

Pre-Publication Report
INSPECTION REPORT

**COATHAM CHURCH OF ENGLAND VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Redcar

LEA area: Redcar and Cleveland

Unique reference number: 111672

Headteacher: Mr A S Dunn

Lead inspector: Mr A J Dobell

Dates of inspection: 27th to 29th September 2004

Inspection number: 266643

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:	Voluntary controlled
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	251
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Appropriate authority:	The governing body
Name of chair of governors:	Mr L Banks

Date of previous inspection: June 1999

CHARACTERISTICS OF THE SCHOOL

This average sized primary school draws its pupils from a wide area because almost half come from outside its immediate area, since their parents choose this school for their children. The school is over-subscribed. Pupils come from a mixed range of housing and many experience high levels of socio-economic disadvantage. Children's attainment and learning skills cover the full range when they enter the Nursery but are below average overall. Most pupils are from white, western European backgrounds and very few speak English as an additional language.

The school has 251 pupils on roll in total including 24 attending the Nursery part time. This is a full time equivalent of 239 pupils. There are 28 children in the Reception class giving a full time equivalent of 40 in the Foundation Stage. There are 45 pupils on the school's register of special educational needs and, at 19.5 per cent, this proportion is above average. One pupil has a statement of special educational needs. The nature of special educational needs includes moderate and severe learning difficulties, social, emotional and behavioural difficulties, speech and communication difficulties and physical and hearing impairment. The proportion of pupils known to be eligible for free school meals is above average and the school benefits from the Single Regeneration Budget and Surestart initiatives. The number of pupils joining and leaving the school at other than the normal time (some 20 per cent) is well above average and there is clear evidence that this adversely affects attainment. Over the last three

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years, the school has gained a School Achievement Award, a Top 50 Most Improved School's Award, a Leading Aspect Award for mathematics and Investors in People Status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10373	Mr A J Dobell	Lead inspector	English, Music, Physical education.
19373	Mrs W Sheehan	Lay inspector	
16761	Mr M Hemmings	Team inspector	Special educational needs, English as an additional language, Science, Information and communication technology, Art and design, Design and technology.
30834	Mrs A Lowson	Team inspector	The Foundation Stage, Mathematics, Geography, History, Religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school giving very good value for money. Standards are now well above average and have improved markedly because the quality of teaching is now very good. The headteacher's excellent leadership has created a school which is positive, innovative and forward looking. The high turnover of pupils is a major barrier to achievement, but the school has very effective systems in place to manage this.

The school's main strengths and weaknesses are:

- The headteacher's excellent leadership means that the school has improved very well since its previous inspection.
- Standards are well above average by the time that pupils leave the school because the quality of teaching is very good.
- Pupils' achievement is very good because they feel secure and valued in the school.
- Adults throughout the school provide a very rich curriculum and take every opportunity to enable all pupils to reach their potential.
- Parents and the local community hold the school in very high regard.
- Information and communication technology is not used consistently to support learning in other subjects.
- The Nursery and Reception classes are not fully integrated into a Foundation Unit to provide continuity of learning between them.
- There is scope for pupils' appreciation of the richness and diversity of other cultures to be improved.

The school has improved very well since its previous inspection. Most of the key issues from that inspection have been dealt with effectively. However, information and communication technology is still not used consistently to support learning in other subjects.

STANDARDS ACHIEVED

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

Key: A - in the top five per cent; 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.*

Achievement is very good overall. Children enter the Nursery with levels of understanding which are below average overall. They achieve well in the Foundation Stage and are likely to achieve the goals that they are expected to reach by the end of the Reception Year. Pupils achieve very well and make very good progress in Years 1 to 6. Standards have risen markedly since the school's previous inspection. These 2003 Year 6 results against similar schools were very high because this was a particularly able year group. Standards at the end

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of Years 2 and 6 are well above average, which represents very good achievement, particularly given the high turnover of pupils.

Pupils' personal qualities are very good. They behave very well in and out of class and have very good attitudes to learning. Pupils' spiritual, moral, social and cultural development is very good overall. Attendance is average.

QUALITY OF EDUCATION

The school provides an education of very good quality. Teaching and learning are **very good** and teachers work very hard to make lessons interesting and stimulating. As a result, pupils put considerable effort into their learning. Excellent use is made of auxiliary staff to support learning. Assessment systems to monitor pupils' learning and to plan for their future progress are excellent.

The quality of the curriculum is very good overall, and there are good opportunities for enrichment out of class. Effective links are made between subjects to make learning more meaningful. Pupils with special educational needs are given very good support and achieve very well, as do the few pupils who speak English as an additional language. The school provides pupils with very good quality care. As a result, they feel secure and valued, and so learn and achieve very well. There are very good links with parents and good links with the community and other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher is providing excellent leadership and has a clear understanding of the school's potential for further development. He is very well supported by his deputy and all adults in the school. He has a very clear vision for the school that all pupils should achieve their potential both academically and as individuals. The school is very successful in putting this vision into practice. All adults in the school contribute very effectively and there is an impressive unity of purpose. The school has an excellent commitment to inclusion and to providing all pupils with full equality of opportunity. Management is very good and the school evaluates its performance and plans for future developments very effectively. Professional development for all staff is successfully linked to the school's priorities for improvement. The school's finances are managed very well and the principles of best value are practised very effectively. Governors have a good understanding of the school's strengths and potential for development and ensure that it meets its legal obligations.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils hold the school in very high regard. This is illustrated by the positive responses in the parents' and pupils' questionnaires and of parents at the meeting held before the inspection. It is further illustrated by the very high proportion of parents who choose to have their children educated in this school although they live nearer to other schools.

IMPROVEMENTS NEEDED

The school has no significant weaknesses, but in formulating their action plan, governors should:

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- ensure that information and communication technology is used more consistently across the school to support learning in other subjects;
- provide opportunities for greater integration in the Foundation Stage so that there is continuity in learning;
- establish strategies to improve pupils' appreciation of the richness and diversity of other cultures.

The school has already identified these areas for improvement and is planning to address them.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good in the Foundation Stage and very good in Years 1 to 6 regardless of gender and level of attainment. Pupils with special educational needs achieve very well, as do the very few who speak English as an additional language. Standards in English, mathematics and science are likely to be above average in English, mathematics and science at the end of Year 2 and well above average at the end of Year 6. Attainment in information and communication technology is average.

Main strengths and weaknesses

- Pupils achieve very well in Years 1 to 6 because they are very well taught and their progress is tracked and monitored very effectively.
- The school is very successful in identifying and overcoming areas of weakness.
- Children achieve well in the Foundation Stage and are likely to reach the standards expected nationally by the end of the Reception Year.
- Standards have improved very well because the headteacher, with the full support of all his colleagues, has a very strong commitment to improvement.

Commentary

1. In the national tests at the end of Year 2 in 2003, the last year for which national comparisons are available, standards were well above average in reading and mathematics and average in writing. Teacher assessments for science showed standards to be very high – i.e. in the top five per cent of all schools in the country. When compared with similar schools, standards were in the top five per cent of these schools in reading and well above average in writing and mathematics. Results in the national tests were also well above average or above average in 2001 and 2002. Since pupils enter the Nursery with standards and learning skills which are below average overall, these results represent very good achievement. An initial analysis of the school's results at the end of Year 2 in 2004 suggests that these standards are likely to be maintained. This is very good improvement since the school's previous inspection.
2. In the national tests at the end of Year 6 in 2003, standards were well above average in English, mathematics and science. This puts the school's results in the top five per cent of schools which draw their pupils from similar backgrounds. These results were a marked improvement on those attained in previous years because this was a particularly able year group. However, these pupils achieved very well. Early indications are that standards will be lower in the national tests at the end of Year 6 in 2004, although they are likely to be average in English and science and above average in mathematics. Inspectors carefully analysed the reasons for this. The major reasons are that almost one fifth of the year group joined the school in Years 4, 5 and 6, many with below average attainment, and an above average proportion of pupils in the year group had special educational needs. While most of these pupils did not achieve the standard expected nationally, there is clear evidence that they made very good gains in their learning during their time in the school.

