

INSPECTION REPORT

JESMOND ROAD PRIMARY SCHOOL

Hartlepool

LEA area: Hartlepool

Unique reference number: 111582

Headteacher: Mrs J Loomes

Lead inspector: Mr M Tones

Dates of inspection: 11th – 13th October 2004

Inspection number: 267108

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed
Number on roll: 465

School address: Percy Street,
Hartlepool,
Postcode: TS26 0HR

Telephone number: 01429 274672
Fax number: 01429 274672

Appropriate authority: Governing Body
Name of chair of governors: Mrs Jane Shaw

Date of previous inspection: 19th – 22nd April 1999

CHARACTERISTICS OF THE SCHOOL

Jesmond Road Primary School is a very large community school. There are 465 children on roll between the ages of four and eleven years old. Fifty-two children attend part-time in the nursery. The school was built in 1902 and serves the industrial centre of Hartlepool. This is an area of some socio-economic decline and children start school with below average attainment. The proportion of pupils eligible for free school meals is above the national average. There is a high level of movement in and out of the school. Last year 23 per cent of children who started school in the first year did not remain until the time they were due to leave. The school gets additional resources for the provision of pupils with special educational needs. The proportion of these pupils, including those with a statement of special educational need, is broadly in line with the national average. The main areas of need are for pupils with moderate learning difficulties. Currently, 4 pupils have Statements of Special Educational Need. No pupils speak English as an additional language. The school has the Basic Skills Quality Mark and the Investors in People Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1575	Mr M Tones	Lead inspector	Physical education
11358	Mrs V Lamb	Lay inspector	
21458	Mr P Smith	Team inspector	Information and communication technology; design and technology; Foundation Stage
31622	Mrs L Richardson	Team inspector	English; art; music
27741	Ms C Weaver	Team inspector	Mathematics; geography; history; Citizenship
32647	Mrs J Bell	Team inspector	Science; religious education

The inspection contractor was:

peakschoolhaus ltd

BPS Business Centre
Brake Lane
Boughton
Nottinghamshire.
NG22 9HQ

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Jesmond Road Primary School provides a satisfactory standard of education for its pupils but has some serious weaknesses in teaching, leadership and management.

Standards in English, mathematics and science have been well below national averages for many years and a significant number of pupils do not achieve as well as they should. This is because, in too many lessons, teachers, leaders and managers do not expect enough of pupils. Therefore the school does not provide satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in the core subjects of English, mathematics and science are well below average and below those of similar schools;
- Overall, teaching is unsatisfactory because teachers' expectations of what pupils can achieve is too low;
- The recently appointed headteacher is making a difference but;
- The governors, leaders and managers have not concentrated enough on raising achievement.
- Staff have high expectations of behaviour, pupils behave very well and have good attitudes to work;
- The spiritual, moral, social and cultural education is good;
- The school has good links with parents and works well in partnership with the community;
- There is good support for pupils who have special educational needs;
- The school provides good opportunities to enrich learning.

The school has made unsatisfactory progress since the last inspection. Standards in English have remained well below the national average. Standards in mathematics and science are not as good as they were and are below similar schools. There have been improvements, though, in information and communication technology (ICT), where standards are now satisfactory and in religious education, where they are now good.

STANDARDS ACHIEVED

Year 6 results

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

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

Pupils' achievements are unsatisfactory, producing standards that are well below the national average. Over recent years, standards and pupils' progress in English, mathematics and science have been well below those nationally, by the age of eleven. This is reflected in the most recent tests, which can be compared to national figures (above). In comparison to similar schools, standards are also below average and in science well below. The overall progress

made by pupils from the age of seven to eleven is well below that made in schools nationally. At both ages seven and eleven, standards in art and music are below those expected. In ICT, geography, history and physical education, standards are in line with those expected nationally. In religious education standards exceed the requirements of the local agreed syllabus. The school has not had a sufficiently sharp focus on raising achievement. As a result, standards, at the time of the inspection, are still well below the national average. Despite a slight improvement in standards in the 2004 national tests, the achievement of pupils is below that expected of pupils of this age, background and prior attainment, and is not as good as it should be. Children start school with standards below average. They make a good start in nursery and reception and make satisfactory progress. Few are able to make up for the shortfall in standards on entry and most are unable to reach the early learning goals by the time they start Year 1. By the age of seven, standards in reading, writing and mathematics are still well below the national average and similar schools. The school sets challenging targets for itself, but rarely achieves them.

Pupils' spiritual, moral, social and cultural development is good. This results in very good behaviour, good attitudes to work and a respect for the feelings of others. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education is satisfactory overall. Teaching and learning are unsatisfactory. Teachers do not expect enough of pupils' achievements and as a result standards are too low. Teaching in the nursery and reception classes is satisfactory and sometimes better. Teachers provide interesting activities and support that is well matched to the children's ability. Elsewhere, there are too few good lessons. Where teaching is good, teachers plan interesting activities, taking into account pupils' achievement in previous lessons and therefore match work well to pupils' ability. Where teaching is weak, teachers do not provide activities that match the abilities of pupils and challenge their thinking. In these lessons, too many pupils make slow progress and underachieve. All staff have very good relationships with pupils. They expect pupils to behave well and this means that teaching and learning have very few disruptions. The school's broad and balanced curriculum meets statutory requirements. The development of key skills is built into literacy, numeracy and ICT lessons but there are too few planned opportunities in other subjects. There are several curriculum initiatives underway at the school, which have not been checked to find out their impact on pupils' achievement. Provision for pupils with special educational needs is good throughout the school, including the Resource Base. Nursery provision, outdoor play and physical education are limited by the school's accommodation. There is a good partnership with parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are unsatisfactory. The day-to-day management of the school ensures the school runs smoothly. However, governors and leaders at all levels are unsatisfactory because they are not adequately focused on raising achievement. The school's self-evaluation and performance management are not linked well enough to an improvement in standards. Senior management and subject leaders do not pay enough attention to teaching and learning and its effect on raising achievement in the core subjects. Governors do not sufficiently monitor the work of the school or challenge senior managers on the school's effectiveness.

PARENTS' AND PUPILS' VIEWS

Parents' views are very positive. They value the strong links between home and school and feel well informed about how well their children are doing.

IMPROVEMENTS NEEDED

The most important things that school needs to do to improve are:

- Improve the quality of teaching and learning so that pupils achieve more.
- Carry out and act upon risk assessments.
- Improve the role of the governing body and senior managers in checking and evaluating the work of the school, making the raising of achievement the central focus for their work.
- Ensure that reports to parents meet legal requirements

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is unsatisfactory. Standards in the national tests in English, mathematics and science have been well below national averages for several years. There was an improvement in the most recent tests for eleven year olds in 2004. However, pupils' achievement in comparison to those in similar schools is not as good as it should be.

Main strengths and weaknesses

- Standards in English, mathematics and science are below national expectations and pupils do not achieve as much as they should.
- The very good behaviour and good attitudes of pupils towards work create a good climate for learning.
- In religious education, standards are good.
- In ICT, geography, history and physical education, standards are in line with those expected nationally.
- In art and music standards are below those expected.

