

INSPECTION REPORT

EASINGTON LANE PRIMARY SCHOOL

Houghton-le-Spring

LEA area: Sunderland

Unique reference number: 108795

Headteacher: Mrs Gillian Heslop

Lead inspector: Mike Onyon

Dates of inspection: 27th – 30th June 2005

Inspection number: 266763

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3-11
Gender of pupils: Mixed
Number on roll: 232

School address: South Hetton Road
Easington Lane
Houghton-le-Spring
Tyne and Wear
Postcode: DH5 0LH

Telephone number: 0191 5536730
Fax number: 0191 5536732

Appropriate authority: The governing body
Name of chair of governors: Mr F. Hindmarch

Date of previous inspection: 15 – 18 March, 1999

CHARACTERISTICS OF THE SCHOOL

This is an average sized primary school, but includes 43 children in the nursery. A very small number of pupils are learning English as an additional language and 99% of the pupils are of white British ethnicity. The school serves an area of social deprivation and children's attainment on entry is well below average, with particular weaknesses in language, literacy and communication. An average number of pupils are identified with special educational needs, including statements, with moderate and specific learning difficulties. The proportion of pupils known to be eligible for free school meals is well above the national average. The school gained a School Achievement Award in 2002 and 2003. It is a member of a local Excellence in Cities cluster of schools and receives additional resources from 'Sure Start' and the 'Children's Fund.'

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18146	Mike Onyon	Lead inspector	English as an additional language, Information and communication technology, Art and Design, Physical Education, Religious Education, Citizenship.
9947	Daljit Singh	Lay inspector	
10144	Mary Marriott	Team inspector	The Foundation Stage, Mathematics, Science, Music.
30691	Kath Yates	Team inspector	Special Educational Needs, English, Design and Technology, Geography, History.

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school providing good value for money. As a result of good teaching, with very good teaching for older pupils, achievement is very good. Standards in Year 6 are well above average in mathematics and science, and above average in information and communication technology (ICT). The school has focused very effectively on raising standards in English, and pupils now progress from extremely low starting points to standards that are currently average and improving. The headteacher and governors provide very good leadership and management.

The school's main strengths and weaknesses are:

- The headteacher leads the school very effectively. She has a very clear vision, with a determined focus on raising standards.
- Very good teaching for older pupils is leading to very good achievement, overall: standards in Year 6 are improved and have been well above average in mathematics and science over the last two years.
- Pupils have good attitudes to learning and behave well. The quality of care is good, pupils are proud of their school and actively take part in decisions about its future.
- Information from assessment is used well to plan the next stages of pupils' work, particularly in English, mathematics and science. Guidance for pupils effectively helps them move forward in their learning.
- The school is at the heart of its community, with very effective links enabling the curriculum to be considerably enriched.
- Whilst provision in the nursery is good, it is satisfactory in the reception classes and this is holding back children's achievement.

There has been very good improvement since the school's previous inspection in 1999. Results have improved and are much better by the end of Year 6. The issues identified at that time have been successfully addressed. Assessment records are now used well to plan pupils' work and teachers' written plans have improved. The school is now effectively encouraging pupils to set up their own investigations and to carry out research, especially using ICT.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2002	2003	2004	2004
English	D	A	E	E
Mathematics	A	A	A	A
Science	C	A	A	A

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

Achievement is **very good** overall. When children begin school, their attainment is generally well below average, being particularly weak in language and literacy. Children in the nursery and reception classes achieve appropriately but, by the time they move on to Year 1, most of them are unlikely to reach the standards expected nationally in the areas of

learning in the Foundation Stage curriculum. Pupils in Years 1 and 2 achieve well. Standards in Year 2 are average in mathematics, science, and ICT. Progress is slower in English, where standards are below average, but, given extremely low starting points in their language development, achievement is good. Pupils in Years 3 to 6 achieve very well overall and standards are currently average in English, above average in ICT and well above average in mathematics and science. The school is focusing effectively on standards in English and results are better in 2005 than in the table above for 2004. The school's tracking of pupils' progress indicates that standards in English are expected to be above average by the time the current Year 5 pupils reach the end of Year 6.

Pupils' personal qualities, including their spiritual, moral and social and cultural development, are **good**. Most pupils have positive attitudes to school and behave well during lessons and at other times. Pupils take on a number of responsibilities and have a particular pride in caring for each other. The school council has good opportunities to express views about the school and to contribute to decisions. Pupils in Year 6 are well prepared for the next stage of their education. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good** overall, with some very good teaching and learning observed in Years 1 to 6, particularly in Year 6 in English, mathematics and ICT. The planning of lessons and teachers' knowledge of the subjects of the curriculum are very good. Teachers very effectively promote equality of opportunity, have high expectations and insist upon high standards of behaviour. The school provides good learning opportunities for all the pupils and offers very good opportunities for learning outside the school day. There is a strong learning ethos. The provision for pupils with special educational needs is very good; these pupils are very well supported and as a result they make good progress in their academic and personal development. Assessment is used well to plan pupils' future learning. The care provided for pupils is good. Partnership with parents is good. Links with other schools and colleges and with the community are very good. The accommodation is satisfactory, and building work is about to begin to provide a new school building.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. The headteacher is a very effective leader. She is enthusiastic and well respected by all. She has a very clear vision for the future of the school that is shared with all staff and governors; she conveys her high expectations to all connected with the school. Other key staff provide very effective leadership and management in their respective areas of responsibility. The overall management of the school is very good. Governance of the school is very good. The governors have a very good understanding of the strengths and weaknesses of the school and are committed to helping the school to move forward. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents expressed very positive views about the school. They particularly commented on the good teaching, the strength of leadership and management and the very good links with the community. Parents said that staff explain well how parents can help and pupils are progressing well. Pupils also have a very positive view of the school; nearly all say that they are able to go to an adult with worries, they really like being at school and they know that they are expected to work hard.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Improve provision in the reception classes.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good overall. Children in the Foundation Stage achieve satisfactorily. Pupils in Years 1 and 2 achieve well. Pupils in Years 3 to 6 achieve very well and standards are well above average in mathematics and science in Year 6. Standards have improved in English and are currently average in Year 6.

Main strengths and weaknesses

- In the core subjects of mathematics and science, pupils achieve well in Years 1 and 2 and very well in Years 3 to 6.
- As a result of the school's focus on raising standards in English, they have improved considerably and are on course to improve further.
- The pupils' successes arise from good teaching and learning and very good leadership. There is a positive learning ethos and all pupils are encouraged to do as well as they can.
- Very good support is provided for pupils with special educational needs and they achieve very well.
- Whilst good provision in the nursery is leading to good achievement, there are weaknesses in reception.

