

INSPECTION REPORT

ROSSMERE PRIMARY SCHOOL

Hartlepool

LEA area: Hartlepool

Unique reference number: 111641

Headteacher: Mrs L F Varley

Lead inspector: Mr Clive Davies

Dates of inspection: November 2004

Inspection number: 267590

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 to 11
Gender of pupils:	Mixed
Number on roll:	356
School address:	Catcote Road Hartlepool
Postcode:	TS25 3JL
Telephone number:	01429 274608
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr David Boyd
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

Rossmere is a large primary school situated in Hartlepool in the North East of England. It has a large nursery with children attending on a part-time basis. It is presently involved in the development of the Authority's first Children's Centre. The building work for this initiative is going to take place early in 2005. The school serves an area that has been recognised as having social disadvantage and this is reflected in the large number of pupils who are entitled to school meals free of charge. Very few pupils attending come from families where there is a tradition of individuals moving on to higher education. The attainment levels of children when they first start school are very low, especially in the area of communication, language and literacy. All pupils have English as their first language and the vast majority of pupils are white belonging to families that have lived in the North East for many generations. The percentage of pupils on the special educational needs register is above average although fewer than average have statements for special needs.

The school is involved in several initiatives. The school's development of the Children's Centre is a major initiative, which will add much needed resources to the school and help to promote greater awareness of children's needs within the early years. The school is very much at the heart of the local community with the school premises being used for several group meetings. It was presented with a School's Curriculum Award in 2002. It has also been awarded an Activemark in 2003, an Artsmark in 2004, a Basic Skills Quality Mark in 2004, a Healthy Schools Award in 2003 and Investors in People in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3639	Clive Davies	Lead inspector	English, information and communication technology, foundation stage of learning
9572	Kitty Anderson	Lay inspector	
27777	Rob Greenall	Team inspector	Art and design, design and technology, music and physical education
19226	Stephen Flood	Team inspector	Mathematics, geography, history, religious education and special educational needs
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PART A: SUMMARY OF THE REPORT

Rossmere is a good school with several very good features. Standards are gradually improving, as is the achievement of groups of pupils, especially those with emotional and learning difficulties. The teaching is good overall with strengths noted in Years 1, 2 and 6. The strong leadership team is working hard to remodel the curriculum so that it better matches the needs of all pupils. It provides good value for money.

The school's main strengths and weaknesses are:

- A strong leadership team with innovative ideas, determined to improve standards, is making the school more effective.
- All pupils, especially those who are vulnerable, are exceptionally well cared for and relationships between adults and pupils are very good.
- The school plays a very important role in the local community.
- The management of pupils' behaviour is very good.
- The level of challenge provided for more able pupils is inconsistent.
- The focus on developing children's communication skills is unsatisfactory, especially in the foundation stage of learning.
- A very good range of additional activities provided for the pupils enriches the curriculum.
- Teaching assistants make a very positive and important contribution to pupils' learning.

The school was last inspected in May 1999 and it has made good progress since that time. Significant improvements have occurred in the provision for ICT, the role of subject leaders and the work of the governors. Many staff changes have taken place since the previous inspection resulting in greater focus on the specific needs of pupils and the development of a curriculum that makes learning more enjoyable for the pupils.

STANDARDS ACHIEVED

The vast majority of pupils achieve appropriately with those who have emotional and learning difficulties achieving well. Pupils start school with very poor communication skills. Most do not speak in whole sentences and often clip individual words. The school's strategies for improving pupils' spoken English is not sufficiently rigorous early on and this puts pressure on pupils' ability to write and communicate more widely as they move through the school. Good attention to sentence structure and composition of writing is helping older pupils to make improvements in their written English. However, the range of vocabulary used by most pupils is narrow and inhibiting the standards they attain. Average and lower attaining pupils make good progress in mathematics but the more able pupils are often not provided with an appropriate level of challenge to help them achieve at their full level of capability.

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

National test results for Year 6 pupils still remain below and well below national averages, as is seen from the table above. However, there has been good improvement in the test results of Year 2 pupils, indicating that the school's new approaches are having a positive impact in Years 1 and 2. Pupils' skills in ICT are at the levels expected for their age with most pupils making good progress and achieving well in this area.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils display a desire to learn and the vast majority behave well. The school council provides pupils with a very good forum to have a meaningful say about school life. Relationships between adults and pupils are very good. Pupils' moral and social development is good but not enough is done to help pupils prepare for life in a multi-cultural society. Attendance rates remain well below average despite the school's best efforts.

QUALITY OF EDUCATION

The quality of education is good. The curriculum is very well enriched by a good range of additional activities provided for the pupils. The new re-modelled curriculum provides the school with the opportunities to ensure learning is enjoyable and relevant for the pupils. This is still in its infancy and has not yet bedded itself sufficiently to ensure that it enhances the quality of learning for all pupils. The provision in the foundation stage of learning does not give enough attention to the communication skills of the children. **The quality of teaching and learning is good with particular strengths in Years 1, 2 and 6.** There is very good management of pupils' behaviour and good use made of interactive whiteboards to help make the learning more pertinent for all pupils. The inconsistencies in the challenge for more able pupils and the missed opportunities to develop pupils' speaking skills are the areas requiring attention. Teaching assistants make a very valuable contribution to pupils' learning with many being highly skilled at working with small groups. The care and guidance provided for pupils are very good with very effective tracking of their progress leading to staff being clear about the next steps to take to help individuals improve.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The very committed leadership team, well led by the headteacher and deputy headteacher, is determined to raise standards. It continually searches for different methods and approaches that will raise the achievement of pupils. It makes good use of outside agencies to help drive school improvements forward. The procedures and systems in place to check on the impact of new initiatives are good but greater emphasis needs to be placed on the development of pupils' speaking skills and ensuring that the needs of all more able pupils are being met. The governors have made significant improvements since the previous inspection and have good knowledge about how well the school is doing.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents support the schools efforts to bring about improvements. They appreciate the efforts of the staff in making their children feel secure and well cared for. Parents also value the school's high profile in the local community. The pupils love their school and have a strong desire for others to share their pride in being part of a 'special' school.

IMPROVEMENTS NEEDED

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

- Improve the provision in the foundation stage of learning so that more emphasis is placed on improving children's communication skills.
- Ensure that there is greater consistency in the challenge provided for more able pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

Standards achieved in areas of learning and subjects

The vast majority of pupils achieve appropriately with those with emotional and learning difficulties achieving well.

Main strengths and weaknesses

- National Curriculum test results for Year 2 and Year 6 pupils remain below or well below the national averages.
- Pupils with emotional and learning difficulties achieve well.
- Children in the foundation stage of learning do not make the progress they should in their communication, language and literacy.
- Standards in writing are being held back by pupils' weak oracy skills.
- Average ability and lower attaining pupils achieve well in mathematics.
- More able pupils are not always making the progress that they should.
- Developments towards establishing a children's centre and a programme designed for raising pupils' achievement are helping to focus attention on improving standards.

Commentary

- 1 The National Curriculum test results for 2003 show some improvement over previous years, especially in reading and mathematics for Year 2 pupils and for English for Year 6 pupils. However, the overall picture is one of test results being below or well below the national averages, as can be seen from the tables below. It is in the area of writing that standards fall well below average. This is, in part, due to pupils' poor communication skills, which adversely affects their ability to write with fluency and confidence.

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

Standards in:	School results	National results
reading	15.4 (13.0)	15.7 (15.8)
writing	12.6 (12.2)	14.6 (14.4)
mathematics	15.6 (14.7)	16.3 (16.5)

There were 52 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	26.0 (24.2)	26.8 (27.0)
mathematics	24.5 (24.8)	26.8 (26.7)
science	26.9 (26.6)	28.6 (28.3)

There were 55 pupils in the year group. Figures in brackets are for the previous year

- 2 Pupils with special educational needs, including a large group who have emotional difficulties, make good progress. These pupils achieve well with the standard of their work showing good improvement compared with their prior attainment. Individual education plans contain clear targets and the school is making good use of these targets to help improve standards in reading, writing and mathematics. The school effectively tracks pupils' progress and involves parents, pupils and teaching assistants in achievement reviews. Teaching assistants make a strong contribution to the achievement of pupils with emotional and learning difficulties because they are familiar with their individual education plans and work

in close partnership with the class teachers. Effective links with secondary schools ensure that this good achievement is maintained through the transition process.

