

# INSPECTION REPORT

## **ROMAN ROAD PRIMARY SCHOOL**

Felling, Gateshead

LEA area: Gateshead

Unique reference number: 108376

Headteacher: Mrs C McKeowan

Lead inspector: Mr D J Halford

Dates of inspection: 20 - 22 September 2004

Inspection number: 267579

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 years
Gender of pupils:	Mixed
Number on roll:	236 pupils
School address:	Chevington Leam Lane Estate Felling Gateshead Tyne and Wear
Postcode:	NE10 8SA
Telephone number:	0191 433 4006
Fax number:	0191 433 4010
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J G Carr
Date of previous inspection:	18 January 1999

## CHARACTERISTICS OF THE SCHOOL

Roman Road Primary School is a larger than average primary school serving an area of some material hardship in Felling, Gateshead. Pupil numbers have declined in recent years. Children attend on a part-time basis at the beginning of the school year in which they are four years old. The majority of children enter with well below average levels of skill. Almost all the pupils are White British Heritage. There are currently no pupils for whom English is an additional language. Currently there are 236 pupils on roll. Almost 28 per cent of the pupils are entitled to free school meals. Almost 19 per cent of the pupils have special educational needs and almost four per cent have statements of special educational need. The school includes a base for pupils with moderate learning difficulties which accommodates up to twelve pupils, the majority of whom are in Year 6. The proportion of pupils on the register of special educational needs is above the national average.

The school received an Achievement Award in 2001, the Basic Skills Quality Mark in 2002, was recognised as an Investor in People in 2003 and attained a Healthy Schools Award in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12908	D J Halford	Lead inspector	English English as an Additional Language
19365	G Stockley	Lay inspector	
27677	D Davenport	Team inspector	The Foundation Stage of Learning Religious Education
22359	J Havard	Team Inspector	Science Information and Communications Technology Design and Technology
33225	E Greensides	Team Inspector	Mathematics Physical Education Personal, social, health and citizenship education
22027	G Pearce	Team Inspector	Special Educational Needs Art and Design Geography History Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school, with many very good features, actively seeking further improvement. In it, pupils are cared for well, feel secure and achieve very well. Pupils' standards of work are **broadly average** overall in English, mathematics and science. Standards are rising and showing significant improvement. The teaching is **good** overall, and sometimes very good, and this has a positive impact on the pupils' learning. The curriculum is **very good**. It is broad, rich and diverse. The school is managed **very well** and provides **very good** value for money.

The school's main strengths and weaknesses are:

- It provides a secure and vibrant environment in which its children are valued and fully included. Their attitudes to school are good and they behave well. However, attendance percentages, though improving, remain below average.
- Pupils' standards of work are broadly average in the core subjects, but recent test results for 11-year-old pupils show good signs of improvement. The curriculum is very good. It is broad and supported by a very wide range of opportunities for physical, creative and artistic development. However, there are insufficient opportunities provided for pupils to use their ICT skills across the curriculum. The personal development of pupils is good and they achieve very well.
- The quality of teaching and learning is good overall, and very good in a significant percentage of lessons. Aspects of assessment of what pupils have learnt are very good, and a strength of the school. However, the marking of pupils' work is inconsistent.
- The provision for pupils with special educational needs, including the provision made in the Mainstream Support Base (MSB) is very good and all are included effectively in the work of the school.
- Leadership and management are very good overall. The headteacher provides very good leadership. She has a clear vision which provides the drive and purpose for the school. The work of subject leaders is very good. The governing body is knowledgeable, purposeful and effective.

The school has made **good** progress since the last inspection. It has dealt effectively with all the areas for improvement identified when it was last inspected.

### STANDARDS ACHIEVED

Most pupils enter the nursery with standards in reading, writing and mathematics which are well below the average for their age. By the time they enter Year 1 most are still working at a level below that expected for their age.

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	E
mathematics	E	E	E	D
science	D	D	E	C

*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.*

Standards for seven-year-olds are below average, overall, but pupils achieve satisfactorily. Standards, for eleven-year-old pupils, are broadly average, in English, mathematics and science. Scrutiny of written work from the previous school year and other evidence shows that overall, pupils' achieve **very well**. A significant minority of pupils attain **above average** standards in each of the core subjects. This is confirmed by recent test results which show high percentages of pupils

attaining above average results for their age. Standards in ICT, RE and the foundation subjects are broadly in line with the average.

The spiritual, moral, social and cultural development of the pupils is **good**. They constantly show good attitudes to their work and behave well throughout the school. Attendance, however, remains below average despite the school's best efforts to improve it.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. Teaching is **good** overall, but is sometimes very good and this has a positive impact on pupils' learning. Teachers throughout the school plan well, question pupils well, manage them effectively and encourage them to work hard and develop their understanding. Pupils' involvement in evaluating their own work is promoted strongly and very effectively in lessons. Teachers' marking does not consistently indicate what the pupils need to do next to take their learning forward.

The curriculum is **very good**. It is broad and balanced and supplemented by a very good range of opportunities for enrichment. Provision for creative subjects is very good. The school provides a safe and secure environment for its pupils, values them as individuals and cares for them well. The school enjoys a good partnership with its community and its parents.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good**. The headteacher provides very good leadership and is the driving force behind the school's pursuit of improvement. She is well supported by her senior managers and has the confidence of colleagues and governors. Subject leaders are very effective in their work. The governors are knowledgeable about the school and support it well.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Most parents are satisfied with the work of the school. Almost all pupils like being in school and know that the school cares for them.

## **IMPROVEMENTS NEEDED**

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

- Increase the opportunities for pupils to develop their ICT skills and make further use of them across the curriculum.
- Develop a consistent approach to teachers' marking to indicate to pupils what they need to do next to improve their work.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects.

Achievement is **very good**. Standards are **average** in English, mathematics and science by the time the pupils reach the end of their primary education. Standards are at the expected level in religious education and information and communication technology (ICT). Standards in other foundation subjects are **average** by the end of Year 6.

#### Main strengths and weaknesses

- Pupils' standards in English, mathematics and science are broadly average. Results of national tests and assessments for seven and eleven year old pupils are improving.
- Pupils achieve very well, particularly in Years 5 and 6, to attain these standards.
- Pupils with special educational needs achieve well throughout the school, but especially so in Mainstream Support Base (MSB).

#### Commentary

1. When children first start school their attainment is **well below average** when compared to that normally found. Through the Nursery and Reception years most children **achieve well** but are working at a level below that normally expected by the time they begin compulsory schooling. This position is substantially similar to that reported when the school was last inspected.