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

Standards in:	School results	National results
Reading	17.2 (16.9)	15.7 (15.8)
writing	14.9 (15.4)	14.6 (14.4)
mathematics	17.5 (17.6)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	29.1 (25.8)	26.8 (27.0)
Mathematics	29.3 (27.7)	26.8 (26.7)
Science	30.0 (29.7)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year

3. Pupils achieve very well and make very good progress in Years 1 to 6 because they are very well taught overall. Teaching is often imaginative and stimulating and presents pupils with realistic levels of challenge which enable them to build on what they already know, understand and can do. Further, their learning is very carefully managed because excellent systems are in place to assess and track their progress. They are given targets which are realistic so that they are able to recognise the progress that they are making towards them. This, together with lessons which are interesting, motivates them to put considerable effort into their work so that they make further progress. It is this structured management of teaching and learning which has enabled the school to raise standards markedly since its previous inspection.
4. Pupils with special educational needs are supported very well throughout the school and, as a result, achieve very well in relation to their prior attainment. They are given excellent support in lessons by auxiliary staff and so take a full part in learning. Their work is carefully matched to their individual needs and enables them to make very good progress. Where necessary, they are withdrawn for short periods for support from a specialist teacher. There is clear evidence that this intervention is successful and that they make very good gains in their learning as a result. The very few pupils who speak English as an additional language also receive very effective support, have full access to all that the school offers, and achieve very well.
5. The school's excellent assessment systems enable it to identify areas of relative weakness and to take steps to deal with them. For example, reading and writing have been priorities in recent years, and results in the national tests and evidence from the inspection show clearly that the school's initiatives have been effective. The school has also targeted learning in mathematics. As a result, standards in mathematics in Years 1 to 6 are well above average. Similarly, the school has introduced initiatives to support the learning of pupils with special educational needs and those who join the school during the course of the year, many of whom need support. Because of these initiatives, these pupils make very good progress even though some will not reach the national average by the time that they leave the school. Another initiative has been in the area of information and communication technology. The school has access to a computer suite in the adult learning centre for half the week. Skilful use of this resource is enabling pupils to attain the

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expected standards in this rapidly developing subject. However, there is only one computer in each classroom, so opportunities for pupils to practise their skills and to use information and communication technology to support learning in other subjects are limited. Computer-driven whiteboards are available in all classrooms and some are used well to support learning, but this is not consistent throughout the school. Plans are in place for all staff to receive training in the use of computer-driven whiteboards in the near future. The headteacher is exploring ways to increase the availability of computers in classrooms.

6. Children join the Nursery with a wide range of levels of understanding and learning skills. However, they are below average overall. Good teaching throughout the Foundation Stage means that they reach average standards by the end of the Reception Year. This is good achievement, which prepares them well for the next stage of their education. However, the Reception classroom is small so that it is difficult to create continuity of learning activities between the Nursery and the Reception class. It is also distant from the outdoor area, which depresses achievement in physical education. The school is aware of this and is planning to deal with the difficulty.
7. Standards have improved very well since the school's previous inspection because of the headteacher's very effective leadership of the curriculum. He has the full backing of all adults in the school and, with him, they have a very strong commitment to raising standards. As a result, the school is in a strong position to maintain its current high standards and to improve them further.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are very good. Pupils' personal development is very good, resulting in a very friendly ethos for learning. Pupils' spiritual, moral, social and cultural development is very good overall. Attendance and punctuality are average.

Main strengths and weaknesses

- Pupils' behaviour and attitudes to learning are very good overall and the school creates a very effective learning environment.
- Very good relationships between all staff and pupils ensure that everyone is valued and feels secure in the school.
- The provision for pupils' spiritual, moral and social development is very good, helping pupils to develop very good personal and social skills. However pupils have insufficient understanding of the richness and diversity of other cultures.
- Attendance was well below most primary schools in 2002-03, the last year for which national comparisons are available, but improved well in 2003-04.

Commentary

8. In discussions with inspectors, pupils were very enthusiastic about everything that the school offers. The school has a friendly 'buzz' about it. Pupils settle quickly in class and are very keen to respond to questions and to participate in discussions. They support each other very well in paired and group work. For example, in a very good science lesson in Year 4, pupils shared their ideas and valued the opinions of others. Pupils who have joined the school from other schools commented on how quickly they have been welcomed and how friendly other pupils are. Pupils who have special educational needs are given very good support; they feel confident and so have very good attitudes in lessons. They show interest and enjoyment in lessons and when withdrawn into small groups for specialist support. Pupils' behaviour is very good

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throughout the school day and playtimes are friendly, social occasions. In many lessons observed, no pupil needed reminding about how to behave and this ensured that lessons could be delivered at a good pace. All parents who responded to the questionnaire agreed that behaviour was good. No bullying was observed during the inspection and, in discussion, pupils felt that staff dealt with any instances quickly and sensitively. There have been no exclusions in recent years. These very good attitudes ensure that pupils are able to learn in a positive and uninterrupted atmosphere.

9. From entering the school gate, a friendly and caring atmosphere is very evident. As pupils arrive at school, the site supervisor chats cheerily to pupils and this strength of relationship exists throughout the school. At lunchtimes, the school cook and lunchtime staff know all pupils well and sensitively encourage them as they collect their meals. Auxiliary staff 'go the extra mile' to care for all pupils. The headteacher and all teachers take time to listen to pupils' thoughts, ideas or concerns. This strength of relationships and teamwork is a key factor in promoting pupils' very good achievement and encouraging them to do their best in their work. These positive relationships also mean that children in the Foundation Stage settle quickly in the school. Sensitive induction arrangements mean that they make rapid progress in their personal, social and emotional development. They are all likely to achieve the early learning goals in this area of learning by the end of the Reception Year. This represents good achievement.
10. Pupils' spiritual development is supported very well by close links with the church and the very good opportunities taken in lessons and assemblies to raise their self-esteem and self-awareness. For example, in an excellent science lesson in Year 2, pupils were totally amazed at the incredible ways in which nature spreads seeds. They excitedly showed off their discoveries to friends and adults. Throughout the school, yearbooks are a delightful method of celebrating pupils' achievements. Pupils have a very secure understanding of the difference between right and wrong and a very clear appreciation of the possible impact that their behaviour might have on others. School rules are simple and are consistently applied across the school. Social skills are developed very effectively so that relationships between the different age groups and all adults are very good. Pupils have a secure appreciation of their own cultural traditions but have insufficient opportunities to appreciate the diverse cultures around the world and within the United Kingdom.
11. Attendance levels have been below average for primary schools in the past. The majority of pupils have good attendance. However a small minority of pupils attend less regularly and the constant mobility of pupils can often impact adversely on overall attendance. In addition, a number of parents take pupils out of school for holidays during term time and this has a negative impact on the continuity of their learning. The headteacher and office manager monitor registers very carefully and rigorously follow up any absences. Most pupils arrive on time, but there are a few pupils who are regularly late and miss valuable early work at the beginning of each day. The headteacher is in the entrance to greet pupils each morning and this actively encourages punctuality.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.4
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.

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12. Behaviour and attitudes to learning have improved well since the school was inspected previously. This had had a positive effect on pupils' standards and progress. Because pupils feel secure and valued in the school, they achieve very well. This is because positive attitudes are promoted so effectively by all adults in the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Children achieve well in the Foundation Stage, and pupils achieve very well in Years 1 to 6. The school's provision for pupils with special educational needs and the very few who speak English as an additional language is very good and they make very good progress in their learning. The curriculum offered to pupils is of very good quality with particular strengths in English, mathematics and science. Pupils are very well cared for and their learning is supported by excellent systems for assessing and tracking their progress. Links with parents are very good and there are good links with other schools and the community.

Teaching and learning

Teaching and learning are very good overall and systems for assessing pupils' progress are excellent.

Main strengths and weaknesses

- Teachers have a very good knowledge and understanding of the subjects of the curriculum and prepare stimulating and challenging lessons.
- The school sets very high standards for behaviour and effort.
- Excellent use is made of assessment to make learning effective.
- Auxiliary staff offer excellent support.
- Teaching and learning are carefully monitored for all pupils.
- Good teaching in the Foundation Stage enables young children to settle quickly into the school and make good progress.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (10%)	12 (29%)	20 (49%)	5 (12%)	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.

