

INSPECTION REPORT

HARTSIDE PRIMARY SCHOOL

Hartside, Crook

LEA area: Durham

Unique reference number: 114057

Headteacher: Mrs Pauline Walker

Lead inspector: Mr Andrew Scott

Dates of inspection: 13th – 16th September 2004

Inspection number: 266963

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:	4 – 11
Gender of pupils:	Mixed
Number on roll:	200
School address:	Hartside Crook County Durham
Postcode:	DL15 9NN
Telephone number:	01388 766686
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs A Turnbull
Date of previous inspection:	28 th June – 1 st July 1999

CHARACTERISTICS OF THE SCHOOL

This is an average-sized primary school with 193 pupils, situated in a small market town. Most of the pupils are drawn from the immediate area where socio-economic conditions are below average. Almost all of the pupils are from white British families and there are no pupils with English as their second language. A few pupils enter school after the age of four or leave before they are eleven, but this does not have a particular impact on standards. Most pupils enter the school with below average knowledge and skills. Almost a fifth of pupils have special educational needs, which is average. Most of these pupils have moderate or specific learning difficulties and a few have social, emotional or behavioural difficulties or physical disabilities. Four pupils have statements of special educational need which is above average.

The school is a UK Online Centre and so provides courses in information and communication technology (ICT) for adults in the community. It is also playing a central role in a government pilot scheme for ICT in schools, known as the Test Bed project, in conjunction with other local schools. The school also hosts a wide range of other activities within the community such as badminton, aerobics, karate and a regular Mother and Toddler club.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27545	Mr Andrew Scott	Lead inspector	English, art and design, music, information and communication technology
13448	Mrs Dawn Lloyd	Lay inspector	
19206	Mr Brian Downes	Team inspector	Science, geography, history, religious education
18505	Mr David Matthews	Team inspector	The Foundation Stage, mathematics, design and technology, physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. The school has a happy and positive atmosphere in which pupils feel valued, secure and motivated to work. The teaching is good and so pupils achieve well by the time they leave the school. Indeed, standards have been generally high in recent years. The school is capably led and managed by the headteacher and senior management team, and it is in a good position to improve further. The involvement in the Test Bed project has had a major impact on the provision for information and communication technology (ICT) throughout the school. **The school gives good value for money.**

The school's main strengths and weaknesses are:

- Pupils achieve good standards by the end of Year 6 because of the good teaching in the reception class and between Years 3 and 6
- The relationships between staff and pupils are very good and produce positive working atmospheres in most classrooms, so that pupils are eager to succeed
- The strong leadership of the headteacher, ably supported by the senior management team, ensures that the school has the right priorities and is developing well
- Staff know pupils very well and create a caring and secure environment so that pupils become confident, self-reliant and willing to take responsibility
- The very good learning resources, notably in ICT, have a positive impact on pupils' achievement
- The teaching in Years 1 and 2 is not consistently effective to ensure that pupils achieve well
- The school's governors are not rigorous enough in their monitoring of the school's progress

The school has made good progress since the last inspection. Standards are higher by the end of Year 6. Relationships between teachers and pupils are stronger and so pupils' behaviour is much better than it was. Attendance has improved and is now broadly average. The provision for ICT has greatly developed and the quality of learning resources is very good. However, the standards of teaching in Years 1 and 2 are not quite so good and governance is less effective.

STANDARDS ACHIEVED

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

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

Pupils' achievement throughout the school is good. Most children enter school with skills and abilities that are below average. They achieve well in the reception class and, by the time they enter Year 1, they achieve the goals expected for children of their age. Pupils' achievement as they pass through Years 1 and 2 is satisfactory and, by the end of Year 2, standards are average in nearly all subjects. Pupils achieve well between Years 3 and 6. The standards of pupils in the current Year 6 are likely to be above average by the end of the year in English and ICT, and well above average in mathematics and science. The achievement of pupils with special educational needs is good at all stages of the school. Standards have improved since the last inspection by the time pupils leave the school but they have remained average by the end of Year 2.

There is good provision for pupils' personal development. Their social and moral education is very good, their cultural development is good and spiritual development is satisfactory. Pupils have very good attitudes to work and behave very well both in and out of classes. The level of attendance has improved and is now broadly average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall. Children benefit from a good start to school with good teaching in the reception class. In Years 1 and 2, teaching and learning are mostly satisfactory but pupils do not acquire good enough work habits. Between Year 3 and Year 6, teaching is consistently good because teachers are knowledgeable and enthusiastic. As a result, pupils enjoy work and learn well. Teachers have recently improved their skills in ICT and, as a result, pupils' standards have improved markedly. The teaching of geography is unsatisfactory because teachers do not allocate enough time for it.

The school's curriculum is good. It has a strong structure and is enriched well to ensure that pupils are motivated and interested in their learning. The provision for special educational needs is good. The school's accommodation is good overall, with some weaknesses in the outdoor area for the reception class. Its learning resources are very good, especially its resources for ICT which are excellent. The school takes good care of its pupils' well-being; pupils feel secure and valued. There are good links with parents, other schools and the local community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has a clear vision for the school and has worked hard to create a good team spirit and expertise among her staff, which have helped to raise standards. She is well supported by her senior management team who provide key expertise, especially in staff and curriculum development. The school has a good action plan for improvement based on intelligent analysis of its strengths and weaknesses. The governance of the school is satisfactory. The governing body is supportive and active in overseeing the school's development. However, the governors are not rigorous enough in evaluating how well the school is doing and in taking appropriate action.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school. They consider that teachers have high expectations of their children and that standards are good. They are pleased that the school takes good care of their children, especially when they first arrive. The inspection team shares these views. A few parents have concerns about the level of communication with the school, but the inspection team found this to be good. Pupils are similarly positive about their school, although a few pupils have concerns about the quality of behaviour. The inspection team found behaviour to be essentially very good.

IMPROVEMENTS NEEDED

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

- to introduce a greater sense of urgency in improving the teaching in Years 1 and 2
- to make sure that the school's governors are more rigorous in monitoring the school's development and in acting upon their findings

and as a minor issue:

- to ensure that standards in geography improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils is **good** by the time they leave the school. Standards are above average in English and well above average in mathematics and science. Pupils' achievement in Years 1 and 2 is satisfactory and standards are average by the end of Year 2 in nearly all subjects. Pupils with special educational needs achieve well throughout the school. There is little difference between the achievement of boys and girls. Standards have improved since the previous inspection.