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

Standards in:	School results	National results
reading	12.4 (15.6)	15.7 (15.8)
writing	12.8 (13.4)	14.6 (14.5)
mathematics	15.5 (15.7)	16.3 (16.5)

*Figures in brackets are for the previous year*

2. National tests for seven-year olds in 2003 showed that pupils attained levels which were very low in reading, well below the national average in writing and below average in mathematics. The position is similar when their performance is compared to similar schools, except in mathematics, where their attainment is broadly average. In past years, the pupils' performance when compared to similar schools has been better than this and early indications are that the 2004 test and assessment results are showing significant improvement. Scrutiny of pupils work from the last school year indicates that overall, pupils attainment is largely below average in these basic skills. Although these results are rather low this represents a satisfactory level of achievement on the part of the pupils, given their well below average levels of attainment on entry to the school, together with the progress they have made in the foundation stage.

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

Standards in:	School results	National results
English	23.7 (23.6)	26.8 (27.0)
mathematics	24.6 (24.5)	26.8 (26.7)
science	27.0 (27.9)	28.6 (28.3)



3. The 2003 test results for eleven-year-olds, show a similar picture. Standards were well below average in English, mathematics and science. The comparison with similar schools is more favourable, with test results in English being well below the average, standards in mathematics being below average and science being broadly in line with the average. As with the test results for seven-year-olds, the early indications are that the pupils' results in 2004 are showing significant improvement in all three core subjects, with impressive numbers of pupils gaining the higher than expected level. Overall results for eleven year old pupils also contain a high percentage of pupils with special educational needs as the school accommodates a high percentage of Year 6 pupils in its base for pupils with moderate learning difficulties. To gain this overall level of success the pupils achieve very well, given their well below average attainment when they first start school. Significant progress is made in Years 5 and 6.
4. Inspection evidence, including a wide range of pupils' work from the last school year, indicates that overall, pupils' standards are broadly average in English, mathematics and science by the time they are eleven. This is similar to the position reported when the school was last inspected.
5. Provision for literacy and numeracy has improved since the time of the last inspection. For example the school has been working closely with the local education authority, identifying opportunities for pupils to develop a clear picture of their own progress through lessons. From Year 1 pupils focus strongly on learning objectives in lessons and have a clear perception of how successfully these have been met. This has a positive impact on the standards they attain.
6. Overall, pupils achieve well throughout the school. In ICT, there is evidence that pupils' attainment is broadly average in some aspects of the subject, most notably word processing and accessing information through the internet and from a wide variety of other sources. There was, however, little evidence of pupils' work in aspects of control technology, and there was very little pupil use of computers during ordinary class lessons. More needs to be done to improve the pupils' skills in ICT and broaden its use across the curriculum.
7. In religious education and the other foundation subjects where it was possible to make judgements, pupils' levels of attainment were broadly average.
8. Most pupils with special educational needs make at least good progress and attain suitably high standards for their ability, although these can be below expectations for their age. By the end of Year 6, the majority of pupils with special educational needs make good progress often from a low starting point, and achieve well in relation to their ability. Progress since the last inspection has been very good. The needs of pupils are identified at an early stage, with care taken to gather information from other agencies and schools so that targets for further achievement are usually realistic but challenging, and are checked regularly. Provision made for the pupils in the Mainstream Support Base is very good. The school responds well to the challenges presented and supports pupils well in achieving suitably high standards. The school has no pupils for whom English is an additional language.

### **Pupils' attitudes, values and other personal qualities**

Pupils have **good** attitudes, values and other personal qualities. Pupils behave **well** in and out of lessons. Attendance levels are **below average**. There have been no exclusions.

### **Main strengths and weaknesses**

- Attendance is below average despite the school's best efforts to improve it

- Pupils' attitudes to school are good and they behave well
- The school sets high expectations for pupils' conduct and works to achieve them.
- Pupils are very well aware of the principles of right and wrong.

### Commentary

9. Attitudes are good and have maintained the position outlined when the school was last inspected. Most pupils demonstrate a strong desire to learn and have a clear picture of the expectations teachers have of them in lessons. The school provides a very broad range of activities and pupils are enthusiastic members of sporting and non-sporting clubs which they attend very well. School council members take their responsibilities seriously and other pupils appreciate their efforts. Duties around school are carried out well by pupils of all ages.
10. Behaviour, in lessons, is good and is often linked to the quality of teaching pupils receive. Behaviour, on the playground, is often good and pupils respond satisfactorily when playtime ends. The hard play surfaces are rather limited in space for occasions when the pupils cannot use the extensive school fields, and this can sometimes lead to difficulties in supervision.
11. The spiritual, moral, social and cultural development of the pupils is good overall. It is particularly strong in the development of pupils' awareness of right and wrong. Pupils throughout the school develop this distinction very well and this contributes very strongly to the success of the school as an effective community. Pupils have a good range of opportunities to learn about others whose lives and cultures are different from their own.

### Attendance

12. Pupils enjoy school and are generally in time for lessons. However, overall attendance percentages are below average. The school has detailed procedures to improve attendance. These include regular latecomers being well supported and the school making contact with parents when absences give cause for concern. Parents' response to these efforts is at best satisfactory. There have been no exclusions.

#### *Attendance in the latest complete reporting year 2002/03 (%)*

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

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

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. Teaching and learning are **good** overall, and the quality of the curriculum is **very good**. Pupils receive **good** levels of care.

#### Teaching and learning

The quality of teaching is **good**. This has a positive impact on the learning of the pupils. Assessment is **very good**.

#### Main strengths and weaknesses

- Teaching is good overall, with particularly strong teaching in Years 5 and 6.

- Teachers' planning is good and they work very hard to promote good behaviour.
- Pupils work hard when thoroughly challenged by their tasks.
- Assessment information is detailed and very thorough. It is used very well to record pupils' progress

**Commentary**

**Summary of teaching observed during the inspection in 42 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (26%)	16 (38%)	15 (36%)	0 (0%)	0 (0%)	0 (0%)