Commentary

1. The attainment of pupils is well below average in English and science and below average in mathematics throughout the school. This follows a similar pattern of standards over recent years, which have been well below those expected nationally. This is only partly due to the below average attainment when children start school. Even when taking this into account their progress is below that expected of similar schools and their achievement is unsatisfactory. This is because too often teachers do not expect pupils to achieve highly enough.
2. Since the last inspection, improvements have been made to the standards achieved in ICT, which are now in line with those expected by the time pupils leave school. This is due to the improved resources and confidence of teachers. In religious education, standards are good because teachers used a variety of interesting activities in lessons and assemblies, to move learning forward. Standards in geography, history, design and technology and physical education remain in line with those expected nationally. In art and music standards are below those expected. In art, pupils have under-developed drawing and painting skills. In music, pupils have limited knowledge of common instruments and of a range of musical styles. Most pupils with special educational needs, including those in the Resource Base, make good progress against the targets set for them in their individual education plans and in their statements of special needs. This is an improvement on the last inspection. Some pupils considered able to work in the classroom without additional adult support often struggle with tasks set for them and as a result make too little progress. More able and talented pupils are not effectively identified. As a result, teachers are unable to plan for their needs and they do not achieve well enough. The school sets challenging targets for itself in all areas of work and but rarely achieves them.

Foundation Stage

3. On starting school, standards in nursery are below average. Children make satisfactory progress and a few, mainly higher attaining children, are well placed to reach the goals expected of them by the time they start Year 1. Satisfactory teaching enables children to

make progress but standards remain below those expected for their age in language, mathematics and in their knowledge and understanding of the world. In personal, social and emotional, creative and physical development most children make enough progress to reach levels that are broadly average. Sound teaching, very positive relationships and a good range of activities to stimulate and develop learning are the main reasons for the children's satisfactory progress.

Years 1 and 2

- By the age of seven, standards have remained well below average in reading, writing and mathematics over the last few years. Teacher assessments in science indicate that over the same period, standards have also been below average. Against this background, pupils' achievements are below those expected of pupils in similar schools. This is because teachers too often do not provide challenging activities that match pupils' ability. Few pupils reach the higher levels of attainment. Most pupils are developing appropriate basic skills in reading, but many have too limited a vocabulary to help them to understand what they read at the level expected. Standards in spoken language are below those expected because few teachers challenge pupils sufficiently to use a wider range of vocabulary in lessons. In mathematics pupils' achievements are below those expected. This is because teachers too often do not effectively use the information they have about what pupils have learnt already. As a result work is not well matched to their different abilities.

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

Standards in:	School results	National results
reading	13.6 (14.2)	15.7 (15.8)
writing	13.0 (13.3)	14.6 (14.4)
mathematics	14.5 (16.5)	16.3 (16.5)

There were 73 pupils in the year group. Figures in brackets are for the previous year

Years 3 to 6

- The progress made by pupils from the age of seven to eleven is well below that made in schools nationally. Despite a slight improvement in standards in the 2004 national tests, the achievement of pupils is below that expected of pupils of this age, background and prior attainment. Currently English standards in Year 6 are well below those expected nationally. Pupils' language skills are below those expected. They speak with confidence but are given insufficient opportunities to develop the quality of their language. In reading, although some of the basic skills are learnt, too many pupils have a limited vocabulary and therefore do not always understand what they have read. In writing, appropriate skills of handwriting and spelling are developed, but their achievements remain below those expected, as there are too few opportunities for them to write creatively. Similarly, in mathematics, standards remain below average because teachers expect too many pupils to work at a level that is too low. The achievements of pupils in science are also below those expected. This is because teachers do not often recognise what pupils already know and therefore underestimate what they are capable of achieving.

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

Standards in:	School results	National results
English	24.0 (25.4)	26.8 (27.0)

mathematics	24.3 (25.5)	26.8 (26.7)
science	25.7 (26.9)	28.6 (28.3)

There were 86 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school and behave very well. Their personal development is good. In particular, pupils' moral and social development is very good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Relationships throughout school are very good.
- Pupils behave very well in lessons and around school.
- Pupils are able to tell right from wrong and conduct themselves as responsible members of the school community.
- The school does not give pupils appropriate time and direction to want to find things out for themselves.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	School data	2.2
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.

COMMENTARY

6. Attendance and punctuality are satisfactory. Checks are routinely made to find out why pupils are away from school. The school currently has an enterprising scheme to reward good attendance and punctuality that pupils are excited about and keen to be part of. The higher than average unauthorised absence is due to the frequent absence of one or two pupils. Pupils' good attitudes to school help them with their learning and in their personal development. There is a calm, caring atmosphere in the school that supports very good relationships amongst pupils and between pupils and staff. Pupils understand the effects of their actions on others and show respect for others' feelings. Pupils work well together and want to please their teachers by working hard. These very good relationships help pupils grow in confidence to make responsible contributions and take an active role in school life.
7. Behaviour in lessons and around school is generally very good. Pupils are polite and show an interest in their work. They apply themselves to the tasks that teachers set and are very proud of their successes. They respond very well to incentives to try their best and look forward to the rewards that lie ahead. Pupils in Year 6 particularly like their target cards and say that house points given for completed homework means that everyone wants to do what is set and so develop good habits in readiness for secondary school. Although the school is good at motivating pupils to succeed in their behaviour and attitudes to learning, staff miss opportunities to stimulate pupils to learn for themselves, for instance by researching topics in the school library.
8. When pupils move around the halls and classrooms they are usually very orderly but this is not always the case on the staircases. Pupils occupy themselves in team and paired

games during breaks and say that most people behave themselves well. They do not feel that bullying is still an issue, although they can recall some instances in the past. Staff work hard to show pupils what is expected and to provide firm, constructive guidance for those who do not meet the high standards set. Staff work closely with support agencies to provide pupils at risk of exclusion with activities that help them to develop more positive attitudes to school. This is proving effective as few exclusions were made in 2004 and no pupils have been excluded so far this year.

9. Moral and social development is very good and is fostered through the strong school ethos and code of conduct. Assemblies give pupils a good understanding of right and wrong and guide them in working well together for the good of all. Pupils are attentive and interested in each other's achievements and ideas. The class and school councils that have recently been set up provide a very good opportunity for pupils to share their views to improve life in school. At the same time, they are learning valuable lessons about formal social structures and the part that individuals can play within them. The school makes good use of the community to enhance pupils' experiences. Pupils are well involved in fundraising for themselves and to help make a difference for others. They appreciate the trips that staff organise and talk excitedly about the challenges that they will face when they all have the opportunity to take part in residential trips in Years 5 and 6.

Exclusions

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	273	9	1
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Pakistani	3	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
Information not obtained	237	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory overall**. Although teaching is unsatisfactory overall, the curriculum is satisfactory and there are good links with parents and the community, which benefit pupils' learning.

Teaching and learning

Teaching and learning are **unsatisfactory overall**. Assessment is unsatisfactory.

