversations with pupils. Pupils with special educational needs make similar progress to others in the class. Very good attention is paid to developing pupils' geographical skills as well as increasing their knowledge about places.
- 66 Pupils in Years 1 and 2 develop the skills of mapping the immediate area through guided walks. Average attaining pupils can identify some principal features and explain their function. Higher attaining pupils can produce accurate pictures of the main features on their way to school and to distinguish between natural and built features. Most pupils understand the function of how these features are represented on a map and how symbols are used and can use two figure grid references to locate places. In a good Year 2 lesson, pupils were able to explain some of the differences between their own country and that of India by talking about clothes, homes and climate. The teacher was careful to avoid pupils gaining the impression that all of India was rural by showing a range of images illustrating city life and technology-based jobs. Their ICT skills were developed well when two of the pupils searched the internet and reported back to the class the temperatures in London compared to New Delhi, but the limitation of ICT resources generally restricts their regular and flexible use in support of pupils' learning. Pupils were quickly moved on to a writing task to take full opportunity to develop their writing skills, a priority for improvement in the school.
67. By the end of Year 6, pupils have extended their geographical knowledge and skills and have attained standards above the average for pupils of this age. They can explain the distinguishing features of contrasting localities, for example, a major city and an area in which a national park is situated. In a good Year 4 lesson on the compass points, the teacher carefully planned different work for the different abilities in the class, enabling individual pupils to make good progress.
- 68 The subject is satisfactorily led by a teacher with geographical expertise. There is a tendency however, to use too many worksheets, which limits the range of learning opportunities as well as the development of writing skills, and only rarely are different tasks set for different abilities of pupils. There is no systematic procedure for the coordinator to monitor planning or scrutinise samples of work, although end of topic assessments have just been introduced to track pupils' progress.

History

Main strengths and weaknesses

- Standards in history are above the average expected by the end of Year 6 and achievement is good.
- There is an appropriate emphasis on teaching investigative skills as well as knowledge.
- There is an over-use of worksheets, which restricts the range of types of learning pupils' experience, particularly in developing their writing skills.
- Sometimes the work is not matched to the abilities of pupils.

Commentary

- 69 By the end of Years 2 and 6 standards are above those expected for their age, and pupils make good progress, including pupils with special educational needs. These standards have improved since the last inspection, when the school was a first school. Achievement is good. Evidence for this judgement is based on the observation of two lessons, pupils' work, displays of pupils' work and conversations with pupils. Good literacy skills contribute significantly to this attainment as does the enthusiasm teachers have for history and their good understanding of the requirements of history in the National Curriculum. Teaching and learning is enhanced through visits and visitors to the school.
70. In Years 1 and 2 pupils develop a good understanding of 'now' and 'then' through topics such as 'Seaside holidays long ago' and through examining the differences between Victorian photographs and those of today. In a satisfactory lesson on the topic of 'Toys' pupils enjoyed talking about and handling the toys and sorting them out in to new and old. However, the pace of their learning was slowed by an over-long introduction and too much time handling the toys as a whole class rather than in groups.
71. Pupils continue to develop their research skills as they progress through the school. In Year 3, pupils discuss successfully the 'push' and 'pull' factors that led the Angles, Saxons and Jutes to invade and settle in England, and to distinguish between terms such as 'invaders' and 'settlers'. They appreciate that there are varying interpretations of the past, for example, when they study the differences between the Spanish and English interpretations of the defeat of the Armada. Pupils are given a good understanding of the different sources an historian needs to interpret the past, for example through census information, in their study of local history. In a good history lesson with Year 5 pupils, a local history enthusiast led the pupils to think about the life of the local inventor George Stephenson. In groups, they effectively sorted out facts about the different stages of the inventor's career and presented their findings to the rest of the class. Little use is made of ICT resources by the pupils because of the limited resources and the use of many worksheets reduces the opportunities for pupils to develop their writing skills. A scrutiny of pupils' work showed that there were very few examples of different tasks set to match the range of abilities.
- 72 The pupils' enjoyment of history is stimulated and extended by a good range of outside visits, for example to the Roman fort at Birdoswald for older pupils, while the younger ones visit the Toy Museum at Tynemouth.
73. The coordinator has expertise in history and the management of the subject is satisfactory. However, there are no systematic procedures for the coordinator to monitor planning, or scrutinise samples of work, although end of topic assessments have just been introduced to track pupils' progress.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Good teaching.
- Pupils have a high level of interest and are actively involved in lessons.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