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

- The quality of teaching and learning is good overall, although most teaching was satisfactory in the foundation stage. Throughout the school there are examples of good teaching and learning. No unsatisfactory teaching was seen during the inspection. This represents a significant improvement on the position reported when the school was last inspected. It is very creditable given the fact that the inspection took place very near to the start of the new school year and a substantial number of teachers and teaching assistants were working in unfamiliar year groups. The school is currently engaged in an Assessment for Learning initiative which is successfully engaging pupils and focussing their attention of what it is they are learning. This is having a positive impact on the school's provision.
- In the Nursery and Reception Years the quality of teaching is satisfactory overall. The staff have a satisfactory and developing understanding of the areas of learning they are teaching and their planning is linked effectively to the nationally agreed 'stepping stones' which identify children's progress in their learning. Coverage of the national Foundation Stage curriculum is sound. This can be seen from teachers' planning and from evidence of children's past learning experiences. The timing of the inspection was disadvantageous for this area of the school since only a small proportion of Nursery children were in school and other children in this age group were starting school immediately after the inspection was completed. Children in the Reception Year were engaged well to their tasks, used resources effectively and showed good levels of behaviour.
- In Years 1 and 2, the quality of teaching is good and often very good. Teachers are generally confident in the lessons they are teaching, engage pupils well and manage their classes effectively. There is a significant emphasis on holding pupils' attention and an insistence on good levels of behaviour. Most pupils listen well and overall a good atmosphere for learning is created. There is a strong emphasis on the development of pupils' basic skills in literacy and numeracy. The staff are very effective in identifying what pupils are expected to learn in lessons and use every opportunity to draw pupils attention to the what they can recall as lessons are concluded. This structure to lessons promotes good quality learning.
- The quality of teaching is equally good in Years 3 to 6 and it is sometimes very good, particularly in Years 5 and 6. This is some very strong teaching and learning in literacy and numeracy. The good quality planning, very effective identification of what is to be learned and review at the end of lessons are particular strengths. The settings, where pupils are grouped by ability for literacy and numeracy lessons, in Years 3 to 5 enable the staff to provide work of a good level of challenge. By Year 6, pupils show that they are capable of producing high quality extended writing. This has contributed significantly to the pleasing test results in 2004, especially for higher attaining pupils.

17. For pupils with special educational needs, support is well organised and the teaching is good and sometimes very good. Teachers and teaching assistants, allocated to pupils with statements of special educational needs, ensure all pupils are included in every lesson and feel valued. There was some very good quality teaching seen in the Mainstream Support Base. In lessons, activities and tasks are usually well matched to the needs of the pupils. Staff understand the needs of their pupils well. Targets for learning are carefully set and effectively checked, and most pupils make good progress. Pupils in the Mainstream Support Base are included well into the activities in their year group classes when appropriate.
18. Teachers' planning is good and used well through out the school. Assessment is very detailed and very accurate individual records are maintained, for all pupils, including pupils with special educational needs. The information is used well to establish setting by ability across each year group from Year 3 to Year 5 and to set targets for each class on a termly basis. There is scope for better use of this detailed information to set individual targets for pupils and help them know what they need to do next to improve their work. In Year 6, for example, particularly effective marking of pupils' work takes place, especially in writing, and this is very informative for pupils. There are other year groups in which similar high quality marking is used, but this approach is not consistent throughout the school.

## The curriculum

Curriculum provision is **very good** overall with **very good** breadth of curricular opportunities for pupils, **very good** opportunities for curricular enrichment and **good** accommodation and resources.

## Main strengths and weaknesses

- The curriculum is broad and enriched by a very wide range of activities.
- Support for learning outside the school day is very good.
- Children are very well prepared for transition into later stages of education.
- Provision for pupils' personal, social and health education is good.
- Provision for pupils with special educational needs is very good.
- Pupils have insufficient opportunities to extend their ICT skills across the curriculum.

## Commentary

19. The school provides a lively and stimulating environment in which pupils work and learn. The curriculum is broad and enriched by a very wide range of activities. Through the philosophy and vision of the headteacher, the school places curricular opportunities for pupils to engage in and succeed at the heart of its ethos. This is in evidence throughout the school.
20. The curriculum meets statutory requirements to teach all relevant subjects of the National Curriculum and religious education. Schemes of work and policies follow national guidance. Setting – where pupils are grouped according to ability – is established in Years 3, 4 and 5. Pupils with special educational needs are given very good support. The curriculum is enriched very well through educational visits, residential trips, fundraising activities, visiting specialists and project work within the community. As a consequence, pupils' attitudes towards learning are good.
21. Provision for extra-curricular activities is very good, with many pupils participating beyond the school day in musical, creative and sporting activities. There are also good opportunities through coaching, matches and tournaments to extend more able pupils. Pupils' successes are celebrated well.
22. Links with the local high school provide good support for pupils transferring from Year 6 to Year 7. The school works hard to reduce anxieties and ensure pupils feel confident when they move to the High School. Very good provision is effectively given to pupils with special

educational needs and those who are moving on from the Mainstream Support Base in assessing their needs and by providing extra visits to the schools to which they transfer. Parents are also included very well in this process. Older pupils are well supported in reflecting on growing, managing change, making and retaining friendships and strategies to deal with difficult issues such as bullying and drugs.

23. Provision for personal, social and health education is also good. The school received a Healthy School Award in 2004, with all policies and schemes of work effectively in place. Guidelines also exist for promoting the emotional well-being of pupils.
24. Resources in general are good throughout the school. Provision in classrooms for the specific teaching of ICT and its integration into the other subjects needs further development. The school buildings are extensive and cover a large area. However, hard play space is fairly limited and contributes to difficulties of supervision when the pupils cannot use the playing fields. The library is thoughtfully and carefully organised, but is housed in a separate building away from the classrooms. This restricts its general use by pupils, who need to make a special journey across part of the playground to use it.

### **Care, guidance and support**

The school provides a **good** standard of care, support and guidance for its pupils and involves them well in its work and development

### **Main strengths and weaknesses**

- Teachers make sure that the children are aware of their targets and the progress they have made
- The school identifies those children needing additional support and ensures that it is provided
- The school is safe and well looked after

### **Commentary**

25. The school is a safe and secure place where good attention to health and safety routines ensures that children can learn and develop in a healthy and caring environment. All the necessary safety checks and risk assessments are carried out regularly and there are good arrangements for dealing with any accidents and minor injuries to pupils. The school has gained the Healthy Schools Silver award and is now working towards the Gold. Appropriate child protection procedures are in place and all staff are aware of their responsibilities in this area of their work.
26. Adults are caring and supportive in their dealings with the children, showing concern and respect. Records are thorough, enabling effective advice, support and guidance to be given to the pupils. Class teachers monitor pupils' academic and personal development thoroughly and this enables them to quickly identify those needing additional help or support. Children are involved in their own learning and in deciding how successful they have been. The school believes that this has raised standards and motivated the children.
27. There are good induction procedures for children joining the school. Staff make home visits prior to admission in order to learn more about the children's development and abilities. Parents of children who are about to join the Foundation class are invited to a meeting where school routines are explained and the teacher explains to parents how they can help their children with reading and writing. Pupils who join the school at a later stage are assessed by the special needs co-ordinator.
28. Pupils have good opportunities to have their views heard and to influence the school's work. The school council has been operating for several years and consists of elected representatives from each class from Year 2 to Year 6. The council meets at least termly

and considers ideas and suggestions coming forward from the children. One member of the council takes minutes and the other members make their own notes so that they can report back to their classmates. The council has considered a wide range of matters including the provision of water bottles, playground markings and fund-raising ideas. They have also been involved in reviewing the behaviour policy and they select the charities to be supported by the school. In addition to this, the school seeks pupils' views annually by means of a simple questionnaire.