Main strengths and weaknesses

- Teachers often expect too little from pupils of average and higher ability.
- Pupils' behaviour is very well managed.
- Teachers do not use the outcomes of assessment effectively to ensure that pupils make good progress.
- Throughout the school teachers provide a consistently warm, secure and orderly classroom environment.
- Teaching assistants provide good support for lower ability pupils and those with special needs.
- Too much time is given to whole class teaching, which does not involve all pupils actively enough.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3 (7%)	13 (29%)	24 (53%)	4 (9%)	1 (2%)	0

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

Commentary

10. The quality of teaching is unsatisfactory overall across the school. This is not as good a picture as at the time of the last inspection because a smaller proportion of the teaching is currently good or better. The main reason for this change is that teachers' expectations of a significant number of pupils are too low so they do not achieve well in comparison with similar pupils in other schools.
11. Teachers throughout the school have very good relationships with pupils. Staff have clear, high expectations of pupils' behaviour and use good systems of behaviour management very effectively. They speak to pupils quietly and calmly and ensure that lessons and large group activities are carried out in an orderly way. As a result, pupils show considerable respect and behave well in lessons. This means that teaching and learning go on with very few disruptions.
12. All teaching in the Foundation Stage (nursery and reception classes) is satisfactory overall and sometimes better. As a result, children achieve what could be expected for their age and time in school. This is because teachers usually provide interesting activities and support that is well matched to the children's ability. A good example of this was seen in the nursery when the teacher was involved in a small group activity with the train set. She prompted and encouraged children to talk about their experiences and added further challenge by asking questions such as, "Will your train go through the tunnel?" Activities are often open-ended which enables children to work at higher levels such as the tower building activity, which prompted a three year old to count the blocks to 15. As in all parts of the school, children in the Foundation Stage are confident and eager to join in conversation about the school. Almost all enjoy school and this is because staff make positive, friendly relationships with them, consistently reward good behaviour and effort, and are very skilled in developing pupils' personal and social skills.
13. In the small number of lessons where teaching is good in Key Stage 1 teachers give clear instructions and provide a variety of interesting activities. They adjust their planning in accordance with pupils' achievement in previous lessons and match work well to pupils' ability. A good example of this was seen in a Year 1 lesson looking at middle vowel sounds when pupils were asked to try to spell 'purse'. The teacher used a nearly correct attempt very effectively to develop the learning of the whole class group. However, such good quality lessons are in the minority. Too many have activities that are not sufficiently stretching, particularly for average and higher ability pupils. For example, in a Year 2 geography lesson about Barnaby Bear's visit to a park, the vast majority of pupils already had a good understanding of the main learning point at the start of the lesson.
14. The picture is similar in Key Stage 2 where just over a quarter of lessons are good or better. In these lessons, often in Year 5, teachers use resources well, ask good questions to check pupils' understanding and to prompt thinking, and the work is presented in an interesting and

lively way. This was especially true in a Year 4 religious education lesson where pupils learning about the festival of Divali had good opportunities to learn through looking, listening and doing. Their research culminated in an enactment of the story of Rama and Sita, which was skilfully managed by the teacher who prompted pupils through the scenes to go over their knowledge before acting it out. This activity gave pupils good opportunities to talk with each other and to rehearse their knowledge in a very meaningful setting. In the other three-quarters of lessons pupils do not achieve as highly because teachers do not always pitch the work at the right level for average and higher ability pupils, they do not give enough opportunities for pupils to deepen their understanding with more challenging examples and activities are not sufficiently interesting.

15. Pupils with special educational needs identified as needing additional support are well taught and supported, enabling them to make good progress. Pupils in the Resource Base are extremely well supported by a trained teacher and teaching assistant and as a result pupils make good progress against targets set for them. Throughout the school, teaching assistants make a good contribution to pupils' learning, especially for pupils of lower attainment and with special needs. They have been well trained; consequently, they are knowledgeable about the range of difficulties these pupils have and how to help them achieve well. Many positive examples were seen where pupils with significant difficulties were able to take an active part in whole class groups, such as in the Year 1 music lesson, because of the encouragement, guidance and support provided by the teaching assistant. The work in pupils' books throughout the school also shows clearly that lower ability pupils and those with special needs achieve more because of this support.
16. Teachers' marking is generally up to date and positive and, where it is linked to pupils' individual targets, helps pupils to understand how they can improve their work. However, targets are not used with enough regularity and the system has not been checked to ensure that targets are appropriately challenging. This means that some pupils spend too much time focusing on one aspect of their work, which hampers their progress. In addition, teachers do not check pupils' progress often enough and as a result are unable to evaluate the effectiveness of their plans and methods and make the necessary changes. In the small number of lessons where assessment is good, teachers build on their knowledge of pupils' learning in previous lessons to make sure that the work matches the pupils' needs.
17. A small number of teachers are adept at providing a good variety of activities that involve all pupils actively in learning in all parts of the lesson. They do this by using resources and methods such as individual whiteboards and 'talk partners'. Some good examples were seen throughout the school, such as in the Year 2 session to reinforce pupils' knowledge of sentence connectives where all pupils were involved in a game to match written and spoken words. However, many whole class sessions are too long with limited opportunities for all pupils to learn actively, and the content focuses on parts of the subject that are not so interesting for pupils, particularly in literacy lessons. Also much of the work is pitched at only one level and so pupils of different ability find the work too easy or too hard and make limited progress.

The curriculum

The curriculum provided by the school is satisfactory. There are good chances for enrichment. Accommodation and resources are satisfactory, overall.

Main strengths and weaknesses

- The curriculum does not address progression in skills and understanding well enough.
- The curriculum is enriched by a wide range of out-of-hours clubs and activities.
- Provision for special educational needs is good throughout the school. Support staff are well matched to the needs of the curriculum.

- There is an overload of curriculum initiatives at the school.
- Accommodation at the school impedes the delivery of some areas of the curriculum.

Commentary

18. The school provides a broad and balanced curriculum, which meets statutory requirements. Some thought is given to the amount of time devoted to each subject and to maximise this, assemblies are held in the late afternoon. Links between subjects are not used effectively enough to maximise learning opportunities; for example in a Year 4 history lesson on Ancient Egypt, work on places in geography could have been included. A broad range of out-of-hours opportunities is offered to pupils at the school by both teachers and outside providers. These range from breakfast clubs to art activities and 'Bright Sparks', which is a club for more able pupils. These clubs are well attended and extend learning opportunities at the school.
19. The school regularly updates policies and staff are involved in their development. The curriculum plan identifies knowledge and understanding in curriculum subjects but fails to address progression in skills and understanding. This is crucial for raising standards and needs to be addressed. Facilities at the school such as the library, ICT suites and specialist rooms are fully utilised and timetabled. This use could be developed to include greater community use. The development of key skills is appropriately undertaken in literacy, numeracy and ICT lessons. However, there are too few chances to practise these key skills in other areas of the curriculum. The school is well resourced, but the resources are not used well enough to make lessons exciting. Assessment of curriculum coverage is used by teachers but needs to be developed further to rigorously inform planning for future learning and to build on what pupils know and can do. Currently, teachers underestimate what pupils are capable of achieving.
20. Provision for pupils with special educational needs is good throughout the school and in the Resource Base. This is an improvement on the last inspection. Pupils are assessed promptly by the special educational needs team and appropriate referrals to outside agencies are made. Pupils make good progress against targets set in their individual education plans and their statements of special needs. These are regularly reviewed in full consultation with parents.
21. There are many support staff that are appropriately matched to the needs of pupils and the curriculum. They are well trained and fully integrated into the life of the school. Teaching staff have the opportunity to move from one year group to another. This sometimes means that staff's skills and experience are not used to best effect.
22. Several curriculum initiatives such as the 'Leadership Programme', 'Transforming Teaching & Learning' and the 'University of the First Age' are underway at the school. Whilst these innovations should be applauded, too many initiatives at one time lead to a lack of depth in any of them. The school has not reviewed these initiatives in order to measure their effectiveness in raising pupils' achievement.
23. The school building is over one hundred years old. Staff have implemented procedures to get around shortcomings in the building but the delivery of some areas of the curriculum is impeded by the school accommodation. The school field is separate from the building and is not used exclusively by the school. As a result, valuable curriculum time is used walking to and from this facility, which has to be checked thoroughly for health and safety

before each lesson. Nursery accommodation is in a temporary structure in the playground. This provides bleak accommodation with poor outdoor areas, which affects provision. The concrete playground generally limits outdoor play although the school has worked hard to overcome this with a newly developed Year 5/6 playground.