Main strengths and weaknesses

- Pupils succeed particularly well in mathematics and science ...
- ... and also do well in English, ICT and art and design by the end of Year 6
- Most pupils achieve well, including pupils with special educational needs
- Pupils do not so well in Years 1 and 2 compared to other classes
- Standards in geography are not good enough

Commentary

1. Children begin school with skills and abilities that are lower than average. As they pass through their reception year, children achieve well in all areas of learning because the teaching is good. As a result, children are likely to reach the goals identified for their age in all areas of learning. This is similar to the findings of the last inspection.
2. In the national tests of 2003, the standards of pupils in Year 2 were above the national average in reading and well above similar schools. Standards were below average in writing and mathematics but above average when compared to similar schools. Teachers' assessments show that standards in science were average. Standards had been rising in recent years above the national trend until last year when they fell slightly. There is no consistent difference between the attainment of boys and girls. Early indications are that standards for pupils in Year 2 in the 2004 tests may have risen to above average in writing and mathematics, but that reading has become average.

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

Standards in:	School results	National results
reading	16.9 (17.6)	15.7 (15.8)
writing	14.3 (14.6)	14.6 (14.4)
mathematics	16.1 (17.1)	16.3 (16.5)

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

3. Pupils' standards in the current Year 2 are average in reading, writing and mathematics, and their overall achievement is satisfactory. Most pupils are likely to reach the expected level by the end of the year and enough pupils should reach the higher levels, although this is by no means certain in writing. Pupils have sound basic skills in these subjects and in science where standards are also average. Standards in all other subjects judged are average, except for geography where they are below average, as pupils do not receive a robust enough curriculum for them to learn the necessary facts. Pupils with special educational needs achieve well because of the close support they receive.

4. Pupils in Year 6 gained high standards in the 2003 national tests. In English, standards were above average and, in mathematics and science, they were well above average. Standards were very high in all subjects compared to schools whose pupils had similar prior attainment in Year 2. The test results mean that the school met its own targets for English and mathematics. Standards have remained above the national trend for several years, with boys and girls achieving equally as well. It is likely that, in the test results for 2004, mathematics and science continue to be well above average. However, the results in English indicate a drop in standards to probably below average because not quite enough pupils are likely to have achieved the higher levels.

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

Standards in:	School results	National results
English	28.2 (27.7)	26.8 (27.0)
mathematics	28.7 (28.6)	26.8 (26.7)
science	30.0 (29.0)	28.6 (28.3)

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

5. Pupils in the current Year 6 are likely to achieve good standards by the end of the year. Standards in English will probably return to being above average, although the quality of writing is only average. Standards in mathematics and science should remain well above average. Standards in ICT and art and design are above average, and they are average in most other subjects. Standards in geography are below average because pupils receive a restricted curriculum. It was not possible to judge attainment in music and design and technology throughout the school. All pupils achieve well between Years 3 and 6, including pupils with special educational needs.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Provision for pupils' spiritual, moral, social and cultural development is good. Attendance and punctuality are satisfactory. Provision overall has improved markedly since the last inspection.

Main strengths and weaknesses

- Pupils develop very positive attitudes to work over their time in school because relationships with their teachers are very good
- Pupils mostly behave very well around the school
- Pupils are very confident and very keen to take responsibility when opportunities are offered
- Pupils' cultural awareness is good, but their spiritual development is less successful
- Attendance has improved steadily since the last inspection

Commentary

6. Pupils are very eager to learn, especially in the reception class and Years 3 to 6. In these classes, teachers maintain a high level of interest and set challenging tasks. As a result, pupils are keen to answer questions and undertake their work enthusiastically. For example, pupils in a Year 6 English lesson were moved by reading the gruesome description of the witches from Shakespeare's *Macbeth* to suggest their own colourful adjectives and similes. Pupils have satisfactory attitudes to work in Years 1 and 2, often because teaching is not stimulating enough or the pace of learning is too slow. Younger pupils find it difficult to concentrate for any length of time and a minority are inattentive in lessons.

7. Standards of behaviour mirror pupils' attitudes to work. Where teaching is brisk and effective, pupils are very attentive and self-disciplined. However, in Years 1 and 2, teachers do not have consistently high expectations of behaviour and so do not instil firm enough classroom routines. Consequently, behaviour in these classes can be good but is mostly satisfactory and, occasionally, unsatisfactory. Behaviour outside the classrooms is very good. In the dining room, there is a pleasant and relaxed atmosphere that adds considerably to pupils' social development. There have been no exclusions in the past year.
8. Pupils succeed in becoming independent, mature and thoughtful individuals. They willingly take on a range of responsibilities appropriate to their age. Older pupils efficiently organised, for example, equipment for younger pupils who performed dance routines in an assembly. Year 6 pupils led one assembly during the inspection and the other pupils have similar opportunities. The school council is an important part of pupils' personal and social development. Pupils play an important role in decision-making in the school's development.
9. The school makes good provision for pupils' cultural development by ensuring that pupils experience the traditions of a range of cultures as well as their own. They study music and art from a range of cultures. The African Arts Week was very successful in producing many striking and colourful paintings and masks. Provision for spiritual development is satisfactory. Teachers create a wholesome ethos in which individual beliefs and differences are respected. Pupils show sensitivity, for example, in their artwork. However, teachers do not maximise the opportunities for reflection in assemblies and lessons.

Attendance

10. Although there have been no unauthorised absences in the past two years, attendance figures have been slightly below those found in most primary schools. Most absences are the result of genuine illness, but a significant number of parents still insist on taking children on holiday during term time. The school's strenuous efforts to discourage this practice are meeting with some success, so that both pupils and parents recognise the link between regular attendance and good achievement. There has been a gradual improvement in figures since the previous inspection and last year the school came close to meeting its target of 95% attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides for pupils is **good**. Teaching and learning are good overall, but essentially satisfactory in Years 1 and 2. The curriculum is good and there is good provision for pupils' personal and social education. The very good relationships between staff and pupils ensure that all pupils are well looked after and cared for. There are good partnerships with the parents, other schools and with the local community, all of which improve pupils' learning.

Teaching and learning

The quality of teaching and learning is **good**. In the reception class and in Years 3 to 6, teaching is consistently good with some that is very good. In the other classes, teaching is mostly satisfactory. Pupils' learning matches the quality of teaching. The impact of teaching has improved since the last inspection. The school has good systems for assessing how well pupils learn and uses its data well to match work to pupils' abilities.