Commentary

1. Attainment on entry to the nursery varies each year, but is generally well below average. Children achieve well in the nursery, with satisfactory achievement in the reception classes. Parents expressed satisfaction with the arrangements made to enable their children to settle into the school. Both higher attaining and lower attaining children achieve as expected, as do those with special educational needs, due to appropriate support. Good provision in the nursery ensures that pupils get off to a good start in the school, but because the planning of activities in the reception classes is not clear and children do not reach the goals they are expected to reach in the areas of learning by the end of reception. There is a need to use the outcomes of the assessment of children's progress to plan activities to better meet the individual learning needs of children in reception.
2. Pupils in Years 1 and 2 achieve well. Standards in the 2004 national tests in reading and writing were below average, and well below average in mathematics. At this stage of the school year, the indications are that pupils are on course to reach below average standards in English and average standards in mathematics and science by the end of Year 2. Standards in ICT are average. Results in the national tests have fluctuated over the last four years. The school has carefully analysed the outcomes of the tests and ensured that individual pupils receive the necessary support and challenge. The focus has been on raising standards in English. The school has worked hard to enable the pupils to make rapid progress but their very low starting points in language and literacy skills has meant that average results are likely to be reached in the 2005 national tests. Given their very low starting point, this represents good achievement.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	14.8 (14.4)	15.8 (15.7)
Writing	13.8 (13.5)	14.6 (14.6)
Mathematics	14.8 (14.8)	16.2 (16.3)

There were 37 pupils in the year group. Figures in brackets are for the previous year

3. Pupils in Years 3 to 6 achieve very well. This is because of the good teaching, best characterised by very high expectations of work and behaviour and the effective use of assessment information to match tasks to individual needs. A high level of very good teaching in Years 5 and 6 helps to ensure that standards in Year 6 are well above average in mathematics and science and above average in ICT. Standards have improved considerably this year in English, and are currently average. The fluctuations in English results each year are closely linked to the pupils' different starting points, depending on the level of special educational needs in each year group. The 2004 Year 6 group, for instance, included a much higher than usual proportion of pupils with particular needs in terms of language and literacy. The school's assessment data clearly indicates that standards are set to improve further. Overall, results have improved considerably since the previous inspection. The trend in the school's results in national tests at the end of Year 6 is above the national trend.

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

Standards in:	School results	National results
English	24.8 (28.3)	26.9 (26.8)
Mathematics	28.6 (29.2)	27.0 (26.8)
Science	30.0 (30.0)	28.6 (28.6)

There were 30 pupils in the year group. Figures in brackets are for the previous year

4. Higher attaining pupils are catered for effectively and they achieve very well. In the national tests in Year 6 in 2004 the number of pupils attaining the higher National Curriculum levels was above average in mathematics and science. Observations during the inspection indicate that these pupils are being challenged at an appropriate level and that they are on course to do as well as they possibly can. The consistently good quality of teaching and very good teaching in Years 5 and 6 contribute to pupils' very good achievement. Very good 'booster' sessions throughout the autumn and spring terms challenge pupils of all abilities, and enable them to do very well. The headteacher very effectively monitors and evaluates pupils' progress to ensure that lessons and activities are planned to effectively meet the learning needs of all pupils.
5. Very good support is given to pupils with special educational needs, who achieve very well because their work is tailored to their individual needs and builds steadily on previous learning. Needs are identified early and teachers and support staff know and plan for them effectively. Pupils with special educational needs are integrated into classroom activities and also given individual support outside lessons. All pupils are included effectively, with staff skilled in ensuring that all are included in lessons and activities and given the opportunity to contribute.

Pupils' attitudes, values and other personal qualities

Pupils’ attitudes, behaviour and relationships are good. This enables pupils to learn in a productive, constructive, friendly and welcoming environment. Pupils’ spiritual, moral, social and cultural development is good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Good attitudes and behaviour mean that pupils want to learn.
- The overall provision for pupils’ spiritual, moral, social and cultural development is good and has a major impact on pupils’ attitudes to learning and on their behaviour.
- Pupils serve their school and wider community with pride and unquestionable loyalty.

Commentary

6. The school has worked effectively with parents and reduced the number of family holidays taken in term time. As a result attendance has improved and is broadly satisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.2
National data	5.1	National data	0.4

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

7. Pupils have a strong desire to learn and usually have good attitudes in lessons; it is rare for these attitudes to be less than good. Pupils listen attentively, are keen to answer questions and tackle work enthusiastically – including those with special educational needs. Teachers’ ability to sustain frequently high levels of interest in lesson content and set suitably challenging tasks ensures pupils of all abilities do very well.
8. Pupils use the opportunities available to actively participate in sports and other extra-curricular activities. During the inspection a group of very enthusiastic learners were observed developing their musical skills in an after-school music club. Pupils read music, played the keyboard and were encouraged to enjoy popular tunes and music. At lunch time a selective group of pupils were busy planting shrubs in the school garden. These experiences in school life enable pupils to be happy, successful, keen learners and help them to grow into young people who are fulfilled and able to make a very positive contribution to society.
9. Around the school pupils are extremely friendly and well mannered. This promotes harmony and cordial friendships between girls and boys and different racial groups. It discourages inappropriate behaviour. As result there have been only two exclusions this academic year. However, very occasionally there are incidents of inappropriate behaviour, which result in friends disagreeing and using unwelcoming comments. These inappropriate incidents are dealt with quickly, effectively and efficiently and discouraged by all staff. This pleases pupils and parents.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	230	2	0
Mixed – White and Black African	1	0	0
Asian or Asian British – Pakistani	1	0	0

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

10. Pupils serve their school with pride, as school and class monitors. Older pupils take responsibility for younger pupils in the play area by ensuring the school community learns in a secure, happy, friendly and welcoming environment. Working as ‘buddies’ they encourage and achieve mutual respect, cooperation and commitment from pupils in their care. These positive relationships underpin pupils’ confidence and self-esteem, encouraging them to learn.
11. The underlying messages, promoted consistently through the school, about the importance of living together harmoniously and respecting others, make a real impact and are reinforced through reflection in circle and story time, through social activities beyond lessons and particularly through links with the wider community. This contributes powerfully to pupils’ personal development, particularly their spiritual, moral social and cultural development, all of which is good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education. Teaching and learning are good. A good curriculum is broad and balanced, offering very good opportunities for interesting activities beyond lessons. Care and support for pupils and guidance are good. There are very good links with the community and other schools, and good links with parents.