- 3 When children first start in the nursery or reception classes many have very poor communication skills. They often speak using single words or short phrases and frequently 'clip' their words. They often prefer to gesture rather than speak and are generally lacking in confidence when it comes to speaking to adults. Although much is done to help raise the confidence levels of these children not enough is done to engage them in purposeful conversation. Too frequently pupils are allowed to gesture when they could have been challenged to use a sentence or a verbal response. Adults do not use themselves as good role models in these circumstances and children therefore do not have their expectations raised. One of the main issues relates to a lack of consistency in making the children look at the adults as they speak to them and another is the inability of some adults to correct inappropriate use of language by individuals. The failure to deal adequately with improving children's communication skills early on in the school is putting added pressure on staff in other parts of the school. Therefore the progress made by pupils in the use of their spoken English is not as rapid as it could be.
- 4 Standards in written work are a major concern. This is directly related to pupils' inability to be effective communicators. Although much is done to help pupils with their Standard English, in terms of their use of sentence structure and grammatical features, it is their ability to use descriptive language that is letting them down. More able writers by the end of Year 6 are able to use short, compound and, to a certain extent, complex sentences well. They try to build in suspense. However, their writing often fails to grab the reader's attention because there is a lack of powerful adjectives or adverbs used. They rarely use similes or metaphors to improve the quality of their writing. The following example is typical of more able pupils in Year 6. It illustrates the fact that pupils are able to communicate meaning and can use short sentences for effect: However, it illustrates the inability of more able writers to build up suspense or to use an expansive vocabulary, especially in relation to descriptive phrases.
'They walked along the path until they got to the house. They opened the door. The hall was empty. Ashley walked in and Mary and Kate followed with Floyd.'
- 5 There has been a steady improvement in standards in mathematics. This has not always been reflected in National Curriculum test results for Year 2 and 6 pupils. However, pupils make good progress in mathematics and this is especially the case amongst the average and lower attaining pupils. Fewer pupils are now not attaining at the level expected for their age. The progress made by pupils between nursery and Year 6 is good with pupils who had poor mathematical skills when they started school showing a good level of competence in using and applying number by the end of Year 6. Effective attention to daily mental and oral number work is largely responsible for improved standards in mathematics with teaching being good and making a positive impact on the learning of the pupils.
- 6 There is inconsistency in the challenge being provided for more able pupils. This is not the case in all classes but is a feature that occurs in lessons where the teaching and learning is weaker. There are many examples of more able pupils being effectively challenged as is the case in Years 1, 2 and 6, however, in too many cases the planning does not take full account of the needs of the more able pupils who could have had their expectations raised. There are some good opportunities for development provided for gifted and talented pupils. A reading club for 20 pupils generates high levels of interest and challenge. However, for some more able pupils there remains insufficient challenge during English and mathematics lessons.
- 7 The school's involvement in two major initiatives is having a very good impact on raising pupils' achievement. The first is the development of the Children's Centre. Although this is at a very early stage, the plans in place are extensive and show that the school is correct in being optimistic about plans to improve its provision for early years education because of the improved knowledge it will have about the needs of children joining the nursery in the future. The quality of relationship that exists between the current Sure Start, neighbouring primary school and the school itself is very good with a strong sense of realisation of everyone's

expertise and experience being utilised to its full to bring about improved information about children starting school. The school's involvement in the ISP (Intensifying Support Programme) is another reason why standards are improving. The school is fully committed to the programme and receive good quality support from a range of agencies to ensure that there is a focus on improving the pupils' achievement, throughout the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are good. Pupils are making good progress in their moral and social development. Spiritual and cultural development is satisfactory. Attendance is poor, however the school is working very hard to encourage pupils to come. The vast majority of pupils arrive at school on time.

Main strengths and weaknesses

- Pupils enjoy school, the work they do and the range of activities they are engaged in.
- Pupils are willing to take on responsibilities and do so well and with pride.
- Pupils carry out a wide range of jobs in Year 6.
- The school expects pupils to behave well and the majority do.
- Relationships are very good. Children work and play well together. Any incidents of unkindness are quickly sorted out.
- Through a range of strategies the school is working hard to improve attendance.
- Attendance rates are poor and a small minority of pupils arrive late for school.

Commentary

- 8 The last inspection found that pupils' attitudes to learning were good and this remains the case. Pupils like coming and enjoy everything that the school offers. They talk enthusiastically about their work, the visits out and clubs. They arrive at school in a positive frame of mind willing to become involved and play their part.
- 9 It is particularly impressive to see how keen pupils are to volunteer when help is needed. Almost every pupil in Year 6 carries out some responsibility, for example they help the younger pupils at break times and operate the music centre for assemblies. Throughout school pupils are very helpful. They tidy up after lessons and carry play equipment into the playground at break times. Elected pupils represent their class on the school council. They are proud of the changes they have managed to make to their school. As a result, pupils are learning to play their part in the community.
- 10 Staff expect pupils to behave well both in lessons and around the school. Movement between lessons and into the hall for assembly is very orderly and lunchtimes are sociable occasions where pupils enjoy the opportunity to talk to visitors and their friends. Pupils are very friendly to visitors standing back and holding open doors for adults. In lessons behaviour is good. Most pupils settle quickly to their work and follow teachers' instructions well. Pupils enjoy the stickers, dragon points, stars and certificates they receive for good work, attitudes and effort. Their achievements are celebrated publicly in assemblies. Any pupil whose behaviour is causing concern is quickly identified and extremely carefully monitored. Through the behaviour improvement programme these pupils receive a great deal of support and encouragement. As a result the number of pupils who have been excluded (shown on the table below) has dropped in the last year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	341	2	1

- 11 Relationships between pupils and staff are very good. Pupils play well together and teachers place a strong emphasis on group and paired work. There are many examples, in lessons, of pupils discussing their work together and listening whilst others show the class what they have done. They show tolerance to others, especially peers in their class, giving those who find work difficult time to contribute to lessons. When disagreements do occur the staff handle them quickly and effectively. Through fundraising events for charities such as Barnados, the shoe box appeal and children's leukaemia they are developing an understanding and sensitivity to the needs of others.
- 12 The school is working very hard to improve the attendance rates. Registers are very carefully monitored and a first day call system has been implemented. This, together with the work undertaken by the cluster and the school attendance officer, has resulted in some improvement. Recently a new post has been created so that more time can be spent on this aspect. However there are still a number of pupils who regularly miss school or arrive late and a small minority of parents who do not encourage their children to attend. This inevitably has an impact on the progress and development of these pupils.

Attendance

Attendance in the latest complete reporting year (93.1%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	1.5
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. A good range of additional activities provided for the pupils very well enriches the curriculum.

Teaching and learning

The quality of teaching and learning is good with particular strengths in Years 1, 2 and 6.

Main strengths and weaknesses

- Teaching is at its best in Years 1, 2 and 6.
- Behaviour management is very good throughout the school.
- Good use is made of interactive whiteboards to help the learning to be pertinent for all pupils.
- Good use of learning targets to help pupils know what is expected of them.
- There are inconsistencies in the challenge provided for more able pupils.
- There are missed opportunities to develop pupils' speaking skills.
- Teaching assistants make a very good contribution to pupils' learning.

Commentary

- 13 The table below shows that 98 per cent of the teaching was satisfactory or better and 62 per cent was good or better. This is similar to the position reported at the time of the previous inspection when teaching was one of the school's strengths. In the current inspection the very good teaching was mainly seen in Years 1, 2 and 6. In these classes, one of the main strengths related to teachers' ability to make learning exciting by using literacy skills through a variety of subjects. For example, in Year 6 the teachers very successfully make work about autobiographical writing more interesting by using the Viking theme as the main source of the pupils' writing. The teacher used her extensive knowledge of the Viking's way of life to act as a model for the pupils in the first instance. In this way she ensured that pupils asked relevant questions, were engrossed in the activity and worked at improving their oral skills. In the same lesson the teacher motivates pupils by responding to the words and ideas they come with in such a way that keeps the interest of boys, in particular, high. 'That was a premiership word' is one example of this type of response keeping boys highly motivated. In another example in Year 1 the teacher makes very good use of pupils' individual targets to help them focus on their number work. During the lesson, one of the most impressive features was the way in which the teacher again focused on the pupils' mathematical vocabulary and helped them to be more confident in its use.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	10 (24%)	16 (38%)	14 (33%)	2 (5%)	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.

- 14 Throughout the school the way in which teachers manage pupils is a strong feature. In each class there are pupils with the potential to be disruptive but consistent use of the agreed strategies to help pupils focus on their work is working well. In each classroom a warm and effective relationship exists between staff and pupils. The role of classroom assistants is particularly impressive in this context. Rewarding good behaviour is a very important part of the strategy and in each classroom the class rules set out in a positive manner is on prominent display. Pupils aim to have their work and behaviour recognised, as there is a great deal of pride exhibited by the vast majority. The Friday celebration assembly is a very important event that all pupils look forward to. As a result of the consistent approach to pupil management there is little time lost to any disruptiveness with pupils knowing what is and is not acceptable behaviour.
- 15 There is an interactive whiteboard in every classroom with the exception of the nursery. This has been a priority for the school and staff feel very comfortable when using it. It has helped to enhance the ICT skill level of both staff and pupils. Good use is made of this resource to make the learning more pertinent for the pupils. In mathematics lessons problems are set that can only be created using the interactive whiteboard. In a Year 2 lesson there is very effective use of the whiteboard to aid pupils' discussions about the book 'Harry's Elephant'. The use of the interactive whiteboards has helped teachers to be more efficient with time management and made the learning much more interesting for the pupils.
- 16 In each classroom pupils' learning targets are prominently displayed. These targets are set for reading, writing and mathematics and have been carefully focused on whole school issues. The ISP (Intensifying Support Programme) process has ensured that all staff are clear about what their role is in raising pupils' achievement and the use of the targets is one of the strategies employed to ensure that they are highly focused on this. The pupils know their targets and can talk about what they need to do to achieve them. As a result there is a great deal of focus on pupils' learning and staff are highly involved in helping pupils to improve their work. The 'whole school' focus is also ensuring that all staff know what part they have to play in raising standards.