### **Partnership with parents, other schools and the community**

The school has **good** links with parents, other schools and the community.

### **Main strengths and weaknesses**

- The school encourages parents to get involved in their children's education and supports them well
- The school provides very good information to parents about the school and about their children's standards and progress
- Productive partnerships with other schools and colleges enhance pupils' education

### **Commentary**

29. The headteacher is very aware of the difference that parental interest and support can make to pupils' success. Consequently she has a strong personal commitment to getting parents more involved in the life and work of the school and in supporting their children's education. The school has worked hard and used a range of links with other organisations to develop and support this area of the school's work. As a result, parents are involved well in their children's education and many of them are also developing their own skills in a range of areas.
30. Through its links with Gateshead College and Sure Start the school provides a good range of opportunities for parents and the community to become more involved with the school. These include the current "Gym Time" sessions, which are well attended, and courses to help parents to understand more about their children's education.
31. The school also gives parents a lot of helpful information and advice to make them aware of what the school provides and how their children are progressing. The prospectus and governors' annual report to parents are informative and these are supplemented by other documents such as the behaviour policy, homework information and guidance on dealing with bullying. A separate booklet provides useful additional information to parents whose children are in the process of joining the school for the first time. Information for parents about the areas of work that their children will be covering in the weeks ahead is displayed on parents' notice boards around the school. The school carries out an annual survey of parents' views and there is a suggestions box in which parents can place their ideas for improvements. The community room is well used by parents, including a weekly coffee morning and there are plans for further developments of this aspect of school life.
32. Parents have the opportunity to meet their child's teacher each term. On these occasions teacher tell parents how their child is getting on and the progress being made towards the targets that were set and explained to parents at the previous meeting. Teachers produce good quality informative written reports at the end of each academic year. These inform parents of their child's strengths and weaknesses and the progress made during the year. This area of the school's work has improved since the time of the previous inspection.
33. The school's good links with other schools and the local community provide additional opportunities for pupils to extend their knowledge and skills. Older pupils improve their computer skills by attending the City Learning Centre based at the local secondary school.

The extended schools pathfinder initiative is operated in conjunction with a nearby primary school. There are links with the local business and sporting communities through parents and members of the governing body. Local Christian churches support daily acts of worship and the religious education curriculum and the school invites a range of visitors from the community to enhance curriculum provision. These include the fire brigade, the health education team and speakers to support history lessons.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school by the headteacher and other key staff are **very good**. Governance of the school is **good**.

### **Main strengths and weaknesses**

- The very good leadership of the head teacher focuses the whole school community very effectively on whole school improvement.
- Very good subject leadership is helping pupils to achieve well.
- The governing body supports the school well and keeps a good check on all of its work.
- Management systems throughout the school, including finance, are very effective in helping the school achieve its aims.

### **Commentary**

34. The headteacher's very clear vision, high expectations and sense of purpose, shared by a very hard working team of staff and governors, has led to good improvement in the school since the last inspection. Her well focused monitoring and evaluation of teaching and learning clearly identifies areas for improvement and provides very good guidance to help staff address their weaknesses. As a result, all staff work very effectively together, as a close-knit team, fully committed to raising standards and improving the achievement of all pupils. The school's caring ethos is firmly based on well managed pupil behaviour, good relationships, effective teaching and a rich curriculum. There is a very strong commitment to further improvement through the full inclusion of all pupils in all that the school has to offer. All these factors are reflected in the very clear strategic planning which, combined with the very effective management of the school's finances, provide a strong framework for school improvement.
35. The school is very aware of the need for regular review, evaluation and refinement of existing good practice. All test and assessment outcomes are regularly analysed to identify weaknesses in learning, which are then addressed as a whole school to ensure that pupils achieve to the best of their ability. This has resulted in the introduction of initiatives such as Assessment for Learning, which fully involves pupils in the assessment and evaluation of their own work. The headteacher is effectively supported by the senior management team and a very committed team of staff and governors who, together with parents and pupils, play a full part in reviewing and developing the work of the school. Subject leaders are very clear about their roles and responsibilities, which they fulfil very well. As a result of monitoring standards and the quality of teaching and learning they have a very good understanding of the strengths and weaknesses on their subject and of what to do to improve them. This represents good improvement since the last inspection. The leadership and management of special educational needs are very good. Staff and finances are very effectively targeted on the areas of greatest need and the co-ordinator liaises very well with the outside agencies to ensure that pupils receive all necessary support. As a result, these pupils are fully included in all that the school has to offer and they make good progress towards the targets in their individual education plans.
36. Governance of the school is good and statutory requirements are fully met. The governors are fully involved in the life of the school and effectively support the work of the headteacher and staff. They have clearly defined roles and responsibilities, with a good understanding of

their role in monitoring and evaluating the work of the school. Financial planning and management are very good. The headteacher and governors plan the budget with care, applying the principles of best value very well by ensuring that the school's spending is helping pupils to achieve as well as they can. The school is in a falling roll situation, but the governors very good strategic planning has ensured that surplus monies are to be used to help maintain the current level of provision, while providing for the continuous refurbishment of the school environment and resources.

37. Day to day management and administration are unobtrusive and effectively support teaching and learning. The main barriers to learning are the poor speaking and listening skills of children on entry to school and pupil's attendance, which, despite the school's best efforts, is well below the national average. However, very good leadership and management, good teaching, care for the pupils and partnership with parents, together with the very well organised curriculum, are significant aids to ensuring that all pupils achieve as well as they can by the time they leave the school. All of this, within a broadly average cost per pupil, shows that the school provides very good value for money.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	686 223
Total expenditure	678 768
Expenditure per pupil	2 418

Balances (£)	
Balance from previous year	85 703
Balance carried forward to the next	93 158



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

38. The school is in a falling roll situation and the foundation stage has been re-organised for the current school year with the nursery and reception age children now working together in one class. The teacher and nursery nurses are new to Early Year's work and the 24 reception and 8 nursery children had been in school for just two and a half weeks at the time of the inspection. 23 part time nursery children were due to start school the week after the inspection. It is not possible, therefore, to make a judgement on leadership and management of the foundation stage or on improvements since the last inspection.
39. The overall provision in the foundation stage is satisfactory. Initial assessments show that children start school with levels of attainment that are well below those expected for their age. However, evidence from last year's work shows that they make good progress and achieve well during their nursery and reception years because of the good support they receive. Although the majority of children reach the expected standards in personal, social and emotional development, standards in the other areas of learning are below those expected by the end of their reception year.
40. Curricular planning is satisfactory, with a varied range of practical activities to develop the children's skills in all areas of learning. The well organised and attractive classroom environment contributes positively to the children's learning as do visitors to the school. The quality of teaching is satisfactory overall. The staff work well together as a team, forming good relationships with the children and providing a safe and secure learning environment. The spacious outdoor accommodation is used well to provide for their learning throughout the day. Assessment procedures are good and the children's progress is effectively tracked. However, the information gathered is not always used well enough in planning to meet the individual needs of the children.