74. Although it was only possible to see lessons in Years 3 to 6, evidence from pupils' written work in Years 1 and 2 shows that throughout the school standards are in line with the expectations of the locally Agreed Syllabus. The achievement of pupils, including those with special educational needs, is good. This is because teachers make sure that work is matched to their needs. Teachers have a good level of subject knowledge and understanding and they give pupils good opportunities to explore their own feelings and responses. Not only do the pupils have a good knowledge of different religions, but they also understand the significance of aspects of religion, such as celebrations and symbols.
75. Teachers engage pupils' interest well with some challenging questions such as 'What is truth?' This occasioned a lively debate around the story of Adam and Eve in a Year 5 lesson and helped them to come to an understanding of the difference between literal and symbolic truth. Pupils in Year 6 worked hard and with obvious enjoyment discussing the Ten Commandments and the need for rules to govern the actions of individuals in society. This was made particularly real to them when they used school rules as an example. Discussions such as this develop pupils' confidence as speakers and reinforce the importance of being a good listener. Teachers value pupils' oral contributions. There are very good relationships in the lessons between pupils and teachers. As a result, boys and girls of all capabilities are confident in sharing their ideas, secure in the knowledge that their teacher and their peers will value and respect what they have to say. This not only adds to the pupils' very positive attitudes in lessons but also contributes to the respect they show for the views and beliefs of other faiths.
76. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development by widening their appreciation of the beliefs in the world around them and in understanding the lifestyles of followers of different faiths in a sensitive and reflective manner.
77. The subject is well led by two enthusiastic coordinators who provide good advice to support the work of her colleagues. There is no systematic procedure for the coordinator to monitor standards across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and physical education were inspected in detail and they are reported in full below. Design and technology and music were only sampled.

78. In **design and technology** no lessons were observed and therefore, no judgements can be made about standards, achievement or teaching and learning in this subject. Discussion with the teacher with the coordinator and scrutiny of samples of work in the portfolio showed that pupils are gaining experience of a range of materials and techniques. It is clear that they are developing the expected subject skills through designing, making and evaluating a variety of products. The coordinator has specialist knowledge of the subject and critically evaluates what is needed to help pupils make progress, but there is no systematic procedure whereby she can determine the standards and progress pupils make across the curriculum. She is well aware of the need to push higher attaining pupils to higher outcomes in both their design and evaluations. She has a considered approach to pupils with special educational needs, for example by making the reading level on worksheets suitable.
79. One lesson was seen in **music**. Therefore, no judgements can be made about standards, achievement or teaching and learning in this subject. In a lesson observed in year 4, taught by a teacher with musical expertise, pupils achieved very well. They showed a clear understanding

of musical terms and skills of performing, better than most pupils their age. They sang harmoniously and gained significantly from the historical information about the sea shanties they enjoyed. The school provides pupils with a good range of clubs. Those who have an interest in playing an instrument have the opportunity to learn recorder, guitar and another instrument. All pupils in years 5 and 6 learn to play the keyboard. The subject is enriched by the many staff who have musical talents which they share with their pupils. Although no judgement could be made about children's achievement overall, there are robust indications to suggest that they have a rich diet and develop lots of skill in music, but there is no systematic procedure whereby the coordinators can monitor standards.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Good teaching ensures that the pupils make good progress and achieve well.
- Pupils develop their skills through a wide and interesting range of media and materials.
- The subject makes a good contribution to pupils' spiritual and cultural development.
- Pupils' artwork is used well around the school to raise the quality of the environment.