- 17 Assessment systems are good and are effectively used to monitor the progress of individuals, groups of pupils and year cohorts. The exception being the consistency of attention given to more able pupils. Assessment books successfully assess pupils' knowledge and understanding against learning objectives at the end of projects. Targets are set for individuals and cohorts of pupils. Statutory and optional tests results are used by the school to identify strengths and weaknesses in pupils' learning. The analysis of these test results is used to group pupils for direct teaching and extra support. Additional literacy support groups and booster classes are selected after this analysis is completed and, as a result, make a good contribution to the achievement of mid and lower attaining pupils.
- 18 One of the disappointing features of the teaching is the inconsistent challenge provided for more able pupils. In some lessons, especially in Year 6 this is not an issue. In these lessons pupils are highly motivated and made to think deeply about responses. In a lesson about writing an autobiographical account of the life of a Viking the teacher does not accept low-level responses and makes pupils search for 'premiership' words and phrases that stretches their thinking. However, this is not the case in all lessons with occasions when the work set for the more able is not at a greater level than that set for mid attaining pupils. In a Year 5 lesson the planning and plenary did not take account of the more able pupils and the lack of challenge showed in the low level responses they made in the lesson. Scrutiny of work in Years 3 to 5 reveals that more able pupils sometimes cover the same tasks as average ability pupils. Whilst staff have successfully focused on the needs of the mid and lower attaining pupils there is a need to give greater consideration to the needs of the more able and to make more use of the good practice that does exist.
- 19 The second area requiring attention within the teaching and learning agenda is the need for greater consistency in helping pupils use their oral skills. This is especially the case in the Foundation Stage of Learning where there are missed opportunities to help children develop their communication skills. On too many occasions the young children in the nursery are allowed to use gestures or 'one word' responses when they could be challenged to use phrases or sentences. They often 'clip' their words and this is allowed to go unchecked in some cases. Equally as important the staff do not always put themselves in a situation where they physically show children how they form their words when speaking. In older pupils' classrooms there are too many occasions when pupils are not provided with thinking time. This is not the case in all lessons with very good examples of teachers in Years 1 and 2 giving pupils response time by using 'thinking partners'. However, this good practice is not yet established throughout the school and as a result pupils are allowed to get away with 'low-level' answers when they could have been challenged to think more deeply. When pupils are asked to discuss their ideas with a partner before responding, as is prominent in Years 1 and 2, then the quality of the pupils' response is that much better.
- 20 Teaching assistants and other adults working to support in classrooms make a very valuable contribution to pupils' learning. These adults are often responsible for the harmony that exists in classroom and are particularly strong in supporting the needs of pupils with emotional difficulties. Many classroom support assistants have specialist knowledge in supporting pupils with learning difficulties and their contribution has been very good in ensuring more and more pupils are attaining at the expected level for their age. They have undertaken a variety of training and make a strong contribution to the achievement of pupils with special educational needs. They work in close partnership with class teachers to devise and implement individual education plans. Teaching assistants play a prominent role in before and after school clubs allowing pupils a greater sense of continuity between home and school. Many are well known to the parents and are able to have almost daily contact with parents of pupils who may be experiencing difficulties.

The curriculum

The curriculum meets all requirements and is good overall. Extra-curricular provision is very good. The school's accommodation and resources are good.

Main strengths and weaknesses

- A complete redevelopment of the whole curriculum is promoting a much better match between pupils' learning opportunities and their diverse needs.
- Planning does not yet consistently ensure that pupils learn in the ways intended by the new curriculum.
- Pupils who find learning difficult benefit from good curricular provision and the help of very good support staff, but work planned for the more able pupils seldom stretch them to achieve well.
- Pupils are very well prepared for each next stage of their education.
- A very good programme of educational visits and visitors, popular extra-curricular clubs and links with the wider community extends and enriches pupils' learning.
- The school's improved accommodation and resources strongly support its curricular improvements.

Commentary

- 21 In September this year, the school introduced its new curriculum, after a very ambitious, searching and well-managed process of rethinking and redesigning that involved the entire staff. The process was driven by the school's acute sense of the need to achieve a better match between its curriculum and the character and needs of its pupils and community. The resulting changes are innovative, imaginative and profound. They affect every corner of the school's work. The implications are far-reaching and extremely promising. The chief strengths are:
- The curriculum expresses the unique character of the school because it places the needs of the pupils at its heart.
 - It also makes pupils responsible for showing their achievement to their parents in some tangible way at the end of each four-week unit of work.
 - Stronger links between subjects give more emphasis and coherence to the development of key skills. In relation to this, subjects support each other continuously and carry major elements of personal, social and health education and citizenship.
 - Powerful themes bring greater relevance and excitement to pupils' learning, and increase their opportunities to use their capabilities creatively and independently.
 - The challenging nature of the process of change has strengthened teamwork, professional expertise and shared understandings. It has also made staff feel that they 'own' the new curriculum and are responsible for making it work.
- 22 Inevitably, given the scale of change, new ideas and elements are not yet fully bedded in, and aims are not consistently translated into learning experiences. As a result, the overall quality of the taught curriculum is at present no better than satisfactory. In particular, much of the teachers' planning does not yet provide for the ways of working and learning intended by the new curriculum. Pupils seldom have fully active roles in their own learning, and have too few opportunities to use and extend their numeracy skills to support their learning generally. Also, work in lessons does not yet consistently challenge the more able pupils to do as well as their individual capabilities allow.
- 23 However, the school is vigorously improving provisions for its more able pupils. One of the main starting points for reforming the curriculum was the realisation that these pupils were not getting the most out of school. This led to some very inclusive thinking and action. A register of these pupils and their specific gifts and talents was drawn up; using clear criteria and information from parents and other sources both outside and inside school. All this has been used to establish not only special provisions, such as the reading club and a children's newspaper, for promoting and celebrating high achievements, but also a system for assessing such achievements.

- 24 Provision for pupils who have special educational needs is more fully established across the school and more effective overall. The school has effective procedures for the early identification of these pupils. Three waves of effective provision support detailed assessments. Teaching assistants are very good and work closely with class teachers to ensure that pupils have full access to the wider curriculum. They are particularly expert at supporting pupils during numeracy and literacy lessons. As a result of this very good level of support pupils achieve as well as can be expected across a wide range of subjects. Individual education plans are regularly reviewed and make a strong contribution to the equality of opportunity enjoyed by all pupils receiving support. Some more able pupils require further challenge to enable them to achieve at a higher levels of attainment.
- 25 A realisation that pupils' progress dipped at points of transition between year groups and stages on their educational journey made this another focus for curricular change. This has led to more rigorous recording of pupils' learning through each year's programme for the new curriculum. Year-group teams and primary and secondary school staff liaise more closely to share and use these records so that pupils maintain better progress from the time they start their schooling.
- 26 Pupils actively support the very good range of extra-curricular clubs for sports, arts and other activities that complement and enrich the taught curriculum. The Breakfast Club and the After School Club meet every school day and provide very good child-care and support for learning and personal development. Well-planned educational visits to places such as the Jorvic Museum in York further contribute to pupils' academic learning and to their social and cultural development. Good arrangements for pupils to work with members of the wider community, and with visiting coaches, instrumentalists and artists of different kinds, enrich learning and help pupils to discover talents to develop and enjoy in their lives beyond the school. For example, the exciting and authentic resources, stories and military equipment brought by visiting members of the local Heugh Gun Battery Society enabled Year 5 to learn about Hartlepool during World War 2 in a way they will never forget.
- 27 A cohesive team of teachers and support staff effectively meet the demands of the curriculum and pupils' needs. Resources for learning are good and well used. In ICT a major investment in resources is paying off well in its effect on the quality of teaching and learning. The accommodation is very good. The school is well served with two large halls, a separate dining block, and spacious classrooms and outdoor areas. All these facilities are well maintained, attractively furnished and decorated, and well used. Display space is limited in some areas and not always thoughtfully used to celebrate pupils' learning and mirror the character and flow of the curriculum.

Care, guidance and support

The care and guidance provided for pupils are very good with very effective tracking of their progress leading to staff being clear about the next steps to take to help individuals improve.

Main strengths and weaknesses

- Systems for supporting and guiding pupils are very good.
- The involvement of pupils in the work of the school is very good.
- The care and support for vulnerable pupils is very good.
- The support and guidance for pupils with special educational needs is good.
- The role of learning mentors is underdeveloped.

