

INSPECTION REPORT

KELVIN GROVE COMMUNITY PRIMARY SCHOOL

Gateshead

LEA area: Gateshead

Unique reference number: 108323

Headteacher: Mrs Janice Skelton

Lead inspector: Dr Brian Male

Dates of inspection: 10th – 12th January 2005

Inspection number: 267126

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	391
School address:	Kelvin Grove Gateshead Tyne and Wear
Postcode:	NE8 4UN
Telephone number:	0191 477 4186
Fax number:	0191 490 1899
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Julie Davies
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

This large urban community primary school takes pupils from three to eleven years old, and is maintained by the Gateshead Local Education Authority. At the time of the inspection there were 352 full-time pupils in 14 classes, and a further 39 children attended the nursery on a part-time basis. There is an above average proportion of pupils for whom English is not their first language, many of whom are at an early stage of learning English, and pupils come from 17 different language backgrounds. Standards of attainment are generally well below average on entry. The percentage of pupils known to be eligible for free school meals is above average, and the percentage of pupils identified as having special educational needs is also above average. A high number of pupils enters and leaves the school each year. The school has been successful in achieving various national awards: a Schools Achievement Award in 2002 and the Healthy Schools Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14806	Dr Brian Male	Lead inspector	English, English as an additional language, history, geography
11368	Mrs Kate Lee	Lay inspector	
33196	Ms Helen Walker	Team inspector	Information and communications technology, art and design, music, physical education
31622	Mrs Lesley Richardson	Team inspector	Foundation Stage curriculum, design and technology
32439	Mrs Maureen Bennett	Team inspector	Mathematics
1550	Mr Michael Pinch	Team inspector	Science, religious education, special educational needs

The inspection contractor was:

peakschoolhaus Ltd

BPS Business Centre
Brake Lane
Boughton
Newark
Notts
NG22 9HQ

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** and improving school where a very effective new headteacher has already made a significant impact. The school provides a very supportive community where pupils are very well cared for. Pupils' achievement is good overall, and the achievement of pupils for whom English is not the first language is very good. Standards continue to rise and the school is on track to become even more effective. Leadership and management are good overall, and the school provides **very good value for money**.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and has an exceptionally clear vision for the school
- Good, and often very good, teaching ensures that pupils achieve well overall, and very well in English
- Very good support for pupils for whom English is not the first language enables them to achieve very well
- The school is socially inclusive, and pupils from a wide variety of ethnic backgrounds get on with each other very well indeed
- The school provides a very safe and caring environment, and its very positive climate for learning encourages pupils' very good attitudes to learning
- The very good teaching and learning methods used in many classes need to be used more extensively across the school, particularly in some classes in Years 3 and 4
- Aspects of the information and communication technology (ICT) curriculum are under-emphasised in Years 3 to 6, and ICT is not used sufficiently to support other subjects across the school
- Subject leaders of English and mathematics make good use of the analysis of standards and tracking of progress, but these are not always used sufficiently in other subjects.

The school has made good progress since the previous inspection. Standards of attainment have risen and pupils' attitudes have been improved, whilst their good behaviour has been maintained. The quality of teaching has been improved at Key Stage 2, and support for pupils for whom English is not the first language has improved significantly. Most of the key issues have been successfully addressed, but there is still a need to involve pupils in more practical tasks, such as investigations, in some classes.

STANDARDS ACHIEVED

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those where a similar proportion of pupils is entitled to free school meals.*

Pupils' achievement is good overall. Standards in English, mathematics and science are higher in Year 6 this year than in 2004 and are now in line with the national average.

Standards in Year 2 in reading, writing and mathematics are also in line with the national average. Standards in ICT are generally in line with expectations across the school, but there is insufficient coverage of control and modelling aspects for older pupils. Standards in religious education are above those usually found. Other subjects were only sampled, but standards are generally in line with those usually found. Children make good progress through the nursery and reception classes, and achieve well, particularly in the communication, language and literacy aspects. There is good support for pupils with special educational needs that enables them to achieve well. Very good support and a very positive approach to inclusion enable pupils for whom English is not the first language to achieve very well.

Many children start in the nursery with standards of attainment below those usually found, and usually well below average standards in language and literacy, so the overall standards found by the inspection represent good achievement for the pupils, and very good achievement in English.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils have very positive attitudes to school and are keen to take part in lessons. Their behaviour is often very good in class, but a small minority do not always behave well in the playground. This is being tackled by the school, and is already improving. Pupils' personal qualities such as relationships and concern for others are often very good. Relationships are very good, and most pupils are open, friendly and very willing to communicate. The rate of attendance is below average, but the new steps being taken by the school are already proving effective.

QUALITY OF EDUCATION

The quality of education is good overall. The quality of teaching is good overall and often very good. In the best lessons, pupils are actively involved in an exciting range of first hand experiences where they are challenged to solve problems in their own ways. These lessons deepen understanding and extend skills. Other lessons, particularly in Years 3 and 4, do not always have such excitement nor such a range of learning methods and first hand experiences, and whilst teaching is satisfactory overall, and sometimes good, it does not promote such quick progress as in other classes.

There is a broad curriculum enhanced by a satisfactory programme of extra-curricular activities. Support and guidance for pupils' welfare are very good. The school's partnership with parents is good, and this enhances learning and promotes pupils' positive attitudes. The school is well staffed with teachers. The accommodation is good and has been made into a very attractive and stimulating environment through very good display. Teaching and learning resources are generally good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides very good leadership, and has already made a significant impact on the school through her exceptionally clear vision. The structure of phase and subject leaders has just been re-organised, and the inspection agrees that the next step is to develop systems of analysing and building on standards in subjects other than English and mathematics. The improvements introduced, together with the appointment of a new deputy headteacher, have put the school in a very good position to improve its standards and effectiveness even further. The governors have a good overview of the school, and make an effective contribution to its development. The school is managed effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school, and there is no area where a significant number would like to see improvement. Pupils are very positive about the school, and the school takes appropriate steps to ensure that pupils' views are sought and acted upon.

IMPROVEMENTS NEEDED

In order to build on the already good provision and the significant developments already initiated by the headteacher, the next steps for the school are to:

- Make more use, particularly in Years 3 and 4, of the very good teaching and learning methods employed in many classes
- Ensure the ICT curriculum is balanced, and make more use of ICT to support the curriculum
- Continue to develop the role of phase and subject leaders, particularly in terms of their analysis of standards and tracking of progress, in order to identify areas for improvement.

The school has already identified these needs in its development planning.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good for all groups of pupils, and pupils for whom English is not the first language achieve very well. Standards are generally in line with the national average, and well above those in similar schools.

Main strengths and weaknesses

- Good, and often very good, teaching ensures that pupils achieve well overall, and very well in English
- Very good support for pupils for whom English is not the first language enables them to achieve very well
- Progress is satisfactory through Years 3 and 4, but this is slower than in other years (where progress is often very good) because there is not such an exciting range of learning methods
- Standards in science are now beginning to rise through a good emphasis on investigative work, after having fallen in previous years
- The school's very positive climate for learning and pupils' positive attitudes contribute to the good achievement.