Care, guidance and support

The school takes satisfactory care of its pupils and provides them with satisfactory support and guidance. The school involves pupils well in its work by valuing and acting on their views.

Main strengths and weaknesses

- Adults develop very good relationships with children.
- Procedures to ensure that pupils work in a safe environment are unsatisfactory.
- Staff involve pupils well in the life of the school by taking their views seriously.

Commentary

24. Adults get to know children very well and are conscientious in helping them to feel comfortable about expressing their ideas and raising concerns. Pupils know someone that they can turn to with confidence if they need help and say that they feel safe in school because if there are any problems, such as with bullying or feeling ill, then staff take good care of them. Staff with specific responsibilities for child protection are appropriately trained and work closely with relevant agencies to support children in need. Staff know who to turn to if they have concerns about a child's welfare but the school has not provided sufficient guidance for all staff to ensure that their immediate responses to possible child protection issues are appropriate.
25. Although staff are conscientious in caring for children and ensuring their welfare by responding to a wide range of personal needs, the procedures in place to assess and respond appropriately to health and safety hazards are unsatisfactory. The school has established a range of strategies to help staff cope with the difficulties posed by the unsatisfactory accommodation. For example, because pupils' journey to and from the dining hall involves moving offsite, there is a policy that they must be supervised at all times. However, the school has not undertaken thorough risk assessments each year to identify new hazards around school, to monitor existing ones and to decide the action needed to eliminate or reduce them to an acceptable level. For instance, there are no handrails to the staircases and the school arranges for older pupils to supervise pupil movements on the stairs at busy times. This is not sufficient to ensure safety as far as is possible.
26. The very good relationships between adults and children in school ensure that pupils are listened to. The calm and supportive atmosphere in lessons and during assemblies helps pupils to have the confidence to express their views and feel that they matter. The school has recently established school and class councils to formally harness pupils' opinion and involve them in improvements to their learning and the school environment. The support given by staff is good so that pupils are learning how such a process must work to ensure that everyone is fully involved and are putting what they are learning into good practice. Significant improvements have been made to the playgrounds as a result of pupils' involvement. Older pupils now have the advantage of a safe area for relaxation and a good quality compound for lively ball games that eliminates the anxieties and frustrations previously experienced by pupils in the small area available to them. Staff have extended pupils' involvement in raising standards into planning for literacy lessons by seeking their ideas on how literacy lessons could be made more enjoyable and therefore increase pupils' motivation to achieve well.

Partnership with parents, other schools and the community

The school promotes good links with parents that encourage a positive partnership between home and school. There are good links with other schools and the community that enhance pupils' learning.

Main strengths and weaknesses

- The school welcomes parents' participation and is committed to seeking and acting on their views.
- Information for parents is satisfactory overall because some statutory information is missing from the prospectus.

Commentary

27. The school welcomes parents' involvement in the life of the school, particularly in new developments to enhance children's learning opportunities. In addition to the formal consultation sessions for parents and teachers to discuss children's progress, the school

maintains an open-door policy that gives parents easy day-to-day access to teachers and senior staff should they have queries or concerns, or need to pass on essential information. Parents feel that this policy works very well in practice because staff are welcoming and approachable. The school seeks parents' views on some proposed new developments and has recently held an open evening for staff and parents to share their views on what makes an ideal school and has set up a workshop of parents and staff to build on the ideas generated. Parents speak highly of the strong links that are established between home and school and several are well involved throughout the year. Parents support special events in great numbers, especially to watch their children perform during concerts, and appreciate the way that school looks after their children. Many parents, however, do not attend consultations with teachers to find out about their children's progress and what they can do at home to help. The school recognises the need to involve parents further by inviting them to attend special events about what is taught to help them become more closely involved in their children's learning.

28. Information provided for parents is satisfactory overall. Parents feel that they receive good information and that some of it is excellent. In particular, a newly introduced weekly newsletter helps parents to keep up to date about current and forthcoming events. Parents feel that they are generally kept well informed by teachers about how well their children are doing. Annual progress reports for parents give a satisfactory range of information about what children can do and include encouraging comments about pupils' personal development. Targets that have been set for pupils' literacy and numeracy development give parents a good idea of what their children need to do to make more progress. The prospectus gives parents a good outline of school procedures and sets out clearly the values that the school seeks to promote in its work but does not inform them of pupil absence rates, the school's National Curriculum assessment results and a summary of National Curriculum results nationwide. The nursery booklets reflect the school's commitment to working closely with home and extend a clear welcome to parents' involvement. They help parents understand how the activities in nursery help their child learn and give some good ideas on how parents can help, both in nursery and at home.

LEADERSHIP AND MANAGEMENT

Governance, leadership and management of the school are unsatisfactory, because governors, senior managers and subject leaders are not sufficiently focused on raising achievement.

Main strengths and weaknesses

- The senior management team and subject leaders pay insufficient attention to teaching, learning and achievement in the core subjects.
- The governors ensure that the school meets most of its statutory responsibilities but does not sufficiently monitor the work of the school or challenge senior managers on the school's effectiveness.
- Day-to-day management of the school is satisfactory but the school's self-evaluation and performance management are not linked sufficiently to an improvement in the standards achieved by pupils.
- Special education needs provision is well managed.

Commentary

29. The leadership and management of the school were good at the time of the last inspection. Since then there have been some positive developments and improvements made but involvement in a range of initiatives has been at a cost. Standards in English have remained low and in other subjects improvement has been variable. Teaching and

learning have not been monitored with sufficient rigour to make sure that pupils are achieving as well as they can.