Main strengths and weaknesses

- Teachers generate very good relationships with pupils which create a very positive and lively learning environment in most lessons
- Teachers give clear explanations and use resources well to inspire and motivate pupils
- Teachers mostly plan lessons skilfully to allow for the different abilities of pupils
- The teaching and learning in Years 1 and 2 are not always good enough, because teachers do not always manage pupils' behaviour well or ensure that all pupils have challenging work
- Good support from teaching assistants has a positive impact on pupils' learning, especially for less able pupils and those with special educational needs

Commentary

11. The working atmosphere in most classrooms is conducive to good learning. Teachers are enthusiastic, are eager for their pupils to succeed and lay down clear guidelines about behaviour. As a result, pupils are not only very well behaved, but they also develop a desire to learn and acquire a self-discipline in their work. This is especially true in Years 3 to 6 and, to a large extent, in the reception class. In a Year 4 ICT lesson, pupils worked as one through a computer program, restraining themselves admirably from clicking on to quick previews of the next piece of work.
12. Teachers outline the learning that is expected in lessons with a clarity that all pupils understand. They take pains to explain new concepts carefully so that even the less confident pupils fully understand them. This sometimes has the disadvantage of slowing the pace of lessons for more able pupils. Teachers are adept at using resources to reinforce learning. The interactive whiteboards, for example, are a great boon. The Year 5 teacher set up a game of Connect 4 to practise using halves and quarters, which gave the pupils much pleasure and a sharp focus on basic skills.
13. Teachers are effective at monitoring pupils' progress. They analyse the regular test results and double-check what pupils have learned at the end of lessons. In this way, they then plan work at the right level to challenge pupils. For example, the teacher in Year 6 was very sure that pupils had a strong knowledge of fair-testing and the concept of dissolution before freeing them to carry out their own investigations in science – very successfully. Teachers know that spelling has been a problem and so earmark a set time every day to develop vocabulary and test spelling. However, not all teachers mark consistently well and give clear advice to pupils on how to improve. The school is well aware of this and is in the process of introducing a more rigorous system.
14. Teaching is not consistently good throughout the school. In Years 1 and 2, it is essentially satisfactory although, at times, unsatisfactory. The main concern is that teachers do not give pupils a clear framework for behaviour and insist on them adhering to it. As a result, there is often an undercurrent of inattention and noise in lessons which undermines concentration and learning. Pupils call out instead of putting their hand up, and do not respond readily to the teachers' requests. Pupils learn satisfactorily but could do better if teachers pitched the work at the right level for all abilities. In addition, teachers rely too much on mundane worksheets for activities, and this is also seen often in other classes.
15. Teaching assistants give valuable support to pupils' learning. They liaise well with teachers so that they know which pupils need help and exactly what help they need. They are effective in whole-class sessions in prompting less confident pupils or re-explaining issues to guide pupils with special educational needs. Their sensitive and calm manner is reassuring and motivating for pupils.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4 (11%)	20 (54%)	11(30%)	2 (5%)	0	0

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

The curriculum

The school provides its pupils with a **good** curriculum. It enriches pupils' experiences with a good range of activities in and outside the classroom that enhances their skills in academic work, the arts and personal development. The accommodation and staffing are good; the resources for learning are very good.

Main strengths and weaknesses

- The curriculum is well structured and well planned throughout the school, ensuring that pupils build on their learning progressively
- The good provision for pupils with special educational needs means that they achieve well
- Teachers provide exciting opportunities to enrich the curriculum to stimulate pupils' interest, but could do more in everyday lessons
- The high quality and wide range of learning resources, especially in ICT, support and motivate pupils in their learning
- Teachers do not make the most of opportunities to develop literacy and numeracy through other subjects

Commentary

16. The curriculum is stronger than it was at the last inspection not least because there is now a good ICT curriculum in place. All subjects benefit from a well-defined structure to learning that is systematic and very appropriate to pupils' needs. Subject leaders adapt recognised schemes of work to suit the particular needs of their pupils. The curriculum for personal, social, health and citizenship education is a good example of this. Teachers' half-termly and weekly planning is thorough, especially in literacy and numeracy.
17. Teachers are well aware of the requirements of pupils with special educational needs. Individual education plans for these pupils are good because they contain specific targets for improvement. Teachers tend to adapt their lesson planning so that the pupils are not overwhelmed by the new learning yet are challenged sufficiently. Teaching assistants give effective and caring support, and liaise well with teachers. Assessment for pupils with special educational needs is good and enables the school to gain a clear picture of pupils' attainment and achievement.
18. Teachers are successful in broadening pupils' horizons through additional activities. The recent African Arts Week involved several different subjects and resulted in some impressive and colourful displays of masks, pictures of wildlife and cultural images. A digital artist worked with pupils during the inspection week to demonstrate how photographs can be manipulated to create stunning effects. One Year 1 pupil found himself 'transported' to an ancient Aztec site and shrunk to match the background, much to his delight. However, the overall school curriculum does not contain enough similarly stimulating experiences.
19. The school has built up a very good range of learning resources. The ICT resources are excellent and are contributing emphatically to the rise in standards. Pupils in Year 6, for example, are able to video their work in class and deliver a PowerPoint presentation of their findings at the end of the lesson. The library is a valuable asset, with a very good stock of books which encourages pupils to enjoy reading. The school's accommodation is also good, but the school has not yet been able to create an appropriate outdoor classroom for children in the reception class. However, staff and pupils have already drawn up extensive plans, and a suitable outdoor area is due to be completed by the start of the next academic year.
20. Teachers teach all subjects separately and, sometimes, too separately. Teachers are now developing the ICT curriculum well through other subjects to put learning in context. Writing is often developed through history, for example, and art and design incorporate aspects of science and mathematics. However, this is not always the case with other subjects. The abundance of worksheets does little to promote writing, for instance, and pupils do not often use computers to

produce graphs in mathematics. However, the school has already recognised this shortfall and plans are in hand to improve matters.

Care, guidance and support

The school makes **good** provision for the care, welfare, health and safety of all pupils. Pupils are supported well and given good guidance on personal and academic matters. Pupils' views on issues that affect them are actively sought and taken into account.