Commentary

- 28 The school's systems for supporting and guiding pupils are very good and are extensively used by all members of staff to inform planning for learning. There is a very caring and supportive ethos throughout the school and consequently pupils enjoy attending and freely express their positive feelings about the school. As a result of the very high level of care shown towards pupils they, generally, behave well and a good atmosphere for learning exists throughout the school. Procedures for ensuring the welfare of pupils are very good. The headteacher is the designated person for child protection and has delivered training for other staff. Staff effectively follow child protection procedures and are very aware of the various categories of child abuse. Classroom assistants have also received training and this enables them to offer very good support to pupils. Many members of staff are qualified first aiders.
- 29 The involvement of pupils in the work of the school is very good and makes a strong contribution to the commitment pupils feel towards the school and their learning. The school council meets each month and pupil members of the council take full responsibility for administration procedures including the keeping of minutes. All age groups make contributions to the school council through their class councils. The headteacher and Governing Body take the school council very seriously and a number of the council's suggestions have been acted upon. Provision for football has improved, playgrounds have been painted and music from other countries has been introduced to school assemblies. The school council has initiated fundraising activities that are directed towards improving the provision for playground equipment. Year 6 pupils seek the views of younger pupils and successfully introduce those views to the school council. Pupils respect members of staff and feel confident to share their concerns with members of staff. The school provides many opportunities for pupils to take responsibility for tasks around the school.
- 30 The care and support given to vulnerable pupils attending the school is very good. The Local Authority officer and the senior management team of the school work in a very effective partnership to produce personal education plans for these pupils. The very able teaching assistants are deployed to offer guidance and support for these pupils when needed, in particular, at the start and end of the school day. Staff are expert in offering anger management guidance and key workers and foster carers liaise on a daily basis to ensure very good levels of response and support. A daily diary contains weekly analysis that is very effectively used to review times during the school day when support is most required. The school has very effective management strategies that embrace breakfast support, playtime support and after school support. The high level of care shown to vulnerable pupils and the very effective staff and management strategies ensure high levels of inclusion at the school. Vulnerable pupils achieve as well as can be expected because the school is very successful in responding to their emotional needs.
- 31 The support and guidance for pupils with special educational needs is good. Provision is thoroughly reviewed each half term by the special needs co-ordinator (SENCO) and members of the special needs team. The team has accurately identified the further development of speaking and listening skills in the early years, including Years 1 and 2, as a key strategy for raising achievement. The school deploys three effective waves of support for pupils identified with special educational needs. The first wave of support takes place within the classroom and includes planned differentiation in pupil work and occasional support from teaching assistants. The second wave of support provides pupils with extra teaching support within a range of groups. The third wave of support provides one to one support and guidance from a teaching assistant. Teaching assistants are very good and bring a wide range of expertise to the work of the school. The SENCO ensures that pupils are supported by a number of external agencies that include the Education psychologist, Speech therapy, Occupational therapy, the Child and adolescent Mental Health Service and the Behaviour Support Team (BIP and BEST). The BIP and BEST initiatives are effectively providing good levels of emotional support and guidance for pupils with behavioural difficulties. Review records include contributions from parents and the SENCO works hard to encourage parental participation in the learning of pupils. The transition arrangements for all pupils at the school are very good and there are many links with local secondary schools that enable

pupils with special educational needs to make a successful transition to the secondary phase. Secondary teachers plan a variety of lessons for Year 5 pupils and Year 6 pupils are able to attend technology master classes. Year 6 pupils receive transitional links with literacy and numeracy and pupils with educational needs are assessed for future support. As a result of this good level of provision pupils with special educational needs achieve as well as can be expected. The school provides well for gifted and talented pupils and this includes a thriving reading club and a newspaper produced by the pupils celebrating their achievements.

- 32 The mentoring of learning is underdeveloped and the school has put strategies in place to improve this area of its work. Recently a social inclusion officer has been appointed to the school and the school intends to arrange further training for teaching assistants.

Partnership with parents, other schools and the community

This school has established good links with its parents and very good links with the community. Parents are active in the school and are encouraged to become involved in their child's learning. Links with other schools are very well established.

Main strengths and weaknesses

- Good information exists about the school and their child's progress.
- Every effort is made to involve parents and give them the chance to become involved in their child's education.
- Parents play a positive role through supporting the PTA and helping in school.
- The school seeks and values parents' views.
- Very good links with the community – using it as a resource for learning and offering services to the community.
- The school makes very good use of local and national initiatives.
- Very good links exist with other schools in the area.

Commentary

- 33 The last inspection found a number of omissions in the information that the school provides for parents. These have been addressed. Parents now receive good, thorough information about the school and about their own child's progress. A very detailed prospectus and annual report keeps parents up to date with the school as a whole although some of the data is not easy to understand. Regular newsletters and curricular information help parents to understand what is going on in school and what their child is learning. Parents' evenings every term, with a written report at the end of the year keep them up to date with their own child's progress. The homework diaries and reading records together with advice about how to help at home enable parents to play an active role in their child's learning.
- 34 Parents are welcomed into school and a number of them provide valuable help in class. Courses focusing, for example, on numeracy and literacy, have been organised to help parents understand their children's work. Many of the support staff now working in the school originally began their involvement as volunteers and took advantage of the training courses they were offered. The Parent Teacher Association works hard to organise both fundraising and social events. These are very popular and raise considerable funds, which are used to benefit the pupils. They are particularly proud of the new conservatory that they helped to pay for. Just as importantly, these events provide opportunities for the whole community to come together and have fun.
- 35 Through an annual questionnaire the school seeks the views of parents and listens to their concerns. Their suggestions are valued and acted on. For example, new curtains were suggested and have been bought and the school is looking at rewording some of the information. Parents feel that staff are approachable and listen to their queries and concerns.

- 36 Very good links have been maintained with the local community. The school acknowledges the value of close links with the community in extending pupils' experiences. As a result it makes every effort to exploit resources outside school in order to enrich the curriculum. Pupils are taken on visits to, for example, galleries and museums and they use the Marina to support topic work. Older pupils particularly enjoy a residential week at Carlton outdoor education centre. A wide-range of visitors come to work with the pupils. This gives pupils a deeper insight into the wider community and life after school. Pupils benefit from sponsorship by businesses. The Local Football team offers the use of its ICT facilities to extend literacy and numeracy skills and players are regular visitors in school. The healthy eating programme is enhanced by good support from local health workers and supermarket.
- 37 Skilful use is made of local and national initiatives to increase funding and resources. A particular strength is the multi-agency support provided for pupils who run the risk of disaffection. The early intervention strategies enable these pupils to be identified quickly and appropriate support given to them before they miss out on their education. The school offers itself as a resource for the community by organising a number of adult education classes and is looking to increase lettings so that different groups can benefit from using the building. An after school and breakfast club provides out of hours care for children who need it. The increasingly close links with Sure Start caters for the needs of younger children as well as giving support to parents. The Children's Centre will extend and expand the links the school has with its community and especially its parents. Plans are well in hand for this to happen and the very good links already established with the Sure Start organisation will guarantee that the school will know more about the needs of its pupils before they start school.
- 38 The headteacher and staff have built up very good relationships with other schools in the authority. Transition arrangements to both of the secondary schools are very thorough and pupils have many opportunities to meet with their peers from other schools at events such as the mini Olympics, mathematics challenge and sport and technology days. Because staff are shared between schools in the authority pupils benefit from new ideas and experiences. A number of teachers have received sponsorship to visit schools in Europe and America, further extending their skills.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good.

Main strengths and weaknesses

- The very committed leadership team has helped all staff to focus on raising the achievement of all pupils.
- The leadership team has not shied away from making difficult decisions.
- The school involvement with the ISP (Intensifying Support Programme) is central to helping raise pupils' attainment.
- Subject leadership is good and much improved since the previous inspection.
- Thorough and detailed information is being collected and used to help staff have very good information about the progress of pupils.
- Governors have good knowledge about the school's strengths and weaknesses and have made significant improvements since the previous inspection.

Commentary

- 39 The school's leadership team is very committed to raising pupils' achievement. All their efforts are focused on this outcome and they have put in place several initiatives to help raise pupils' achievement and attainment. One of the key areas that the leadership team has addressed well are the distinctive features of the pupils they serve and what the pupils need

to help them be motivated and enthusiastic. As a result of the accurate knowledge that the school has about aids and barriers to pupils' achievement many actions have been taken which are beginning to make a difference to the pupils' learning. For example, the curriculum map has been re-designed giving more attention to how the pupils would benefit. In addition, the National Literacy Strategy has been adapted to take account of the need to give more time to pupils' speaking and listening skills. The leadership team have recognised that they need to support staff as these new actions are being taken. Good monitoring procedures has enabled the leadership team to recognise where there is inconsistency in practice and to implement a support programme when needed. This is the case in one Year 3 class where a senior member of the leadership team is working at supporting a colleague who is working with a potentially difficult group. Many of the issues raised by the inspection team have already been recognised by the leadership team and action has already been taken, or about to be started, to help improve provision. One of the main issues faced by the leadership team is that there have been many new initiatives taking place and there is a need to consolidate and support the new way of working. Good procedures are in place to allow this to happen. However, during the inspection there was some inconsistency in practice, especially in relation to supporting more able pupils.