Teaching and learning

The overall quality of teaching is good. As a consequence, the quality of learning is good. Assessment is good.

Main strengths and weaknesses

- Teachers have high expectations, both of what pupils can achieve and how they should behave. Pupils rise to these challenges and achieve very well.
- Teachers’ subject knowledge is good and the good use of resources results in good learning.
- Teachers enthuse and encourage pupils well and use adult support effectively so that all pupils in class benefit.
- Pupils with special educational needs are taught well because of the use of good individual education plans and work set at the correct level.
- Assessment and tracking procedures in the foundation stage need further development to enable activities to be planned effectively to meet the learning needs of children in reception.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (26%)	19 (56%)	6 (18%)	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.

12. Teaching and learning in the foundation stage are satisfactory overall. They are good in the nursery, but teachers' planning and management of children's behaviour are unsatisfactory in the reception classes. Staff have not established clear classroom rules and routines, consequently children's learning in this area is unsatisfactory and does not build on the work done in the nursery. The classroom assistants are deployed effectively in lessons and make a positive contribution to children's learning.
13. Overall, teaching in Years 1 to 6 is good with many examples of very good teaching, especially in Years 5 and 6. It sets standards of quality that provide pupils with high expectations and positive attitudes. For example, teachers create a good learning environment and displays are of a high standard. They are a mixture of interactive displays, information and celebration of good work. Teachers promote a positive ethos throughout school, which encourages children to be enthusiastic learners. Relationships throughout the school are good and teachers value every child and value effort as much as attainment.
14. Teachers in most classes have good curriculum knowledge and are clear about the skills, concepts and attitudes pupils need to acquire. They have clear learning objectives for each lesson which are shared and understood by all pupils. They provide an exciting curriculum where cross-curricular links are planned for and carried out. Most lessons have challenging and differentiated learning tasks which use stimulating resources, avoiding a dependency on worksheets. They often include individual tasks, giving pupils opportunities to become confident and independent; and collaborative work to foster co-operative learning. Teachers often make the most of first-hand experiences to arouse pupils' curiosity and interest by using appropriate artefacts, objects, visits, visitors and photographs and through the use of investigative work. Most teachers have the confidence and skills to use ICT to enrich learning. Teachers also ensure they provide a variety of learning techniques to cater for all types of learning, for example by speaking and listening and by using practical equipment.
15. Much of the work, especially in English and mathematics, includes extension work as well as consolidation activities. It also allows pupils to practise and apply their knowledge and skills, and enables pupils to acquire and apply basic skills. As a result pupils are able to communicate their learning in a variety of ways and for a variety of audiences. Teachers engage in well-tried interventions using effective questioning and discussion during lessons, concentrating on learning rather than matters of discipline. They distribute time equally between pupils and provide equal, if sometimes a little restricted, opportunities for pupils to develop their ideas through independent enquiry.
16. The teaching for pupils with special educational needs is good, being based on careful analysis of what pupils need to do next to improve their skills. Individual education plans have clear targets for improvement. Teaching assistants provide very effective support because they know exactly what they are doing and provide feedback to teachers at the end of sessions so that future work can be adapted.

17. Teachers plan for assessment opportunities well in Years 1 to 6, and use information to facilitate future planning. They assess children's learning within a lesson through discussion, questioning and good use of review at the end of the session. Assessment in English, mathematics and science is good because teachers maintain effective records of pupils' achievements and plan sequential work as a result of their findings. In other subjects the assessment procedures are not as well advanced, although teachers have a clear understanding of how well pupils are doing. In the foundation stage assessment is satisfactory but is not as well planned and used as in Years 1 to 6, and needs further development.

The curriculum

The school provides a good curriculum. There are very good opportunities for enrichment through activities beyond lessons. The school is appropriately staffed and resources and accommodation are satisfactory.

Main strengths and weaknesses

- Pupils find the curriculum interesting and this helps them learn quickly.
- There is very good provision for pupils with special educational needs.
- The library provision within the school is inadequate.
- A very good range of events, visits, visitors and extra-curricular activities enhance the curriculum.
- Provision for reception children for outdoor activities is limited.

Commentary

18. The curriculum is well planned, meets national requirements and is relevant to all pupils' needs. It is also reviewed regularly and thoroughly to take account of national initiatives and the needs of all pupils. The school is developing a more flexible curriculum that links subjects together and this makes learning more meaningful.
19. With the exception of the reception classes, provision for pupils with special educational needs is very good overall and ensures that they make very good progress. They are fully involved in lessons, and benefit from very well planned work when withdrawn for work on their individual needs. Pupils' individual targets are very well thought out and are reviewed regularly to make the most of their progress.
20. The school has good systems to identify more able and gifted pupils and some very challenging activities are planned for them, especially in literacy and numeracy, which contribute to the very good progress they make as they move up the school.
21. The curriculum for personal, social and health education (PSHE) is good and includes a good range of topics; for example, in science pupils in Years 5 and 6 consider the effects of smoking on our health. In PSHE sessions sensitive discussions help pupils to reflect on issues such as bullying, cheating and the pressures of moving schools.
22. The current library provision within the school is inadequate. The school is very aware of this and has made effective alternative arrangements until the new school building is ready. All older pupils visit the nearby library, which enhances pupils' knowledge of library skills and affords them the opportunity to see how a wide range of books is catalogued. Older pupils use the internet well, to research information, and frequently the school makes use of a central source to loan books so that there is no detrimental effect on learning.
23. Teachers run many clubs for music - for example, choir, keyboard and recorders - which are very well attended. There is good participation in a range of sports and after-school clubs, supported by good links with local coaches who come and coach younger pupils in tennis, cricket and hockey. The teaching staff give very generously of their time to these clubs, which contribute well to the quality of education provided. Residential visits for older pupils enhance their social development as well as promoting their geographical skills and environmental awareness. A good range of visits and visitors to the school ensure that on many occasions through the year pupils are privileged to learn from first-hand experiences.
24. The school has a good number of qualified teachers. They are supported well by knowledgeable teaching assistants, who make a valuable contribution to the progress of pupils with special educational needs. The school's accommodation is satisfactory. It is very well cared for. Displays around the school are of a high quality and promote and celebrate pupils' learning well. The school's grounds and play areas are spacious and the only real shortcoming is the lack of suitable outdoor provision for reception children. Consequently children's achievement is held back.
25. Resources, overall, are satisfactory and used well by teachers to make the curriculum interesting. There is good preparation for subsequent stages of learning with a very good transition programme set up with the secondary school.