Main strengths and weaknesses

- Pupils are strongly encouraged to adopt a healthy lifestyle
- Staff know pupils very well and create a secure, caring environment for them
- Pupils are encouraged to become actively involved in the work and life of the school

Commentary

21. The school is proud to have achieved the Healthy Schools Award in recognition of its efforts to make pupils aware of the importance of following a healthy lifestyle. In science lessons and personal, social, health and citizenship education pupils learn about the benefits of eating sensibly and taking exercise. They are then helped to put into practice what they have learnt. Drinking water is freely available throughout the day and pupils are encouraged to choose it in preference to sweet and fizzy drinks. The younger children are given healthy fruit snacks. Pupils take advantage of the many after-school clubs, which provide opportunities for them to take part in a variety of sports, and twice a week the whole school enjoys ten minutes of aerobic exercise at playtime to help develop pupils' fitness. The success of the school's efforts to promote healthy living is seen in the pupils' enthusiasm for strenuous activity (physical education is one of their favourite lessons) and in their understanding of why being healthy is good for them.
22. Because both teachers and support staff know pupils very well, they can make sure that individual needs are met. Any child with a problem, be it physical or emotional, is treated with sensitivity and thoughtfulness. The genuine care that staff show to pupils ensures that they feel safe and happy in school, confident that they can approach any adult to answer a question or solve a problem. The secure, caring environment that staff provide for pupils is further strengthened by the way pupils themselves are encouraged to give help and support to one another. Older pupils are eager to look after and play with the youngest ones, while a select group of Year 6 pupils undertake training as Buddies and mediators, to ensure good relationships and harmony throughout the school. Pupils' physical needs are catered for well, since all support staff are trained in first aid, and the school makes good use of the services of the school nurse to advise both pupils and parents. Written information for parents stresses the importance that the school places on safe practices and encourages them to play their part. The calm, caring atmosphere that is created by staff, together with the very good relationships that exist throughout the school, help pupils to develop in maturity and to apply themselves confidently to their learning.
23. The school recognises the importance of involving pupils in decisions and developments that affect them, so uses a number of strategies to find out what pupils think. The most significant of these is the school council. This is structured in such a way that each class discusses issues together, before the council makes decisions. Pupils feel that this is a really useful way of putting their views to the headteacher. They are proud of their achievements in improving the school environment and in raising considerable funds for charity, often working in conjunction with the League of Friends. Pupils have also been asked to contribute their ideas on the development of the school grounds. As a result of a school-wide survey led by Year 4 pupils, a plan for extensive improvements was drawn up and, as the work progresses, pupils have the pleasure of seeing their own suggestions coming to life.

Partnership with parents, other schools and the community

Links with parents, other schools and the local community are **good**. There is effective provision of educational support programmes for parents and other members of the local community.

Main strengths and weaknesses

- The quality and range of information for parents are good
- Strong links with other schools support curriculum development and ease pupils' transition to the secondary phase
- There are mutually beneficial links with the local community

Commentary

24. The school provides a wide range of written information for parents, together with opportunities for them to see what pupils are doing in lessons and to discuss their children's progress with class teachers. All the documents that are produced for parents are useful and informative, written in a friendly, welcoming style that is easy to understand and presented attractively with colourful illustrations and examples of children's work. The prospectus is detailed and helpful and includes a very useful supplement that explains many practical issues of relevance to new parents, together with information on how they can help their children learn. In addition, parents are provided with a thoughtfully compiled welcome pack containing much valuable material. Two formal consultation evenings each year are supplemented by half termly Open Afternoons when pupils show and explain their work informally. School reports are detailed and helpful. They explain clearly what pupils know, understand and can do and give specific targets for improvement.
25. Involvement in the Test Bed project has further strengthened the school's links with the group of other local schools. Opportunities to discuss progress, share ideas and solve problems have been welcomed by staff and have contributed to the successful development of the scheme. There are also good links in other areas of the curriculum, for example in mathematics, English and science. Pupils in Years 5 and 6 can visit the main receiving secondary school to take part in workshops and clubs, which not only extend and enrich their learning experiences, but help to make the transition from primary to secondary school less daunting.
26. As a 'shared use' community school, Hartside provides a focal point for community activities. The premises are used by adult groups in the evenings and, in the daytime, a Mother and Toddler group meets three times a week. In order to derive as much benefit as possible from these links, Hartside helps to organise courses in Family Learning, which means that members of the local community, as well as parents, have the chance to study, purely for their own interest or to gain recognised qualifications. Following a survey to determine demand, and to make use of the school's considerable investment in computer technology, initial courses have been offered in computing. In addition, in response to the expressed needs of parents in particular, courses in literacy and numeracy are planned, to help parents keep in touch with what their children are learning and with the current methods used to teach them. Interest in these courses is growing, so that not only is the school helping to provide a much needed resource to the local community, but those children whose parents take part in the training also benefit from increased understanding and support at home.
27. For its part, the local community association helps the school by running a board games club for pupils after school, bringing together adults and children to share enjoyable activities. Local businesses are happy to support the school by providing prizes for raffles and other fund-raising events, while the pupils make their contribution to community life by taking part in sporting and art competitions, singing at a special service for the elderly and collecting Harvest Festival gifts for distribution by the Salvation Army.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The leadership of the headteacher and key staff is good. The overall management of the school is good. Governance is satisfactory.

Main strengths and weaknesses

- The headteacher provides a clear sense of direction for the school's development
- Management throughout the school is good
- Senior teachers have a good impact on school improvement
- Although governors have a satisfactory role, there is insufficient monitoring of the school's development
- Financial management is not as rigorous as it might be

Commentary

28. The headteacher provides a firm steer to the school and, as at the time of the last inspection, she provides good leadership. She knows what needs to be done to make the school better and takes well-considered steps to bring about improvements and raise standards. For instance, she wants the quality of teaching in Years 1 and 2 to be as good as that in the rest of the school. To address this discrepancy, she has set up a team of senior teachers to provide support and advice particularly in ICT and in the management of pupils. As a result, teachers have improved their abilities to use ICT, though there remain some weaker aspects, such as pupil management. The headteacher's strong focus on standards has led to improvements in pupils' attainment since the last inspection, for instance in mathematics and ICT. She is keen to take on initiatives and to embrace change to improve what the school provides for its pupils.
29. The school manages its development well. The headteacher and the deputy head evaluate lessons thoroughly so that teachers are given clear judgements and sensible areas for improvement. All subject leaders carry out thorough annual audits of their subjects that recognise what works well and identify areas of concern, such as the consistency of teachers' marking. These evaluations inform the school's developments; for instance, there has been a recent focus on marking. The school gives staff good guidance, as in the comprehensive staff handbook for example.
30. Senior teachers have a good impact on the school's development. Notable are the contributions of the deputy headteacher and the co-ordinator for ICT. The deputy headteacher provides an example of effective teaching, resulting in the strong progress of Year 6 pupils in English, mathematics and science. She is effective in her role of supporting other teachers. For instance, she provides very helpful guidance to newly qualified teachers during their first year at the school, sometimes based on observations of their teaching. This support has contributed to improvements in their teaching abilities. The ICT co-ordinator has supported the effective developments in teachers' confidence and skills in ICT, leading in turn to better teaching through the school and improvements in pupils' achievement.
31. Governors are supportive of the school and have a good awareness of its strengths from the ample information provided by the headteacher and from working voluntarily in classrooms. Some governors, for example, have observed teachers using the new ICT resources. However, governors do not always monitor important developments as rigorously as they might, notably the headteacher's significant steps to try to improve teaching in Years 1 and 2. Too much time has passed in ensuring that shortcomings in the teaching are effectively addressed. As a result, teaching in Years 1 and 2 has not improved as much as that between Years 3 and 6.
32. Financial management is satisfactory but lacks rigour. The school makes good use of grants from outside agencies to enrich the school's curriculum. Most significant is the increase in the quality and diversity of ICT resources that have contributed to improved standards. Partly