### **Personal, Social and Emotional Development**

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

### **Main strengths and weaknesses**

- Personal, social and emotional development is promoted well in other areas of learning.
- Good teaching promotes good attitudes to learning, resulting in children achieving well.
- Relationships are good and the children work and play well together.

### **Commentary**

41. The provision for the children's personal, social and emotional development permeates all areas of learning. As a result the children achieve well. Children are happy to come to school and the good induction procedures and information to parents ensure that they settle quickly into the established class and school routines. Good opportunities are provided to develop the children's confidence and independence as they check themselves in, make choices and organise their time during continuous activities and the "plan, do and review" sessions. Children work and play well together because of the good relationships they form with adults and each other. They are developing good personal skills as they take turns, share resources and handle equipment with care, although a small number are reluctant to do so. Teaching is good and the majority of children show good attitudes in lessons by listening attentively, following instructions carefully, concentrating well on tasks and behaving well. This, together with the adults' good use of praise to boost children's confidence, has a positive impact on their learning.

## Communication, Language and Literacy

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

### Main strengths and weaknesses

- Most children have poor language skills when they first start school.
- A good range of opportunities and activities are provided to promote communication, language and literacy skills in all areas of learning.
- The quality of teaching is satisfactory overall, but some activities need more structured adult intervention to further develop the children's language skills.

### Commentary

42. Most children start school with poor communication skills. Their vocabulary is very limited and many lack clarity and confidence when speaking to adults or in groups. However, good emphasis is placed on developing the children's speaking and listening skills across all areas of learning. Overall, they achieve well, for example, as they talk about their personal experiences and how to celebrate teddy's birthday. However, there is not always enough structured adult intervention during free choice activities and outdoor play to enhance the children's imaginative and spoken language. Most children have had little experience of books before they start school. However, they listen to stories with interest and enjoyment and know that words and pictures carry meaning. The children's letter and sound recognition are at an early stage of development as are their writing and handwriting skills. Continuous activities are set up to encourage the children to read, write, talk and listen and, as a result, they achieve satisfactorily. Teaching is satisfactory overall, with the nursery nurses supporting the children appropriately during whole class and group activities.

## Mathematical Development

Provision for mathematical development is **satisfactory**.

### Main strengths and weaknesses

- A wide range of practical activities promotes learning.
- Work is not always matched enough well to children's individual needs.
- There is not enough intervention by adults during some activities to further develop the children's mathematical understanding.

### Commentary

43. A wide range of practical activities, such as sorting and counting objects, sand and water play and practical shape work contribute well to the children's mathematical development. They sort and count objects by colour, shape and size, develop their mathematical language as they use "bigger" and "smaller" sheets of paper to wrap teddy's presents and make patterns using common 2D shapes. However, in the lesson seen, activities using numbers 0 to 9 were not planned well enough to meet individual children's needs. The majority need more consolidation in their understanding of numbers 1 to 5, and have great difficulty with the tasks set, while the more able children are capable of working with higher numbers. As a result, the children do not achieve as well as they might, become restless and lose interest in their work. Number rhymes, counting during registration and snack time re-enforce learning. Teaching is satisfactory overall but adults miss opportunities during free choice activities to further consolidate the children's mathematical development.

## **Knowledge and Understanding of the World**

Provision in this area is **satisfactory**.

### **Main strengths and weaknesses**

- The good range of continuous activities stimulates the children's curiosity.

### **Commentary**

44. The children's scientific knowledge is satisfactorily developed through the topic of "ourselves" and children explore the sense of touch, smell and taste. A visit from a mother and her new baby develop the children's understanding of growth and care for others and they relate birthday celebrations well to their own personal experiences. Most children confidently demonstrate how a remote control car works and show appropriate "mouse" control when drawing pictures on the computer. Teaching and learning are satisfactory in this area of learning.

## **Physical Development**

Provision for physical development is **satisfactory**

### **Main strengths and weaknesses**

- Resources are good and the children enjoy physical activities.

### **Commentary**

45. There are many opportunities provided for the children to develop their manipulative skills by using scissors, pencils and paint brushes and moulding play dough. They pour water into containers, assemble construction toys and put jigsaws together. The outdoor area is used well on a daily basis to allow children freedom of movement. It provides good opportunities for the children to explore climbing equipment in order to develop their co-ordination and balance, which they do satisfactorily. The area is also used well to enhance the children's development across all areas of learning.

## **Creative Development**

Provision for creative development is **satisfactory**

### **Main strengths and weaknesses**

- There is a good range of practical activities, which are appropriately linked to other areas of learning.

### **Commentary**

46. Well planned practical activities ensure that the children have good opportunities to draw, paint, and make pictures from a variety of media. The children recognise and mix colours appropriately and their work is often linked to other areas of learning as, for example, they paint self-portraits, make shape patterns and plan teddy's birthday celebrations in role play activities. In the music lesson seen, the children were encouraged to explore sound using a variety of musical instruments. They were able to accurately clap a rhythm in time to taped music and tunefully sing a range of simple songs. Teaching was good and this enabled the children to achieve well.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**

#### Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well over time.
- The development of pupils' writing is good. Some examples of very good extended writing are seen in Year 6.
- Pupils' ICT skills could be further developed through their work in English.
- The subject is led and managed very well by a knowledgeable and competent subject leader