Care, guidance and support

The school provides good pastoral care, effective support and guidance, which ensures the school community continues to learn in a stimulating, safe and secure environment. Pupils' views are valued and they are involved well in the life and work of the school.

Main strengths and weaknesses

- Staff provide a caring environment where pupils feel valued and confident.
- Good health and safety policy and practice and the arrangements for child protection ensure the school community learns in a safe and secure environment.
- Pupils are respected and valued as individuals; their views are regularly sought and acted upon and the school promotes their interests well, whatever their circumstances.

Commentary

26. The headteacher and her senior managers are very good role models. They show respect and courtesy towards others at all times and set the tone regarding the care, welfare, health and safety of pupils. Teachers and support staff interact with pupils positively and celebrate pupils' achievements. Like senior managers, they are concerned that individuals are helped to succeed. Pupils themselves relate well to each other and to adults. Trusting relationships within the school community provide pupils with a sense of belonging and security.
27. The very good curriculum for PSHE contributes significantly to pupils' personal development, teaching pupils to take pride in their own ability and responsibility for their own actions, to develop good work habits, make informed decisions about what they eat and a life long respect for learning. Care is taken to ensure that pupils are aware of rules and understand the reasons for them. This ensures pupils become responsible citizens and learn in a confident and motivated way.
28. The school council works effectively and regularly seeks, values and, where appropriate, acts upon pupils' views. The council is getting stronger and makes a significant contribution to the learning, welfare and well-being of the school community. Pupils have successfully persuaded the school to invest in play equipment for the play area and to divide the playground into different play zones. The changes provide equal access to all users and enable pupils to play and learn in a more stimulating, safe and friendly environment.
29. The policy on child protection is effectively implemented by a very caring, supportive and well informed designated teacher. He is well supported by a very committed headteacher, governors and staff. They ensure the school community has regular access to information and training, and informed links with specialist agencies which enable the governors to discharge their legal duties in a very professional, sensitive and caring manner. These secure arrangements are also supported by the formal policies and practices relating to health and safety which are rigorous and ensure the safety and well-being of the school community.

Partnership with parents, other schools and the community

The school enjoys a very effective relationship with the wider community and with other schools. Parents also enjoy a productive partnership with the school. This enables pupils to learn in responsible manner and to extend their learning.

Main strengths and weaknesses

- Very good links with the local community extend pupils' understanding of the wider community.
- The school provides, develops and maintains an active partnership with parents.

- The annual reports on pupils' progress are good and parents can access and relate to information well.

Commentary

30. The school values its very strong links with the community and sustains a very secure partnership that ensures that teaching and learning are strengthened. For example, there are very close ties with the local churches, tennis and sports clubs, music service and the neighbouring high and primary schools, as well as institutions of higher education providing training for new teachers. Visitors and visits to place of interest, including museums, art galleries and other places of worship, help to enrich and extend learning provision. This enables pupils to learn about the wider community and prepare for life in a diverse society.
31. Parents are actively encouraged to come into school and support learning in the classroom and around the school. Some parents are keen to support teaching and learning and hear children reading, support extra-curricular activities, swimming classes, assemblies and educational visits. During the inspection a number of parents came to the school and supported the school assembly. The work of parents is valued by the school community and significantly enhances learning and the personal development of pupils.
32. Parents are provided with good information about the school and most are able to track their child's progress through the pupils' annual reports, which are written in very accessible style and language and include advice and guidance on improvements, which parents like and value. This ensures effective channels of communication and supports good relationships between teachers and parents.

LEADERSHIP AND MANAGEMENT

The governance of the school and leadership by the headteacher are very good. The school is very well managed and leadership by other key staff is very good.

Main strengths and weaknesses

- The headteacher has very high aspirations for the pupils and strives to maintain high standards. This has led to the identification of the need to improve provision for children in the foundation stage.
- Subject co-ordinators manage their subjects very well and this has a positive effect on pupils' achievement.
- There is a strong sense of teamwork and active involvement in the school's self-evaluation, enabling staff to identify realistic priorities for improvement.
- Governors are very well informed and clearly influence the school's work and development.

Commentary

33. The headteacher, working very well with the deputy headteacher and all staff, has been very successful in creating a stimulating environment where high standards are reached in mathematics and science, where standards are rising in English and where pupils enjoy their learning. There is a strong sense of teamwork and all adults subscribe strongly to the school's vision and ethos. This involves a clear commitment to inclusion and all pupils have opportunities to be involved in all activities. The

headteacher is constantly seeking to improve standards and is effective in working closely with representatives of the community to support this drive. In particular she has involved a number of visitors to the school to support work in areas of the curriculum in an interesting and exciting way. For example, during the inspection a visiting minister from a local church led the school assembly, enabling members of staff to effectively learn from the enthusiastic and well-informed approach.

34. The headteacher's strategic planning reflects the school's goals and she has led discussions leading to the provision of a site for a new school building, to begin in September of this year. The school has established the need to improve provision for children in the foundation stage and specific plans have been put into place, led by a teacher due to take up post in September. Focused training and support are to be provided for staff in order to improve provision. The headteacher is supported by a very dedicated staff team. She promotes effective inter-personal relationships and a strong commitment to staff development. The good quality of teaching and learning at the time of the previous inspection has been maintained. Staff work very well together and all are valued.
35. Subject co-ordinators report regularly to governors and their work is carefully monitored by the management team. Within this framework of accountability the co-ordinators have considerable authority over development of their subjects. The management of subjects is very good. Subject leaders have developed strong systems for monitoring planning and subjects. Each subject co-ordinator also has the opportunity to monitor teaching in their subjects. These securely established procedures have had a positive effect on pupils' progress. Co-ordinators have a good understanding of their subjects and lead curriculum development well. This gives teachers confidence to develop their skills and to share good practice. Subject co-ordinators contribute effectively to school improvement planning through their annual action plans. As a result of this careful evaluation of strengths and weaknesses the school has, rightly and effectively, focused on improving standards in English. In comparison with national standards the school's performance was very low, in 2004. The school's analysis of data, for the cohort of pupils, shows extremely low attainment on entry, a higher than average proportion of pupils with special educational needs, good support for the pupils and very good achievement.
36. The governing body is led very well by the chair of governors, and uses its expertise to support the school but is also prepared to challenge it. Governors tackle difficult issues, such as staffing and resources, objectively. They are actively involved in the school's self-evaluation and play a full part in determining its future direction. They have responded well to the issues of the previous inspection and carefully monitored the school's improvement. They challenge well, asking pertinent questions about the attainment of pupils in particular subjects, and have a very good knowledge of the trends in pupils' attainment and the performance of different groups of pupils. They ensure that all their duties are carried out effectively. The headteacher and chair are determined to provide pupils with the necessary skills that will enable them to develop fully. This teamwork contributes positively to the maintenance of high standards.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	758,038
Total expenditure	766,373
Expenditure per pupil	3,041