- 40 The leadership team's ability to make difficult decisions for the good of the school is a strong feature that has led to school improvement. The headteacher, through the leadership team, has had to make decisions that have not been universally embraced by all staff. However, the determination to drive forward school improvement has taken precedent and has led to staff making changes to their practice. Good support has been provided for these staff so that they have not felt isolated or undervalued. The end result is a staff that is very united and recognise the importance of driving forward school improvement.
- 41 The school has successfully implemented the ISP (Intensifying Support Programme) with support from the Local Education Authority. This programme has been responsible for the school analysing its test results with a view to checking on the areas that required attention in reading, writing and mathematics. Support in the way of developing appropriate targets for individual pupils has helped to focus pupils' attention on their learning needs. In addition, the subject leaders for English and mathematics have received additional training to help them support the new initiatives to be introduced. The programme has helped all staff to take responsibility for raising achievement and for all staff to know about whole school issues that will support this. The support from outside agencies has been consistent and regular ensuring that the school is not moving away from its main focus. As a result staff feel well supported and appreciate their involvement in whole school improvement.
- 42 Subject and phase leaders' role was recognised as not being well developed at the time of the previous inspection. This has very much improved. The role of the English and mathematics leaders has particularly improved due, in part, to the work of the ISP. However, the role of all leaders has improved with all staff now focused on their role. The development of teams, such as the science and technology team, has helped all staff feel involved and supported in subject leadership. The quality of information collected by each team is impressive and there are very good examples of tracking records to show how pupils are making progress. The leadership of special needs is good and the SENCO works effectively with a range of external agencies to ensure effective assessment and planning for these pupils. There are good procedures for the early identification and tracking of pupils through the school. Teaching assistants have received a good level of training and this has resulted in very good support for pupils. The role of learning mentors requires further development but the school has recently recruited a social inclusion officer and training for teaching assistants is planned for the future.
- 43 The leadership team has prioritised the collecting of relevant information to help focus on pupils' progress. This has been responsible for staff feeling very well supported when it comes to planning work for individuals. However, there is still some work to be done on ensuring that all staff are making use of this information because the challenge provided for more able pupils has been inconsistent. There is a great deal of activity undertaken to

ensure that test results are analysed and that appropriate targets are being set for individuals. This work is extensive and is well recorded. Every teacher has comprehensive knowledge of the attainment of each pupil in the core subjects and what they are expected to attain by the end of each year. This is linked to the learning targets that individuals have. The only area that needs further attention is the attention given to pupils' speaking skills in relation to their standard of work in English. The link between lower standards in writing and pupils' impoverished speaking skills is not always clearly defined resulting in some inconsistency in the way pupils' communication skills are being developed, especially early on in the school.

- 44 The governors have made great strides in developing their role since the previous inspection. At the time of the previous inspection they had no systems in place for evaluating the school's strengths and weaknesses. This issue, as well as other mentioned in the report, have now been addressed. As a result the governors are in a good position to assess strengths in the school and are able to make well-informed decisions about spending. This leads to the school having good systems in place to check on best value. The impact that the role of support assistants has on school improvement is one example of governors making effective decisions about spending that is clearly linked to improving standards. The table below shows that the school has a healthy budget and good use of this budget is helping it provide good value for money. The Chair of the governors is particularly active in the school and liaises regularly with the school's leadership team. The relationship between staff and governors is very positive with all feeling very involved in helping to improve provision as well as standards.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,135,339	Balance from previous year	54,405
Total expenditure	1,136,038	Balance carried forward to the next	53,706
Expenditure per pupil	2,594		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

- 45 At the time of the inspection the school was in advanced stages of setting up a Children's Centre, which will impact on the school's ability to know their children before they start school. It will also improve greatly the outside play opportunities provided for the children in the nursery and reception classes. The development will ensure that there is greater liaison between the Sure Start Centre, a neighbouring school and the school's Foundation Stage of Learning. The school's deputy headteacher has been the school's main link person involved in the initiative, which is in its advanced stages of implementation. The building of a link between the present Sure Start building and the nursery, providing an exciting and unique outside education provision is about to start with plans and allocation of money already been agreed.
- 46 During the inspection the 74 nursery-aged children were attending part-time and a small group of 24 children were attending the reception. In January some of the older nursery children will transfer to the reception. At present the outside provision in the nursery is very barren and preventing a full and appropriate range of activities to take place that will stimulate and develop the children. There is good liaison with parents who have easy access to the adults who work in the nursery or reception. This was added to by the effective activity that took place in the reception, which saw parents joining their child in class.
- 47 When children first start school their personal and academic skills are weak. They are particularly poor in communicating, with many still at the stage of using gestures and single words. Many of these young children 'clip' their words and are unsure of the correct pronunciation of the simplest of words. Many do not know their colours and very few know any nursery or number rhymes. They are not familiar with handling books and most find it difficult to co-operate when playing. As a result the vast majority of children start in the nursery with low skill levels in important areas, including communication, language, literacy and mathematics. During their time in the nursery children make satisfactory progress in most areas with the exception of communication, language and literacy, where the progress is unsatisfactory. In addition provision for children's physical development is also unsatisfactory because it is being impeded by the lack of outdoor facility. By the time they start Year 1 pupils' attainment levels are well below those of children of a similar age. The present assessment system used by the school does not give an accurate account of children's true ability and the progress they make is often over-estimated.
- 48 The nursery uses a key worker system, which in theory should be effective. However, in reality, the teacher is the only one with a depth of experience of working with these young children and the system prevents her from having prolonged association with several of the children until much later on in the school year. This means that she is not in a position to assess progress for many children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is satisfactory.

Main strengths and weaknesses

- Most children enjoy coming to school.
- They separate easily from their parents and have good hygiene skills.
- Many children flit from one activity to another.
- Too many have little pride in their achievements.

Commentary

- 49 When children first start in the nursery many find it difficult to share or co-operate with others. They make satisfactory progress through the foundation stage of learning but less than half are meeting the early learning goals in this area by the end of reception. The vast majority enjoy coming to school and separate from their carers without difficulty either in the morning or afternoon. Boys, in particular, exhibit poor social skills and have to be coaxed to share or to clear up after themselves. Adults working with the children in the nursery have to keep a very close eye on behaviour, which is often poor if unchecked. However, this is a strong part of the adults' intervention with good explanations provided to help children see why certain types of behaviour may not be appropriate.
- 50 When left to their own devices many children flit from one activity to another. They have poor concentration and will be drawn to an activity that another is engaged in but not necessarily to play co-operatively. This sometimes leads to some friction. However, this is less prominent in the reception class, where the quality of co-operation is much improved. One of the main difficulties is that children are enthusiastic about playing but take little pride in their achievements. This results in children not being able to talk about what they have done or to raise their expectations as a result of seeing something that has been created by others. They also find it difficult to respond to modelling demonstrated by the adults who work with them. The teaching for this area is satisfactory but there are lost opportunities to challenge children to improve their social and personal skills.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is unsatisfactory.

Main strengths and weaknesses

- There are good links established with speech therapist to help children's spoken language.
- There are missed opportunities to engage children in purposeful speaking and listening.
- Many children do not know the name of common objects.
- Children find it difficult to use pencils and other writing implements.

Commentary

- 51 This area of learning is at the heart of the school's problems. Children's inability to make the desired progress in this area of learning in the nursery is hindering their ability to make good progress later on in the school. The provision for this aspect of children's work is unsatisfactory and the teaching fails to ensure that there is enough focus on children's communication skills. Children therefore make unsatisfactory progress and leave the foundation stage of learning with poor skills in communication, language and literacy.
- 52 The adults in the nursery and reception make good use of outside agencies to help address specialist difficulties that children have in their speaking skills. A speech therapist is in regular attendance and helps individuals to improve their ability to speak. Despite the number of opportunities that are provided for children to engage in speaking there is a lack of focus on improving children's communication skills. Many children do not make significant improvement in their speaking or listening and are allowed to use gestures or low-level responses instead of being encouraged to think about what they say and do. Many children do not know the names of familiar objects or use immature names for them. This is hampering their ability to develop their communication skills.
- 53 Many children are unfamiliar with writing and their mark making does not follow a prescribed format, which can easily be developed. Many do not hold writing implements appropriately and they cannot write their own names or write any recognisable letters, which are part of their names. Although there is improvement by the time they move into the reception class it

is not at the rate expected for their age. The teaching for this area of learning is unsatisfactory and failing to help children improve their skill levels.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is satisfactory.

Main strengths and weaknesses

- Most children have a very limited mathematical vocabulary.
- The vast majority enjoy taking part in number songs, which have actions.
- They count forwards to 10 with ease but find it difficult to count back or to sequence numbers.