Commentary

1. In considering how well pupils achieve, it is important to take account of three factors. Firstly, most pupils enter the nursery with standards of attainment below those usually found, and well below average in the communication, language and literacy elements. Secondly, there is a relatively high proportion of pupils for whom English is not the first language. Many of these are newly arrived in the country and at a very early stage of learning English. Thirdly, there is a very high number of pupils entering and leaving the school each year, so that in most years fewer than 70 per cent of pupils tested in Year 6 have been right through Years 3 to 6 in the school. Pupils who have been right through Years 3 to 6 tend to attain higher scores than those more newly arrived.
2. The school's scores in national tests for eleven year olds (table below) fell in 2004 in all three subjects tested: English, mathematics and science. Standards were below the national average in English and mathematics, and well below average in science. These standards were above the average of similar schools in English, and in line with that average in mathematics and science. The fall in standards from 2003 was associated with a high number of pupils newly arrived in the school, and with a significant number of changes of teachers during the year. Pupils who came right through Years 3 to 6 in the school achieved well, and their scores were at least in line with the national average.

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

Standards in:	School results	National results
English	25.8 (26.6)	26.9 (26.8)
mathematics	25.8 (28.0)	27.0 (26.8)
science	27.2 (28.9)	28.6 (28.6)

There were 53 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence indicates that current standards by Year 6 are much higher than in 2004, and generally in line with the national average in all three subjects. These higher standards represent a particularly good improvement in science, and very good achievement in English taking account of the particularly low starting point in language and literacy, and the relatively high number for whom English is not the first language. A good emphasis on investigative work, along with more time for the subject, is beginning to raise standards in science. The investigative work is helping pupils to develop a deeper understanding of concepts and so be able to apply them in a range of contexts. In some classes, particularly in Years 3 and 4, pupils are not given sufficient scope to follow their own lines of enquiry in these investigations, as lessons are too confined by worksheets. This slows pupils' progress in developing scientific understanding.
4. The school's scores in national tests for seven year olds in 2004 (table below) were well above the national average in writing, and in line with the national average in reading and mathematics. These standards were well above those of similar schools in reading and mathematics, and in the top five per cent of such schools in writing.

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

Standards in:	School results	National results
reading	15.9 (15.1)	15.8 (15.7)
writing	16.0 (14.9)	14.6 (14.6)
mathematics	16.4 (16.0)	16.2 (16.3)

There were 49 pupils in the year group. Figures in brackets are for the previous year

5. Inspection evidence suggests that current standards in Year 2 are not as high as in 2004. This is mainly because there are more pupils with special educational needs in the group, and because, on the whole, these pupils entered the school with generally lower standards. However, pupils have made good progress and standards are broadly in line with the national average in reading, writing and mathematics.
6. Children make good progress through the nursery and reception classes and by the time they enter Year 1, many attain the nationally expected early learning goals in the personal, physical and creative aspects of development. Very few attain these expected goals in the language and communication aspect because so many are at an early stage of learning English. Attainment in the mathematical, knowledge and understanding aspects is higher than in communication, but below the standards usually found.
7. Standards in religious education are above those usually found and this represents very good achievement for the pupils. The very good achievement is promoted by the good quality of the teaching, good emphasis on the subject and the use of some very good

learning methods such as role-play and drama. Very good use is made of the knowledge and experience within the school of pupils and parents from a variety of religions. Standards in ICT are generally average across the school in the aspect of word processing, but standards are not so high in the data handling and control aspects where there has been less emphasis. Pupils have too few opportunities to use their developing ICT skills in the context of other subjects. Standards in music and history are in line with the national average and represent good achievement. Standards in history are rising, particularly in Years 5 and 6 where there is some very exciting teaching of the subject. As other subjects (geography, art, and design and technology) were only sampled, there is no formal judgement about attainment in these, but standards are generally in line with those usually found.

8. Pupils for whom English is not their first language receive some very good support and this enables them to achieve very well. Their achievement is also assisted by the school's very positive climate for learning where the very wide variety of ethnic and national backgrounds (there are 17 different language backgrounds in the school) are all respected, and pupils encouraged and enabled to develop self-confidence and a pride in their own cultures. As a result, pupils not only become proficient in English, but do well in other subjects as well. In national tests for eleven year olds, pupils for whom English is not the first language do just as well as the others.
9. Good quality support and a precise focus on particular aspects of learning enables pupils with special educational needs to make good progress in terms of their targets.
10. The school's very positive climate for learning impacts on all pupils through encouraging positive attitudes to learning, raising pupils' self-confidence and making learning interesting. There is a significant amount of very good teaching, and this enables pupils to make very good progress, especially where pupils are actively involved in an exciting range of first hand experiences in which they are challenged to solve problems in their own ways. Where lessons are more restrictive, particularly in some classes in Years 3 and 4, progress is slower. This makes progress and achievement good overall.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and personal development, including their spiritual, moral, social and cultural development, are very good. Behaviour is good overall, and often very good in lessons. Attendance is below the national average, but is satisfactory in the context.

Main strengths and weaknesses

- Pupils are confident, have good self-esteem and work well independently when given the opportunity
- Pupils enjoy very good relationships with the staff and each other, and are considerate and respectful
- Pupils' behaviour in lessons and around school is often very good
- The behaviour of pupils in the playground and particularly at lunchtime is not as good as at other times of the day
- Staff provide very good role-models to develop pupils' ability to consider the needs and feelings of others
- The rate of attendance is improving as a result of recent actions taken by the school.

Commentary

11. Attendance is below the national average despite very good efforts made by the school. This is mainly due to a small number of pupils who are irregular in their attendance or who take extended holidays. A minority of pupils arrive late for school. Tackling these issues was made a priority by the new headteacher, and a series of successful measures has been introduced. As a result, attendance is improving and lateness decreasing.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.7
National data	5.4	National data	0.4

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

12. At the time of the last inspection, pupils' attitudes were good and improving although more work was required with regard to opportunities for pupils to work practically and independently. The school has been successful in developing pupils' positive attitudes further so they are now very good overall. Issues relating to opportunities for increasing independence have been addressed successfully in most classes. However, in some classes, particularly in Years 3 and 4, there are still too few opportunities for pupils to be independent; for example planning their own investigation in science or selecting their own methods in mathematics. Both of these are requirements of the National Curriculum.
13. Attitudes to learning are very good. Pupils respond well to praise and rewards such as the 'Learner of the Week' certificate. Pupils are very proud of their good efforts and really appreciate the approval they receive from staff. In the majority of classes, teachers present the learning through interesting, challenging and enjoyable activities which prompt enthusiastic and keen participation by pupils. However, in a small number of lessons where pupils are given too few opportunities to take an active part in their learning, they are less attentive. Pupils have very good levels of self-esteem and confidence which enable them to approach activities positively. This is because teachers and teaching assistants provide an encouraging, supportive atmosphere for learning through their sensitive, considerate and good-humoured approach.
14. Pupils enjoy very good relationships with each other and with staff. Their very good relationships with staff result in a high degree of trust. This is because staff are considered to be kind and are seen to take pupils' concerns seriously, and deal with them effectively. Staff also provide very good role-models to develop pupils' ability to consider the needs and feelings of others. This results in a very good ethos, a welcoming atmosphere for those new to the school and very good inclusion of all pupils. A very good example of this was seen in the nursery when children were very gentle with new children in the parachute game.
15. Pupils' behaviour in and around school is good. In lessons they show respect for staff and try hard to follow instructions. This is because staff have high expectations, make frequent positive comments and praise good behaviour. Pupils place a high value on this praise and on rewards. Teachers also have very well established and clear routines and lessons are generally well structured so pupils know what is expected. This means that almost all pupils work well independently of adults. These routines extend to pupils' movement around school which, as a consequence, is well ordered and calm. Pupils manage the stairs and hold doors very sensibly. No pupil has been excluded in recent years.
16. Pupils are not so orderly and calm during breaks, particularly at mid-day. This is because the provision is not as good as it is in class time. A significant number of pupils have extended periods of time in the yards without a sufficient range or number of resources to engage them in a positive way. Whilst the amount of supervision is adequate, mid-day supervisory assistants have not yet received training to enable them to help pupils make the best use of this time for

recreation. The school quite rightly recognises the need to improve pupils' experiences at lunchtime, and has planned for this.