Balances (£)	
Balance from previous year	21,514
Balance carried forward to the next year	13,179

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Forty three children of nursery age are taught part-time in a bright and very spacious and stimulating unit which has ready access to an attractive outdoor area. In addition there are 37 children of reception age, who are taught alongside eight Year 1 children in adjoining classrooms. Provision for reception children to take part in outdoor activities is limited. Overall, all children are provided with a satisfactory curriculum, which has an adequate level of resources. All classrooms contain exciting and stimulating displays which provide children with an inviting and attractive environment for learning. Planning for day-to-day activities in reception classes lacks a focus on how children's development in personal social and emotional skills should be built into lessons. Teaching, learning and achievement are satisfactory in all areas of learning except in personal, social and emotional development, where they are unsatisfactory in the reception classes. Assessment procedures are satisfactory, but reports to parents do not give sufficient information as to how they may help their children to improve. On entry to school the attainment of the majority of children is well below the expected level. Most children are unlikely to reach the standards expected nationally by the end of the reception year. This is mainly because their level of understanding and their learning skills are so far below those of most children when they enter the school. The headteacher is currently managing the leadership of the Foundation Stage, until the arrival of a newly appointed leader next term. Arrangements for children's admission into school are satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults and children enjoy good relationships.
- Routines are not rigorously established in reception classes.
- Planning in reception classes lacks a systematic and purposeful approach to learning.

Commentary

38. Teaching and learning are good in the nursery, where most children start with personal, social and emotional skills which are well below those normally found. The very good relationships, teamwork and quiet manner of the teacher and the nursery nurse ensure that children enter a calm and peaceful atmosphere, where most settle quickly to a wide range of stimulating activities. Most children are very aware of the high expectations set for their behaviour and with the very good encouragement of staff, who are consistent in their approach. Children behave well in the nursery, where achievement in this area of learning is good.

39. The firm foundations laid in the nursery are not built on consistently in reception classes because teachers do not have high enough expectations of children's behaviour. The result of this is that children do not have a clear understanding of what is acceptable and what is not. They regularly call out in lessons and often fail to say thank you when receiving fruit in snack times. They are only systematically checked by the teaching assistant, whose rules the children respect. While more able children in

reception concentrate on tasks for longer periods and most children are motivated to learn, teachers do not plan with sufficient purpose for children to have opportunities to work independently or in a collaborative way; as a result, their independence skills are underdeveloped. They are not involved systematically in responsibilities such as tidying away methodically, so they do not have a good enough understanding of caring for equipment and themselves. Teaching and learning and achievement in reception classes are unsatisfactory and most children are unlikely to reach the expected levels by the end of the year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Stories and poems are chosen well to interest children and focus their attention.
- Staff use their voices well to emphasise the importance of sounds but fail to plan for children to use their speaking skills in sentences.

Commentary

40. Teaching and learning are good in the nursery, where children achieve well. Most enter school with extremely low skills in communication, language and literacy. Staff choose books carefully so that children are able to relate the antics of 'Sally the Limpet' to their recent visit to the seaside. In an observed session the handling by all children of a limpet shell provided a clear focus for learning and reinforced an understanding of seaside creatures. While children look keenly at the pictures and the staff read stories with good expression which maintains their concentration well, most children lack the vocabulary to answer well-posed questions and answers often consist of one-word responses. Others lack the skills to communicate, merely pointing to pictures to show their understanding.
41. In the reception classes, where teaching and learning are satisfactory, more able children wrote short sentences independently but teachers did not set higher challenges for these children. Teachers use their voices well to promote sound blends effectively so that less able children make good efforts to recognise sounds in words. Teachers missed opportunities to provide opportunities for children to use new words in sentences to improve their speaking skills. The school values parents as partners in children's education and some parents support children well with reading homework. Despite their satisfactory achievement, by the end of the year most children are unlikely to reach the expected levels.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Good use is made of resources and displays to motivate children.
- Children taught by the teaching assistant in reception classes make good progress.
- Poor classroom management slows the pace of learning.

Commentary

42. Teaching and learning are good in the nursery and children achieve well. They are given regular opportunities to sort and match objects such as different shells and to count the number of donkeys on the beach. More able children count the number of legs on spiders and ladybirds. All activities are carefully linked to the main topics of the seaside. Adults praise children for their good efforts and this motivates children to learn more. In reception, teaching and learning are satisfactory. Less able children made good progress in their understanding of language of position as they worked with the teaching assistant, acting out the movements of the 'Three Billy Goats'. They responded well to focused questioning, going under, over, and beside the bridge in the correct sequence of events. In the classrooms, more able children arranged the hands correctly on clock faces, but because of poor class management the attention span of most children was short lived with a significant number of children calling out inappropriately. This reduced the pace of the lesson. Achievement is satisfactory but by the end of the year most children are unlikely to reach the expected levels.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made of visits to stimulate interest.
- Children have good opportunities to examine resources.

Commentary

43. Teaching and learning are good in the nursery, where lessons are well planned for children to develop all of their senses. Following their recent visit to the seaside, staff gave children good opportunities to examine, touch and smell a rainbow trout and compare and contrast it to the classroom goldfish. All children achieve well and most are able to locate various parts of the body and more able children are able to say what 'fins' are used for.
44. In reception classes, where teaching and learning are satisfactory, children were inspired by the arrival of a collection of eggs to examine following their visit to a wildfowl area. Despite their poor language skills, after careful explanations by the teachers and teaching assistants most children were able to distinguish between large ostrich eggs, white duck eggs, brown pheasant eggs and small speckled eggs of blackbirds. More able children are able to talk about the habitats of pheasants and their feathers.
45. When using the computer most children control the mouse competently to listen to pictorial stories, but they have very little knowledge of keyboard skills. Less able children enjoy putting on headphones and operating tapes as they listen to familiar stories. Achievement in reception classes is satisfactory but by the end of the year the majority of the children are unlikely to reach the expected levels.