13. The quality of teaching is very good over time because teachers have a very secure understanding of the subjects of the curriculum. They put a great deal of effort into planning stimulating and challenging lessons so that pupils' learning is based on what they already know, understand and can do. As a result, they make very good progress and achieve very well. In very good and excellent lessons, enthusiastic and lively teaching engages the attention of pupils so that they are fully involved in learning. For example, in an excellent science lesson in Year 2, the teacher demonstrated how different types of seeds are designed to grow into plants and trees. Her highly skilled presentation totally

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fascinated her pupils, who became quite amazed at the wonders of nature. Although the room was hot and pupils were tired at the end of the day, the teacher's challenging questioning and charismatic style still produced learning of very high quality. Similarly, in an excellent mathematics lesson in Year 5, the teacher's very secure knowledge of what she was teaching meant that pupils gained confidence in tackling problems. Excellent pace, very careful use of mathematical language, and highly effective strategies for making learning fun and easy to understand resulted in very high levels of interest and sustained concentration. As a result, achievement was excellent. In contrast, when teaching and learning are satisfactory, teaching, while competent and accurate, lacks the sharp focus of the most successful lessons. As a result, the pace slackens and pupils are not so fully engaged in learning.

14. Very challenging expectations for pupils' behaviour and effort underpin successful learning. Pupils know that they are valued for what they can contribute and that their successes are celebrated and appreciated. As a result, they respond positively to these high expectations and, in most lessons, work with interest and often with enthusiasm. They have a very good understanding of what they need to do to improve further and this, too, provides motivation for effective learning. High levels of commitment to learning result in very good progress and achievement.
15. The school has developed excellent assessment systems to monitor and evaluate pupils' progress. Throughout the school, work is marked thoroughly and written comments indicate how pupils can improve further. Targets for improvement are prominent in pupils' books and they are encouraged to make further efforts when they realise that they are achieving their targets. Learning is monitored regularly so that any areas of misunderstanding can be addressed by adapting the planning for future lessons. Pupils' progress is tracked over time and their self-evaluation of their progress is taken into account. This comprehensive information is used as a basis for the careful management of teaching and learning. It is reinforced by the school's analysis of the outcomes of the national tests at the end of Years 2 and 6 and the optional tests at the end of Years 3, 4 and 5. The school also holds a test at the end of Year 1. The information from this analysis is then used to reinforce any areas of learning which are shown to be insecure. These comprehensive and integrated systems for assessment enable the school to manage learning very effectively so that pupils achieve very well.
16. Throughout the school, auxiliary staff make an excellent contribution to learning and progress. They are well briefed in lesson planning. They understand their role and are able to take the initiative in supporting learning for individuals and groups of pupils. A key aspect of their role is supporting pupils who have special educational needs. These pupils successfully meet the targets in their individual education plans because auxiliary staff work very well with them in group work. Work is very well matched to their needs so that they make very good progress in their learning. Where necessary, small groups and individuals are given very effective support by a specialist teacher and so achieve very well. The very few pupils who speak English as an additional language are very well supported by auxiliary staff and the specialist teacher and so make very good progress. Some auxiliary staff contribute to intervention programmes for identified pupils such as the Additional Literacy Scheme. The school's records show clearly that these schemes enable the pupils concerned to make very good progress.
17. The headteacher and his senior colleagues monitor teaching and learning rigorously but sensitively. As well as regularly observing classes, they monitor samples of pupils' work

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and the files of subject leaders so that they have an overview of learning throughout the school. They know all pupils in the school very well and are able to support any pupils who need help or reassurance. Pupils understand that the headteacher is aware of their progress and cares about their work. This motivates them to give of their best and helps them to achieve very well.

18. Children settle quickly into the Foundation Stage because their induction is very well planned. Teachers and auxiliary staff support their learning sensitively but with high expectations so that they make good progress in their learning. However, the Reception classroom is remote from the Nursery and from the very good outside area which is adjacent to the Nursery. Further, the Reception classroom is too small to be effective as a learning space with a full range of activities for this age group. This inhibits continuity of provision and makes it difficult for the Nursery and Reception class to operate as an integrated Foundation Unit.
19. Overall, teaching and learning have improved very well since the school was inspected previously. As a result, pupils now achieve very well. The school is in a strong position to maintain its current standards and to improve them further.

The curriculum

The school has a curriculum of very good quality with a good range of enrichment opportunities including extra curricular activities. Accommodation is adequate and learning resources are good.

Main strengths and weaknesses

- Very good use is made of local and national educational initiatives to broaden the curriculum.
- Provision for pupils' personal development is very good.
- There are many very good quality opportunities for pupils to practise their literacy and numeracy skills across the curriculum.
- Provision for pupils with special educational needs is very good and enables them to achieve very well.
- There are limited opportunities to use information and communication technology to support learning in other subjects.
- Pupils are prepared very well for the next stages in their education.

Commentary

20. The curriculum meets all statutory requirements, including the demands of the locally agreed syllabus for religious education. In the Nursery and Reception classes, the emphasis is on giving children practical activities. These make learning fun and help them to make good progress across all areas of learning. In Years 1 to 6, the National Literacy and Numeracy Strategies have been put into place effectively, with pupils having very good quality opportunities to refine their literacy and numeracy skills in other subjects. This is an important factor in the very good achievement that pupils show in English and mathematics. In science, pupils have very well-developed investigational skills because of the many opportunities to take part in structured, practical experiments. Pupils spend an hour each week in the computer suite and, as a result, make good progress in developing their information and communication technology skills. However, when back in the classroom there are insufficient opportunities to practise these skills and to use them to support their learning in other subjects. As part of their creative

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development, all pupils are able to take part in a variety of exciting experiences in art, drama and music. Good use has been made of visitors, such as artists and theatre groups, who have worked with pupils to develop a range of skills. The school also gives all pupils opportunities to take part in an interesting range of educational visits, and extra curricular activities, such as cookery, ocarina and football clubs.

21. The headteacher and staff have worked very hard to ensure that a range of educational initiatives have provided further significant learning opportunities for pupils. For example, the school has recently received an award for its work in using mental arithmetic to develop mathematical skills and ideas and the effective use of mathematical language. Very good use is made of some high quality intervention strategies, such as further literacy support and reciprocal reading, which are having a very positive effect on the achievement of specific groups of pupils. As part of a national initiative, all classrooms now have a computer-driven whiteboard which some teachers are beginning to use well to enhance pupils' learning.
22. The curriculum is fully inclusive. There is very good support for pupils with special educational needs, and their individual educational plans have specific and manageable targets. Auxiliary staff make a very positive contribution to learning for these pupils by providing high quality support in lessons. Of particular note is the work of the teacher who takes withdrawn groups to help pupils with learning difficulties to develop their skills in English and mathematics. This is particularly effective and ensures that these pupils are able to take a full part in lessons when back in the classroom. Pupils are prepared very well overall for the next stages of their education. These provisions culminate in good links with the local secondary schools when pupils transfer at the end of Year 6.
23. A particular strength is that the match of teachers and auxiliary staff to the curriculum means that pupils' needs are met very well. Auxiliaries are attached to every class and are very experienced and highly professional. Their initiatives make a significant contribution to pupils' achievement. Resources for teaching and learning are plentiful and of good quality. Accommodation is satisfactory although some of the classrooms are rather small and lead to cramped conditions, particularly for older pupils. However, attractive displays of pupils' work in corridors and classrooms help to provide an interesting setting in which pupils can learn. Outdoor areas are well maintained but all weather play areas are small for a school of this size. The Reception class is located some distance from the Nursery class, which leads to difficulty in creating a distinctive environment for the Foundation Stage as a unit.

Care, guidance and support

Procedures to ensure that pupils work in a safe environment are very good. Very good levels of support and guidance help pupils to develop into confident young people. The school involves all pupils well by seeking and acting on their views.