17. Spiritual development is good overall. Pupils develop a growing understanding of their feelings and they also show very good understanding and respect for the feelings, values and beliefs of others. This is because they are given very good opportunities to explore these issues in lessons such as in religious education in Year 1 where they looked at artefacts from different religions with respect and sensitivity. Moral and social development is very good. Pupils have good understanding of right and wrong and, because of the staff's high expectations and the very clear guidance given, their actions demonstrate willingness to abide by the agreed rules. The school has a very inclusive approach, and staff, particularly in the nursery, go beyond what is normally expected to make sure that pupils feel welcome and secure. In addition, pupils' independence in managing their contacts with each other successfully is well developed because they are taught about fairness, sharing and taking turns.
18. Pupils' cultural development is particularly good, as a result of the opportunities taken by the staff to enrich the curriculum through references to the variety of pupils' cultural backgrounds. Pupils benefit a great deal from sharing cultural experiences such as in the Year 6 production of a 'Bollywood' musical. They also enjoy learning about the local culture through their work in history and geography.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good overall, and often very good. The curriculum is good overall and extra-curricular activities are satisfactory. There is very good support and guidance for pupils, and the good partnership with parents and the community contributes to learning.

Teaching and learning

Teaching and learning are good overall, and are often very good. Assessment is satisfactory overall.

Main strengths and weaknesses

- There is a significant amount of very good, and some excellent, teaching with high challenge and very effective teaching methods
- There is very good support for pupils for whom English is not the first language that enables them to achieve very well
- Teaching is satisfactory in Years 3 and 4 , but the range of learning activities is narrower than elsewhere
- There is good use of assessment information in the Foundation Stage, English and mathematics and satisfactory use in other subjects
- The school has been very successful in creating a very positive climate for learning.

Commentary

Summary of teaching observed during the inspection in 74 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (4%)	19 (26%)	31 (42%)	19 (26%)	2 (3%)	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.

19. Teaching is good overall in the nursery and reception classes where children make a particularly good start in the personal and social, communication, language and literacy aspects of the curriculum. Teaching is good in English, mathematics and science in Years 1 to 6. It is good ICT in Years 1 and 2, and good in music and physical education in Years 3 to 6. Teaching is satisfactory in ICT in Years 3 to 6. It was not possible to see sufficient lessons to make judgements in other subjects.
20. Assessment is being used effectively in the nursery and reception classes and in English and mathematics to identify the key skills and concepts needed by different groups of pupils so that teaching is sharply focused. These practices are not so well developed in the other subjects, and as a result teaching is often more general to the class, which restricts progress in some cases. The marking of pupils' work is often very good and encourages pupils to reflect upon the work, and makes clear what they need to do to improve. In a minority of classes, marking is restricted to ticks and crosses, and does not give such helpful guidance.
21. Where teaching is best, pupils are involved in a range of practical, investigative learning activities where they are challenged to solve problems, and are given independence to do so in their own ways. These lessons often generate a sense of excitement, involve pupils in first hand experiences and have a quick pace to learning – for example, the excellent Year 5 history lesson described below. In an excellent Year 1 religious education lesson, there was a similar investigative approach and very high challenge as pupils sorted through religious artefacts looking for clues as to which religion they belonged. Very good use was made of the pupils' experiences of their own religions in an atmosphere of mutual respect and understanding. In an excellent Year 5 English lesson, there was equally high challenge and use of investigative methods to identify the features of journalistic writing.

Example of outstanding practice

Year 5 pupils sift through historical information to link given statements about Henry VIII's wives to the appropriate wife.

Pupils were given a series of statements which related to one or other of Henry VIII's six wives. Working in groups, they acted as detectives to work out which statement related to which wife. They had to work together to consult a range of picture and written sources to confirm their reasoning, and come to agreement within the group. The key to the success of the lesson was the selection of the statements. These were exceptionally well constructed to leave room for doubt and to require extra research. The discussion within the groups extended pupils' understanding and the need to persuade others added rigour to the search for evidence. The lesson excited the pupils who were extremely keen to find the evidence to prove their points.

22. A feature of the best lessons is the range of effective techniques in use. All of these encourage active pupil participation and so deepen understanding. In a number of classes, there is very good use of paired discussion where pupils consider issues or agree responses before sharing them with the class or teacher. This technique not only improves speaking and listening skills, but also encourages increased response to questions. There is also good use of role-play and drama in a number of subjects. For example, in a very good Year 6 lesson, pupils worked in groups to transpose the story of the Good Samaritan into a modern context. Their subsequent plays in the style of 'Big Brother' and 'Eastenders' showed their understanding of the story as well as their dramatic ability and willingness to co-operate. Very good use of an 'Eid Party' role-play area in the nursery promotes both co-operation and understanding. In a very good Year 5 history lesson, there was very effective use of 'hotseating' where a pupil took the role of a particular character and answered questions put by the rest of the class.
23. Many classes involve pupils in an appraisal of their own work and often make effective use of pupils appraising each other's work. This sharpens pupils' understanding of what they need to do in their own work. For example, pupils often read each other's writing and offer suggestions about its clarity. In the best examples, they have a clear understanding of the relevant National Curriculum requirements. There also is often a general appraisal of group or individual performance, in lessons such as drama, physical education and design and technology, that clarifies what needs to be done to improve.
24. There is a range of good techniques in use that involve younger pupils physically in their learning. For example, in a very good Year 2 history lesson, pupils held cards with sentences relating to the 'Great Fire of London' and had to rearrange themselves in the correct order to sequence the sentences. In a reception class lesson, children had to stand and group themselves if the object they were holding started with a particular sound. The tying of movement to learning in this way reinforces learning, as well as making the learning activity more interesting.
25. Where lessons were satisfactory rather than good or very good, it was often because the pace was slower or because the tasks were mundane, such as the completion of straightforward worksheets. In some science lessons, although there was an investigation, pupils were expected to work their way through set procedures rather than being involved in the selection of materials and the planning of methods, which are requirements of the National Curriculum. In some lessons, pupils were expected to sit and listen to the teacher for extended periods without being involved in practical tasks that caught their interest or extended their understanding. The two lessons that were unsatisfactory were, in fact, the same lesson taught to two different classes where the

aims of English and ICT were amalgamated in such a way that too little learning took place for the lesson to be successful.