30. The recently appointed head teacher took up post in September 2004 and has quickly established the trust and confidence of staff and governors. She has quickly understood the main strengths and weaknesses of the school. This has enabled her to develop and begin to share a clear vision for the school's future.
31. The provision for pupils with special educational needs is well managed and the school has the best interests, care and welfare of pupils at heart. Good opportunities for learning have been developed, particularly for those with special educational needs. The Resource Base at the school provides for pupils from Key Stage 1 with moderate to severe learning difficulties from across the local education authority. The special educational needs team is well led and managed and works in close partnership with specialised provision from within the local education authority. There are examples of effective teamwork among staff, such as the Foundation Stage, where teachers work towards the same goals. Throughout the school, leaders provide good role models, preparing lessons carefully and treating adults and pupils respectfully and fairly.
32. The senior management team and subject leaders do not give sufficient attention to monitoring standards, tracking pupils' progress and planning for improvements in pupils' achievement. Subject leaders lack a clear understanding of the strength and weaknesses of the school. Too much of their time and energy is devoted to administrative tasks and the many initiatives that have been introduced over recent years have failed to improve standards in the core subjects. Where there is good teaching and learning, such as in Year 5 and the Reception class, there are too few opportunities for expertise to be shared across the whole school and to contribute to staff development and training.
33. The day-to-day management of the school is satisfactory but self-evaluation, performance management of staff and development planning do not sufficiently focus on raising pupils' achievement. Development plans overemphasise resources and do not contain appropriate targets for individuals or school groups. Though the school collects a lot of assessment information and performance data, these are not analysed rigorously or systematically enough, or used to plan programmes and improve achievement.
34. Financial planning, through the 'Finance and General Purposes Committee' of the governing body, is unsatisfactory. For instance, the school has maintained very small classes and there is no clear long-term strategic plan that evaluates whether the current use of staff is the most efficient and effective organisation to improve pupils' achievement. Because there is insufficient monitoring and evaluation, governors have been left critically exposed and faced with a significant budget deficit at the end of the last financial year. Action to remedy this situation was not taken. The healthy balance in the previous year has disappeared and has resulted in a small deficit (see Table below). This situation is now being addressed appropriately by a review of staffing and finance. For all major purchases, such as equipping the ICT suites, the school applies the principles of best value.
35. The governing body meets most of its statutory responsibilities but there have been significant changes since the last inspection that have reduced its effectiveness. Over two-thirds of the governing body has changed, attendance has been variable and the committee structure, praised at the last inspection, has become less effective. Those

governors who have remained are supportive and willing to help the school but rely too heavily upon the head teacher to keep them informed. For example, decisions made at committee meetings were not always recorded or brought to the attention of the full governing body. The governing body has been reconstituted this term and seven new governors will take up their post in November. In discussions, the governors are reinvigorated by the relationship with the new head teacher and have clear plans to improve their work. The vision of the new head teacher together with the co-operation and commitment of the staff and governors give the school the capacity to provide a sharper focus and increased momentum to raising achievement.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,400,270
Total expenditure	1,461,418
Expenditure per pupil	2633

Balances (£)	
Balance from previous year	55,364
Balance carried forward to the next	-5,784

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Children enter the school at different levels of attainment but overall standards are below average. They start on the Foundation Stage curriculum in the nursery and make satisfactory progress so that by the end of Reception class some have reached the early learning goals for five year olds. Teachers and staff plan the curriculum well to make it appropriate to children's stages of learning and there is a good flow of information between classes. Class sizes are small and staff know children very well. The nursery and reception classes work closely in the spirit of the Foundation Stage learning programme and have recently deployed a link teaching assistant to improve the move from nursery to reception. The curriculum provides the children with many good opportunities to explore and to investigate inside and outside the classroom though opportunities to learn in a natural environment are severely limited by the school grounds.
37. The Early Years team leader has a clear view of the direction in which the Foundation Stage should develop but has had little time or opportunity to monitor or evaluate provision. Current priorities focus on integrating nursery and reception practices and increasing parents' involvement in children's learning. As with the rest of the school, there is insufficient emphasis in development plans upon raising achievement across the Foundation Stage. Resources are satisfactory overall though some in the nursery are looking worn. In all classes, there are insufficient ICT resources, though computers are available for use in most lessons. Resources for outdoor play are good but the accommodation is unsatisfactory. A secure outside play area comprises a small, tarmac area, which, were it not for good organisation and cooperation between staff, would be insufficient for the needs of the number of children in the key stage. Children in reception classes do not have easy access to this area. Nursery children are in a separate building, which is inadequate for the full range of activities expected.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers and staff ensure that all children feel secure, valued and included.
- Teachers provide a good range of activities to enable children to develop and sustain good relationships with adults and children.
- Children take responsibility for administrative tasks.

Commentary

38. Children achieve well in personal, social and emotional development. Teaching and learning are good because staff have high expectations of behaviour and set a very good example in and around classrooms. As a result, children learn to take responsibility when organising their play. In reception class children know how to organise themselves and understand that there are rules for working and playing together in different areas of the classroom. For example, an area of the classroom was set up for a birthday party and children took it in turn to blow out the candles on the cake. They are developing self-

confidence and are eager to show their work and engage in conversation about school and their families. In the nursery, the lack of space in the group room sometimes restricts opportunities for children to share their experiences. Children are developing constructive relationships with adults and other children so that they know when and who to turn to for help. Children are proud of their achievements.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a strong focus on speaking and listening in all activities.
- There are too few opportunities for children to write spontaneously.

Commentary

39. The majority of children make sound progress in communication, language and literacy because of well-prepared activities and satisfactory teaching. Many children use a limited vocabulary to describe their experiences but high attaining children talk very confidently about everyday events. The staff provide good opportunities for talk and for modelling sentences. For instance, in reception class children recounted the story of *The Blue Balloon*. Children listen attentively and there was great joy when the teacher inflated the coloured balloon and let it fly around the classroom. In group work, the teacher helped children identify letters and sounds they needed to build their reading and writing skills. Nursery children were observed mark making and writing their names in a writing activity with an adult but there are too few opportunities for children to write spontaneously about their experiences around the nursery.
40. Children in reception class are beginning to read. The majority take home vocabulary cards to practise key words from the reading scheme. High attaining children are already on the reading scheme. They make good progress and have confidence with books, accurately retelling their favourite stories. Other children do not reach the expected level but their achievement is satisfactory.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children learn through practical activities
- Children are encouraged to use numbers in many different situations and consequently make satisfactory progress.

Commentary

41. Teaching is satisfactory overall and sometimes good. A wide range of learning experiences is provided for children to learn and use numbers, which results in good achievement. On entry to nursery, most children do not know, recognise or write numbers to five. In nursery and reception, staff plan and resource a good range of practical activities, including using the computer, which leads children to understand simple shape and size. In addition, staff take every opportunity to get children to count as when children in nursery print shapes, build towers or attach coaches to a toy train. During the inspection some three year olds were counting accurately to 15 and children in the reception class were matching place settings at the party table for each guest. Children consolidate their understanding through practical activities and role-play. For example, a child in reception

class knew that he needed 'one more' candle for a birthday cake to add to the four he had already placed there.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers and staff create a lively learning environment to stimulate children's curiosity.
- Opportunities for children to learn through role-play are well developed, though there are insufficient opportunities for children to learn through ICT.
- The outdoor environment restricts children's learning in this area.

Commentary

42. Teaching and learning are satisfactory. Children are provided with a variety of activities to stimulate their curiosity but the level of attainment is below that expected for their age. In reception the teacher helps children to explore their senses and combines this effectively with speaking, listening and discussing textures. A good range of construction and role-play activities helps children appreciate how things work and how they are used by adults. Children talk about journeys they have made and one child in reception gave a colourful description of 'Spanish bears' she was painting in response to a story. Though children use the computer to support their learning, there are too few remote control or programmable toys available for children to develop an understanding of the technological world. Although staff have created a very small garden area, provision is poor, and opportunities for children to learn about the natural world in which they live are very limited. Overall, children make satisfactory progress.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children achieve well because of the good teaching they receive.
- Accommodation places constraints on an otherwise good curriculum.