Main strengths and weaknesses

- Very good relationships ensure that all pupils are cared for and supported very effectively and know that their opinions are valued.
- Pupils with special educational needs are very well supported.
- The school's procedures for health, safety and child protection are very good and ensure that pupils work in a safe and secure environment.
- Very good procedures for induction help pupils to settle in well.
- Pupils' academic development is monitored very carefully to set targets for further improvement.

Commentary

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24. All adults in the school contribute to a very friendly and supportive atmosphere in which pupils flourish both personally and in their work. Pupils who speak English as an additional language are cared for very well. Pupils who join the school during the course of the year are very sensitively integrated into the school's procedures. All adults provide very good role models for pupils and this leads to a purposeful learning environment. Throughout the school, pupils are friendly and supportive of others so that all have the confidence to ask questions and raise issues. Pupils' views are carefully listened to, for example, through the school council, which has been effectively involved in discussions to improve the school environment.
25. Procedures for the identification and assessment of pupils with special educational needs are very effective and enable the school to identify those pupils who need extra support at an early stage. Ongoing assessments by teachers and auxiliaries contribute very effectively to regular reviews of pupils' progress and successfully guide the setting of new targets. The school liaises well with outside agencies when extra support is required to meet the needs of individual pupils. This very good level of care enables pupils with special educational needs to make very good progress in relation to their previous standards.
26. The school ensures that regular health and safety checks are carried out and the governing body is involved in supporting these arrangements. Thorough procedures, including risk assessments, are firmly in place to promote a safe learning environment. Through the personal, health and social education programme, there are very good opportunities to ensure that pupils learn how to keep safe and healthy. Child protection procedures are very well established, and the school, through the training of all staff, is diligent in consistently monitoring the welfare of its pupils. The site supervisor and cleaners ensure that pupils enjoy a very clean, safe and secure environment on a day-to-day basis.
27. Very good induction procedures enable children to enjoy a smooth transition into the Nursery and many activities are organised to help them to settle into the school. Pupils joining other year groups during the course of the year are linked to a class friend initially and are successfully welcomed into the school community. The overwhelming number of questionnaires returned by parents show that they agree that procedures for induction are good. The headteacher monitors pupils new to the school to ensure that they settle in quickly and calmly. This helps pupils to make very good progress in their learning.
28. The school's excellent assessment procedures are used very effectively to guide pupils in their learning. Day-to-day marking is thorough. All staff have a very good knowledge of pupils' standards, and, coupled with very good relationships with pupils, this leads to a positive environment where pupils want to achieve well. Pupils' personal development is predominantly monitored informally by staff who know pupils very well and react quickly to any changes in their daily well-being. In addition, the learning mentor works closely with pupils who are identified as having personal difficulties which may lead to barriers to learning, and personal targets are set and closely monitored to promote their achievement.
29. The school's provision for pupils' care, guidance and support has improved well since its previous inspection. Very good levels of care are central to the school's ethos and are a major factor in pupils' very good achievement.

Partnership with parents, other schools and the community

The school's partnership with parents is very good. Links with other schools and the community are good.

Main strengths and weaknesses

- Parents' views of the school and their level of involvement are extremely favourable.
- Links with the local and wider community and secondary schools are good.
- Parents are very well informed about school activities and their children's progress.

Commentary

30. Parental views collected through the parents' meeting and parents' questionnaires show they are overwhelmingly pleased with all aspects of the school. Many parents travel considerable distances to bring their children to this school. Parents of pupils with special educational needs are involved well in their children's learning and this supports their progress effectively. Parents regularly and willingly offer their services to the school. For example, during the inspection, eight parents joined children in the Nursery and staff on their walk to the caravan park. The school, through questionnaires and daily contact with parents, promotes a very good and friendly two-way communication process, which maximises parental links with the school. The headteacher is available to parents at the start and end of the school day, and parents appreciate the opportunity to chat to him informally and to raise any issues or concerns.
31. The school has developed good links with the community. For example, good links exist with the local church. The learning centre attached to the school provides opportunities for adult education and the centre's information and communication technology suite is a shared provision with the school, which maximises the use of this resource. Good links exist with the various secondary schools to which pupils transfer and various school cluster meetings promote the sharing of ideas and good practice between schools.
32. The school provides parents with information of very high quality. The well-written prospectus provides clear and helpful information. Newsletters are sent out regularly and provide useful information on events and activities. All parents receive the behaviour policy to help them to support the school's stance. Termly curriculum information is detailed and provides parents with useful information to enable them to support their children's learning. The school has carried out its own questionnaire to ascertain parents' views and, through constant self-evaluation, is always seeking ways to improve the partnership with parents further. Pupils' annual reports include appropriately detailed information about their progress and targets for improvement. Regular opportunities are offered for parents to discuss their children's progress. The school has provided information evenings about mathematics, and understanding the testing procedures at the end of Years 2 and 6. This high quality regular information ensures that parents are fully involved in the school and their children's learning.
33. Links with parents have improved well since the school was inspected previously and are a significant element in supporting their children's learning. Parents hold the school in very high regard as is clear from the fact that so many opt for this school instead of nearer schools. The school is in a strong position to develop these links further.

LEADERSHIP AND MANAGEMENT

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Leadership and management are very good overall. The headteacher is providing excellent leadership and the leadership of other staff is very good. The governing body is effective. The school deals with an unusually high turnover of pupils very effectively.

Main strengths and weaknesses

- The headteacher's excellent leadership has enabled the school to improve very well since its previous inspection.
- Subject management is very good and has resulted in improved standards.
- The school has an excellent record in motivating staff and pupils because all feel valued.
- Governors have a secure understanding of the school's strengths and potential for development and are involved well in strategic planning.
- Finances are managed very well and the principles of best value are applied very effectively.

Commentary

34. The headteacher is providing excellent leadership and, as a result, the school has improved very well since it was inspected previously. He has identified the school's areas for improvement and plans are in place to address them. He believes that everyone in the school should be valued for what they can offer. As a result, all feel secure and there is an excellent unity of purpose throughout the school. Because all are valued, the school has a very effective ethos in which adults and children work together to enable all pupils to reach their potential. There is a very clear commitment to continual school improvement and a willingness to innovate. As a result, teaching and learning are of high quality.
35. This commitment to improvement means that standards have risen very well since the school's previous inspection. Standards at the end of Year 2 have been consistently above or well above average for the last few years. This is clear evidence that the school has dealt with the concerns expressed in the previous inspection report about standards and progress in Years 1 and 2. Standards at the end of Year 6 have been more variable. This is because the impact of pupils joining and leaving the school during the year has been more prevalent in Years 3 to 6. The school has clear evidence that this movement has an adverse effect on attainment. However, the school has developed good strategies to manage this movement and pupils new to the school confirm that they feel welcome and quickly develop a sense of purpose. Auxiliary staff and the school's learning mentor have a significant role in this successful induction.
36. A major thrust of the headteacher's leadership has been in the development of other staff. He rightly regards teachers and auxiliary staff as his major resource, and has been careful to give them full opportunities to build on their strengths. As a result, subjects are managed very efficiently with particular strengths in the core subjects of English, mathematics, science and information and communication technology. The leadership and management of the provision for pupils with special educational needs are also very good. This is a very good improvement since the previous inspection and teachers throughout the school are now given a clear direction in meeting these pupils' individual needs. Another significant improvement since the previous inspection is in the systems for monitoring and tracking pupils' progress. The deputy headteacher manages an excellent system of assessment which gives pupils very high levels of support in improving their standards. This has had a major impact on raising standards.
37. Because adults in the school all feel valued, they are all motivated to give of their best. Teachers are willing to be innovative and this has had a positive effect on the quality of education provided by the school. For example, the school's pioneering work in mathematics has brought it a prestigious award, has raised standards to an impressive

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level, and has resulted in the school being asked to advise other schools on the teaching of mathematics. The professional development of all staff is given a high priority and is linked to the school's identified areas for improvement. As a result, not only are teachers given excellent opportunities to improve their skills and extend their expertise, but auxiliary staff are also encouraged to study for higher qualifications and are supported if they choose to do so.