26. There is some very good teaching of pupils who have special educational needs when they are withdrawn for specialist help. The amount of support they receive in class varies, and is least in Years 3 to 6 where there are relatively few teaching assistants. This means that support is good overall, and underpins the pupils' good progress.
27. Support for pupils for whom English is not the first language is very good throughout the school. This is not just in the specialist support, but also in the positive approach within class where pupils are encouraged to participate through activities that build self-confidence as well as vocabulary. As a result, these pupils achieve very well, and newly arrived pupils who may speak no English at first are soon absorbed into the school.

The curriculum

Curriculum provision is good overall. Pupils benefit from a satisfactory range of enrichment activities, and staffing, resources and accommodation are good.

Main strengths and weaknesses

- Planning is good, with good examples of cross-curricular links that promote understanding
- There is very good curriculum access for pupils with special educational needs, and those for whom English is not the first language
- Arrangements for transition between the classes are good
- There is insufficient emphasis on some aspects of the ICT curriculum in Years 3 to 6, and too little use of ICT to support the curriculum in other subjects across the school.

Commentary

28. The curriculum is broad and balanced and provides well for the pupils in the school. The headteacher has a particularly clear vision which places pupils' access to curricular opportunities at the heart of the school ethos. This vision is successfully realised in the school's practices. Teachers' planning is clearly linked to learning outcomes and is well differentiated for all pupils.
29. The school makes good use of cross-curricular links between subjects to make learning interesting and meaningful; for example, pupils in Year 5 studying rivers in geography were also able to develop skills in English, art, music, and design and technology. Pupils in Years 1 and 2 are proud of their good close observational drawings and three-dimensional animal models made as part of their work in science. Preparations for a recent 'Bollywood' performance involved work in English, art, dance and music. In these activities, pupils enjoy collaborative practical work as well as the opportunity to explore and investigate and this makes a good contribution to social, cultural and aesthetic development.
30. The one subject in which links are not strong is ICT, and as a result, pupils do not have the opportunity to practise their skills within the classroom. Additionally, pupils do not benefit sufficiently from using the range of available hardware and software in Years 3 to 6 to ensure all aspects of the ICT curriculum are fully covered. This is particularly in the communication, modelling and control aspects.
31. Good curriculum provision meets the needs of pupils with special educational needs and for those pupils for whom English is not the first language. For example, in a lesson

on the Great Fire of London in Year 2, there was good use of three-dimensional models and pupils' active use of sequencing visual cards, which helped pupils for whom English is not the first language to understand the reasons for the spread of the fire.

32. Arrangements for transition between the key stages are good. There are good arrangements in place to welcome pupils into the school, for example through home visits in the nursery, and transition into the reception classes. Effective links with Joseph Swan secondary school enable good transition into Year 7. Year 6 pupils visit the school for a fun sports' afternoon and subject teachers from the secondary school work in liaison with subject leaders, for example providing specialist coaching and an athletics festival.
33. Resources and accommodation in general are good throughout the school. The school building is clean and attractive, with very good displays of work in classrooms and in corridors, providing a stimulating and secure environment in which to learn. Staffing and curriculum resources are used efficiently, although more use could be made of the library. Whilst the ICT suite is used well, equipment such as the interactive whiteboard in the library, classroom computers and software is not used sufficiently, especially in Years 3 to 6. The school has made very good use of the inner courtyard by using grants to develop an 'enterprise garden' where pupils' own designs and art work have been used. This has resulted in an attractive learning environment which supports all areas of the curriculum and provides a 'nurturing haven' for vulnerable pupils at lunchtime. Similarly, staff strengths are well utilised; for example, the administrative officer also supervises pupils at lunchtime and takes after-school activities, contributing to the good provision for support and care offered to pupils in school.
34. Provision for extra-curricular activities is satisfactory, and pupils engage in activities such as choir, gymnastics, netball and a homework club after school. Throughout the curriculum, further learning experiences are provided through educational visits, a residential trip to Kingsway, fundraising activities (for example, the Yellow Brick Road), visiting music and physical education specialists and St Chad's after-school club. The school operates a weekly 'book exchange' encouraging positive reading habits in both parents and children.

Care, guidance and support

The school takes very good care of all its pupils, and provides a good level of support and guidance which enables pupils to make good progress in their learning and personal development. It involves pupils in its work in a satisfactory way.

Main strengths and weaknesses

- The school gives all pupils very good support to promote their good behaviour and personal development
- The school has the care and welfare of pupils at the centre of its work
- While pupils are sure that their views matter, there are few formal opportunities for them to be fully involved in assessing their own progress or the school's work.

Commentary

35. The school helps pupils to do their best and to behave well through praise and encouragement. This is working very well in lessons, and pupils of all ages behave well in class and make good progress in their learning. The school recognises that behaviour is not as good at lunchtime and there are appropriate plans to train the mid-day supervisors to be better able to involve pupils in activities and guide them in resolving any problems that arise. Pupils are very keen on the rewards of 'Learner of the Week' and are very happy with the newly introduced house system. They spoke of winning points for their house and try hard not to lose any because "...it lets the team down". This is very effective in creating a sense of community, while promoting

the school's high expectations of behaviour. Individual and class awards are also beginning to help improve attendance.

36. The school has very clear procedures to promote the welfare, health and safety of pupils. Child protection arrangements are fully in place and the school works very well with outside agencies such as the Behaviour Support Service to provide extra support for individual pupils when necessary. Pupils are quick to agree that they feel safe in school. Staff know their pupils and their families well and promote pupils' self-esteem and confidence well through the warm relationships throughout the school.
37. Pupils are not always certain how well they are doing and how to improve their work; for example, some are unsure of their targets for learning. There are some good examples of class teachers giving pupils the chance to assess their own work and that of others, but teachers' marking does not consistently show pupils how they can do better. Although there is a school council, up to now it has not met regularly and so has not had sufficient opportunity to make an impact on school life. The headteacher has plans to re-instate the meetings so that the council can be more effective.

Partnership with parents, other schools and the community

The school promotes good partnerships with parents, other schools and the community.

Main strengths and weaknesses

- The school involves parents effectively in their children's learning
- Most parents hold very positive views of the school
- The good links with the community and other schools promote pupils' learning and personal development.