PHYSICAL DEVELOPMENT

46. Little direct teaching could be observed in this area. Children in the nursery enjoy operating a good range of wheeled toys in the spacious outdoor area, where they have good opportunities to develop their physical skills. While activities are thoughtfully set

up to encourage children to play together, most prefer to play on a solitary basis. All children enjoy water play activities, where they develop pouring skills by filling containers of different sizes. There is no immediate access to an environment which is appropriately resourced for reception children, although on occasions teaching assistants from these classes make use of the nursery area. In short sessions seen during the inspection teachers were not issuing clear instructions in lessons in the hall so that children responded poorly and most did not show a good awareness of space, either their own personal space or that of others. Most children are unlikely to reach the levels expected by the end of the year.

CREATIVE DEVELOPMENT

47. No direct teaching could be observed in this area of learning. In the nursery, children have made and decorated fish in bright colours and have chosen from a wide range of materials. They are learning to sing songs related to the sea and to follow the order of the song from the colourful display on the wall. Staff interact well with children in 'Macdonalds Café', where they choose and prepare a range of foods. Good emphasis is placed on children identifying the foods they are serving and adults discuss with children the importance of washing their hands and wearing hats before preparing food. In reception classes children are confident to explore and experiment with colour, as they discover the effects of putting too much/too little paint on their printing objects. Adults missed opportunities to interact with children in the post office and develop their language skills. Most children are unlikely to reach the expected levels by the end of the year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils have good attitudes to their work because of the good teaching.
- The school has focused well on basic skills, which are taught very well. As a result, standards in English are rising and these skills have contributed well to better standards in other subjects.
- Teachers know their pupils well and match learning very effectively to their varying needs.
- Effective systems for assessing pupils and tracking their progress are in place.

Commentary

48. The school has made good progress in improving provision since the last inspection. Attainment on entry to Year 1 is well below average. In the 2004 national tests, standards at the end of Year 2 were below average. Inspectors judge that standards are currently below average in Year 2. When tracking the performance of each year group through Years 1 and 2, the school data indicates that pupils have moved on well in developing skills in language and literacy, given their low starting points. In Year 6, results in the national tests are on course to be average in 2005. Again, given the starting point of the pupils in this year group, they have achieved well. The 2004 national test results were well below average, reflecting the very low starting points of that particular year group; their achievement was satisfactory. Pupils of all abilities are

now achieving well throughout the school and their progress is good. Indications are that standards are improving and the children currently in Year 5 are on course to reach above average standards by the time of their tests at the end of Year 6.

49. Pupils have good and often very good attitudes to their work because of the consistency of the teaching, which is good overall and very good in Years 5 and 6. In most classes, most pupils are confident writers because they know that their efforts are valued. Lower attaining pupils are given very good support to help them to learn at the same rate as others in the class. They are given carefully modified tasks and are encouraged to complete their work with plenty of help. Special support assistants invariably make a strong contribution to lessons, because they are well briefed about their role beforehand and know pupils well.
50. Teachers have a good knowledge of how to teach the subject effectively. Basic skills are taught very well because the teachers are confident and have expertise in making the literacy hour interesting and lively. Teachers select imaginative activities that hold the attention of pupils and lessons are effectively organised to make the best use of time. Many opportunities are planned, and taken, to provide opportunities for English skills to be used in other subjects. As a result, good improvements in standards have been seen in mathematics and science. All teachers are very mindful of the continuing need to develop pupils' speaking and listening skills, and discussion. Because of pupils' much lower starting points, when compared to mathematics and science it is taking longer for improved results to be seen in English.
51. To complement freer topics for writing, there are plenty of more formal activities in spelling and grammar to reinforce correct usage, and throughout the school there is increasing accuracy in the use of these skills. Pupils write for a broad and interesting range of purposes, which range from writing a story board about their experiences to writing more sophisticated diary extracts which contain interesting and emotional language to capture the imagination of the listener in Year 6.
52. Pupils are encouraged to read at every opportunity. This is impacting positively on raising standards, not just in English, but also in mathematics and science. The school has attractive classroom library areas and they are used well to look up information and to browse through books. The central library area is not as attractive or well stocked as it could be. The school is aware of this and takes pupils on a rota system to the local library, which they are encouraged to join. Pupils are taught library skills and this helps them to use the library with confidence.
53. Teachers keep an eye on the progress made by the pupils through the regular and effective systems of assessing what has been learned and the tracking of pupils' progress. As a result, teachers have a good understanding of the language and literacy needs of their pupils, across all subjects. This enables them to plan for opportunities to use reading and writing skills in other subjects. The arrangement whereby pupils are taught in ability groups in Years 5 and 6 helps all pupils to achieve well. The use of after-school booster classes is having a significant impact on lifting pupils' standards. The booster classes combine opportunities in English, mathematics and science well. Because pupils have more ground to make up, in language and literacy, progress has not been as good as that in mathematics and science.
54. There is a good level of consistency in the teaching throughout the school because the subject is very well led and managed by the subject manager. She is proactive in addressing any weaknesses in the subject throughout the school and knows what

needs to be done to bring about improvement. As a result, current predictions, based upon accurate testing and assessment, indicate that standards will be better, by Year 6, for cohorts of pupils currently in Years 3 to 5. The school is making increasingly good use of data in English to monitor performance, to identify individual pupils and aspects of the curriculum that are in need of further attention, to set targets and to track the progress of pupils over time.

Language and literacy across the curriculum

55. One of the developing strengths of the school is the way in which skills in literacy are woven into other subjects. Teachers are good at devising relevant and interesting written tasks that help pupils to hone their skills in reading and writing in most subjects, which is contributing well to the standards achieved in mathematics and science. In other subjects, for example geography, pupils in Year 5 used their research skills well as they found out about the proposed land change on Easington Lane. In Year 6 pupils used the historical diaries of Samuel Pepys to help them distinguish the difference between fact and fiction, whilst pupils in Year 2 wrote their own questions about seaside holidays in the past, in readiness for a visitor to answer to help them understand the difference between holidays in the past and holidays now. This frequent emphasis on the use of skills in literacy is having a beneficial impact on standards in other subjects of the curriculum.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teachers' good subject knowledge helps pupils to achieve very well by Year 6.
- Setting arrangements have a good impact on learning.
- Booster classes help to raise pupils' confidence in mathematical learning.
- Rigorous monitoring of pupils' work highlights areas for development.