38. Governors are a valued part of the team. They have a secure understanding of the school's strengths and areas for development and ensure that the school complies with all legal requirements. Governors are involved appropriately in strategic planning. The school improvement plan emerges logically from an evaluation of what has been achieved in the previous year's plan and new priorities are then integrated into the new plan. Governors are effective in monitoring the progress of the plan over time and in determining new priorities.
39. The governing body also plays an effective role in managing the school's finances. Financial planning is managed by the headteacher in the light of the priorities which have been agreed. Finances are then managed very efficiently on a day-to-day basis by the office manager. The school's accounts were last audited in December 2003. The report was supportive of the school's procedures and the few recommendations for improving one element in these procedures have been implemented. The school has had a high carry forward figure from one year to the next. This is because substantial sums of money have been received from different sources towards the end of the financial year. This money has been used to improve staffing levels and to effect other improvements, for example, in the quality of the learning environment. There is clear evidence that this has had a positive effect on pupils' achievement. This is the very effective practising of the principles of best value.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	587,358	Balance from previous year	98,277
Total expenditure	631,965	Balance carried forward to the next	53,670
Expenditure per pupil	2,655		

40. Given pupils' very good achievement, their very good personal development, their very good care, very good teaching and learning, very good leadership and management, and below average costs per pupil, the school is giving very good value for money. This is because of the headteacher's purposeful and clear-sighted leadership and because of the very good support that he is getting from his deputy and all adults in the school. As a result, the school is in a strong position to improve further.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. The school makes good provision for children in the Foundation Stage. Children get off to a flying start in the Nursery and have their skills reinforced in the Reception class, so that they are well prepared for the next stage of learning. Children enter the Nursery with skills that are below average for their age, particularly in language and communication. The good and sometimes very good teaching that they receive in both the Nursery and Reception class results in most children reaching the standards expected for their age in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and in mathematical, creative and physical development, by the end of the Reception Year. All children achieve well. Their achievement is particularly good in mathematical development and in the development of their speaking and listening skills.
42. The school liaises effectively with external agencies, such as the Surestart initiative, and this enables those children with weaker skills in speech and language to benefit from regular access to a speech therapist. Provision for those children with special educational needs is very good and, as a result, these children achieve well from a low baseline. Liaison with parents is very good and they quite rightly feel that their children get a good start to their education in the Foundation Stage. Staff produce very good information for parents and involve them well in their children's early learning.
43. The Foundation Stage is led and managed well and this has led to good improvements in the planning and organisation of the curriculum since the previous inspection. Auxiliary staff are very well managed and make a significant contribution to the overall achievement of the children. Learning resources are good and used to good effect. The Reception classroom is very small and this makes the organisation of activities difficult. The Reception and Nursery classes are not next to each other and this poses some problems for ease of communication between staff. Although children in the Reception class do have access to the outdoor area, this access is not readily available and means a walk through to the other side of the school. While the school has come a long way since the previous inspection in the provision that it makes for young children, there is now scope for greater integration between the Nursery and the Reception class to develop a Foundation Stage unit which will provide continuity of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Effective teaching means that children are given good opportunities to work with others and are given daily jobs to develop a sense of responsibility. As a result, they achieve well.
- Rules and routines are few, but children are encouraged to be considerate in all that they do.

Commentary

44. This area of learning is taught well in both the Nursery and the Reception class. The majority of children are likely to reach average standards for their age by the end of the Reception Year. Children achieve well in their social development because they are given many opportunities to work with other children. Relationships are very good. All staff are good role models in their relationships with each other and have a central aim of helping children to become more responsible. For example, children in both the Nursery and the Reception class are given jobs such as collecting the milk and fruit from the hall for snack time. Children are expected to clear away after their activities, leaving things ready for the next group. They respond well to the rules and routines in the Nursery and Reception class. Children learn that there need to be agreed values and codes of behaviour to enable them to work with others. This is taught skilfully through play, so that children soon learn how to share resources and large toys with others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The school liaises well with other agencies to provide effective specialist support for those children who need extra help.
- Auxiliary staff work very effectively with teachers to tackle weaknesses in speaking and listening skills.

Commentary

45. Teaching is good in both the Nursery and Reception class and most children are likely to reach the standards expected by the time they leave the Reception class. Children achieve particularly well in speaking and listening skills because all adults place a high priority in engaging children in talk. Those children with speech and language difficulties are offered very good support through the school's effective liaison with other agencies. Auxiliary staff work closely with the teacher and parents in the extension of sound and letter recognition skills in the 'Blast' programme and this has a positive effect on children's early language skills.
46. Younger children in the Nursery enjoy listening to stories and, in one lesson, their eyes sparkled and they listened intently to 'Little Red Riding Hood' to find out what the wolf was planning to do to grandmother! Children are beginning to develop the early skills of prediction when they listen to a favourite story. Writing skills develop well in the Reception class, and an analysis of previous work shows that good progress is made in how children construct sentences and write legibly. By the end of the Reception Year, higher attaining children begin to write simple stories.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

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- Mathematical language and the everyday use of numbers are embedded into most learning activities, so that children learn quickly and achieve very well.
- Teachers make learning fun, by involving children in many games which excite them.

Commentary

47. Teaching is consistently good and is often very good, as staff use as many opportunities as possible to weave mathematical language and early number skills into all activities. As a result, children learn correct mathematical vocabulary and achieve very well in their recognition of number. By the end of the Reception Year, most children are likely to reach the standards expected for their age. In the Nursery, each session begins with registration and the teacher makes sure that children are given responsibility for counting the number present and working out how many are missing. Children take turns to do this and count in numbers up to 20, pointing to the correct number on a large number chart. In the Reception class, children take part in exciting team games, where they learn how to use words such as 'more than' or 'fewer than'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of interesting activities is planned to provide interesting learning experiences.
- Early science skills are promoted effectively.

Commentary

48. Teaching in both the Nursery and Reception class is good and children achieve well so that, by the end of the Reception Year, most are likely to reach the standards that are expected for their age. Teachers plan an interesting curriculum, where children are taken out on visits so that they benefit from first-hand learning experiences. Early science skills develop as children learn to look for early signs of autumn and observe changes in their environment. On a visit to a local park, for example, children were taught how to collect objects and to sort them into groups. Early history skills also develop well as children visit Saltburn and look at the Victorian structures and how their use has changed over time. In geography, children visit the beach and begin to appreciate their own locality. They develop designing and making skills as they use tools, such as scissors and adhesive tape, to explore simple joining techniques, or design streamers, which they use outdoors to test the direction of the wind. Awareness of their own and other cultures and faiths is taught through taking part in festivals and celebrations, such as Christmas or Chinese New Year. Information and communication skills develop as children are taught to use the computer mouse to draw pictures, or manipulate the mouse to click and drag objects in the correct sequence to dress a teddy bear.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children are given regular opportunities to use a wide range of apparatus that provides challenging activities for them.
- Good opportunities are given for children to learn about healthy living and they quickly become knowledgeable about the effect of exercise on their bodies.
- Children in the Reception class have limited opportunities to use the outdoor area.

Commentary

49. Teaching is good and often very good, which results in good achievement in the development of children's physical skills and their understanding of healthy eating and living. The majority of children are likely to reach the standards expected for their age by the end of the Reception Year. Children with special educational needs are given very good support in lessons, which enables them to reach their potential and enjoy the activities on offer. In a very good lesson in the Nursery, for example, the teacher ensured that children understood the importance of the 'warm-up' session and children knew that their bodies would get warmer and they would get 'puffed-out'. Older children in the Reception class have the opportunity to use challenging apparatus in the hall and are helped and guided to use large equipment safely. However, their classroom is not close to the outside area for the Foundation Stage and their opportunities to use this provision are limited. This adversely affects their progress. Children trust adults who work with them and this emboldens them to try new skills. The school places good emphasis on healthy eating, so children readily accept and enjoy fruit each day.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Resources are used well so that children learn from first-hand learning experiences.

Commentary

50. Teaching is good and children achieve well, with most being likely to reach the standard expected for their age by the end of the Reception Year. Children in the Nursery have daily access to paint and are given good opportunities to mix powder paint and to explore making new colours independently. They do this with intense concentration and much enjoyment! Older children in the Reception class work in groups to make larger collage pictures, where they use a wide range of materials and media effectively. Children enjoy listening to music, for example when they had the opportunity to listen to a visiting woodwind quartet. They also enjoy making their own instruments, such as 'shakers', and performing music for others. Music is a regular part of classroom routines and, as a result, children sing confidently.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Very good teaching results in standards which are well above average overall.
- Achievement is very good throughout the school.
- Excellent assessment systems enable pupils' progress to be managed very effectively.
- The subject is very well led and managed.
- Literacy skills are developed very well in other subjects.