Commentary

43. Children in reception classes benefit from access to a large indoor hall and good teaching ensures that most children reach the level expected for their age. In one lesson, children learn a good awareness of space and how their bodies work. Throughout the lesson, the teacher provided a good demonstration and asked questions to extend children's learning. In other lessons children use a range of equipment and resources that improves their movement and control.

44. Despite the limitations of the outdoor play area, staff provide good opportunities which maximise learning in this area. Construction equipment and climbing frames challenge children to work on a large scale. The tarmac area is made safe with a covering of large mats that have to be handled by staff several times a day. Children from reception class do not have easy access to this area that is relatively small and inadequate for the full range of play activities normally provided for Foundation Stage children.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are provided with good opportunities to develop creativity.
- Children achieve well because of the support they receive from staff.

Commentary

45. The quality of teaching and learning is good. Children are provided with a good range of materials to create three-dimensional models and pictures made up of different textures. One child made a face from several materials and commented, "I've used shiny metal for the eyes"; another named her model 'beardy' because she had covered it with cotton wool. Nursery staff provide good support to all children and take every opportunity to get children talking about their work.
46. In reception children painted pictures of their favourite animal. They mix paints and apply them sensibly and in a well-controlled way. They use resources in the role-play area, taking on family roles and re-creating familiar situations. Children sing and dance confidently in front of their class.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards are well below national expectations and pupils' achievement is not as good as it should be.
- Teaching is unsatisfactory, overall. Although the basic skills in literacy are taught adequately there are too few chances for pupils to practise their skills.
- Assessments are not used well enough to plan the next steps in learning and ensure that pupils make good progress.
- Many of the activities for learning are dull and do not bring the subject to life, especially for boys.
- The school's approach to developing pupils' written and spoken language is not sufficiently well structured.
- Pupils have positive attitudes and try hard.

Commentary

47. Standards in the national tests have been well below national expectations in English for several years. There was an improvement in the most recent tests in 2004. However, pupils' achievement in comparison to that in similar schools is not as good as it should be.
48. The school has identified a higher than average proportion of pupils with special educational needs and their achievement is better because of the good provision for

them. This includes very effective support from a good number of well-trained support staff which results in work that is usually well matched to their needs, as in the case of Year 3 pupils where the work in their books is very closely linked to the targets set in their individual education plans. Girls achieve more highly than boys throughout the school, especially in writing. This has been recognised by the school and pupils have been consulted about the reasons for the difference and ways to encourage boys more; however, the impact of actions taken such as more emphasis on non-fiction and greater access to learning in ways that appeal to boys has not yet been evaluated. In the best lessons, such as the one in Year 2 about connecting sentences in chronological writing, all pupils were properly challenged at different levels because of the teacher's good knowledge of pupils' abilities. This resulted in higher ability pupils being able to use 'meanwhile' to connect two of their own sentences appropriately. However, many teachers' expectations are too low for the majority of pupils, particularly those of average and higher ability; consequently too many pupils underachieve across the school in English.

49. Although pupils are confident, enthusiastic speakers, standards in spoken language are below national expectations. This is partly because many pupils do not have well-developed language skills when they start school. Also there is no structured programme for developing this aspect of English throughout the school. This has rightly been identified as a priority for inclusion in the current improvement plan. Few teachers challenge pupils sufficiently to use a wider range of vocabulary in lessons and as a result there are too few opportunities for pupils to improve the quality of their language.
50. In reading too few pupils reach the higher levels at both ages seven and eleven. Although their basic skills for reading are sound many have too limited a vocabulary to help them to understand what they read as well as they should. This means that their comprehension is restricted and the potential for enjoyment is limited, as in the case of a Year 6 pupil who was not able to understand the humour in the reading book. Nevertheless, pupils generally have good attitudes and most appreciate the regular, frequent opportunities to read at school and at home.
51. Despite the competent teaching of basic skills such as handwriting, spelling and sentence construction, pupils' achievement is low in writing. This is because activities often concentrate on technical aspects and opportunities to write creatively and for a variety of purposes across the curriculum are limited. In a small number of lessons where learning is good, such as the Year 3 lesson on 'Shape Poems', pupils are given an interesting topic to capture their imagination and a good structure to focus their thinking. This enables middle and higher ability pupils to achieve well writing such phrases as "terrorising snakes". There are examples of more free-flowing writing when pupils have first-hand experiences such as the visit to the local church made by pupils in Year 5.
52. All teachers manage pupils' behaviour well in English lessons and relationships between staff and pupils are generally very good; consequently, pupils work free from distractions, have positive attitudes and try hard. In the small proportion of lessons where teaching is good, pupils are actively involved in learning at the appropriate level when being taught as a whole class. This is because of the skilful use of challenging questions, individual whiteboards, paired working and games. Teachers in these lessons match work well to pupils' ability and interest and make good use of time. However, there are too few lessons of this quality across the school, which means that the teaching of English is unsatisfactory overall. The main reasons for this are that most teachers do not expect

enough of their pupils and, although marking is up to date and constructive, they do not use assessment well enough to ensure that pupils make good progress. In addition too few teachers have the confidence to build on the learning objectives of the literacy strategy to bring the subject to life.

53. The overall leadership is unsatisfactory. The two teachers who share the subject leadership role have carried out potentially useful research with staff and pupils to identify the reasons for low standards and underachievement in English. Appropriate strategies for improvement are outlined in the subject improvement plan. However, there has been an insufficiently sharp focus on evaluating the effectiveness of actions in the past, which has resulted in slow progress in improving pupils' achievement.

Language and literacy across the curriculum

54. The use of language and literacy skills across the curriculum is unsatisfactory. Teachers are beginning to provide more planned opportunities for pupils to develop language and literacy skills across the curriculum; however, this is currently at an early stage. Pupils' poorly developed skills in writing limit their achievement in some other subjects, such as history, particularly at the higher levels.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses:

- Pupils make insufficient progress throughout the school so that achievement is too low by the time they are eleven.
- Teaching and learning are unsatisfactory overall, because the system for tracking pupils' progress is not used well enough to target under-achievement.
- The work set for groups of pupils is not matched carefully enough to their abilities.
- Time in lessons is not used well enough so that pupils can consolidate and extend their learning.
- Teachers use a good range of teaching techniques, which helps to motivate pupils.
- Pupils with special educational needs make good progress because they are supported well by teaching assistants.

Commentary

55. Standards in the national tests have been well below national expectations for several years. There was an improvement in the most recent tests in 2004. However, pupils' achievement is not as good as it should be and remains below similar schools. The school has started to address the low achievement of pupils by setting up a system to track their progress between the ages of seven and eleven. However, it has not yet used this system rigorously enough in order to identify where underachievement exists so that standards can be raised. There is no similar tracking system in place for the younger pupils in Years 1 and 2. Whilst all pupils now have targets so that they know what they are trying to learn, some of these targets are too low and some pupils are left with the same targets for too long.
56. Teaching is unsatisfactory overall, because there is too little emphasis on raising achievement. Teachers do not always have a clear enough understanding of what pupils should be learning because they do not use the information they have about previous achievements. This means that the work for some lower ability pupils is too difficult for them whilst the work set for many higher achievers is too easy and this results in slower than expected progress. When pupils with special educational needs are supported by teaching assistants, they make good progress.
57. In the few lessons where teaching is good, teachers expect pupils to achieve well. For example, in a Year 5 lesson, pupils were challenged to find out how many ways they could combine four colours of sweets and given the time to learn for themselves. As a result pupils were excited by the challenge and became very involved in what they were discovering. They were able to find a general rule for any number of sweets and explain it to the class at the end of the lesson. In these lessons, less able pupils are supported well by teachers and assistants, and all abilities are able to make rapid progress in their thinking.
58. Where teaching is less effective, it is because the first part of the lesson takes too long and this leaves little time for pupils to work independently in order to practise their skills and demonstrate their understanding. In some of these lessons, too many pupils are not sufficiently challenged. Teachers do not use questioning well enough in order to engage

all pupils in learning. This means that the teacher is only aware of the level of understanding of the minority of pupils answering the questions.