Commentary

56. Standards in the current Year 2 are average and similar to those at the time of the previous inspection. Achievement is good. In Year 6 standards are well above average and pupils achieve very well. These standards are an improvement on those found at the time of the previous inspection.
57. The quality of teaching and learning is good in Years 1 and 2, where pupils make up for their slow start by making good progress in their knowledge of tables. This is because staff focus systematically on all pupils developing a good recall of mental mathematics. Pupils apply themselves well to the making of three-dimensional shapes from patterns and drawing them. While good opportunities are given for pupils to discuss and describe accurately the properties of three-dimensional shapes teaching does not plan sufficiently for pupils to develop independence by accessing and using resources of their choice.
58. All pupils, including those with special educational needs, achieve well because of the good support they receive from teaching assistants, who are well briefed. They explain new learning at a slower pace, question pupils systematically to check their understanding and constantly revisit areas where there are misunderstandings, thus assisting pupils to tackle new learning more confidently.
59. The arrangement whereby pupils are taught in ability groups in Years 3 to 6 helps all pupils to achieve very well. It allows work to be pitched at just the right level and for much revision and consolidation of learning to take place for less able pupils. At the same time teachers are able to extend the learning of more able pupils, including those identified as gifted and talented, who are very well challenged to meet their needs.
60. By Year 6, where teaching and learning are very good, the pace of learning increases and all pupils achieved very well in the lesson observed. This was because different learning styles were catered for very well and pupils were very eager to learn. Boys and girls were mixed for tasks and they succeeded in working together very well in gathering information to solve problems, working quickly and accurately. As a result of the teacher's probing questions, pupils gave detailed answers whereby strategies to approach 'mental' problems were shared and explained, for example, the checking of equivalent fractions and decimals in mental mathematics.
61. The use of after-school booster classes is having a significant impact on lifting pupils' standards even further. These are very well attended, showing that pupils themselves are very keen to succeed. While the school has rightly analysed the need to involve pupils fully in giving explanations for their calculations, on occasions short answers are accepted which do not extend pupils' speaking skills or prepare them well for recording their findings.
62. Leadership and management are very good. Through regular monitoring, rigorous assessment and tracking of pupils' progress, the subject leader has a very good knowledge of the progress pupils make and the areas which need to be targeted for further development. She is assisted in her monitoring role by the headteacher and by outside specialists. The involvement of pupils in the marking of their own homework in older classes means pupils have a clear focus on what they are to do next to increase their understanding in mathematics and move their learning on.

Mathematics across the curriculum

63. Pupils apply their mathematical skills well in other subjects; for example in the study of temperature in geography, time lines in history and the use of graphs to record their findings in science and ICT.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well by Year 6.
- The teaching and learning are good.
- The very good focus on experimental work means that pupils learn a lot about how to discover things for themselves.
- Teachers do not use ICT enough to support learning.

Commentary

64. Standards in science are average in Year 2 and pupils achieve well. By Year 6 standards are well above average and achievement is very good. All pupils of different abilities, including the most able and those with special educational needs, achieve very well because good teaching throughout the school has increasingly focused, effectively, on involving pupils in investigational work. Detailed curriculum planning, the involvement of knowledgeable teaching assistants and the use of booster classes have also had a significant impact.
65. From Year 1, the teachers lay good foundations for experimental work, giving pupils lots of opportunities to discover about plants, forces and materials. Consequently, pupils are skilled at conducting investigations. This was illustrated well in a Year 2 lesson where the teaching and learning were good. The lesson was well presented and pupils were keenly involved in an introductory discussion which focussed on 'similarities and differences'. They worked well together in their quest to classify the similarities and differences between people. They applied their knowledge of themselves and others well by making careful observations of the different heights, skin types and eye colours and recording their findings in lists. In this class, and throughout the school, scrutiny of work shows teachers are good at teaching pupils how to record their work and this helps them to organise their thoughts well.
66. In Years 3 to 6, teachers' high expectations and detailed planning extend all groups of pupils effectively. By Year 6, where teaching and learning are very good, pupils have a clear understanding of forces and how they are measured. They write up their findings neatly and label diagrams in detail and are very aware of the importance of the presentation of their findings. A weakness in the teaching lies in the shortage of tasks teachers provide for pupils to use and improve their ICT skills to research information and record their findings.
67. Teachers make lessons interesting and involve pupils in much practical work and visits taking science out of the classroom. This stimulates pupils' eagerness to carry out investigations and encourages them to move on to more challenging work. In one lesson in Year 6, good use was made by the teacher of a three-dimensional model to illustrate, name and state the functions of the main organs of the human body. Pupils were then able to examine the lungs and investigated some of the harmful effects that

smoking has on the body through independent research of a variety of reading materials.

68. Leadership and management of the subject are very good. The leaders have very good subject knowledge and share this well with all members of staff so that they are all confident to teach the subject. The accurate assessment of pupils' needs and quick response to the information gained are important reasons for pupils' very good learning. Resources are good and they are used well. Booster classes for older pupils ensure pupils are well prepared for tests. The school has made good improvements in the provision since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The leadership and management of the subject are good.
- Teachers are confident in using the equipment and use questioning and intervention effectively to take pupils' learning forward.
- The school is planning effectively to develop its ICT resources as part of the plans for the new school building.
- ICT is used well to enable pupils to access information about other subjects in the curriculum.

Commentary

69. Standards in Year 2 are average and in Year 6 above average. This represents good improvement since the previous inspection and the school has kept pace with considerable changes in ICT since that time. The subject is led well by two colleagues who share co-ordinator responsibilities. They have introduced effective systems to monitor and track pupils' progress as they move through the school and have monitored colleagues' planning for the subject and offered advice about many aspects of a rapidly developing subject area. There are very good links with a partner high school, designated a 'City Learning Centre', giving older pupils opportunities to extend their skills. Pupils achieve well and standards are on course to improve.
70. Resources for the subject are good and include interactive whiteboards in classrooms used by pupils in Years 3 to 6, with computers based in all the classrooms. They are suitably linked to the internet in Years 3 to 6 and all pupils are able to use the computer suite. The school has appropriate procedures to ensure pupils' safety when pupils access different internet web sites. As part of the plans to provide a new school building additional computers are to be provided, with interactive whiteboards in all classes. With the impending move to the new building it is planned to give all pupils access to interactive facilities and extend the use of ICT in other subjects of the curriculum.
71. The quality of teaching and learning is good. In lessons seen all teachers showed good subject knowledge and used ICT equipment well. They used questioning and intervention effectively in lessons to help pupils to understand and to help take their learning forward. This was demonstrated in a lesson for pupils in Years 5 and 6 when the teacher used the interactive whiteboard to show pupils how to recognise patterns in multiplication tables and to solve problems as a result. The pupils eagerly incorporated the techniques into their work as they established the relationships between groups of numbers. When pupils are working with computers they treat them with respect, and allow other pupils to use them when they have completed their task. Computers in classrooms are used well to reinforce what has been learned and are used in different areas of the curriculum. For instance, groups of pupils in Year 3 and 4 used the internet to support their history studies, to research information related to Viking villages.