because of the use of outside grants, the school has accumulated a significant financial surplus. The headteacher and governors are rightly careful about ensuring that the school has enough money to continue with its current level of provision, including support staff, when the ICT grant ends. There are also important plans to develop the outdoor facilities, not least of which is the outside play area for the reception class. However, the irregular payments of grants have meant the school has found it difficult to ensure that current pupils benefit from the funds to which they are entitled.

FINANCIAL INFORMATION

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	481,446
Total expenditure	410,322
Expenditure per pupil	2,126

Balances (£)	
Balance from previous year	35,545
Balance carried forward to the next	71,123

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception class is **good**, as it was at the last inspection.

33. Children enter the reception class in the September before they are five, most having attended some form of pre-school provision. Nevertheless, most of them begin school with skills and abilities that are below average. At the time of the inspection, children had settled very well after only a short time because the teacher creates a very secure environment where all children feel valued. The new support assistant is developing a sound contribution to children's learning, including written assessment of their achievement. Children achieve well because the teaching is good. The teacher uses ICT resources well to improve learning. Children enjoy their learning and they behave very well. They are well prepared for transfer to Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There is a warm ethos in the reception class where children feel valued as individuals
- Adults effectively encourage children to behave very well

Commentary

34. The reception class has a happy atmosphere, so children feel confident to talk to others and to take part in the range of activities provided. Some kindly help and organise one another, for example when welcoming other children to their 'play-dough' activity. Children readily take turns to listen to others in class discussions and they collaborate well, for example, when playing in the 'bear' tent. Teaching is good because it captures children's imagination and makes them want to listen. As a result, many children concentrate for long periods during discussions, for example when making clay 'faces'. Just occasionally teaching is satisfactory rather than good, as when the resources for a speaking and listening activity were not fully prepared, and had to be collected during the lesson. Children are responsible in the way that they move and handle resources. Some children are still at the stage where they tend to play alongside others. However, all children show care for others and they are well on the way to achieving the early learning goals by the end of the reception year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is ample scope for children to develop their speaking and listening skills
- Some introductions to lessons are unsuitably long

Commentary

35. There are frequent and good opportunities for children to improve their speaking and listening skills that are low when they start school. Most children are already beginning to listen well, though many speak indistinctly. The teacher takes care to target children of all abilities, so that all are encouraged to respond to her questions, as when she asked how a toy dog might have got

into the classroom. Children enjoy their speaking and listening though some become restless when required to sit still for too long. The teacher gives children ample opportunities for practising their early attempts at writing on paper, as well as on computers. The children experiment confidently with the whiteboard and on the computers though, at this very early stage in the reception year, few children turn readily to early forms of writing. By the time the children join Year 1, they are able to write simple words and sentences with an idea of punctuation. Children speak of their enjoyment of books. "I love books", one said. The teaching is good and most children are on course to achieve the early learning goals by the end of the year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good because it makes learning fun, uses resources well and involves all children effectively
- Just occasionally, the demands placed on some children do not match their abilities as well as they might

Commentary

36. The teacher makes learning enjoyable. For example, children thoroughly enjoy programming a floor robot to move a given number of spaces. 'Elvis', a soft toy, sometimes counts incorrectly and the teacher uses his mistakes to motivate and challenge children well. Such methods involve children effectively and help them to learn quickly about numbers. There is often a high level of challenge, as when the teacher expects children to predict the answer to their counting. The school receives useful records of children's knowledge, skills and understanding from the pre-school provision. This information is not always used as well as it might be to plan what individual children will do. As a result, the counting tasks that are given to some lower ability children are not always well matched to what they need to learn. The support assistant encourages the children well, though at times she tends to do a little too much for them when they count. Because of the strengths in teaching, children are already achieving well in relation to their attainment on entry to reception. They are on course to achieve the early learning goals by the time they start in Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good teaching, particularly of technology, helps children achieve well

Commentary

37. The teacher uses the outstanding ICT resources well to improve children's learning. Children are encouraged to explore computers and the interactive whiteboard. Here, children experiment with mark-making and producing simple pictures. Children develop good early skills by remotely controlling a small vehicle. They look closely at features of their own faces including the colour of eyes and hair. They build with a range of objects and they select tools that they need to shape mouldable materials. Children are likely to achieve the early learning goals by the end of reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is a limited range of outdoor equipment to provide children with sufficient challenge
- There are good opportunities for children to develop some finer skills

Commentary

38. Teaching is satisfactory. The children do not have continuous access to the enclosed outside area. As at the last inspection, the resources for outdoor activities limit the extent to which they can develop their independence and the full range of physical abilities. For example, there is still a lack of wheeled toys, and opportunities for climbing are few. The school is aware of the limitations of the outside area and there are written plans to improve it. The limitations are partly offset by some effective use of the large sand pit and the children's good use of imagination when playing with the limited resources. For example, two children enjoyed showing how they could run and jump 'like horses' over pieces of drainpipe that they had found. Games with a parachute in the school hall make physical activities enjoyable, with children's laughter ringing out. One lesson helped children to increase their awareness of space and of others. Not all were ready at this early stage in the reception year for demands to work with the parachute as a whole class over a sustained period, however. Teaching is good at helping children to progress well with their finer skills. For example, in addition to opportunities for early writing, children are taught how to use clay tools and shown techniques to produce imaginative clay 'faces', some with very good detail such as a moustache or curly hair. Children are making good progress in mouse control on the computer and in using physical skills to work with the interactive whiteboard. Most are likely to achieve the early learning goals in physical development.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good teaching helps children to achieve well through direct teaching of skills, conversation and exploration