Commentary

- 54 The vast majority of children have limited mathematical skills when they first start in the nursery. Many are not familiar with number rhymes and take time to learn the simplest ones. They do, however, enjoy participating in number games and show much enthusiasm for this area of learning. One of the main issues facing the children is that they do not have an extensive mathematical vocabulary to call upon. Very few know the names of familiar shapes when they start school. During their time in the nursery and reception children make satisfactory progress in this area of learning but are still well behind the level of skill expected for their age by the time they finish the reception year.
- 55 Most children find number fascinating and quickly learn to count forwards. However, they find it more difficult to sequence numbers and cannot count backwards or count on in a sequence of 2 or 5. They still find it difficult to name shapes and although they can name familiar two-dimensional shapes very few know any three-dimensional shapes. The teaching is satisfactory overall although there is not enough emphasis given, outside formal occasions, to re-inforce mathematical vocabulary.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is satisfactory.

Main strengths and weaknesses

- Most are not able to talk about significant events in their lives.
- They are developing good ICT skills from early on but often lack interest in using computers.
- Their lack of spoken English inhibits their ability to talk about things they have experienced.

Commentary

- 56 The vast majority of children start school with limited knowledge of their locality or of historical issues. They are not familiar with the way things grow and their vocabulary hinders their ability to explain processes. During their time in the nursery and reception they make satisfactory progress but their knowledge and understanding of the world is well behind that expected for their age by the time they finish their reception year. Very few children can explain about how things change and what might have been different when their grandparents were small. They find it difficult to explain scientific processes and many do not know that a plant has developed from a seed. Most children make satisfactory progress in using ICT skills but often lack interest in using the computer. The teaching for this area of learning is satisfactory although there are missed opportunities to further develop children's communication skills through talking about their experiences in different contexts.

PHYSICAL DEVELOPMENT

Provision in physical development is unsatisfactory.

Main strengths and weaknesses

- The outside environment is too barren and does little to promote children's physical development.
- Children are generally strong and are good at pushing and pulling but their hand to eye co-ordination is poor.

Commentary

57 Poor outside facilities and the use made of it is seriously hindering children's development in this area of learning. Children's skills level in this area is not as far behind other areas of learning when they first start school but the progress they make is unsatisfactory and not reflecting the children's capabilities. The outside environment is barren and not stimulating. Although there is a very ambitious project well under way to provide a new purpose-built outside environment for these children, the provision for the present nursery children is unsatisfactory. More thought needs to be given to what skills adults want to promote from the outside environment and how they would be able to meet this need. Children are quite strong and are much more comfortable when it comes to pushing and pulling than when it comes to finer motor skills which require hand-to-eye coordination. Most children are confident enough to have a go at physical tasks. However, when it comes to table top activities requiring physical skills the vast majority of children, especially boys are not as confident. The teaching is unsatisfactory for this area and more needs to be done to think about children's skill development and how to promote them.

CREATIVE DEVELOPMENT

Provision in creative development is satisfactory.

Main strengths and weaknesses

- Most find it difficult to make the link between the real and imagined world and often do not have the vocabulary to support their ideas.
- They often find it difficult to model from the adults they work with.

Commentary

58 Many children find it difficult to move from the real world to the imagined world. This is in part due to a lack of experiences with reading stories and being engaged in creative play at home. The other difficulty is that many children do not have the necessary vocabulary to support their creative play. They do enjoy exploring different types of materials and respond well to music. However, they do not sustain imaginative play unless there is a heavy intervention from adults. Even when the intervention is prolonged too frequently the adult is not able to provide children with an effective role-model to take forward the quality of the play. Many children do not know their colours and this is hindering their ability to paint and to develop imaginative work. The progress made by children in this area of learning is satisfactory but by the end of reception many children still lack creative ideas and are well behind the skill level expected for their age.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- Standards are improving although national test results remain well below average in writing.
- Pupils with special educational needs and mid-attaining pupils achieve well in English.
- Pupils' spoken English is hindering their progress in writing.
- Pupils enjoy reading and make good progress in this area of their work.
- There is effective teaching for most classes.
- In some cases more able pupils are insufficiently challenged.
- There is effective management of the subject.
- There is good use made of pupils' literacy skills across the curriculum.

Commentary

- 59 Although standards in English, according to Year 2 and 6 national test results, have been below or well below the national averages for the past few years, there is every reason to believe that pupils achieve well in this subject. When taking account of the very poor communication skills that children possess when they first start school there is significant improvement made as they move through the school. When compared to similar schools results are above average and when taking account of the improvement made between Year 2 and Year 6, better than average improvement is occurring. There is a significant difference between standards in reading and writing, with pupils attaining quite well in reading but struggling to attain the same in writing. It is mainly pupils' inability to speak fluently that is holding back progress in writing.
- 60 Mid-attaining pupils and those with learning difficulties achieve well and make good progress. Since the school has introduced, and later amended, the National Literacy Strategy there has been a significant improvement in the attainment of pupils who have previously struggled with English. One of the main strengths is the school's ability to focus on the distinctiveness of the pupils. There is good recognition as to what are aids and barriers to learning and the staff take account of this in their preparation. This has resulted in many more pupils attaining at the expected level for their age by the end of Year 6 and in other pupils making good improvement throughout the school. Good attention to developing confidence in reading and on focusing on sentence structure and grammar in writing has helped. There has been particularly good improvement in Years 1 and 2, with many pupils who started Year 1 with poor writing skills gaining in confidence and enthusiasm. The quality of support provided for pupils with special educational needs has also helped these pupils make significant gains in their ability to read and write. The role played by classroom assistants has been important in helping pupils who find writing difficult improve.
- 61 One of the main issues facing the school is that many pupils do not speak with confidence or fluency. They are often keen to contribute in lessons but they are hindered by a lack of descriptive vocabulary that would enable them to explain themselves more clearly. This is an issue through the school and is affecting more able pupils as much as lower attaining pupils. During lessons pupils often struggle to find the appropriate word to use for different situations. This results in answers to questions being quite low key and in many pupils being unsure of the correct word to use. For example a bright pupil in Year 2 was struggling to recall the word exciting and used 'insiting' instead. The lack of fluency and confidence in their spoken English is a major inhibiting factor in relation to pupils' writing. More able Year 2 pupils are good at starting their sentences off in different ways and they also feel confident when joining their sentences together, using appropriate connectives. However, it is the area of composition that they struggle. Very rarely do they come up with more than one good

idea. By Year 6 pupils follow the conventions of writing well. They use short, compound and sometimes complex sentences with some confidence. They try to build up suspense and draw in the reader. However, the lack of use of powerful verbs and adjectives takes away from the overall effect and leaves the writing lacking in impact.

- 62 The school has successfully helped many pupils to become competent and enthusiastic readers. Pupils from Year 1 forwards can talk with enjoyment about books they have read and stories they have had read to them. Each class puts a high priority on reading and there is a good awareness to widen the type of books available to individuals. Many pupils are encouraged to read non-fiction if that is more likely to capture their interest. A reading club organised for gifted and talented Year 1 and 2 pupils help to further develop pupils' interest in reading. This group has looked at specific authors, focused on traditional stories, had opportunities to read multi-cultural books and visited the local library as well as had significant visitors in to talk to them. They recently released balloons into the air, which contained notes about their favourite book and inviting the finder to send back details of their own favourite book. Activities like this has added to the pupils' interest level and given reading a high priority with these young pupils.
- 63 Much of the teaching is at a good or very good level. The best teaching occurs in Years 1, 2 and 6. In these lessons a consistent feature is the way the teacher gives pupils time to think about their answers before committing it to the whole class. There is good sharing of the learning objective ensuring that all pupils know what is expected of them. There is very effective use made of the targets for different groups of pupils. This is backed up with continual re-inforcement about how they could meet their targets. Other strong features include; effective use of support staff and good consideration for the needs of pupils of different ability. Where the teaching does not reach the same standard it is usually because not enough attention has been given to pupils' speaking and there is not enough focus on the needs of the more able pupils. A good contrast was noted in Years 5 and 6. The very good modelling that occurred during a writing lesson on Vikings in Year 6 helped pupils to extend their use of language while the vocabulary used by the Year 5 teacher did not set an appropriate model that engaged the class.
- 64 There is good subject leadership. The subject leader is highly involved in the ISP (Intensifying Support Programme) process and has analysed pupils' work and accurately recognised strengths and weaknesses. She has also been able to disseminate the information to staff to help them recognise what they need to do next to raise standards. The subject leader has successfully helped all staff to focus on raising pupils' achievement through targeting pupil improvement. She has also worked exceptionally well with outside agents to bring about a highly focused approach to subject improvement.

Language and literacy across the curriculum

- 65 There is good attention to developing pupils' literacy skills across the curriculum. This is especially the case amongst older pupils who experience literacy lessons that give full attention to the theme that that is being followed in the class. For example, the subject of the literacy lessons in Year 6 was the Vikings. Pupils were encouraged to develop a piece of autobiographical writing in the manner of a Viking. During these sessions the teachers successfully motivated the pupils by using a model that had already inspired the pupils. The discipline of encouraging pupils to improve their own vocabulary and to develop the structure of their sentences was not lost as they set about considering what life would have been like as a Viking. Pupils' enthusiasm was high and there was a good sense of purpose about their writing.