#### Commentary

47. There has been good improvement since the last inspection. Pupils' standards are broadly average by the time pupils are aged eleven, although they remain below average for pupils aged seven. Test results for 2004, which have recently been announced, show encouraging levels of improvement on those from 2003 in both key stages. There has been a very encouraging improvement in the results of national tests for eleven year olds, particularly in the percentage of pupils gaining the higher than expected level in reading and writing. Standards on entry to the school are well below average in communication, language and literacy and although children achieve well in Reception, standards for many pupils are still below average in Years 1 and 2. Standards rise as pupils get older and gain more confidence. Basic skills are well taught throughout the school and pupils achieve very well, overall, particularly in Years 5 and 6.
48. Over time, a growing number of pupils become confident speakers who are able to articulate their ideas and feelings well, although a significant number express themselves briefly, with clarity but without elaboration. Throughout the school, pupils generally listen well. The use of effective strategies, such as encouraging pupils to discuss with their partners before coming to a decision, gives them good opportunities to express themselves.
49. The school is working hard to raise standards of reading by placing a greater emphasis on purposeful guided reading sessions and by developing the reading environment throughout the school. There is a well-stocked library with good displays which are clear and help pupils to select books appropriately. However, the library is housed in a separate building across the playground and is not readily accessible to pupils. By Year 6, pupils understand that there is a variety of reading skills and know when each is relevant. They demonstrate good attitudes to their reading by declaring personal preferences for writers and types of text.
50. Achievement in writing is good overall and very good by the end of Year 6. By the end of Year 2, most pupils punctuate their work accurately and respond well to a range of writing tasks, although in the scrutiny of work from the last school year there was a significant difference in the quality of presentation between the two classes. From Year 3 to Year 6, pupils continue to be given opportunities to write for a variety of purposes. In the best lessons, teachers challenge pupils well and most are motivated by this approach and achieve well. Most pupils can delineate sentences accurately using the common forms of punctuation and some pupils are able to use more complex forms to clarify meaning. In general pupils present written work carefully and well. They clearly take a pride in it. This is especially the case in Year 6, where extended writing of a very high quality can be seen.
51. Throughout the school teachers make very good use of very good assessment information. The progress of individual pupils in literacy is carefully documented and pupils in Years 3 to 5

are well catered for through setting which is the organisation of pupils into teaching groups based on their prior attainment. There is usually sufficient challenge to keep them working independently and productively. Most teachers use assessment well to guide their planning of future work, have clear learning objectives for their lessons and have very effective procedures for checking the clarity of pupils' understanding at the conclusion of lessons. The assessment of writing is assisted by a very good quality portfolio which is assessed according to National Curriculum levels. This is a helpful resource which has been expertly compiled. Marking is usually thorough. In Year 6 marking is very clearly structured and there is clear guidance as to how pupils can improve their performance. This is good practice which should be extended with greater consistency across the school. Pupils' progress is carefully monitored. This has a positive effect on not only the attainment of pupils with special educational needs, but also their confidence when teaching assistants support their learning. As a result, they learn well. Support for pupils with special educational needs is good.

52. The management of English is very good; the subject leader is experienced, knowledgeable and very effective in her leadership. She is a member of the senior management team. Work is evaluated, pupils' books are monitored, individual pupil progress is closely monitored and informs target setting, and the subject leader observes some lessons. Leadership is very good and is having a positive impact on developing reading and writing throughout the school, in a purposeful endeavour to raise standards.

### **Language and literacy across the curriculum**

53. The school provides enriching experiences for pupils by bringing specialist visitors into school to support the development of English across the curriculum. The use of language across the curriculum is developing well and includes opportunities in a wide range of subjects. Pupils make good use of ICT to gather information from the internet. However, pupils' ICT skills are not extended enough in literacy lessons.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Standards reached by pupils in Year 6 match those expected for their age and achievement is very good.
- The quality of teaching is good overall,
- Pupils' good attitudes to their work have a positive impact on their learning.
- Information and communication technology is not used well enough to support learning.
- Pupils do not have enough written guidance on how to improve their work.
- Leadership and management are good.

#### **Commentary**

54. Many pupils start compulsory education with standards of attainment which are below average for their age. By the end of Year 2, standards are still below average, but achievement is satisfactory. By the end of Year 6 most pupils are working at levels expected for their age, and the results of national tests for eleven-year-olds in 2004 indicate a significant number working at the higher levels. Achievement in Years 3 to 6 is very good, and particularly so in Years 5 and 6. Pupils with special educational needs, including those in the Mainstream Support Base, also achieve well because of the very good support they receive. This represents good improvement since the previous inspection.

55. Teachers use their good subject knowledge to plan a varied range of interesting activities that meet the needs of all pupils, whilst strongly emphasising the teaching of basic number skills. A very strong feature in most lessons is that learning intentions are very clear and instructions precise and, as a result, pupils are secure about what they are expected to learn. Most teachers use good questioning and clear explanations as they work through examples with the whole class, groups and individuals, thus enabling pupils to build well on their previous learning. Lessons end very effectively with plenary sessions which identify how successfully the pupils have learned. Older pupils are particularly challenged by the teachers' searching questioning. They use their good understanding of number concepts to explain accurately and confidently different strategies for solving problems.
56. Most pupils enjoy maths and have good attitudes to their work, which together with the teachers' high expectations of their behaviour and work rate result in good progress in learning. Relationships are good and the teachers use praise and encouragement effectively to promote pupils' confidence and self-esteem. This has a positive impact on their learning.
57. Leadership and management are good. The subject leader has a good understanding of the strengths and weaknesses of the subject. This is gained from the regular analysis of all test and assessment results and the checking of teaching and learning. A clear action plan focuses on areas for development and on raising pupils' achievement further. It rightly identifies the need to develop further the monitoring and evaluation of teaching and learning in order to achieve this. Good resources and classroom displays support learning well. Improvement since the last inspection has been good.

### **Mathematics across the curriculum**

58. Pupils use and consolidate their mathematical skills satisfactorily in other subjects. For example, they record and interpret data in science, use time lines in history and measure accurately during the construction of water wheels in design and technology. However, ICT is not used well enough to support pupils' learning in mathematics. This is an area identified for development in the subject leader's action plan.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- Standards by the end of Year 2 show signs of improvement and by the end of Year 6, pupils make very good progress and standards are in line with national expectations. Pupils achieve very well overall.
- Teaching and learning is good overall.
- Pupil attitudes towards science are good.
- Use of ICT to support the teaching of science is insufficiently developed.

#### **Commentary**

59. In 2003, standards in science for Year 2 pupils were well below average both nationally and compared to similar schools, although the number of pupils assessed at the higher than expected level was broadly average. Standards in 2003 for Year 6 pupils were also well below the national average, but rather better when compared to similar schools. In 2004, test and assessment results show encouraging and positive improvement, and this is matched by the work seen which was produced by last year's pupils in Year 6.
60. In the lessons seen, teaching is good and consequently pupils make good progress in their learning. Teachers have good subject knowledge and use this to plan interesting lessons. Scrutiny of work from the previous school year and talking to pupils, indicate good

achievement with standards in line with national expectations. Pupils throughout the school have ample opportunities to support their learning through investigations. For example, there are opportunities to observe, predict and test growing conditions necessary for healthy plants. Appropriate scientific language is introduced and reinforced

61. Overall, pupil attitudes to science are good. Pupils in Year 2 enthusiastically talk about their work. They have good recall of details. During the inspection, whilst pupils' work displayed many opportunities for investigative work across the science curriculum, there were too few links with ICT.
62. The subject leader makes a good contribution to the development of science with good subject knowledge and support for colleagues, but the role is insufficiently developed. More opportunities for monitoring and evaluating provision for the subject particularly in the consistency of teachers' marking are needed. There are good examples of work being marked to identify what pupils need to do to improve their work, but these good strategies are not consistently applied. Overall, however, current provision represents a good level of improvement from that reported when the school was last inspected.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good** overall.