Commentary

38. The nursery is successfully building very good relationships with parents. Parents like the home visit before their children start school and many take up the opportunities offered to help in the nursery. This encourages more parents to support their children's learning at home and in school.
39. Parents receive very useful information through the fortnightly newsletters and the new 'Governors' Gazette'. Annual reports give parents a very good indication of what their children can do and the progress that they have made. However, the inspection agrees with those parents who feel that having one formal annual meeting to discuss their children's progress does not keep them fully informed throughout the year.
40. Many parents give good support in school. For example, a large number helped on 'decorations day' last term. The parent teachers association (PTA) is very active in supporting the school. It runs a weekly free book swap club where pupils and parents can exchange books. This helps to encourage reading at home. The PTA has very good ideas for fundraising events which are very successful and well supported. Parents appreciate the welcome that they receive in school and comment that they are happy that if they have concerns "now something will be done".
41. The school uses its links with the community and other schools well to extend pupils' learning and experience. For example, creative development in the nursery has benefited from musicians from the Sage Music Centre who have led sessions and trained staff. Students from Newcastle University are involved in road safety projects with the pupils. There are good links with the local secondary school to aid the transfer of pupils and to support parts of the curriculum.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership for the school. The school is well managed. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has an exceptionally clear vision and she has already had a significant impact on the school
- The governing body has a good general overview of the school and makes an effective contribution to its strategic direction
- Insufficient use is made of assessment and tracking by leaders of subjects other than mathematics and English

Commentary

42. At the time of the inspection, the headteacher had been in post for just two terms, but had already made a significant impact on the school. She was the school's sixth headteacher or acting headteacher in less than five years and so there was a need to create stability, clarify procedures and share a clear vision for the school. All of these she has done very well indeed. Her vision for the school is exceptionally clear and comprehensive; it represents a remarkable example of 'joined-up thinking'. Her very effective approach to behaviour management links and reinforces the approach to teaching and learning, which in turn links to the curriculum and support. All of this is underpinned by the approach to leadership and management.
43. The headteacher has already re-organised the structure of phase and subject leaders with an emphasis on leadership rather than co-ordination, and this system is already working well. Part of the intention of the restructuring was to focus more on the analysis of standards especially in subjects other than English and mathematics where the focus is already very effective. The inspection agrees that this is, indeed, the important next step. The leadership of English, mathematics, the Foundation Stage and English as an additional language are very good, with clear direction and astute analysis of standards and progress. The leadership of other subjects is generally effective in ensuring provision, but does not focus so clearly on standards and progress, particularly in terms of tracking pupils. The present approach is perfectly satisfactory, but not as good as in English and mathematics. The leadership of science has not been sufficiently clear in its analysis of the reasons for the fall in standards in national tests for eleven year olds. The need for more emphasis on investigative work has been identified, but the prevalent current approach is rather formal and based on worksheets, and much of the improvement has come from particularly good teachers using more effective methods.
44. There is a very positive approach to staff development clearly linked to an analysis of needs and the school's priorities. New staff have been supported very well and enabled to make a very effective contribution to the development of the school.
45. The school's finances are managed well, and effective adjustments are being made to ensure that the school's new priorities will be met through the pattern of spending. The school is very aware of the impact of a declining number of pupils in the area, and plans are being drawn up to deal with this. In the present pattern of spending, there are relatively few teaching assistants in Years 3 to 6 and this reduces, in particular, the amount of support that can be given to pupils who have special educational needs.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	839082	Balance from previous year	37193
Total expenditure	829848	Balance carried forward to the next year	46427
Expenditure per pupil	2152		

46. The governance of the school is good. The governing body has a good overview of the school and a clear vision for its future. It has effectively contributed to the appointment of a headteacher and deputy headteacher in recent months and was very clear in specifying the way in which they saw these roles being carried out. It has worked closely with the headteacher in setting the strategic direction, and plays a full part in setting the budget linked to this.

47. A new deputy headteacher had just been appointed at the time of the inspection and a particularly strong leadership team was in place with a clear vision for the school's future. With a significant impact already being made on issues such as approaches to behaviour management, attendance, the curriculum, leadership patterns and data analysis, the school is in a very good position to become even more effective.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

48. Children enter the nursery with standards that are below those usually found, and well below in the language and communication, and knowledge and understanding aspects. Although standards are still generally below average when children move into Year 1, achievement is good because of the good quality of teaching and richness of the curriculum. The provision for children with special educational needs and English as an additional language is particularly good.
49. Teaching is good and there is a high proportion of very good teaching in the nursery. Teaching assistants make a very good contribution to children's learning. All staff in the Foundation Stage are particularly good at maintaining a very effective atmosphere for learning; they use praise and positive comments frequently, which means that children know what is expected of them. In addition, this increases children's self-esteem and gives them the confidence to get the most from the good opportunities provided.
50. Staff have good knowledge of individual children's circumstances and, in the nursery in particular, the close contact with parents helps children feel secure. As a result, children concentrate on their learning and try hard to do their best. Very constructive relationships are also developed with parents, for example through use of the high-quality home activity bags. It has been recognised that these productive links with parents need to be further developed for children in reception classes.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in children's personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The approach to developing children's social skills is very effective
- There are very good induction procedures that ensure that all children settle well and develop very good attitudes
- Staff have high expectations of children's effort and behaviour
- There are very well established, clear routines which help children succeed and feel secure and confident.

Commentary

51. Staff use the information from home visits and contacts with parents well to plan activities that interest children, which means they settle in quickly. Children with special educational needs and for whom English is not the first language are provided with extra support which enables them to join in fully. Very good role models are provided by staff and volunteer helpers in their relationships with each other. As a result, children are generally friendly and learn well together. Children are given very good methods for solving problems such as the fair sharing of toys, and they behave very well. Routines throughout the Foundation Stage are very well established and there are good opportunities for children to make choices. Consequently children's independence is developing well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Many opportunities are provided for children to develop their speaking and listening skills
- Interest in books and early reading skills are being fostered effectively.

Commentary

52. There are well-planned activities to develop children's spoken language, and role-play areas are carefully designed to extend children's vocabulary through their play, such as in the giant's castle which was equipped with outsize objects. The value of these areas is increased by the frequent involvement of adults in the play through questions they ask and the model of speech they provide.
53. The whole-school focus on reading is clearly reflected in the Foundation Stage, and there are examples of very good story-telling with books, which promotes very high levels of interest and good recall of the sequence of events; for example, one girl took great delight in 'reading' *Goldilocks and the Three Bears* from memory using different voices appropriately. The basic skills for language and literacy are taught well so that children make good progress from their very low levels on entry to nursery. Although most children are at the early stages of developing their ability to write, the good teaching is helping children to improve letter formation and spelling.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Activities are well matched to the learning needs of children and provide good levels of challenge.

Commentary

54. Teaching is good because staff know what children are able to do and what they need to do next to move their learning on. Activities that are provided are well taught and focus on key aspects of mathematics, such as matching patterns that link two halves of a wheel. Staff pose questions very skilfully to extend children's thinking. These questions are well matched to children's ability so that all are appropriately challenged. Open-ended questions enable the higher attaining children in reception to show that they know the key difference between a square and a rectangle. The way lessons are structured is good for checking children's understanding so that the next lesson builds on previous learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Interesting activities are planned to develop children's curiosity about the world
- Activities in ICT do not extend children's learning enough in this area.

Commentary

55. Teaching in this area of learning is good overall, and interesting opportunities are provided for children to learn about their world. There is a good range of activities which is linked through a common theme, and this helps children make connections between areas of learning and adds to the purpose. For example, children enjoy planting bulbs and seeds, and notice the changes as they grow and they construct tracks and bridges showing good levels of concentration. The role-play area based on a party to celebrate Eid is particularly effective in the way that children develop their knowledge of different cultures and customs. Children also learn how to prepare fruit, toast and sandwiches with adult helpers.
56. The range of equipment for developing children's skills and interest in ICT is too limited. Children do not have sufficient opportunities to learn about programmable and remote control toys. They do learn how to use the mouse to give instructions to the computer but there are too few opportunities for them to improve their skills.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children learn to move with increasing levels of control in physical education lessons
- Activities throughout the Foundation Stage enable children to develop good control of tools and small equipment
- Outdoor play with large wheeled toys provides too little challenge for children in reception.