MATHEMATICS

Provision in mathematics is satisfactory.

Main strengths and weaknesses

- Standards are slowly improving, with pupils' achievement now being good.
- The teaching of mathematics is good in Years 1, 2 and 6.
- Pupils have positive attitudes towards mathematics.
- The use made of assessment to inform planning for learning is good.
- Some more able pupils are not consistently choosing appropriate calculation strategies to solve problems.

Commentary

- 66 The national test results for Year 2 and Year 6 pupils have been either below or well below average over the past few years. However, when compared with similar school results have been in line with or above average. Standards are slowly improving and this is beginning to be reflected in national test results. Many more, lower attaining pupils are now attaining at the level expected for their age by the end of Year 6 or have made significant improvement in their mathematical development as they move through the school. Pupils in Years 1 and 2 are making good progress and achieve well due to the effective teaching they receive.
- 67 The teaching is consistently good in Years 1, 2 and 6. No unsatisfactory teaching was observed in any year group throughout the school. All teachers use the National Numeracy Strategy effectively and are working hard to improve pupils' knowledge of number bonds through daily mental and oral activities. These daily exercises are improving pupils' recall of number facts but many still struggle to instantly recall number facts. Pupils in Year 5, for example, were observed using their fingers to recall multiplication facts. As a result their answers were delayed and often inaccurate.
- 68 All teachers are making effective use of Interactive Whiteboards to gain pupils' interest and, as a result, help their understanding of number. Where the teaching is at its best it is characterised by a confident delivery, very secure subject knowledge, a good balance between discussion and activity and a good pace to the lesson. These were all characteristics observed in Years 1, 2 and 6. In these classes teachers are careful to check on pupils' understanding of technical vocabulary. They also give good attention to the targets that have been set for pupils. In Year 2 the teacher readily introduces humour to lessons and this significantly strengthens teacher/pupil relationship and as a result a good working atmosphere exists.
- 69 In many lessons, music is used when pupils are set deadlines. This helps by giving pupils a clear signal about remaining 'on-task' and all pupils respond well to the stimulus. There is high expectation of pupil behaviour with teachers and teaching assistants working to a consistent approach, which lets pupils know what is expected of them. Teachers make good use of the school's reward system to help them focus on good behaviour. Consequently most pupils strive to achieve these rewards and achievement is raised as a result.
- 70 Teachers make very good use of teaching assistants to support individuals and groups of pupils. Teaching assistants have received appropriate training and have a good level of subject knowledge. As a result they are able to offer pupils a very good level of support resulting in mid and lower attaining pupils achieving well. Teachers often provide pupils with different learning styles that best matches their needs. In a Year 2 lesson, for example, the teacher provided a large board for pupils to order numbers. When doing so they were able to physically move the numbers around which helped a large number of pupils gain a better understanding of what they were to do next. In a Year 6 lesson, the teacher used effective questions to challenge pupils appropriately. The depth of the questions were particularly

challenging for more able pupils. This resulted in their understanding being extended and provided a good foundation for further development. In this same lesson there was effective use of paired learning to develop thinking skills and collaborative learning. The focus on improving pupils' thinking and their ability to express this thinking resulted in improved standards.

- 71 Pupils' attitudes to learning are good and during discussions pupils made a point of saying that they enjoy mathematics. Most pupils respond positively in lessons and work collaboratively when working in pairs. Most pupils exhibit high standards of behaviour and treat each other with respect. During question and answer sessions pupils are keen to participate and most obey answering protocols and patiently listen to others. These good attitudes make a significant contribution to the good atmosphere for learning that exists across the school. Pupils are able to focus on their learning and achieve well.
- 72 Teachers make good use of assessment to inform planning for learning and, as a result, pupils are very effectively identified for further support. This support is often provided by teaching assistants who are familiar with pupils' targets arising from the assessments. Teachers' marking of pupils' work does assess progress against learning objectives and there were good examples of target setting in teachers' marking.
- 73 Some more able pupils are not being sufficiently challenged in some lessons. Whilst teachers are providing effective planning for the needs of pupils of different ability not enough is being done to challenge these more able pupils. Mid attaining and lower ability pupils are provided with effective challenge and support. Too frequently more able pupils are 'marking time' during lessons and are capable of moving onto more demanding tasks at an earlier stage. Some pupils in Year 2 worked with number order to 100 when in discussion it became clear that they were capable of dealing with ordered numbers to 1000. In Year 4 more able pupils had to listen a long explanation about fractions when they already had a clear understanding of what was required of them.

Mathematics across the curriculum

- 74 There are too few opportunities apparent for pupils to apply their numeracy skills across the curriculum. However, the school is in the process of re-modelling the curriculum and intends to enhance these opportunities, particularly through science.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Standards are well below the national expectation but in line with similar schools.
- A remodelled curriculum in science has been introduced in September.
- The new subject co-ordinator is determined to place more emphasis on scientific enquiry and assessment.
- Boys significantly outperform girls.

Commentary

- 75 Results in science in 2004 show that the standards attained by Year 6 pupils were well below the national average. However, they were in line with schools in similar circumstances. Discussion with pupils particularly at Year 6, suggest that standards are rising with many being able to explain investigations they had carried out quite well, considering their limited ability in describing information.

- 76 The school has worked hard to produce a remodelled curriculum in order to more closely meet the needs of their pupils. This has been put in place from the beginning of the new academic year. Through focussed, structured teaching, science will be linked to the pupils' personal experiences giving all pupils access to a more individual learning opportunity. Science has been linked closely with technology and is now taught in four weekly blocks in rotation with other areas of the curriculum, to allow more in-depth coverage of the curriculum. This linking of areas of learning allows more time for a varied, rich and exciting curriculum. This meant that during the week of the inspection there were only two lessons in science observed and little evidence of pupils' work to be seen. It is obviously too early to evaluate what, if any at this stage, impact there has been on standards in the subject.
- 77 The subject co-ordinator is new to her role. In collaboration with the other subject leaders within the newly created team, she intends to drive her subject forward and raise standards by putting strong emphasis on scientific enquiry. Concept maps have been used successfully to assess the achievement of pupils. These will need to be checked closely to decide whether this will be adequate to effectively target pupils for improvement.
- 78 School are seeking to improve the performance of girls, by using the pupils' personal experiences together with structured focussed teaching in order to motivate and develop logical thinking and thus raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- By the end of Year 6 pupils' skill levels match national expectations with good progress being made as they move through the school.
- The level of resourcing is good.
- Subject leadership is good.
- The use of ICT across the curriculum needs further development.

Commentary

- 79 Pupils in Year 6 are able to present a multi-media project using the computer to good effect. Pupils were able to follow up work on the Vikings and use search buttons to help them find information that they then use as part of their presentation. They know how to access pictures, scan them and use them as part of their presentation. They are confident in developing a 'power point' presentation. In addition, pupils are confident in using hyperlinks to move from one page to another. They also use databases to help them evaluate information they have collected. When taking into account the pupils' attainment levels at the beginning of Year 1 and then again at the end of Year 2 there has been good progress made by the majority of pupils.
- 80 The school is very well resourced. Each classroom, with the exception of the nursery, has an interactive whiteboard, which is used regularly and effectively by staff. There is a well-resourced computer suite with modern equipment, allowing pupils access on a one-to-one basis with computers. The school has a technician available to it. This person works across three schools but allows staff to focus on teaching and learning and deals effectively with any technical issues that arise about the computers. This good level of provision has helped to raise staff confidence and many feel more than three times more confident in using equipment now compared with two years ago. This is reflected in the improvement that has occurred in the subject since the previous inspection.
- 81 Subject leadership is good. The subject leader has helped to develop a 3-year strategic plan, which is very detailed and aimed at keeping the resource level high. Good support has been

sought from the Local Education Authority and this has helped the school with selecting appropriate equipment as well as giving staff access to good quality training. The subject leader has accurately identified the main strengths and has recognised what still needs to be done. Good links exist between the governors and the subject leader so that governors are in a good position to assess how money has been spent and has it given the school best value.

Information and communication technology across the curriculum

82 Although pupils' skills in ICT have improved considerably over the past few years more needs to be done to allow pupils to use their newly developed skills more regularly in other curriculum areas. Whilst each teacher is able to help individuals with project within the computer suite the amount of access pupils have to computers outside their designated ICT suite time is relatively limited. This is something the school is aware of and hope to deal with as pupils confidence in ICT grows. The re-modelled curriculum will allow greater opportunities for teachers to make more use of pupils' ICT skills across the curriculum.

HUMANITIES

Religious education

The provision for religious education is satisfactory.

Strengths and weaknesses

- The school's long and medium term planning provides a good range of learning opportunities.
- The school makes insufficient use of local expertise to widen pupils' multicultural experiences.
- Pupils' attitudes to the subject are good.