Commentary

51. Standards seen in lessons and an analysis of completed work show that attainment in the present Years 2 and 6 is likely to be well above average by the end of this school year. This is because teaching is now very good overall. Teachers have very good subject knowledge and plan lessons which are interesting and stimulating. They present pupils with high levels of challenge which motivate them to put a good deal of effort into their work. Written tasks are carefully graded so that pupils at different stages of learning are able to make progress from what they already know, understand and can do. Time and resources are used very effectively and homework is used well to support learning. Good attention is paid to the basics of the language in Years 1 and 2. For example, pupils in Year 1 thoroughly enjoyed exploring letter sounds at the start, middle and end of three-letter words. Their attention was thoroughly engaged by the teacher's skilful use of a glove puppet, 'Henry the Hedgehog'. Because the basics of the language are secured early, work in Years 3 to 6 presents pupils with very good opportunities to respond imaginatively to the tasks set. For example, in an excellent lesson in Year 6, pupils were preparing a piece of writing in the style of Roald Dahl. The teacher's charismatic presentation and her skilful use of the computer-driven whiteboard fully engaged pupils so that they worked with great enthusiasm and sustained interest and concentration, producing work of above average quality.
52. Teaching of consistently high quality results in very good achievement and progress for all pupils including those with special educational needs and the few who speak English as an additional language. These pupils are given excellent support by auxiliary staff. Pupils make very good progress in speaking and listening from the time that they enter the school. In all classes, pupils listen very well to adults and to each other and teachers emphasise the need for them to express their ideas carefully. As a result, standards in speaking and listening are above average throughout the school.
53. Since its previous inspection, the school has targeted reading and writing as priorities for improvement. As a result, in the national tests in reading and writing at the end of Year 2, standards have generally been above or well above average for the last four years. The school has adopted a number of strategies to raise standards for identified groups of pupils, and there is clear evidence that these have been successful. Pupils generally read competently and higher attaining pupils read with good expression. Writing pays good attention to Standard English. For example, higher attaining pupils in Year 2 have a good understanding of grammar and are able to use speech marks and apostrophes when writing in well-constructed sentences. The writing of average and lower attaining pupils is less adventurous, but there is good evidence of progress over the year with handwriting gradually becoming joined and even. By Year 6, pupils complete a wide range of different

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types of work. Pupils experience different types of writing, for example, letters, book reviews, play scripts, invitations and some poetry, and are adept at adapting their writing for different purposes.

54. Pupils make very good progress because the school has excellent systems for assessing their work and guiding them so that they can attain higher standards. Work is marked thoroughly and sensitively and there are frequent comments to help pupils to improve. Targets for improvement are displayed prominently and ticked off as they are achieved. The headteacher and other senior staff monitor pupils' progress and intervene to support any pupils who are in difficulties. Learning is carefully monitored as it is happening so that the planning of future lessons can be adjusted where necessary. This careful management of learning has resulted in very good improvements in standards in English since the school's previous inspection.
55. Very good subject leadership and management have underpinned improvements in teaching and learning. The subject leader has improved resources significantly and the computer-driven whiteboards in each classroom are beginning to have a positive impact on learning, although they are not used consistently throughout the school. The subject leader has led a number of training sessions for staff and is always available to support colleagues. She has monitored teaching and learning throughout the school and her evaluations have helped to achieve consistency of provision. The school has been innovative in its approach, becoming involved in projects to develop boys' writing and speaking and listening. The subject leader is aware of the major contribution made by auxiliary staff in areas such as guided reading and of specialist staff who support pupils with particular needs.
56. Very effective planning at all levels has meant that the quality of teaching and learning has improved markedly since the school's previous inspection. This has resulted in very good achievement and significant improvements in standards. The school is in a strong position to improve further.

Language and literacy across the curriculum

57. Other subjects are used very effectively overall to support learning in English. Speaking and listening are developed in discussions in most subjects where staff expect care and precision in responses. Subjects such as geography, history and religious education are used for pupils to write for a range of purposes. There are some examples of older pupils word processing their writing, but there is scope for this to be extended.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching is very good and sometimes excellent and, as a result, pupils achieve very well.
- The subject is led and managed very effectively and this has led to very good improvements in the subject since the previous inspection.
- There are excellent procedures in place to check how well pupils are progressing and this supports the learning of those pupils who have special educational needs, or who are gifted at mathematics, very effectively.

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- There is scope for information and communication technology to be used more consistently throughout the school to support learning in lessons.

Commentary

58. In the current Year 2, standards are likely to be above average by the end of the academic year. In Year 6, they are likely to be well above average. High standards are being attained because the subject is taught very well and, in Years 5 and 6, the teaching of mathematics is often excellent. Teachers have very good subject knowledge and have particularly effective skills in the teaching of strategies that give pupils the knowledge and skills to tackle problems. Pupils develop very good skills of mental arithmetic. They work very quickly during the initial part of the lesson, skilfully using a wide range of strategies to answer some challenging questions. For example, higher attaining pupils in a Year 6 lesson were able to rapidly calculate 22×3.6 , whilst lower attaining pupils could use their knowledge of multiplication to work out the answer to 64×45 quickly. All pupils work very hard and enjoy their lessons, which help them to achieve their potential. Pupils are taught to use mathematics in their daily activities when they first enter the school in the Foundation Stage and these early experiences prepare children well for more challenging work.
59. The subject is led and managed very effectively by an excellent mathematics teacher, whose drive and expertise has led to very good improvements in the subject since the previous inspection. The improvements that have been brought about are impressive. For example:
- The standards that all pupils reach are now higher.
 - Pupils now achieve very well, particularly in the skills that they develop when they are using and applying mathematical knowledge.
 - The quality of teaching has improved and is now very good and sometimes excellent.
 - The procedures used to check pupils' progress are now highly effective and are used rigorously to ensure that all pupils reach their potential.
 - The curriculum has been developed to take account of new and innovative practices. This has been so successful that the school has won a 'Leading Aspects Award' for its work in mathematics and staff from the school have been instrumental in sharing their successful teaching strategies with many other schools.
60. A key feature of each teacher's work is to ensure that all pupils benefit from what the school has to offer. This is done particularly well in mathematics and is brought about by excellent assessment methods. For example, each pupil's work is checked at the end of each day and the result of this marking enables teachers to see which pupils have fully grasped a new concept or skill and those who haven't. In some classes, a quick note is made of those pupils who need reinforcement, and this is done the following day through an 'Intervention Group' activity. This works very effectively, as small groups of pupils are removed from the main group to work with highly trained auxiliaries to re-visit the work and to correct any errors. If large numbers of pupils have not grasped a new skill, then this is immediately re-taught the following day. This ensures that the pace of learning for all pupils is brisk. Pupils who have special educational needs are given very good support and guidance and so achieve very well. Those pupils who are particularly gifted in mathematics are given the opportunity to work at higher level tasks and activities through the school's effective liaison with a local high school, but they are also supported in school by more challenging extension activities. As a result, they, too, achieve very well. A few pupils are learning English as an additional language and, whilst their ability to calculate

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may be good, they do sometimes have problems understanding the language of mathematics. This is planned for, with each teacher ensuring that correct mathematical language forms part of most lessons.

61. There is, however, still some scope for improvement in the subject. For example, in some lessons, opportunities are missed to reinforce the skills that pupils have through wider use of information and communication technology. Teachers are developing their own skills in the use of computer-driven whiteboards as a teaching resource and, in some lessons, they are now being used to good effect. However, there are very few examples of pupils' own work to show that they are competent in the production of graphs, charts or spreadsheets by using information and communication technology.