### **Main strengths and weaknesses**

- Pupils have good opportunities to develop a wide range of ICT skills
- The school has improved its range of ICT resources since the last inspection
- The use of ICT in other subjects needs further development.
- Subject leadership is good

### **Commentary**

63. There were only limited opportunities to observe pupils using ICT during the course of the inspection. However, scrutiny of pupils' past work and the good quality ICT file and portfolio available indicate that pupils have good opportunities to develop their ICT skills, but insufficient opportunities to use them across the curriculum. Levels of attainment, by the end of Year 6, are broadly average. Pupils achieve well in Years 1 and 2 and very well in Years 3 to 6, with a significant number of older pupils developing high level skills. Higher attainers can use ICT to organise, improve and present work and chose information from a wide variety of sources.
64. The school's provision of resources has improved since the school was last inspected, with the establishment of a computer suite and the recent introduction of an interactive whiteboard. Significant developments have been made in the last three years, with the development of an action plan and a portfolio which is a good resource for reference. A wide range of programs have been purchased and are being used well across the school to help pupils develop their ICT skills with greater confidence. In this respect curriculum provision in ICT is good, but pupils need more opportunities to use their skills in other subjects.
65. Insufficient lessons were seen which contained a planned element in ICT to reach an overall judgement on the quality of teaching and learning. However, there was evidence of pupils in Year 6 using information from the internet in their lesson on the Tudors, and there were some high quality water-wheels on display in the library. These had been constructed in design and technology and included elements of control technology.
66. The subject leader makes a good personal contribution to the development of ICT with good subject knowledge and support for colleagues. Some monitoring of teaching and learning has taken place. Overall this represents a good level of improvement since the last

inspection. However, further opportunities for monitoring and evaluating provision for the subject particularly in the consistency of the range and depth of opportunities throughout the school are needed.

## **Information and communication technology across the curriculum**

67. From evidence gathered, whilst ICT is used more effectively in literacy and geography, the use of ICT across other subjects is an area for further development. Pupils use of ICT was mostly for research purposes, data base searches and the presentation of information. Classroom computers are not used enough to fully support work undertaken in the ICT suite.

## **HUMANITIES**

### **Geography**

Provision in geography is **good**.

#### **Main strengths and weaknesses**

- The good quality of leadership and management makes a significant contribution to standards and teaching.
- Good use of assessment for learning.
- Pupils, including those with Special Educational Needs make good progress.
- Opportunities for geographical visits throughout the school could be further developed.
- Strategies to identify gifted pupils in geography are insufficiently developed.

#### **Commentary**

68. Geography is taught through Year 1 to Year 6 and the curriculum meets statutory requirements. From the work sample seen and the lessons observed standards are in line with national expectations by the end of Year 2 and Year 6. All pupils, including those with special educational needs made good progress. They progressively improve and develop their subject skills and vocabulary as they move through the school. The subject makes good links to other subjects and develops pupils' literacy and numeracy skills across the curriculum. Improvement since the last inspection has been good.

69. Teaching and learning are good overall. In the Year 1 lesson, the learning objective was to investigate the school's surroundings and the success criteria was for pupils to name local features and to express their views on them. The teacher had very good relationships with the pupils and gave them clear instructions and made effective use of questioning. In the Year 4 lesson, the teacher gave good explanations and made good use of ICT for example when a web cam was used to show the pupils a bird's eye view. This fascinated the pupils and this is an example of geography making a good contribution to pupil's spiritual development.

70. There is a good balance of work across topics. In Years 1 and 2 pupils have studied physical and human features that are similar and different to their own locality. There was good evidence that pupils had thought carefully about the pros and cons. A topic on life in India provided good opportunities for pupils to compare the different lives of rich and poor people and pupils contrasted well life in India with life in Gateshead. There was good evidence of map work from this study.

71. Pupils in the Mainstream Support Base had done some good work on Rivers and Mountains and had made effective use of atlas skills. In Years 5 and 6 pupils had been on a River Trip that was linked to work done on Victorian industries. Good use of ICT had been made to give Powerpoint presentations about the journey of a river.



72. The subject leader has very good knowledge and provides very effective leadership and management of the subject. Staff confidence to teach the subject has improved. Resources are satisfactory and are improving. Good use is made of assessment and pupils have a good understanding of how well they are achieving. The subject leader could further develop first hand experiences throughout the entire school to enhance learning and teaching.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- The quality of leadership and management is very good.
- Visits made and visitors to school have made a very good contribution to teaching and learning.
- Further develop opportunities to use ICT
- Develop strategies to identify gifted pupils in the subject.

## Commentary

73. The curriculum in history is broad and balanced and meets statutory requirements. Standards are in line with national expectations by the end of Year 2 and Year 6. Good cross-curricular links are made to other subjects and teachers' assessment is good. Good improvement has been maintained since the last inspection.

74. The quality of teaching and learning are good. Pupils' learning is well supported, in a wide range of classes, by many visits, for example to South Shields and to Beamish. Visits are often followed by effective writing and artwork which helps to promote pupils' understanding. The range of subject coverage is wide and there are good links to other subjects, although insufficient development of ICT skills can be seen in pupils' past work.

75. Subject leadership is very good. The subject leader has very good subject knowledge and makes very good cross-curricular links. She has updated the scheme of work. She monitors planning and scrutinises work. This is an improvement since the last inspection. Pupils demonstrate positive attitudes to the subject. Resources are good, and these are accessible and well stored. Some use of ICT has been made to develop research skills, but these could be developed further. Strategies to identify able and gifted pupils could also be further developed.

## Religious Education

Provision in religious education is **good**

### Main strengths and weaknesses.

- Leadership and management of the subject are very good.
- The quality of teaching and learning is good and pupils enjoy their work.
- Language and literacy skills are used well to support learning, but the use of information and communication technology is underdeveloped.
- Teachers' written marking does not always provide sufficient guidance to pupils on how to improve their work.
- The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.