Commentary

83 Only two lessons were observed during the inspection. It is not possible to make a secure judgement about teaching in the subject but a scrutiny of long and medium term planning, pupils' work and a discussion with older pupils indicates that overall provision is satisfactory.

84 The subject leader has produced a scheme of work that effectively supports the delivery of the locally agreed syllabus. Nationally recommended guidelines have been incorporated into the scheme and these help the teachers to more accurately level pupils' work. The school has used this information to set higher attainment targets for pupils. The scheme of work develops four main themes, which are Judaism, Christianity, Islam and Hinduism. Year 1 pupils experience a Christening. Year 2 pupils have knowledge of the creation story. Year 3 pupils know about the key elements of the Hindu faith. Year 4 pupils have an extensive knowledge of the Passion of Christ through their studies of the Stations of the Cross. Year 5 pupils are able to talk confidently about places of worship and teachers make good use of computer technology to provide virtual experiences of places of worship. Year 6 pupils talked extensively and enthusiastically about Victorian Reformers. They are able to consider the fight for justice that is common to world religions and could elaborate examples of successful social reform. They were able to identify world religions and could discuss similarities and differences.

85 The subject leader has identified the need to further develop pupils' experiences of a multicultural society. The school intends to arrange more visits to the school of people representing a range of religions. There is a strong partnership with the local Christian church and pupils have experienced a good range of services and informative visits through this partnership.

86 Discussions with pupils indicate that pupils have good attitudes to the subject and are very respectful when discussing other cultures and religions. They are keen to enter into discussions about social justice and reform. The school's scheme of work is making a good contribution to the personal development of pupils.

History

The provision for history is good.

Strengths and weaknesses

- The quality of teaching is good.
- The use teachers' make of artefacts and local resources is good.
- The attitudes of pupils to the subject are very good.
- Some more able pupils are insufficiently challenged by written tasks.

87 Lessons were observed in Years 3 to 6 and in all lessons the quality of teaching was good or better. No lessons were observed in Years 1 or 2. Pupils achieve well and standards match those expected for their age. This represents a good level of achievement in relation to prior attainment. A scrutiny of planning and pupils' work indicates that provision is good across the school. The quality of teaching in Years 3 to 6 is good or better. All teachers exhibit high levels of enthusiasm for the subject and this, in turn, generates enthusiasm in pupils. Teachers have re-modelled the curriculum to meet the needs of pupils attending the school. This has resulted in more locally orientated projects and a wider use of local expertise. Consequently pupils have heightened levels of interest and are able to relate their learning to local circumstances.

88 Achievement is good because teachers are working hard to give pupils first hand experiences that have a relevance to the local environment. In Year 5 teachers involve a local re-enactment society to illustrate local events occurring during the two World Wars. Through the expertise of the local Heugh Gun Battery Memorial Society pupils are able to gain an appreciation of living conditions, weaponry, uniforms and hardships suffered by locals. The story of the bombardment of Hartlepool by the German Navy during the first World War enthral pupils as it is re-told with highlights of local heroes and the Hartlepool Battery's successful fight against overwhelming odds. Achievement is good because pupils experience a variety of learning styles that successfully capture their imagination, commitment to the project and enthusiasm for learning. In Year 6, where teaching is very good, the teacher successfully uses whole class debate groups to explore the feelings of both sides during the first Viking invasions. Pupil achievement is good because pupils are very effectively enabled to gain an appreciation of motives, strategy and a chronology of events. Pupils were able to describe in detail the ancient kingdoms of England and the key historical characters.

89 As a result of these rich experiences pupils have very good attitudes towards the subject and their learning. They participate with great enthusiasm in the dramatic re-enactments and collaborate very well with each other, their teachers and visitors. During discussions they listen respectfully to the views of others and maintain high standards of behaviour. These learning experiences are making a strong contribution to the personal development of pupils. The written work produced by some more able pupils does not adequately reflect their ability.

90 At the time of the inspection there was not enough evidence available to make a secure judgement about provision in **geography**. In discussion, pupils confidently identified continents, the countries of the United Kingdom, European capital cities, compass directions and local rivers. They talk enthusiastically about a residential visit to Carlton where orienteering skills were developed. The school intends to further develop local studies to meet the needs of its pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 91 Too few lessons could be observed in these subjects and too little work could be sampled to justify any firm overall judgements on either provision or standards. Big changes in the school's arrangements for teaching these subjects affect the structure of the following commentary. **Design and technology** is now an integral part of the new programme for science and technology. Imaginative planning shows that work in the subject benefits from stronger links with science and ICT, whilst continuing to meet National Curriculum requirements for breadth and level. Except for dance, which is reported below, no lessons could be seen or work sampled in **physical education**. Here too planning shows a broad, balanced and progressive programme of work through the school, with a careful blending of units from different schemes. Pupils learn to swim through weekly lessons at the nearby pool throughout Years 2 and 3. A good programme of after-school clubs and competitive events reinforces and extends progress in gymnastics, athletics and games and sports.
- 92 Within the newly reformed curriculum, **art, music, dance** and drama are taught together within a unified and innovative arts programme. A strong team leads this development, and is clearly seizing the opportunities it offers to make the most of all available expertise, and also to make learning rich and challenging by integrating subjects within intensive units and exciting themes.
- 93 In Year 5, pupils' enthusiastic account of their recent work on 'Exploring the Rainforest' showed a clear understanding of how a focus on **dance** required much new learning, not only in drama, music and art but also in geography. They explained how learning about the different layers, inhabitants, conservation issues, flora and fauna of the rainforest enabled them to put a story together in different episodes for a dance drama, and to find appropriately evocative music for the different moods and movements of their dance. Work in art explored the textures, colours and light and dark effects of the forest, and helped them to create costumes for the different episodes. The challenge of giving a final performance for their parents exemplifies an important feature of the new curriculum, which is that pupils take responsibility for presenting their learning in some tangible way. The higher profile given to dance and drama by work of this kind is clearly engaging the interest of boys as much as girls, raising their self-esteem, and extending their personal horizons. This was clearly seen in a very good lesson with a Year 3 class. Pupils achieved well in learning the complex movements of a 'ring dance' and in fitting its steps to the pulse of the music. A strength of the lesson was its steady raising of the level of challenge, not only for pupils to learn the dance but also to evaluate the quality of each other's performance.
- 94 Equally rich, intensive and demanding four-week units are led by **music** or **art**. Very good lessons were observed in both subjects. For example, very effective methods and resources enabled a Year 1 class to achieve an early understanding of tempo and pitch in music. Working in groups with very good adult support, pupils enjoyed exploring different sounds made by an ICT program and by untuned instruments. They then selected and arranged sounds to suggest the slow heavy movements of the tortoise that they watched on film. Pupils were engaged, challenged and active in their learning throughout.
- 95 Similarly in art, a Year 3 lesson linked, like the 'ring dance', to the theme of the circle, carried pupils with pace, clarity, enthusiasm and knowledge, through a study of a painting by Kandinsky, towards their own abstract design, using oil pastels to blend bright colours in circular ways. The chief strength of the lesson was the very well-managed interplay between discussion and practice, between study of a famous artist and the development of new techniques, between reflecting and creating. The same strength was evident in the work produced by pupils in Year 2, based on their study of Mondrian. Many pupils achieved accomplished work for their age, capturing Mondrian's distinctive geometrical style and use of pure colour, both in paintings and in clay tiles. The same pupils had also linked art and

music by creating simple musical compositions equivalent in rhythm, pitch and tempo to their repeat patterns of line and colour in paint.

- 96 All this evidence, though limited, clearly indicates that the new arts programme is: enriching cultural awareness and aesthetic appreciation; enhancing the interplay between subjects; extending the range and quality of creative work, and increasing the opportunities for pupils to see and develop their individual capabilities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social, health and citizenship education is satisfactory overall.

- Attitudes of pupils are good.
- Opportunities for speaking and listening skills
- Limited opportunities for using ICT in the subject.
- Cultural opportunities are limited.

- 97 Pupils' attitudes are good. They interact well with each other and with adults and visitors to the school. They are polite and mannerly both in class and around the building. They value contributions made by their peers and display respectful attitudes to each other by listening well and supporting each other. One delightful example of this was seen when a pupil feeling ill and obviously distressed, was comforted by two classmates who put their arms around her. In a matter of moments the pupil was smiling again. Year 6 pupils happily volunteer to help the infant pupils in the playground.

- 98 They discuss ideas, feelings and matters of importance within circle time and assemblies contribute well to the subject by considering serious questions such as life, death, memories and responsibilities. In discussions with Year 6 pupils, they were particularly enthusiastic about the opportunities PSHCE gave them to talk and listen to each other. They appreciated the personal achievement books they had, as these are in the main private and are not marked by the teacher.

- 99 Resources for the subject are adequate except for the provision of software, which means that opportunities to use the interactive whiteboards are limited in some classrooms. There is a need to develop the cultural strand of the subject by giving pupils opportunities to visit and meet with people from other cultures in order to develop multicultural awareness. This is identified by the co-ordinator as a priority for action in her subject.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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