Information and communication technology across the curriculum

72. ICT is used effectively to support pupils' learning in a number of subjects. For instance, in personal and social education pupils in Years 5 and 6 put together 'PowerPoint' presentations, in pairs, to illustrate the strength of personal friendships. Pupils' work on display around the school illustrates the use of ICT to present the outcomes of science

investigations in graphs and tables, and the presentation of art work based on the style of various artists, using computer software.

HUMANITIES

It was not possible to see any lessons during the inspection in religious education, so the subject was sampled. Work was also sampled in geography and history.

73. In **religious education** the analysis of pupils' work and discussion with the co-ordinator indicate that the locally agreed syllabus is being followed well. All pupils study Christianity and other world faiths: Years 1 and 2 study Buddhism; Years 3 and 4 study Judaism. Lessons in religious education and citizenship encourage pupils to think about contemporary issues such as their relationships with others and charity. They consider how such issues affect their everyday lives and the deeper meanings of religious ideas. The subject leader has made information from the locally agreed syllabus accessible to staff and has given advice to individual staff members. She has taught the subject to a number of classes throughout the school. Pupils have visited the local church for celebrations such as harvest and the enactment of a baptism, and pupils have visited a local Sikh temple. Assembly themes are often explored in lessons and are presented in an enthusiastic and interesting way. For example, during the inspection the minister from the Methodist church led an assembly where pupils were engrossed in the story being told, about how we behave towards others. Good quality displays of pupils' work are celebrated around the school, for example displays about 'Special Places' and 'Buddhism'. The subject is well led by the co-ordinator.
74. In **history** discussions with pupils, scrutiny of teachers' planning and display around the school indicate that the school has a good curriculum that pupils enjoy taking part in. In a good lesson seen in Year 2, pupils used their thinking, speaking and listening skills well as they asked their visitor questions they had written about what it was like to go on a seaside holiday in the past. This first-hand knowledge gave children a good understanding of how things have changed over sixty years. A **geography** lesson for pupils in Year 5 and 6 was very good and challenged pupils' reasoning and thinking skills very well. Pupils were using the information that they had previously gathered to write a report for a local newspaper about the proposed changes in land use on Easington Lane. Pupils had looked at plans and discussed key environmental changes, the effect on the local community, and safety on the roads. The very good discussion helped pupils to use their thinking skills very well and to encouraged them to work together in harmony. The use of previously taken photographs brought the reports to life.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work was sampled in art and design, design and technology, music and physical education.

75. Scrutiny of work around the school and discussion with pupils and staff confirm that appropriate elements of the **art and design** curriculum are covered. Pupils are able to experiment with the styles of famous artists such as William Morris, Renoir, Van Gogh, Picasso and modern artists. In particular they have recently studied the 'Angel of the North' sculpture and produced their own paintings. Samples of good quality work were displayed in the hall, contrasting the style of artists from different periods in the past and providing a good link with studies in history. Pupils are keen and enjoy their work. In Years 1 and 2 their work is displayed in 'The Lane Art Gallery' where other children are able to view it and to learn from it. There are many examples of works by famous

artists on display around the school. The art and design work observed is often linked to other cultures, for example, Buddhist art, representing peace and calm. The work contributes well to the spiritual and cultural development of pupils. Talented pupils have been identified and are being nurtured through extended opportunities in lessons and additional activities outside normal lesson times. There are cross-curricular links, for example, with history, geography, music and religious education. The co-ordinator has a clear vision for the future, clearly set out in the school's improvement plan.

76. In **design and technology**, pupils are developing their skills appropriately. Older pupils designed and made a moving vehicle, using a motor as part of their science. This linked well with other subjects of the curriculum; for example, mathematical skills of measuring accurately were used and fine manipulative skills of cutting accurately were developed. In Year 1 pupils designed and made a moving 'Incy Wincy' spider, which linked well into their singing of rhymes and songs. The school has identified the subject for review and development.
77. In **music** the level of resources has improved since the previous inspection and there are now sufficient instruments for the subject. Pupils from Years 3 to 6 regularly attend choir practice, recorder and keyboard clubs that develop their singing and playing skills very well. In assemblies pupils were heard to sing tunefully and in time. The musicians played well, holding their instruments correctly and keeping a steady beat. Parents turned out in numbers to attend a class assembly given by Year 2 pupils; this was greatly enjoyed by parents and pupils, who celebrated their visit to the seaside by singing tunefully and well. They were accompanied by pupils on percussion instruments who played confidently.
78. The scheme of work in **physical education** covers all aspects of the subject, including provision for outdoor adventurous activities; pupils in Years 5 and 6 take part in a bi-annual residential visit to Derwent Hill in the Lake District. Pupils are encouraged to participate in 'active play' at playtimes and the playground area has been divided into various zones for a number of activities; for example, skipping, balancing, throwing and catching. Older pupils have received training and manage the allocation of resources during these sessions. A range of sporting opportunities is offered to pupils outside normal lesson times. These include line dancing, 'trigolf', badminton, 'unihoc' and football. A school team, containing both boys and girls, competes in matches with other local schools. Pupils in Years 1 and 2 have received coaching in tennis, cricket and hockey. Pupils have the opportunity to take part in swimming lessons in Years 4, 5 and 6, and most have achieved the nationally expected 25-metre standard by the time they leave the school. The school building is old but provides adequate indoor and outdoor facilities, which teachers use well. Through the local school's sports co-ordinator arrangements the school is looking to progress towards the 'Active Sports Mark' award.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

79. Discussion with the headteacher and pupils, observation of one lesson and assemblies indicate that this is an important part of the school's provision and guides its strong ethos. All classes have weekly sessions on personal, social and health education in addition to attendance by Year 6 at a 'Zone Rangers' safety workshop and health education programme. Elected representative from each year serve on the school council. The council has considered arrangements for playground games, raised

money for charities and resolved a number of school issues. Environmental awareness is fostered by various garden projects. Social and moral issues are discussed in circle-time lessons and assemblies, and also when the need arises. Each class appoints responsibility monitors and there are also school monitors for lunchtime, playground equipment distribution, cloakrooms and for any other similar job. The school has active links with a number of local community organizations, including the local 'access point'. Further links with the community are very strong, including visits to local churches and visits from ministers. The school holds a harvest festival at the Methodist chapel. In these ways the school successfully works hard to provide a well-rounded citizenship education.

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	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
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).