Commentary

39. Teaching is good because there is an effective balance between teaching skills and opportunities for children to try out things for themselves. The teacher taught children how to make their clay faces distinctive by using methods such as rolling the clay and creating textures and shapes with tools. She is skilful at using conversation to focus children's attention on detail. As a result, these young reception children produce results that are good for their age. The support assistant gives good support, for example encouraging children to look in mirrors so that they get the colours right when painting self-portraits. She too uses talk well to focus children's attention. Activities engage children well by enabling them to explore texture and form, though an opportunity for them to experiment by mixing paint colours was missed. Children use their imagination well in role-play in the 'bears' cave'. Most children are likely to reach the early learning goals.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well by the time they leave the school
- The consistently good teaching from Year 3 to Year 6 encourages pupils to have positive attitudes to learning
- Teachers enrich the curriculum skilfully, especially through literature and ICT
- Although satisfactory, the quality of teaching in Years 1 and 2 has distinct weaknesses
- Pupils' learning is well supported by efficient teaching assistants

Commentary

40. At present, standards are likely to be above average by the time pupils leave school. This is an improvement since the last inspection when they were average. Pupils have good reading and listening skills but their writing is average. Although pupils are competent in grammar and spelling, their expression lacks maturity and richness in vocabulary, and their handwriting is underdeveloped. The problem with vocabulary also prevents their speaking from being better than average. Pupils with special educational needs achieve well throughout the school. The subject co-ordination is effective and has overseen good progress since the last inspection, but the subject leaders do not have the opportunity to observe lessons and ensure that all teaching is consistently good enough.
41. The quality of teaching is good. The working atmosphere in most classrooms is lively and well focused. In Years 3 to 6, teaching is consistently good, and often very good, and so pupils achieve well. Teachers are knowledgeable and enthusiastic and so kindle pupils' interest and cultivate their concentration. Teachers plan lessons shrewdly, well aware of what pupils already know so that new learning builds firmly on previous learning. They explain new ideas clearly and use effective resources, such as the interactive whiteboard, to clarify new concepts. In a Year 3 lesson, pupils watched excitedly as their teacher unearthed artefacts during an 'archaeological' dig in the sandpit and then exploited the occasion for speaking and listening. Teachers have high expectations of pupils and, as a result, their attitudes and behaviour are mostly very good.
42. The school analyses pupils' progress well and is very clear about areas of concern. Teachers, especially in Years 3 to 6, introduce pupils to a range of literature to try to develop their expression and enrich their vocabulary. This is beginning to have a positive effect. Teachers have succeeded in improving writing, partly by encouraging pupils to word-process their work, so that they can edit and improve their writing on screen. Pupils love working on computers and are proud of their polished versions. Teachers are less effective in ensuring that all pupils know precisely what they need to do to overcome individual weaknesses. Some pupils know that they have a target of, for example, using full-stops properly but not all pupils are quite so clear.
43. The teaching in Years 1 and 2 is not consistently effective. Teachers do not establish clear classroom routines, so pupils do not always behave well, especially in Year 1. Pupils often fidget or call out which, in turn, disturbs the concentration of other pupils. Teachers often set the same work for all their pupils without enough concern for the different abilities of pupils. In a Year 2 lesson, for example, all pupils had the same cutting and pasting exercise which the more able pupils finished too easily and which also did little to develop handwriting or spelling. Pupils do achieve satisfactorily in these classes but could do so much more.
44. Teaching assistants are well trained and effective. They work closely with the teachers to provide valuable close support to less able pupils and those who have special educational needs. They

are cheerful and sensitive in their approach and so pupils feel relaxed and amenable. The teaching assistants explain work carefully and reinforce it with plenty of lively and relevant practice.

Language and literacy across the curriculum

45. Teachers make satisfactory use of other subjects to promote literacy and language. Pupils develop writing styles and grammar skills well in subjects like ICT and history. For example, pupils in Year 6 produced a very well laid out and factual newspaper account of the Jarrow March in the 1930s. Pupils also use the Internet regularly to research topics like Tanzania for geography. However, not all opportunities are exploited. The reliance by many teachers on worksheets restricts the scope for pupils to develop their own writing in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve very well in mathematics by the end of Year 6
- Teaching and learning are good in most junior classes
- There is a shortage of good teaching in infant lessons
- Links between mathematics and other subjects are not well exploited

Commentary

46. Pupils reach standards that are well above those expected by the end of Year 6. This represents a significant improvement since the last inspection when standards were broadly average. Given their low levels of attainment when they start school, pupils, including those with special educational needs, achieve very well. The more able pupils also achieve very well, many reaching the higher levels in the national tests. As at the last inspection, the standards of pupils in Year 2 are as expected for their age. Subject leadership is good and has contributed well to better standards and provision in the subject. There is, however, a lack of urgency in tackling the weaker areas of teaching.

47. Teaching is good overall, though there are inconsistencies in its quality. Teaching is particularly good in Years 3 to 6 and, sometimes very good, especially in Year 6. The working atmosphere in classrooms is very positive and teachers have high expectations of their pupils and set work accordingly. Most teachers use ICT skilfully in their teaching, especially the interactive whiteboards which capture pupils' interest, show mathematical examples clearly and move lessons on at a good pace. Occasionally, there is an over-reliance on worksheets that limits the pupils' opportunities to use their own initiative in their problem solving.

48. Teaching in Years 1 and 2 is less effective because teachers do not manage their pupils well enough. Teachers are competent at helping pupils to develop their mathematical knowledge, understanding and skills. However, the impact of their methods is often limited because teachers do not always ensure that pupils listen to important teaching points before they move on to the next part of the lesson. This inattention and lack of self-discipline mean that their learning is no better than satisfactory.

Mathematics across the curriculum

49. Links between mathematics and other subjects are satisfactory. There are some links between mathematics and ICT that contribute to pupils' learning in both subjects, such as the use of spreadsheets. In science, pupils use ICT to measure and record their findings in tables and graphs. However, teachers do not make the most of opportunities in other subjects.

SCIENCE

Provision for science is **very good**.