59. The overall leadership is unsatisfactory. Whilst the enthusiastic and knowledgeable subject leader has worked hard to implement the National Numeracy Strategy, there has been insufficient focus on evaluating teaching in terms of pupils' progress.

Mathematics across the curriculum

60. The use of mathematics across the curriculum is unsatisfactory. Whilst there are opportunities for pupils to apply their skills in other subjects, particularly science and geography, it is not yet planned consistently enough in order to have a positive impact on standards.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Significant groups of pupils are under-challenged in science and expectations are low.
- Pupils enjoy investigative science, which has a high focus, but this has not yet improved achievement.
- The role of the subject co-ordinator is underdeveloped.
- Assessment of pupils' learning is not used to track how well pupils are doing or to plan future work.

Commentary

61. Standards in science throughout the school are well below the national average. By the end of both Year 2 and Year 6 achievement is below national averages and standards are low. By the end of Years 2 and 6 very few pupils achieve higher levels in science. These poor standards have been at this level since the previous inspection, although achievement this year is slightly improved. Standards have declined since the previous inspection.
62. The school, led by the science co-ordinator, places a high emphasis on scientific investigation and evidence of this type of work can be seen across the school. In a Year 6 lesson pupils are able to find out which surfaces are the best reflectors of light. This provides the opportunity both to develop investigative skills and to explore the concept of a fair test. Pupils enjoy this type of work, but it has not yet led to improved standards. This is because teaching is unsatisfactory. In all lessons observed, pupils are provided with work that does not challenge them sufficiently or extend their learning. For example, in a Year 1 lesson on the life-cycle of a frog, many pupils were able to complete the task set very quickly and after questioning revealed that they have covered similar work in the reception class. Work set in science is generally the same for all ability groups, resulting in the work being too difficult for lower ability groups and too easy for more able pupils.
63. Assessment and tracking of pupils' previous learning and achievement are not used to plan next steps in teaching and learning. As a result, pupils are not extended sufficiently and standards remain low. For example, results in national tests are not analysed and a valuable opportunity to find out how the school compares with similar schools is missed. Because teachers fail to build on pupils' previous learning or knowledge, they often underestimate what pupils are capable of. In a Year 1 lesson on baby animals, for example, pupils are introduced to the names of various animals and their young even though the vast majority of pupils are already familiar with these names.

64. The overall leadership is unsatisfactory because the role of the subject co-ordinator has not been developed. Whilst resources are managed appropriately and the development of investigative science is encouraged, little opportunity has been provided for the exploration of teaching and learning in science and its impact on standards. As a result, the co-ordinator does not have an accurate picture of science provision at the school and opportunities to raise standards are missed.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision for ICT is **satisfactory**.

Main strengths and weaknesses

- Standards and pupils' achievement in both key stages have improved and are now satisfactory.
- Teachers are more confident in using ICT than at the previous inspection.
- Improved resources and access to computers have improved pupils' achievement but access to resources for control and sensing is limited.
- Pupils' enthusiasm for the subject makes a significant contribution to their good achievement in most lessons.
- In some lessons teachers spend too much time reminding pupils of well-established procedures.
- The school computer network is well managed but the co-ordinator does not rigorously monitor or evaluate provision or pupils' attainment in ICT.

Commentary

65. Standards in ICT are now broadly in line with national expectations at both key stages, which is an improvement on the previous inspection when they were judged to be unsatisfactory at Key Stage 2. Improvement is due to the improved level of resources available for teachers to use in lessons, and training that has enabled them to gain the confidence to teach ICT. Teachers now use the new resources in the ICT suites effectively to teach pupils the basic skills they need to support their learning in other subjects.
66. By Year 2, pupils are using the computer to make pictures and write text. The oldest pupils make use of word processing and publishing software to present information to a range of audiences. Pupils in Year 5 and 6 have well-developed skills in using multimedia software such as *PowerPoint*. Teachers have the confidence and skill to help pupils' use of the Internet to research topics to support their learning in history and science. Year 5 pupils are currently using the Internet to research the Victorians and Year 6 are preparing multimedia presentations in relation to Carlton Camp.
67. Pupils' achievement is generally satisfactory. In some lessons, pupils work in 'expert-novice' pairs where collaboration between pupils raises achievement, especially for low attaining pupils. This approach was particularly effective where Year 4 pupils were using ICT in their literacy lesson to analyse text for homophones. Access to computers at home contributes to pupils' achievement. For example, in one Year 6 class some pupils have a computer at home and they use some of the same applications that they are using at school.
68. Provision is generally satisfactory but there are still shortcomings in access to computers in classrooms. Older pupils, for example, do not use control technologies to support their learning in science and geography.
69. Teaching in ICT is satisfactory and in most lessons teachers capitalise on pupils' enthusiasm for the subject. Teachers familiarise themselves with applications they are to use and most lessons begin with a confident demonstration which keeps all pupils interested and eager to learn. Where teaching is unsatisfactory, as observed in a Key

Stage 1 lesson on making repeating patterns, teaching is at the pace of the slowest pupils and for those who already have good skills, learning stops and they quickly become bored and drift off task.

70. The school has two well-resourced computer suites that are networked so that teachers and pupils can share resources. Using the network in this way is relatively new to staff and not fully embedded into the way some work. The co-ordinator manages the network well but has not had opportunities to monitor and evaluate ICT provision and attainment across the school. He is working on a whole-school assessment and pupil tracking system, which should help identify more accurately the school's ICT priorities. Resources are well managed and the support from a part-time technician is highly valued. Though the ICT suite is well resourced, there is insufficient control or sensing equipment.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

71. The use of ICT across the curriculum is unsatisfactory. The ICT suites provide the mainstay of teaching basic ICT skills but because of the limitations of the timetable, opportunities to use the suite independently to support learning in other subjects are limited. All classrooms have a computer and teachers need to find ways to maximise the use of computers in the ICT suite and their classrooms to integrate ICT into the wider curriculum.