Commentary

57. Teaching is satisfactory overall. Children learn to move safely in a variety of ways and show good levels of control, for example with large wheeled toys outside. However, the limitations of the equipment and the outdoor environment, and the missed opportunities to provide challenges to further develop the skills of reception age children, mean that they make insufficient progress in this area. A good range of activities is provided for children to use tools such as hammers, paint brushes, glue sticks and scissors. They are also given good support in developing their dexterity, such as in folding, rolling and scrunching kitchen paper when planting beans.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Good activities are provided to develop children's creative play
- Opportunities for children to develop their creativity in some aspects are too limited.

Commentary

58. Teaching is satisfactory overall. A good range of activities is provided to develop children's creativity through imaginative play stimulated by very good resources from different cultures and traditional stories. Staff use the recent input from music specialists effectively to help nursery children develop their ability to play musical instruments in time by following the adult's lead. The majority of children confidently name the primary colours and many know secondary colours such as orange and purple. However, opportunities for children to investigate more freely are sometimes unnecessarily limited by the teacher's choice and too much direction.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good overall, and often very good, and this underpins pupils' very good achievement
- There are some very effective methods for the teaching of writing
- There is some very good use of role-play and drama
- Achievement in speaking and listening is good, but not as good as in reading and writing.

Commentary

59. Standards of attainment have improved since the previous inspection, and by the end of Year 6, standards are in line with the national average in reading and writing but below average in speaking and listening. Standards are higher than the school's scores in national tests in 2004. Standards are lower in Year 2 than the 2004 national test scores, particularly in writing. This is associated with the starting point of this particular year group and the number of pupils who have special educational needs. The subject is very well led and a very clear educational direction is given. Standards of attainment are helped by the very good support for pupils for whom English is not the first language. By Year 6, these pupils do just as well as their classmates.

Speaking and listening

60. Pupils enter Year 1 with standards of speaking and listening well below those usually found. This is because many come from a very low starting point, and many are still at a relatively early stage of learning English. The teaching of these aspects varies across this school, with some teachers giving very good emphasis and providing a wide range of opportunities for pupils to take part in paired and group discussions, role-play and drama. There are also some very good opportunities for pupils to give explanations of a more technical kind. For example, many classes use the device of paired discussion for pupils to talk about ideas before contributing to a whole-class discussion. Other classes make very good use of drama and role-play in a range of subjects, such as the Year 5 history and Year 6 drama mentioned earlier in this report. However, in some classes (particularly, but not only, in Years 3 and 4) there are far fewer opportunities for such discussion and therefore progress is slower. Overall standards are below the national average but, taking account of the low starting point, still represent good achievement. The school recognises the importance of developing this aspect of English and the need to ensure that all classes have a similar approach.

Reading

61. Standards of reading are generally in line with the national average across the school. This is very good achievement for the pupils. There is good, and often very good, teaching of reading across the school, with younger pupils being heard read individually and in groups, and extra reading sessions held for older pupils. Where teaching is best within these sessions, there is a very specific focus on the literary features of the texts, as well as on the recognition of words. There is good liaison with the parents of younger

pupils through their reading diaries. Pupils for whom English is not the first language make particularly good progress in reading, with many reading at a far higher level than they speak or write.

Writing

62. Standards of writing are average across the school and represent very good achievement. The teaching of writing is generally good across the school, and there are some very good techniques in use, for example the excellent Year 5 lesson described below. Most teachers are very clear about the expectations of each level of the National Curriculum, and make these clear to the pupils so that they know how to improve. In the best teaching, this is specific to each group, with pupils building precisely on their present level of skills.

Example of outstanding practice

Pupils analyse the style and bias of newspaper articles before writing their own pieces about Henry VIII. Pupils worked in groups to identify the features of style and bias for themselves, and this made their understanding deeper and enabled them to make better use of the features in their own writing. Excellent use of a writing frame enabled pupils to structure their thoughts. Pupils worked in pairs to appraise each other's writing in an intelligent and mature manner, identifying places where the quality of writing could be improved against key Level 5 success criteria. These had been made explicit throughout the lesson, providing a sense of challenge. An excited working buzz pervaded the classroom. Two pupils remarked on how much they had enjoyed the activity and how their writing had progressed as a result of the series of lessons.

Language and literacy across the curriculum

63. There is good use of other subjects, such as history and geography, to extend reading and writing skills. In some classes, there are very good opportunities for pupils to extend speaking skills in other subjects through the use of paired or group discussion, role-play and drama. The library is well stocked, but few classes make extensive use of this facility for independent research or browsing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good, and as a result pupils achieve well
- There is a strong focus on developing pupils' numeracy skills
- The role of the subject leader has developed effectively, particularly in terms of tracking pupils' progress
- There are too few practical activities for pupils at Years 3 and 4 to make mathematics interesting and fun.

Commentary

64. Standards have improved since the last Inspection. By the end of Year 2, standards are in line with the national average, and pupils' achievement is good. In 2004, test results indicate that standards at the end of Year 6 fell below the level expected nationally. Inspection evidence indicates that they are now in line. This is because of the good and sometimes very good teaching and learning, and new setting arrangements in Years 4, 5 and 6.
65. Overall, the quality of teaching and learning is good. In the best lessons, work is well planned to meet the needs of all pupils, the pace is brisk and pupils are fully engaged by a good range of

activities, which provides challenge. They have opportunities to work with 'talking partners' and to discuss what they have learnt. As a result, they make good gains in their learning; for example, when Year 1 pupils were weighing objects and discussing 'heavier' and 'lighter' when comparing a brick and a pebble, they used their hands to indicate the position of the scales, showing that they had learned the concept. The teacher's good questioning skills encouraged all pupils to hypothesise, test and make predictions.

66. Pupils' numeracy skills have improved because they are taught to consider a variety of strategies and explain their results. This successful technique enables teachers to challenge thinking and to assess what pupils have understood and where they are making errors; for example, in Year 6, pupils confidently solved word problems about ferry fares using number lines and written methods. They were able to explain their answers, supporting each other in pairs, and made considered choices about when and when not to use a calculator. Where teaching is not so successful, particularly in Years 3 and 4, lesson planning does not include a wide enough range of strategies to challenge and engage pupils. There is too much use of worksheets, which limit the task and do not allow pupils to demonstrate what they might be able to achieve in more open-ended tasks. Furthermore, pupils are not given sufficient opportunities to explain their thinking.
67. The quality of marking is satisfactory overall. Some teachers regularly provide constructive, helpful comments in pupils' books which inform pupils of how they can improve. However, this is not consistent across the school, and there is no framework for the development of skills to provide a check for teachers. This would also help pupils to be more involved with their learning and in checking their progress.
68. The role of the subject leader has developed well. An impressive annual programme which includes analysis of standards is in place. This information is shared with staff and governors and has helped to effectively set priorities for development, as well as highlighting the areas for development for each year group. A good programme of staff training has been provided.