Main strengths and weaknesses

- Standards are well above average by the time pupils leave school
- Teaching is very good in Years 3 to 6, particularly so in Year 6
- There are weaknesses in the teaching of the younger pupils
- The good leadership and management are ensuring that the subject is developing well

Commentary

50. Standards are well above average at the end of Year 6 and pupils achieve very well. Improvements in teaching have resulted in higher standards since the previous inspection. Standards in Years 1 and 2, however, are average and pupils achieve satisfactorily by the end of Year 2. Pupils with special educational needs are well supported in lessons by their class teachers and by teaching assistants and so achieve well.
51. Teaching is good, but particularly effective between Years 3 to 6. Teachers plan lessons with considerable thought and make sure that they involve teaching assistants, so that support is well targeted. Teachers are enthusiastic and knowledgeable, and so they excite the interest of pupils who respond very positively and sensibly in lessons. Teachers tend to use worksheets extensively although pupils do have enough opportunities to develop their own ideas and learn to use a variety of methods for conducting and writing up investigations. There are significant strengths in teaching in Year 6. Here, the teaching has very high expectations of pupils in, for example, encouraging them to develop their own ideas in investigations. The work is intrinsically blended with other subjects like ICT and mathematics, so that pupils learn more readily.
52. Although teaching and learning are satisfactory in Years 1 and 2, pupils could achieve more. Teachers plan their lessons conscientiously but not imaginatively enough so that pupils are fully motivated and work productively. For example, much of the pupils' work depends on routine worksheets with few opportunities for pupils to record their own work. Work is usually identical for all pupils, regardless of ability, and this limits the scope for higher attaining pupils in particular to develop the skills of thinking for themselves and making their own suggestions about how to conduct and record results of tests. As a result, pupils achieve satisfactorily rather than well.
53. The leadership and management of the subject are good overall. The co-ordinator's support for classroom teaching is clearly improving the quality of teaching and learning in Years 3 to 6; the co-ordination is less effective in Years 1 and 2. The school has built up a stock of very good resources which are also impacting on standards. Although there are good procedures for assessing how well pupils progress, these are not fully developed enough so that pupils know precisely how they can improve their work through individual targets. Nevertheless, the subject has developed well since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- The introduction of the Test Bed project has had a major impact on raising standards
- The excellent range and variety of resources are inspirational
- The rapidly growing expertise and confidence in teachers are clearly benefiting pupils' learning
- The subject is led and managed well; the Test Bed project has been managed very well
- Teachers develop ICT well across the curriculum although valuable opportunities are missed

Commentary

54. The school has made the most of its selection for the government's initiative in ICT. The Test Bed project has been very successful in helping the school to transform the subject since the last inspection. Pupils' skills have risen from below to above average by the end of Year 6, although pupils' standards have only become average by the end of Year 2. Pupils are achieving well generally and, given the continuing quality of input, standards are likely to rise further throughout the school.
55. Few schools have the sheer quantity and diversity of resources to support ICT. With a ratio of one computer for two pupils, pupils have regular and purposeful scope to acquire key, hands-on skills in both the classroom and ICT suite. Ready access to laptops by pupils in Year 6 expands the range of their homework through individual research. This year, pupils in Year 5 have their own individual laptops and this should boost their confidence in using ICT to support their learning across the curriculum. Pupils also benefit from using video-conferencing activities, digital still and movie cameras, digital microscopes, digital art, intriguing control technology and, in particular, animation. The few productions so far are very impressive. Year 2 pupils created a Morph-style animation of their English story 'The Hungry Caterpillar' with crunching sound effects and commentary. Year 6 pupils used 'Feet' as a theme to portray life at school. Set to a Scottish jig, pupils' feet were seen acting out a typical day and pupils painted faces on the soles of their feet to carry out activities such as painting.
56. The quality of teaching is good overall. Teachers have responded well to the intensive training on offer and have made ICT an intrinsic part of their learning. For example, the interactive whiteboards in every classroom are now used, with barely a second thought, to support all subjects and pupils naturally acquire good skills of computer operation. Teachers make sure that most pupils learn vital, basic skills such as word-processing and using the Internet, especially older pupils. Pupils in Years 1 and 2 still have rudimentary word-processing skills, although their confidence on a computer is good. Sometimes, the teaching is very good and inspires pupils to be creative and develop very good technical skills, especially in animation.
57. The subject is well led and managed. The subject co-ordinator has done a very good job in introducing the Test Bed project, although it took a little while to get off the ground, as it did with other local schools. All aspects of the project have been established and are fully operational. The co-ordinator has made the most of the close contacts with other local schools to strengthen the curriculum and share expertise, such as a visiting digital artist.

Information and communication technology across the curriculum

58. ICT is developed well through other subjects. In English, pupils have plenty of opportunities to strengthen word-processing as well as their research skills on the Internet. Pupils in Year 3 have sent e-mails to pen-pals in Lesotho, for example. Pupils regularly record their work on digital camera, as when creating sculptures. Such activity can be comprehensive and very effective. In a Year 6 science lesson on dissolution, pupils carried out experiments with all manner of technological apparatus to monitor and record their findings, using temperature sensors and cameras so that they could show their progress at the end of the lesson. However, not all teachers maximise such opportunities in subjects like mathematics and science.

HUMANITIES

59. It is not possible to judge the quality of provision in **history** because no teaching was seen during the inspection. Pupils' work indicates that standards are average throughout the school and pupils achieve satisfactorily. Pupils show good attitudes to work and take care over their presentation. Pupils' work is marked and corrected but teachers make limited use of marking as a means of giving pupils advice about how they can improve their work. The satisfactory co-ordination of the subject has ensured satisfactory progress since the previous inspection.

Geography

Provision in geography is **unsatisfactory**.

Main strengths and weaknesses

- Standards are not good enough throughout the school, principally because the curriculum is too thin to allow pupils to acquire the necessary knowledge and skills
- Teaching is unsatisfactory and, where there is good teaching, it is not frequent enough to raise standards
- The leadership and management of the subject are not effective enough

Commentary

60. Standards are below average at the end of Years 2 and 6 and pupils' achievement is unsatisfactory. This is mainly because there is not enough time allowed in the curriculum to cover the subject in sufficient depth. Pupils have uncertain and patchy knowledge of key areas of study. For example, pupils in Year 6 do not know much about the formation and nature of tropical rainforests and the environmental problems associated with them. In addition, pupils do not learn the skills of analysis, interpretation and investigation that are essential for suitable standards in the subject. Where pupils do individual research, it is superficial and often a direct copy from websites rather than pupils' own work. This seriously diminishes both the value of the work and the quality of pupils' literacy and numeracy development.
61. The weakness in the curriculum also means that teaching and learning are unsatisfactory. Even though, during the inspection, good teaching was seen in Years 5 and 6, not all pupils benefit from this. In the topic books of Year 6 pupils from last year, there was only one piece of work related to geography. Pupils do learn aspects of geography through different means, such as field trips, but any learning resulting from these is not always followed up or reinforced effectively. Nevertheless, pupils show good attitudes to work and the work they do is carefully written and well presented.
62. The school has not given enough priority to the subject and the subject has deteriorated since the last inspection. There has not been enough monitoring of the subject to check the quality of teaching and learning. There has been little attempt to develop geography through other subjects, although two good examples involved the pupils in Year 6 researching information about Tanzania on the Internet and also producing a brief PowerPoint presentation on rivers. The school has already established a new curriculum framework which may well overcome the issues within the subject.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Although standards are average, pupils do not have enough chance to evaluate the impact of religion on everyday life
- Teaching is satisfactory overall, but less effective in Years 1 and 2
- The curriculum is adequate but not as rich and relevant as it might be