Mathematics across the curriculum

62. Pupils are taught that mathematics is an everyday part of life from their first entry into school in the Nursery, where they are given responsibility to calculate the numbers of children present or absent in each session. This good practice continues and, within all subjects, teachers encourage pupils to use numbers, make calculations using appropriate strategies and to use correct mathematical vocabulary. For example, pupils use and comprehend large numbers in history, which enables them to develop a good understanding of chronology. Younger children are given responsibility to calculate the number of milk cartons that they need for their class daily, or how many pieces of fruit they need to collect for their morning snack.

SCIENCE

The provision in science is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good and lead to very good achievement amongst pupils of all levels of attainment.
- The subject leader provides very good leadership and management.
- There is a very good curriculum, with emphasis on developing pupils' understanding through practical investigations.
- A weakness is that the conclusions to experiments tend to describe, rather than evaluate, what pupils have found out.
- Pupils have very good attitudes to their work in science.

Commentary

63. Over the last few years, the results of the national tests at the end of Year 6 have been mainly well above the national average. Most pupils in Years 2 and 6 are on line to reach similar standards in 2005, which means that they have made very good progress and achieved very well during their time in school. The quality of teaching and learning and leadership and management is better than at the time of the previous inspection, which shows that there has been good improvement.
64. The curriculum is planned very well, with a strong emphasis on pupils learning through structured, practical investigations. As a result, most pupils are adept at devising a test, making sure it is 'fair' and then carrying it out independently of the teacher. They are not as proficient when analysing conclusions to their experiments and these tend to be a

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description of what they have done rather than an evaluation based on prior scientific knowledge and understanding. The curriculum also makes a positive contribution to pupils' personal and social development. For example, pupils are given very good opportunities to show initiative and take some responsibility for their own learning when working collaboratively during their investigations. There were good opportunities for pupils to practise their numeracy skills, for example, when pupils in Year 6 created a line graph to illustrate their findings of an investigation into what changes the size of a shadow. However, there are not enough opportunities for pupils to use information and communication technology to support their learning in the subject.

65. Teachers have very good subject knowledge and expertise and so are able to demonstrate and explain new scientific ideas to pupils with accuracy and precision. As a result, pupils are clear about what they are to learn and what is expected of them. This was exemplified in a very good lesson for pupils in Year 6, when the teacher used a microscope linked to a computer-driven whiteboard to show how an earthworm is adapted to its habitat. Pupils' behaviour is managed very well and praise is used successfully to encourage pupils and to raise their self-esteem when carrying out investigations. Teachers also encourage pupils to use accurate scientific terminology when answering questions and communicating their ideas. This extends their personal as well as their scientific vocabulary very effectively. In a lesson of the highest quality, delivered by the subject leader, for example, there was an excellent contribution to pupils' spiritual development. Pupils were totally engrossed in a study of how different types of seeds are scattered and find places to grow. This developed a curiosity about the wonder of nature in their minds. Pupils with special educational needs are very well supported by auxiliaries so that they are fully involved in all scientific activities.
66. Leadership and management of the subject are very good and have a positive impact on pupils' progress and achievement. The enthusiasm of the co-ordinator is infectious and is an important factor in the commitment that teachers show to the subject. Her close monitoring of the subject has given a clear appreciation of how it can be further improved. Pupils spoke with much enthusiasm about their activities in science lessons, particularly the ones that involve practical investigations. In all lessons, pupils were very well behaved and showed a lot of interest and curiosity in what they were doing. This has a favourable affect on the quality of their work and their very good achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Teaching is good and helps pupils to achieve well.
- There is good leadership and management.
- Pupils have good attitudes to their work, which has a positive effect on the progress that they make.
- The ICT suite is used well to promote pupils' basic skills in the subject.
- There are not enough opportunities to practise these skills in classrooms to support learning in other subjects.

Commentary

67. Most pupils in Years 2 and 6 reach the expected standards, having achieved well during their time in school. The computer suite is a relatively recent facility which is improving pupils'

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achievement. There has been good improvement since the previous inspection, with the quality of teaching and leadership and management now being good rather than satisfactory.

68. Teachers make good use of the computer suite for whole class teaching in basic skills in the subject. Since the previous inspection, they have received training to develop their expertise and confidence in teaching the subject. As a result, they are able to explain and demonstrate new ideas and techniques precisely so that pupils are clear about what they are to learn and what is expected of them. Lessons are planned well to maintain pupils' interest and concentration well. This was evident, for example, in a lesson for pupils in Year 4 on learning how to use a spellchecker on a computer to help them to correct mistakes in text. The way that teachers encourage pupils to work collaboratively in pairs on the computers, when appropriate, makes a good contribution to their personal and social development. However, the school is only able to use the computer suite for half the week because it is used for adult education at other times. This means that pupils' opportunities to practise the skills that they have learned are limited. All classrooms have recently been fitted with computer-driven whiteboards, which some teachers are now beginning to use well to enhance pupils' learning.
69. The co-ordinator has a clear view of the subject's strengths and weaknesses. She has written a logical and focused action plan for developing the subject further. The quality of her teaching provides a good role model for others and her expertise provides good support and advice to colleagues. The curriculum is well planned so that all strands of the subject are covered. However, classrooms for older pupils are rather cramped and only have one computer for pupils to use. This makes it difficult for pupils to use ICT when they want to as a means of developing their learning in lessons, independently of the teacher. The school is currently exploring ways of providing more computers in classrooms to improve the situation. Pupils show a lot of interest and enjoyment when working on computers, which helps them to make good progress in developing skills but not in using ICT to support their learning in other subjects.

Information communication technology across the curriculum

70. There are not enough opportunities for pupils to practise and refine the ICT skills gained in the computer suite, when back in the classroom. This limits the use of ICT to support and enhance learning in other subjects. However, there are some good examples of pupils using the Internet well as a means of researching information, particularly in history. Pupils are also able to make some use of their word-processing skills to help add interest to their writing in English.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Pupils benefit from a good curriculum that makes effective use of the locality.
- The teaching of fieldwork techniques is good and consequently, all pupils achieve well in their understanding of local environmental issues.
- There are some missed opportunities for pupils to use information and communication technology to support their work.

Commentary

71. Standards are typical of those found in most schools at the end of Years 2 and 6. Since the previous inspection, the curriculum has undergone some changes and these have proved to be beneficial to the pupils' learning experiences. For example, a review of the subject by the co-ordinator indicated that the quality of lessons was being adversely affected because not enough time was available to tackle topics in enough depth. This led to the subject being taught for a longer time and enabled teachers to plan lessons over a three week period and, consequently, to make better use of the locality. This is gradually raising standards.
72. The subject is taught well, with emphasis placed on the teaching of key geographical skills through fieldwork in the locality. All pupils, including those with special educational needs, achieve well in their understanding of the environmental factors that have shaped their locality. They are taught, from an early age, that what they do as individuals will have an effect on the environment in which they live. For example, before Year 2 pupils began their work in the locality, they were taught basic conservation principles. They were also made aware of the key features of their locality that may pose a danger to them, such as checking when the tide will come in before they go onto the beach. Aspects of what it means to be a citizen are explored in some depth, as pupils are encouraged to write to local councillors to give their views and opinions on proposed new developments.
73. The subject is now being led and managed on a temporary basis because a member of staff is on leave of absence. Leadership and management are satisfactory. Literacy and mathematical skills are used to good effect in the subject, as pupils present their written work well, use oral skills to debate and to argue points, and to draw accurate maps and plans. However, some opportunities for pupils to use information and communication technology skills to support their learning are missed. For example, in one lesson, some pupils were quite capable of drawing a plan using computer skills, but were not given the opportunity to do so. This adversely affected achievement and means that provision overall in the subject is only satisfactory.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teaching is consistently good and, as a result, pupils have an impressive knowledge of historical facts.
- Pupils benefit from a very good curriculum, which encourages them to develop a thoughtful approach to their work.
- The subject is led and managed well and this has led to good improvements since the previous inspection.