## Commentary

76. Standards attained by pupils at the end of Year 2 and Year 6 match the expectations of the locally agreed syllabus with a significant number of Year 6 pupils attaining at the higher level. Achievement for all pupils, including those with special educational needs, is good. This represents good improvement since the last inspection and is a result of good teaching and a well planned curriculum which ensures that learning is continuous as pupils move through the school.
77. Pupils in Years 1 and 2 are successfully introduced to religious traditions through books and stories and become increasingly aware of the world around them as they celebrate the harvest festival. They reflect on their feelings and on what is important to them as, for example, they write about and make pictures of people special to them. By Year 6 pupils have a secure knowledge and understanding of the beliefs, teachings and practices of some of the major world religions. Pupils understand that there are differences and similarities between faiths, for example, that different religions have their own “holy books” and they reflect on how religious experiences affect the lives of those who believe.
78. The quality of teaching is good overall. Teachers extend pupils’ knowledge and understanding of religious topics through effective questioning and discussion, often related to the pupils’ own experiences and through creative activities. Pupils throughout the school use their literacy skills well to record their work in a variety of interesting formats, but the use of information and communication technology to support learning is underdeveloped. Pupils enjoy their work. This was seen particularly in a Year 6 lesson where the teacher’s very effective use of artefacts and dramatic telling of the story of the “Stilling of the Storm” really engaged pupils’ interest, while effectively developing their understanding of the power of faith.
79. Leadership and management are very good. The subject leader has a clear overview of the strengths and weaknesses through her very effective monitoring of the subject. She is strongly committed to raising standards further by creating more opportunities for learning through first hand experiences and pupils’ own research. Assessment and recording systems are good, although teachers’ written marking does not always identify what pupils need to do next to improve their work. Assemblies, displays, visits and visitors to the school effectively enhance pupils’ learning and resources are good. Overall, the subject makes a positive contribution to pupils’ spiritual, moral, social and cultural development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. During the inspection it was not possible to observe any lessons in **design and technology**, although there was evidence of past work in the construction of good quality water-wheels, which included an element of control technology in their construction and operation. The display included evidence of the planning and design stages as well as the actual construction. The resulting models were of good quality.

### Art and design

Provision in art and design is **good**

### Main strengths and weaknesses

- The quality of leadership and management is very good.
- Very good stimulating displays around the school that demonstrate progression.
- Good use of visits and visitors has enhanced the curriculum.
- Further develop strategies to identify talented pupils and support their development.

## Commentary

81. Art and design is taught through Years 1 to 6 and the curriculum meets statutory requirements. Standards are in line with national expectations by Year 2 and Year 6 with some pupils achieving beyond the expectation. Pupils of all abilities, including those with special educational needs achieve well. Good improvement has been made since the last inspection.
82. Displays around the school are vibrant and add much to the overall quality of the learning environment. Pupils throughout the school get opportunities to use their developing artistic skills widely. They evaluate their own and others' work. There are examples of good observational drawing, painting, sculpture and print making. Good use is also made of digital media. Sketchbooks have recently been introduced so that pupils can collect visual information. A wide range of educational visits enhances the curriculum. Overall, this is an improvement since the last inspection.
83. In the lessons seen, the quality of teaching and learning was good overall. There were good elements of creativity and choice. Pupils worked with enthusiasm and demonstrated good levels of concentration and perseverance. Teachers made good use of questioning to ensure that pupils looked closely and they were encouraged to evaluate their work and improve it.
84. Subject leadership is very good and a wide range of resources is made available. The coordinator has encouraged visiting artists to work with pupils and this has contributed to good standards and progress. The use of ICT to enrich the curriculum is insufficiently developed as are the processes by which particularly talented pupils are identified.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- The quality of leadership and management is very good.
- The LEA Music service enhances the curriculum and provides good opportunities for pupils to learn to play the violin and cello.
- Good links are made to other subjects.
- Pupils are given good opportunities to perform, compose and listen.
- The use of ICT to enhance pupils' learning is insufficient.

85. Music is taught through Years 1 to Year 6. Standards are broadly in line with the average by the ages of seven and eleven. The curriculum provides good opportunities for pupils to perform, compose, listen to and appraise music. There is good progression and continuity and the curriculum meets the statutory requirements of the national curriculum. Some pupils are given good opportunities to learn to play the violin and cello through the LEA's Music Service and the subject leader provides good specialist teaching for pupils to learn to play the recorder and the keyboard. The termly visits from Gateshead Music Service provide good curriculum enrichment for whole classes.
86. Good cross-curricular links have been made to Geography, Religious Education and Physical Education. The commercial scheme that has been introduced is being used effectively. It has given support and confidence to staff and this has a positive impact on pupils' learning. There is a school choir which has many opportunities to sing in the locality and further afield.

87. The subject leader provides very good leadership and management. Resources are good. She has very good subject knowledge and ensures that the pupils are given varied opportunities to make music both within and outside the classroom. The subject has made good improvement since it was last inspected.

## **Physical Education**

Provision in PE is **good**.

### **Main strengths and weaknesses**

- Children make good progress in PE and standards are broadly average by the end of Year 6.
- The range of PE opportunities both in the school day and out of school hours is very good, particularly for older pupils.
- Pupils have positive attitudes and behave well.

### **Commentary**

88. Standards in PE are in line with those expected nationally by the end of Year 2 and Year 6. Children make good progress throughout the school. This is a result of good teaching and a very good variety of activities available for the pupils.
89. Pupils in Year 2 are able to demonstrate good throwing and catching because teaching is characterised by effective planning, well paced lessons and teaching that challenges and develops pupils' skills. Examples of good skills demonstrated in lessons are selected well by teachers and pupils demonstrate their developing skills well. Pupils with special educational needs are included well in lessons and are well supported.
90. The school provides children with an enriched PE curriculum. Pupils enjoy a full range of PE activities including dance, games, gymnastics and also, swimming at KS2. Through a very good range of extra-curricular activities older pupils are able to further develop skills in a wide range of sporting activities. Pupils are able to take part in further local activities as a result of these.
91. Pupils have very good attitudes to PE as a result of good teaching generally, as well as some very good specialist coaching. Features of good teaching and coaching include incremental skill development, high expectations and good relationships. Through assemblies, certificates and award schemes pupils feel proud of both their individual and school achievements.
92. The subject leader makes a good contribution to the development of PE provision in school, along with other staff who assist with clubs. Further opportunities for monitoring and evaluating current strengths and weaknesses would further enhance this good overall provision. Good improvement has been made since the last inspection.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- A good policy is in place
- There is a school council
- Good links are made through a wide variety of subjects to promote healthy eating

## Commentary

93. The school has a good policy to promote pupils' personal, social and health education. It is well constructed and contains detailed plans for further development. Aspects of health education are included in the science curriculum and in the physical education curriculum.
94. There is a well-established school council, in which every class from Year 2 to Year 6 is represented. It operates effectively and helps pupils to express their own views and listen to the views of others. Pupils are confident in offering their opinions and know that others value the contributions which they make. They are aware that the suggestions they make frequently result in positive action on the part of the school.
95. Pupils throughout the school respond well to classroom discussions, which are well-managed. They are confident to express their views, feelings and opinions. Speaking and listening skills are promoted well in these sessions. Older pupils are regularly seen offering help and guidance to younger pupils and the school has an award for its status as a Healthy School.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
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
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