Commentary

80. Teaching is good. Teachers are enthusiastic, have high expectations and plan carefully. Standards are in line with those expected of pupils by the end of Year 2 and Year 6. The range of experiences and opportunities they have to explore different materials and techniques enhances the good achievement of pupils.
81. Clear progression can be seen in the development of pupils' observational skills through the school. This is an improvement on the findings of the previous inspection, which judged this aspect of art to be underdeveloped. In a Year 3 lesson, pupils acquired new understandings and skills and used a variety of materials to make a mosaic linked to their study of the Romans in history. All pupils were actively involved in learning to understand and carry out this intricate process. Pupils with special educational needs were well supported in the lesson and they too made good progress. The school is well aware of the value of ensuring that there are opportunities for those pupils who are gifted and talented to develop their talent. Through Arts Council funding, a group of pupils, drawn from Year 1 to Year 6, worked with an artist in residence to design and make a mosaic which is now mounted at the entrance to the school.
82. Teachers frequently use the stimulus of other cultures as a basis for their teaching. There are examples of work reflecting the influences of India, Ancient Egypt as well as Europe. Consequently the subject contributes well to the quality of spiritual and cultural development in the school.
83. Teachers value pupils' artwork and it is displayed around the school, making corridors and other spaces attractive and interesting. Some of their work, which relates to the study of famous artists, lends itself particularly well to the large areas of display. In particular, Year 2 pupils study of Monet's lily pond paintings were used to good effect as inspiration for their own work on large-scale collaborative pictures.
84. The subject is well led and managed by an enthusiastic teacher. She has a good knowledge of the abilities of the pupils in the school and finds a good range of opportunities to develop their talents, but there is no systematic procedure for her to monitor standards across the school.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- All aspects of the curriculum, including swimming, are covered well, so pupils enjoy a wide experience within the subject.
- Good teaching that develops pupils' skills systematically ensures that learning is good.
- Many pupils are chosen for district teams because attainment within the school is good.
- The joint subject leaders are developing the subject well.
- Good links have been established with local high schools, increasing the sporting opportunities offered to pupils in Year 6.
- Resources are generally very good but the facilities for changing are in need of improvement.

Commentary

85. Attainment is good throughout the school and all pupils achieve well. Those with special educational needs, including physical disabilities, are supported well so that they can take a full part in lessons. By the end of Year 2 and Year 6 attainment is generally higher than that found in most schools and those pupils who show greatest aptitude represent the school in District competitions as a result of which some are chosen to play for District teams.
86. The school offers a wide range of physical activity to its pupils both in lessons and in a large number of clubs. Football is taught to both boys and girls and extra training given by a local football team. As a result, the school has been awarded the Football Association's Charter Mark. Swimming is taught by instructors at a local pool from Year 3 until pupils are competent in the water. Good teaching makes gymnastics a particular strength for pupils in Years 1 and 2. The range of clubs includes golf for pupils in Year 2, judo for those in Years 3 and 4 and basketball, coached by a local team, for boys and girls in Year 6. Pupils in Year 5 are given coaching in cricket before taking part in a local festival.
87. Teachers' subject knowledge is good and kept up to date by attendance at courses such as those covering the inclusion of disabled students in PE and risk management in the subject. As a result teaching is good. Clear instructions are given, pupils kept actively involved throughout lessons and demonstrations by them used well to develop the work being done by the rest of the class. An imaginative interpretation of the dance curriculum was seen in a Year 6 lesson where the setting of a football match effectively captured pupils' interest. As a result both boys and girls achieved very well.
88. The joint co-ordinators provide a good balance of skills. They monitor planning for lessons and observe others teaching. They have developed a useful portfolio that records the great variety of activities undertaken in the subject. Reports are written by pupils using ICT to display statistics and photographs and drawings to illustrate their accounts. Assessment folders have been introduced to record individual pupils' attainment. Good links have been established with the local high schools that extend the activities offered to pupils in Year 6. Skiing, mountain biking, and bowling are just some of these and pupils have taken part in tournaments in rounders, hockey and netball.
89. Resources have been improved over the last two years and are now very good. There is, however, no dedicated space in which pupils can change before taking part in lessons and this raises concerns for older pupils. Despite this, pupils' attitudes to the subject are very positive.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 90 Due to the inspection schedule this subject was only sampled and therefore no judgements can be made about provision. The school's planning for personal, social and health education and citizenship (PSHE&C) is good. There is a strong ethos within the school, which promotes this aspect of the pupils' learning successfully. There is a clear programme for health education in Year 6 that covers sex and relationships education and puberty, and also raises pupils' awareness of the dangers of drugs. This work is also linked to science throughout the school. The school council and friendship systems are used effectively to promote the pupils' sense of

being part of a community, being responsible and making friends, especially with the younger children in the school.

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	8
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
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).