Mathematics across the curriculum

69. Numeracy skills are being used effectively in other subjects, for example weighing objects and making block graphs to show the differences between various activities such as skipping, jumping, running and rest in science. In music, pupils used a diagram to sort long and short sounds. Insufficient use is made of ICT to support learning in mathematics and, although staff training has taken place, this remains an area for further development.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in science are rising because of good teaching and pupils' positive attitudes to their learning
- Pupils' knowledge, skills and understanding in science have improved because of an increased emphasis on investigative work.
- Opportunities for pupils to follow their own lines of enquiry are limited in some classes by the use of prescriptive worksheets.
- The leadership of the subject has not been sufficiently clear in its analysis of the reasons for the fall in standards in national tests for eleven year olds.

Commentary

70. Standards in science are in line with the national average across the school and, compared to pupils' attainment on entry to the school, which is below average, this represents good achievement. Year 6 standards show a reversal of the steady decline in national test scores over the past three years. This is an improvement on standards that were below the national average at the time of the last inspection. A particular emphasis on investigative work throughout the school, along with more time being dedicated to science, has led to the higher achievement of all pupils.
71. Pupils begin to develop their understanding of scientific method at an early stage. They are encouraged to identify problems to be solved and suggest simple hypotheses through challenging questioning by the teacher, for example "How do you think you can make the boat move without touching it?" Throughout the school, pupils develop a good range of scientific skills such as sorting, counting, classifying, measuring and applying criteria, which they use effectively. They also learn a clearly structured format based on conventional scientific method that they learn to apply to their investigations. However, in some classes, particularly in Years 3 and 4, this is confined by the use of too many worksheets. As a result, pupils make slower progress in developing scientific understanding, and individual lines of enquiry are obstructed.
72. Teaching is good overall and this, together with pupils' enthusiasm for science, enables them to make good progress. In the best lessons, pupils are challenged with interesting problems and are encouraged to meet them by applying the skills they have learned in a range of new contexts that build on their prior learning. Teachers explain well what pupils should do and what they are expected to learn. This provides them with a clear focus, particularly when they work with partners or in groups; for example, a very good discussion emerged in a Year 3 lesson about magnetic forces and how they could be shown to exist if they could not be seen.
73. Throughout the school pupils are encouraged to develop their recording skills and by Year 6 many pupils use their literacy and numeracy skills effectively to support their work. Teachers have a good knowledge of science. This enables them to give clear explanations that, in turn, avoid misconception and provide good support for pupils' learning.
74. The leadership and management of science are satisfactory. The introduction of a clear approach to the teaching and learning of scientific methods and an emphasis on investigative work are having a positive effect on raising standards. However, teachers do not receive clear guidance about the conceptual level they are expected to teach to each age group. An effective system to assess and track pupils' progress is not in place. This restricts teachers' effectiveness in informing pupils about how they can improve.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the well-equipped computer suite
- Insufficient emphasis is given to the modelling and control elements of the curriculum in Years 3 to 6
- Insufficient use is made of ICT to support other subjects in the curriculum.

Commentary

75. Standards of attainment are in line with national expectations across the school. The quality of teaching is good overall in Years 1 and 2 and so pupils achieve well. Teaching is satisfactory overall in Years 3 to 6, and as a result pupils' achievement is satisfactory. Pupils' achievement in Years 3 to 6 is adversely affected because insufficient emphasis is given to each of the required elements of the subject.
76. Where teaching is good, teachers have secure subject knowledge and high expectations. Teachers use effective questioning to consolidate skills and promote new learning. They anticipate and deal with likely technical difficulties that the pupils may encounter, and this enables pupils to make good progress, for example in learning to use capital letters on the keyboard in Year 2. As a result, Year 1 are able to carry out complex operations with confidence and skill. They are, for example, adept at logging on, locating a file within 'My World', manipulating pictograms to represent recorded weather in January, saving their work and logging off.
77. Good teaching in Years 5 and 6 enables pupils to achieve well in the communication aspect of the subject, and as a result, pupils are able to devise multimedia presentations for younger pupils using *PowerPoint*, and are also able to use desk-top publishing programs such as *Front Page* and use the Internet for research in history. All pupils are well motivated and work collaboratively, taking turns sensibly at the computer in order to complete the task successfully. Occasionally, pupils lack strategies when they encounter difficulties, and they rely too much upon the teacher; they passively wait too long for assistance.
78. Whilst good use is made of the well-equipped ICT suite, pupils generally lack opportunities in the classroom to practise newly acquired skills. Classroom computers are often underused, although there is some good use of the computers outside the suite; for example Year 2 pupils used *Word* to write an account about the Great Fire of London in a literacy lesson, and Year 1 pupils consolidated number bonds to 20 in Numeracy. Similarly, Year 6 pupils made effective use of the internet to research facts about mountain environments. However, pupils do not always benefit from using the range of available hardware and software which could support learning in other subjects. Pupils also need more opportunities to evaluate, predict and interpret the use of ICT.
79. The new subject leader recognises the need for a review of the ICT curriculum, developing progression of key skills, opportunities for assessment and links with other subjects. At the moment, there are too few opportunities for monitoring and evaluating ICT provision to inform further planning and purchasing of resources. Staff expertise in ICT is currently varied and the school has identified training needs in the interactive nature of the whiteboards. Currently, the whiteboard in the ICT suite is largely used for projection purposes, and therefore full benefit is not derived from its potential.

ICT across the curriculum

80. Lessons observed in the ICT suite reflect good cross-curricular work, particularly in literacy, numeracy and history. Where cross-curricular teaching is good, there is clarity in the subject objectives taught. The use of ICT across other subjects is insufficiently developed. There is insufficient use of the classroom computers to support the lessons taught in the ICT suite, or to support key concepts being taught in the other curriculum areas. There are also too few opportunities for pupils to practise their ICT skills.

HUMANITIES

81. It was not possible to see sufficient lessons in **geography** to form an overall judgement about the provision in that subject. Pupils' work indicates, however, that standards are broadly average. **History** and **religious education** are reported in full.
82. In **geography**, pupils have good opportunities to explore the local area and build up their knowledge and skills through first hand experiences. Visits and field trips provide pupils with

additional opportunities to increase their geographical understanding. Good use is made of the local environment to extend skills and consider issues of importance such as pollution and employment patterns. Some very good work in Year 5 on rivers linked well to design and technology, with models made of river valleys illustrating the changes from source to mouth, and features such as cascades and meanders. In some other classes, pupils' work consists mainly of worksheets, and in these classes progress is slower.

History

Provision in history is **good**.

Main strengths and weaknesses

- There is a significant amount of very good and excellent teaching of the subject
- There is very good use of drama and role-play to bring the subject to life
- In some classes there is too much emphasis on knowledge rather than concepts and skills.