Commentary

74. Standards are typical for the age and level of attainment of pupils in Year 2 and are above those typically found in Year 6. Teaching of the subject is good throughout the school and pupils achieve well. In a lesson seen in Year 6, the subject was very well taught. In this

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lesson, pupils reflected on key events in the decades from 1930 to 1960 and they displayed a very impressive range of historical facts and some awareness of the impact that key events had had on people's lives. For example, pupils noted that in 1930, over 75 per cent of the male population in Jarrow were unemployed and this led to the 'Jarrow Crusade' to London. They knew that the major thrust of political leaders in the late 1940s was to tackle the major social and health problems resulting from World War II, which led to the formation of the National Health Service in 1948. Pupils enjoy their history lessons, because teachers make them fun; for example, teachers and auxiliary staff dress up in historical clothes and encourage pupils to join them in role-play activities, which deepens their knowledge and understanding.

75. The curriculum is based on national guidance in the subject, but also draws from the experiences of all the adults working in the school and the events and experiences that have shaped their lives. These experiences are shared with pupils, through family photographs taken at significant moments. This makes the curriculum relevant, meaningful and much more interesting for the pupils. Local history studies link well with the work in geography and key skills in literacy are used to good effect as pupils present their work well and in a variety of ways. Pupils make effective use of the Internet as they research key events or famous people.
76. Weaknesses identified at the previous inspection relating to the co-ordination of the subject have been fully addressed and the subject is now led and managed well. The subject leader now has a very clear view of standards and has a very useful portfolio of examples of pupils' work. Teachers use this to ensure that standards are at an appropriate level.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils are offered a rich curriculum which enables them to question and shape their own beliefs.
- The leadership of the subject is very effective and this has led to good improvements since the previous inspection.

Commentary

77. The standards that pupils reach are at the levels expected in Year 2 and they exceed them in Year 6. All pupils, including those with special educational needs, achieve well because they benefit from a curriculum that encourages them to learn from their everyday experiences. Teaching is consistently good, with a particular strength being the way in which pupils of all ages are challenged to consider what they, as individuals, can do to improve their lives, the lives of their family and friends and the impact they can make on the local and wider environment around them. For example, pupils in Year 6 wrote about how they feel that modern life is ruining the world that God created, so the teacher asked pupils to consider what they, as individuals, are doing about it..."Do you throw rubbish away, do you recycle?" This approach encourages pupils to be thoughtful in their responses to questions and in the way in which they tackle their work. Work in books is very well presented because pupils know that what they do is valued. Teachers give their

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pupils good opportunities to use key skills in literacy, mathematics and information and communication technology both to research and to present their work.

78. The subject is led and managed very well, which has led to key improvements since the previous inspection. For example:
- Standards are now better, particularly by the end of Year 6, and all pupils now achieve well.
 - The quality of teaching has improved and the curriculum is now more challenging and makes better use of the school's links with the local church.
 - Pupils' understanding of other world faiths has improved as they use research skills effectively to find out how Muslims and Jews worship, for example, and to make comparisons with Christianity.
 - Teachers now make very effective use of assessment procedures and the subject leader gathers and monitors samples of work from each year group, so that he has a clear understanding of what pupils know, understand and can do.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

Art and design

79. There is a broad and balanced curriculum that gives pupils opportunities to use a wide range of materials to develop their skills in different artistic techniques. There is good emphasis on developing pupils' artistic ideas by studying the work of famous artists. For example, pupils in Year 1 have created pictures in the style of Mondrian, using sponges cut into squares and rectangles. In Year 5, they have been able to study the works of Van Gogh to see how he used colour, texture and facial expression to communicate feelings. There are good links to other subjects; for example, pupils in Year 2 have explored space, shape and pattern in local buildings and then produced a relief of Coatham Road as part of their work in geography, and, in a very good lesson in Year 6, pupils created good quality original drawings in the style of Picasso. The displays of artwork around the school are of good quality and reflect the care that pupils put into their work, as well as the way that staff value their efforts. Good use is made of local artists to support learning and of local competitions in which pupils are regularly prize-winners.

Design and technology

80. The curriculum is satisfactory, with pupils having opportunities to use a suitable range of materials to develop their skills in the subject. They have opportunities to practise finishing techniques to improve the quality of their product and are allowed to experiment with different ways of joining materials. After designing and making products, they are encouraged to make evaluations and say how their finished products might be improved. Links with other subjects are satisfactory. For example, following work in history about Grace Darling, pupils in Year 1 have designed and made pictures of boats at sea. These incorporated a simple lever mechanism so that the boats could be made to move. Pupils are taught specific techniques to improve their skills. This was seen, for example, in a lesson in Year 1, when they were learning how to use their cutting skills to make a hinged window or door in a piece of card as part of a topic about houses.

Music

81. It was only possible to observe one lesson in music. In this lesson, Year 2 pupils built well on previous learning and had a secure understanding of rhythm. They understand how

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musical patterns are represented in a graphic score and to 'read' these successfully when playing different types of percussion instruments. Whole school singing in assemblies is good. Pupils sing tunefully and with a good awareness of the meaning of what they are singing. Pupils have good opportunities to use music in performance, for example, at harvest time and at Christmas. The enthusiastic subject leader runs a club where pupils learn to play the ocarina and they are able to perform in assemblies and on other occasions. Pupils also experience different kinds of music from visiting ensembles and visits to theatres for musicals to expand their understanding of the potential of music in entertainment. Pupils have opportunities to play brass instruments and about eight take advantage of this. The subject is well resourced.

Physical education

82. The one lesson observed during the inspection was very well taught and pupils made very good progress. Pupils in Year 2 moved independently from one piece of gymnastics apparatus to another and built up their own sequences of movement. They showed a very high level of maturity and achieved very well. The school ensures that the National Curriculum is covered and uses local amenities very well to give pupils a wide range of experiences. For example, pupils use the beach, local woods, a local marsh and an adventure playground. Standards in swimming are above average and, in 2004, all pupils in Year 6 could swim at least the nationally expected 25 metres. Pupils experience competitive sport in a range of games including soccer, cricket and cross-country. They benefit from outside coaching and, each week, there is a judo club for older pupils. There is also a weekly sports club which attracts a good attendance. A residential weekend for Years 5 and 6 enables pupils to experience outdoor and adventurous activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The timetabled programme makes a very positive contribution to pupils' personal development.
- Developing pupils' personal skills is a major priority in the school because of high pupil mobility.
- The school is concerned to develop healthy living habits in its pupils.
- The subject leader has a very clear overview of pupils' progress.

Commentary

83. Personal, social and health education and citizenship is seen as an integral part of the curriculum and given a high priority. Good teaching throughout the school is reinforced by the school's very strong ethos, and by the very effective development of themes in assemblies. As a result, pupils' personal development is very good and they achieve very well. The scheme of work gives teachers very clear guidance for their lessons in each year group. Topics discussed in lessons help pupils' personal development by enabling them to understand that others have views which need to be valued and respected. For

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example, a good lesson in Year 3 on helping pupils to learn how to be effective listeners was well delivered and pupils made a good contribution which enhanced their personal development.

84. The school has plans to obtain the Healthy Schools Award, reflecting the school's commitment to teaching pupils the importance of a healthy lifestyle. Fruit is available each day and pupils drink water when they need it. Regular opportunities for whole class discussions successfully promote pupils' speaking and listening skills and help them to appreciate and respect the views of others. In a good lesson in Year 5, pupils reflected on the democratic process and how to meet the differing needs of a local community. Their opinions and views were valued and taken seriously so that they developed confidence and a positive self-image. The personal, health and social education programme includes sex education for older pupils in which they learn about body changes in puberty and the importance of relationships. The school deals with these issues sensitively and honestly.
85. With its high turnover of pupils, the school understands that it needs to establish good standards of behaviour and responsibility quickly and the personal, social and health education programme successfully promotes positive attitudes to school and to learning. Pupils are taught about the dangers of drugs and other substances and visits from the emergency services emphasise fire and road safety.
86. The subject is led and managed very well and the subject leader has a full overview of the school's work in this area. She has been proactive in selecting and developing the scheme of work for the school. A full portfolio of termly work from each class ensures that she is able to monitor pupils' learning and explore ways to improve it further.
87. Personal, health and social education and citizenship have improved well since the school's previous inspection. This area of the curriculum plays a significant part in developing pupils' confidence and positive self-image and so contributes effectively to their very good progress and achievement.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	1
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	3
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	3
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	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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