HUMANITIES

72. One lesson was observed in geography and none in history. Inspectors looked at samples of pupils' work. There is insufficient evidence to judge provision in either subject.
73. The evidence seen indicates that standards in **history** and **geography** are satisfactory. The school has established a long-term plan which ensures that there is appropriate coverage of the programmes of study and enables staff to plan work in line with published schemes. Teachers observed were confident in their understanding and delivery of the subjects.
74. There is good coverage of historical topics with appropriate resources to ensure areas of the National Curriculum are covered. However, there is little evidence of systematic planning for progression in the key historical skills of enquiry and interpretation so that pupils begin to understand why certain events happened. Pupils take a pride in their work and literacy skills are sometimes used well, as in the case of a Year 6 class who have written an imaginary letter from Athens to Sparta to ask for their help.
75. By Year 2 pupils have a good knowledge of local places, and know where they live and how their local town differs from some others. Their mapping skills are under-developed, so that in one Year 2 class most pupils were unable to draw a plan of a park, producing a picture instead.
76. By Year 6, pupils have knowledge of a range of places both locally and further afield. They are able to use an atlas and read a key to interpret physical features of other countries. Pupils can describe what places are like and are able to draw comparisons between different areas they have studied.

77. The role of the subject leaders needs to be developed to include monitoring of teaching and learning in order to raise standards still further. The school does not have systems to assess pupils' understanding accurately enough.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Good use is made of visits to support learning.
- Teachers' subject knowledge is good.
- Coverage of the Hartlepool Religious Education Agreed Syllabus is good.

Commentary

78. Standards in religious education are good. A thorough coverage of the local religious education syllabus is in evidence with a chosen focus on both Christianity and Hinduism. Through their religious studies pupils in both key stages gain an appreciation of Christianity and some world religions. Children in Years 3 and 4 can refer to the Bible and can identify a range of symbols used in the Christian faith. Many understand about the importance of Diwali, the Hindu festival of light, and know about the Hindu gods, Rama and Sita. Assemblies have a regular religious basis, with pupils singing hymns and saying prayers in all of them. The curriculum and learning are enriched well, for example by a visitor explaining to pupils about the significance of the Chinese New Year, and by visits to the Methodist Chapel.
79. Teaching and learning are good. For example, in a Year 4 lesson on Diwali, the teacher used a variety of multi-sensory approaches to make the lesson more memorable and to move learning forward. Here, pupils achieve well because teaching challenges pupils' thinking and develops some detailed knowledge. Similarly in a Year 3 lesson on religious symbols, teacher expectations were high by not being content with pupils simply describing actions and by persisting in developing their understanding of what the symbols meant. Adequate resources are organised to help the delivery of religious education and the subject co-ordinator acts as an effective support to teachers.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Too few lessons were seen to judge provision in any subject in this curriculum area. No lessons were seen in art and design or in design and technology. Three lessons were seen in physical education and two in music. Inspectors gathered evidence from these lessons, examined pupils' work in books and on display, and had discussions with staff and pupils.
81. Pupils' work in books and on display showed that, apart from a few examples, pupils reach standards below those expected for their age in **art and design**, especially by the end of Key Stage 2. On occasions when pupils are given first-hand experience and prompted to observe closely, the standard of work is at least in line with expectations and in some cases is above. Good examples of this were seen in Key Stage 1 where pupils made very good observational drawings of sculptures they had seen and photographed in a local park. In Key Stage 2 most pupils use sketchbooks, which are used well to focus on

specific techniques and to develop pupils' understanding of aspects such as pattern and texture. Pupils also learn about the styles of famous artists, which they link effectively to their own work, such as in the self-portraits in Year 5. However, in general, pupils in Key Stage 2 have under-developed drawing and painting skills. In addition, there are too few opportunities for pupils across the school to work on larger scale projects and with a sufficiently broad range of materials; for example, three-dimensional work is particularly under-represented. There is no assessment in art to ensure that pupils are making good progress and to check standards.

82. Art is led by an enthusiastic teacher who has a flair for the subject. However, the lack of a systematic approach to the monitoring and evaluation of standards, pupils' achievement and the effectiveness of provision, as well as the school's main focus on the core subjects, has resulted in limited development.
83. In **design and technology** learning is rightly focused on 'design and make' activities. Pupils in Key Stage 1 can recognise the usefulness of different materials to make a range of objects. In Key Stage 2, pupils are able to make judgements on the usefulness of objects, draw designs and make suitable constructions.
84. The subject leader is knowledgeable and has appropriate plans to develop their subjects further. However, leadership and management can only be satisfactory when there are few ways of monitoring and evaluating standards other than by the subject leader's scrutiny of pupils' work.
85. Two lessons were observed in **music**. The teaching in both was satisfactory because pupils were presented with work that moved their learning on. In a Year 1 lesson pupils developed their hand-eye co-ordination to play instruments together and their ability to follow signals to play loudly and softly well because of the teacher and teaching assistant's clear demonstration. Higher ability pupils in a Year 6 lesson rose to the challenge well to fit a rhythm they had composed to a track from the music scheme. However, pupils in general have very limited knowledge of some key aspects of music, particularly the names of common instruments, specific vocabulary to explain their preferences, and a range of musical styles such as those from other cultures. Standards achieved are below those expected by the end of Year 6.
86. Provision for music has improved since the previous inspection. There are now good levels of resources so that all pupils in a class can have access to musical instruments, and links have been made with the local secondary school to provide more expert teaching for older pupils. Singing has improved, mostly as a result of the formation of a school choir as part of a local schools' initiative and the pride that pupils now take in their work. Teachers have increased confidence as a result of the introduction of structured schemes of work.
87. There is no systematic approach to evaluating standards and the quality of provision for music across the school and this, coupled with the absence of assessment, means the school does not ensure that pupils' achievement in all aspects is as good as it could be.
88. In **physical education** standards are typical for the age groups concerned. Pupils play a variety of games with enthusiasm, including the football team. They understand and respect the rules of play. They can pass, catch and control a variety of balls in different game situations. Pupils of all ages are aware of the effects of exercise on the body.

89. Teaching is satisfactory. Lessons are well planned to provide a variety of opportunities for all to get actively involved. Lessons are interesting with time for pupils to listen, watch, practise individual skills and then perform together. They are encouraged to perform well and they respond with energy and try hard to succeed. As a result they learn quickly. However, there are too few opportunities for pupils to evaluate the quality of their movements or those of others. Overall, achievements are satisfactory in physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. Too few lessons were seen to judge provision in this curriculum area. Two personal, social and health education lessons were observed. Discussions took place with pupils and the pupils' work was examined.

91. There is a well-planned and structured personal, social and health education (PSHE) curriculum, which means that pupils make good progress in developing their knowledge and understanding. PSHE is taught through planned lessons and also effectively through other subjects. Standards in PSHE are good and pupils achieve well. This is because high expectations are set and the head teacher and staff are good role models and expect pupils to do well.

92. During discussions pupils showed a good knowledge of healthy living. They know about balanced diets, the good effects of exercise and the importance of cleanliness in preventing the spread of illness. Older pupils are confident in sharing their thoughts with staff and other adults. For example, they are able to talk about making choices about bullying, health and personal safety.

93. The school provides a good range of opportunities for pupils to develop a sense of responsibility and citizenship. This is seen in the work of the school council where pupils make decisions about improvements that are needed in school. The school council is well organised and gives all pupils an opportunity to play an active role as citizens. All pupils are involved in the new school council with a very good system of representation. Class council meetings engage all pupils in planning the main agenda items for meetings and photographs of class council members are displayed alongside the minutes of school council meetings. This initiative has been implemented rigorously, with school council members gaining valuable skills and understanding of the democratic process.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	6
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
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	5
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	5

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