Commentary

63. Standards are in line with the expectations of the locally agreed syllabus, both at the end of Year 2 and at the end of Year 6. This is similar to the findings of the last inspection. All pupils, including those with special educational needs, achieve satisfactorily during their time in school. Pupils

learn more about religions than from them. Pupils develop an adequate knowledge of religious practices and key beliefs of the religions studied. For example, pupils in Year 6 can tell the story of Moses and describe the ceremony of baptism, as well as knowing important elements of Judaism. However, pupils do not have enough opportunities to reflect on the various moral and ethical questions that they encounter and so are not skilful at drawing their own conclusions.

64. Teaching and learning are satisfactory overall, but teaching is sometimes unsatisfactory in Years 1 and 2. In general, teachers plan their lessons well so that pupils know exactly what they are required to learn and they complete their tasks competently. However, where teaching is unsatisfactory, teachers do not provide enough challenge and a significant number of pupils do not make sufficient progress. Teachers do not keep a watchful enough eye on pupils' work to check their achievement or to ensure that a consistent curriculum is being taught.
65. Teachers do not take full advantage of other subjects to reinforce learning in religious education. This is particularly true of literacy. In many lessons, teachers encourage discussion and this helps to improve pupils' speaking and listening skills. However, there is little evidence that pupils are often encouraged to strengthen their writing styles. The contribution to pupils' spiritual development is no better than satisfactory because pupils are not given enough opportunities in lessons and assemblies to reflect on and discuss a wide range of issues. The co-ordination of the subject is satisfactory and has maintained the quality of the subject since the previous inspection, but has not done enough to improve it.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. It was not possible to see enough lessons in all these subjects to be able to judge the quality of provision.
67. There was sufficient evidence of pupils' work, however, to show that standards in **art and design** are above average by the end of Year 6. Pupils respond well to intensive, specialist teaching as seen in their work following an Arts Week with an African theme. Pupils in Year 6 created fierce face masks, moulded on their own faces, and decorated brightly with feathers, striations and beads. Pupils in Year 3 produced effective cut-out African figures poised against the blurred ochre of African plains. Pupils' standards by the end of Year 2 are less effective but satisfactory. They have a good sense of proportion and colour but are often untidy. This was particularly seen in the pictures of distant objects, seen through a viewfinder. Pupils also benefit from visiting experts, such as potters, felt-makers and a willow artist.
68. The school provides a broad curriculum in **design and technology**, and there is a strong emphasis on food technology. For example, pupils in Year 1 design a fruit salad, Year 5 pupils bake bread and there is good focus on healthy eating when Year 3 pupils design and make a healthy sandwich. Attention is given to mechanisms. For instance, Year 1 pupils make pictures with devices that enable parts to move, such as with sliders. Good planning also ensures that pupils have opportunities to build structures. In Year 2, pupils use straws to construct the tallest tower that they can. Not enough pupils' work was seen to make an overall judgement on standards.
69. No **music** lessons were observed during the inspection, so it was not possible to evaluate pupils' standards. The singing in assembly was satisfactory but was not very melodic or expressive. A few pupils benefit from extra music tuition in, for example, the violin, and the school has a recorder club. The choir regularly performs at public events and pupils in Year 4 have performed at the Gateshead Music Festival.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Lessons are lively and pupils enjoy their work
- Teachers enrich the curriculum well

Commentary

70. Teaching is satisfactory and so most pupils reach the standards expected for their age by the end of Year 2 and Year 6. As at the last inspection, most pupils achieve satisfactorily in all aspects of the subject including swimming. The coordination of the subject is satisfactory.
71. Teachers set a good example to pupils by entering into the spirit of the lessons, sharing pupils' enjoyment of physical exercise and doing what the pupils do. Most teachers are good at explaining clearly what they want pupils to learn and they give them precise coaching points. On occasion, strategies are not effective for ensuring good behaviour, as in a Year 2 lesson when the teacher did not ensure that all pupils listened carefully to instructions. In a Year 3 dance lesson, the teacher was careful to ensure that the boys felt comfortable and willing to participate fully. She strongly encouraged all pupils to explore their own movements, with imaginative results. One said, "The music made my arms go like this." Less effective was the transfer of pupils' original movements to working with a partner, when some novel ideas were lost. Teachers invite pupils to comment on their own and others' performances, though more could be made of such opportunities.
72. Teachers provide a good range of activities, including dance, outside normal lessons. The lively after-school sessions, some involving local clubs, improve pupils' sporting skills effectively in a wide range of sports including football, rounders, netball and Kwik cricket. Teachers share pupils' enthusiasm for competitive sport and this is reflected in sporting fixtures against other schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

73. It was not possible to observe enough of the school's formal provision of this subject to evaluate its effectiveness. However, some examples of the school's approach were very good.
74. There is a real sense of openness and spirit that pervades the corridors and playground and most of the classrooms. Teachers show genuine interest in the welfare of the pupils, treat them very fairly and want the best for them and from them. The pupils are quick to recognise and appreciate what is expected of them. They value and look after one another, and are generally respectful to adults. At break times, for example, pupils are lively but thoughtful and a lonely pupil is not lonely for long.
75. The school extols the virtue of a healthy lifestyle. Teachers encourage pupils to exercise regularly and offer good opportunities for sport. Healthy eating is promoted through the fruit scheme and in subjects like design and technology. The sheer pleasure that pupils in Year 5 derived from kneading, shaping and later tasting their own bread was palpable. The fact that this bread is better for them than ordinary bread was an added bonus. Pupils also respond readily to the challenge of winning the Golden Broom (for the tidiest classroom) and the Twinkling Toilet Award, chosen by the caretaker.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (Ethos)	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
Accommodation and resources	2
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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