Commentary

83. Standards of attainment across the school are broadly in line with those usually found, and represent good achievement for the pupils. Teaching is good overall, and the significant number of very good and excellent lessons enhances pupils' understanding and enjoyment of the subject. Where teaching is best, teachers create a sense of excitement and pupils are challenged to solve problems in an open-ended way – for example the excellent Year 5 lesson on Henry VIII already mentioned. The very effective techniques in a Year 2 lesson on the Great Fire of London have also been mentioned in paragraph 24. These lessons had high challenge as well as excitement for the pupils. The Tudor role-play area in another Year 5 class is used very effectively to enhance pupils' understanding and to stimulate their interest in the subject. As a result of all these very good lessons, pupils are keen to learn about history, have good historical knowledge but also good understanding of the historical concepts and issues.
84. In some classes, lessons focus much more on facts about the period studied and often consist of the completion of worksheets. These lessons are satisfactory for conveying knowledge, but give little opportunity for the development of skills or understanding required by the National Curriculum. Some pupils' topic books consist of nothing but completed worksheets. As with geography, these give very little scope for the development of skills and concepts, and progress through these classes is slow.
85. The subject leader is relatively recently appointed, but she is already developing an overview of the subject and recognises the importance of developing systems for analysing standards and tracking progress through the subject as well as ensuring coverage of the curriculum. There is a good programme of visits and visitors to enhance the subject, and a good collection of historical artefacts to give pupils some first hand experiences and so enhance their empathy and understanding.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Religious education makes a positive contribution to the very good climate of the school
- The school makes very good use of the multi-faith nature of the school community

- Pupils' spiritual, moral, social and cultural development is enhanced by the good religious education that takes place
- Pupils share their ideas confidently with others because they know that their thoughts are listened to and valued.

Commentary

86. Standards in religious education are above average, and pupils make good progress and achieve well. Standards are better than at the time of the previous inspection when they were in line with those expected in the locally agreed syllabus. The good standards are achieved through good teaching, the shared experiences of adults and pupils from a variety of religious backgrounds, and the positive values set by the school. The curriculum is enriched by the opportunities that arise from the multi-faith nature of the school community. Pupils are interested in their learning because it relates closely to their own experience or that of someone they know. They learn to respect others' beliefs and cultures, and develop confidence and pride in their own.
87. Teaching is good overall, and at times excellent. The best lessons have high challenge, draw well on pupils' understandings and involve them in interesting, practical tasks. For example, in an excellent Year 1 lesson, there was an investigative approach and very high challenge as pupils sorted through religious artefacts looking for clues as to which religion they belonged. Pupils work well together, often in small groups using the plentiful artefacts to support tasks such as classifying items according to faith or seeking clues to make time lines of festivals that occur during each year. Pupils are free to offer their views and ideas in lessons and this enables pace and depth of learning that lead to good achievement. Their interest in other religions is not confined to school. This was illustrated when a group of younger pupils was discussing how people of different faiths hold their hands to pray. A Christian boy held his hands together in demonstration, and a Muslim girl held hers open as is the custom. A boy that the teacher knew not to be Jewish offered a suggestion as to how hands are held for prayer in that faith. "How do you know?" the teacher asked. "Well, we've been to the Synagogue up the road, climbed a tree outside and looked in through the window."
88. By Year 6, pupils have developed a good understanding of the major world religions and know the beliefs associated with faiths such as Christianity, Judaism, Hinduism and Islam. They can compare customs and beliefs, such as the way people pray and the meaning of festivals such as Christmas, Diwali, and Eid. Pupils recognise the importance of holy books and different places of worship including churches, temples and mosques. They are aware of the religious diversity in the local area and pupils' learning in religious education serves to place their learning in context.
89. The teaching and content of lessons make a significant contribution to pupils' spiritual, moral, social and cultural development. Pupils are guided through their tasks with respect and sensitivity often with the help of adults who have an in-depth knowledge of different faiths. They share their ideas confidently and learn from each other, because most teachers have a valuing approach and a respect for others' views. In this way, pupils develop their sense of community and understanding of other cultures and faiths. This is extended into the wider life of the school through both religious and secular gatherings such as school assemblies.
90. There are no formal procedures in place to assess pupils' progress and achievement in religious education. The recently appointed subject leader has begun to monitor plans for lessons and the outcomes of pupils' work. A review of the curriculum is also being undertaken to ensure that the rich resources available to the school are best used to support pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

91. It was not possible to see sufficient lessons in physical education, art and design, music, or design and technology to make any overall judgement about the quality of provision.
92. The quality of pupils' work displayed around the school reflects a high priority and importance of **art and design** alongside other academic skills. The work seen included some particularly good examples of observational drawings and paintings as well sculpture, ceramics and textile work. There are good links with art and other subjects, and good opportunities to learn about art from different periods and cultures. The subject is well led and monitored by an enthusiastic member of staff who inspires and supports other colleagues. The provision in art makes a good contribution to the spiritual, moral, social and cultural development of pupils, as well as whole-school ethos. For example, a display in one of the halls featuring the work of sculptures by Barbara Hepworth and Andy Goldsworthy is inspirational.
93. In **physical education**, good teaching in the lessons seen in Year 3 and 6 enabled pupils to make good progress in ball control. Skills were introduced well in warm-up sessions and well developed throughout lessons, with good use of opportunities to reflect and recapitulate on previous lessons. The good teaching is underpinned by a supportive and positive climate for learning, where pupils are confident to refine their movements. The curriculum is enriched by using specialist coaching such as tennis, swimming and tournaments provided by the secondary school. Current schemes of work draw upon a variety of sources and need to be reviewed. Currently, the school provides satisfactory opportunities after school. The new subject leader has made a good start in making arrangements for pupils to participate in a wider range of activities, such as the Gateshead Mixed Netball. The school has registered for the Gateshead School Primary Physical Education Award and is also making arrangements to run a football club.
94. In **music**, standards are generally in line with those usually found. Some good lessons were seen in Years 3 to 6. In Year 6, pupils were able to work collaboratively in groups to compose music using instruments and notation sheets. Musical terms and key vocabulary such as 'ostinato' were used well to support and extend the skills of the pupils. Other pupils were stimulated by the good use of resources on the theme of 'cats'. This lesson was delivered in a well-structured way and built effectively upon prior learning. The quality of singing has improved since the last inspection, and pupils enjoy singing in assembly. The school's performance of a 'Bollywood' musical attracted recognition from both the local education authority and the local press, and helped the school embrace and celebrate its own diversity and richness. Opportunities for pupils are also enriched by individual staff strengths and visiting specialist teachers who have enabled the school to create an orchestra and choir.
95. Standards in **design and technology** are broadly in line with those usually found. Teachers plan interesting activities, and in the best lessons these are part of a theme linking several areas of the curriculum and this gives more purpose to pupils' work. A good example of this was seen in a Year 5 class where pupils were given the challenging task of designing and making knights' armour as part of their work on Henry VIII. Pupils talk with enthusiasm about their work in design and technology and can explain how products are made and work using appropriate technical vocabulary. Younger pupils know about techniques for joining different materials and how to strengthen and increase the stability of objects, for example the 'Angel of the North' photograph frames made by pupils in Year 3. Pupils have a good understanding of the properties of different materials and take these into account when choosing which materials to use.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

96. The school's main provision comes through its supportive ethos and the individual support that is given to each pupil. Whilst provision for pupils is good, there is no formal programme of teaching. Good personal care and guidance from staff contribute well to the school ethos and the school is in the process of developing its scheme of work to ensure that there is appropriate progression and consistency. Many pupils benefit from 'circle time' (where pupils discuss matters of personal importance). The school is also developing further support for pupils at lunchtime; for example, there is good support for vulnerable pupils in the 'enterprise garden' and further training for lunchtime supervisors is planned. The school has achieved a Healthy School Award and Gold Smoke Free Award. A school council has been set up where pupils discuss such things as changes to lunchtime arrangements, healthy eating and suggestions for improvement for the yard. However the council has as yet had minimal impact.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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