

INSPECTION REPORT

RYTON COMMUNITY INFANT SCHOOL

Ryton, Tyne and Wear

LEA area: Gateshead

Unique reference number: 108352

Headteacher: Mrs J V Porter

Lead inspector: L A Furness

Dates of inspection: 2-4 November 2004

Inspection number: 267611

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
Number on roll:	180
School address:	Main Road Ryton Tyne and Wear
Postcode:	NE40 3AF
Telephone number:	0191 4132776
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Paul Dixon
Date of previous inspection:	18/1/1999

CHARACTERISTICS OF THE SCHOOL

Ryton Community Infant School is an average size school situated in Ryton within Gateshead. It shares a campus with a partner junior and comprehensive school. The school serves the local community with a small number of pupils attending from other areas. The majority of pupils are of white European background (with 23 parents preferring not to say) and there are no pupils who have English as an additional language. Two hundred and eight pupils aged 3-7 attend the school. This figure includes 57 children of nursery age who attend on a part-time basis. The percentage of pupils who take up their entitlement to a school meal free of charge is slightly below the national average. The percentage of pupils having special educational needs (15.5 %) matches the national average but the percentage of pupils having a statement of special educational need (0.0%) is well below the national average. There are eight classes including, two nursery classes. Assessment information indicates that the majority of children start in reception with levels of attainment that match that expected for their age in communication language and literacy, in mathematical development and personal, social and emotional development. The school achieved a healthy school award in 2004 and the Gateshead physical education award in the same year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8245	L A Furness	Lead inspector	Special Educational Needs English as an Additional Language Mathematics Science Citizenship
9874	M Milwain	Lay inspector	
32507	C Quigley	Team inspector	English Information and Communication Technology Geography History Religious Education
33111	S Wilson	Team inspector	Foundation Stage of Learning Art and Design Design and Technology Music Physical Education

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES ONE AND TWO	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is **an effective school** which provides a good quality of education. Given their capabilities, all pupils achieve well because of the good teaching that they receive. By the end of Year 2, standards are above those expected for their age in English, mathematics and science. Leadership and management of the school are satisfactory overall and the school provides good value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- By Year 2 standards are above those expected for the pupils' age in English, mathematics and science
- Good quality teaching means that pupils achieve well throughout the school
- Financial resources are not sufficiently focused on improving provision in this school and the school does not have a rigorous long term overview for school improvement
- Subject leaders provide good support to staff but their monitoring and evaluation role is underdeveloped
- Children receive a very good start to their education in the nursery class
- The school is a happy and safe place to be with very good relationships existing between adults and pupils
- Information and communication technology provision is unsatisfactory due to a lack of resources
- Information provided for parents is very good

The school has made satisfactory improvement since its last inspection in January 1999. Most of the issues raised then have been successfully addressed. Planning throughout the school and outdoor provision for children in the Foundation Stage are much improved. The role of the subject leader has improved although there is still much to be done. Standards in information and communication technology (ICT) now match those expected for their age in some aspects of the subject, but insufficient resources means that pupils have too few opportunities to use ICT as a resource to support learning. Government initiatives such as performance management and enriching the curriculum have been approached well. However, there remain concerns about linking school improvement to financial resources.

STANDARDS ACHIEVED

Achievement is good throughout the school. In the 2004 National Curriculum tests the performance of the Year 2 pupils was above the national average in reading writing and mathematics. In comparison with similar schools performance was well above average in writing and above average in reading and mathematics. In science, on the basis of teacher assessment, standards were well above the national average, being in the top five per cent of all schools nationally.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A	B	B	B
writing	B	B	B	A
mathematics	A	C	B	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils currently in Year 2 are attaining standards above those expected for their age in English, mathematics, science and geography. In history and religious education standards mainly match

those expected. However, although in ICT, standards in some aspects of the subject match those expected, achievement is unsatisfactory. Pupils have too few opportunities to use this resource to support their learning. Art and design, design and technology, music and physical education were sampled during the inspection and therefore no judgments are made on standards or achievement. Children enter the nursery with attainment that mainly matches that expected for their age. Children make good progress and by the end of the reception year, the majority of children are likely to achieve at least the early learning goals that are expected for their age. A significant number of children are likely to exceed these goals in personal, social and emotional development.

Pupils' personal development is good. It is effectively promoted by the **good provision for their spiritual, moral, social and cultural development** and a good personal education programme. Pupils have good attitudes towards school. They behave well, forming very good relationships with adults and other pupils. Attendance matches the national average and punctuality is good.

QUALITY OF EDUCATION

The quality of education, including the quality of teaching and learning, is good. Reading, writing and mathematics are well taught and teachers generally promote literacy and mathematical skills effectively in other subjects. Assessment systems are good and the information gained from them is used well in planning. As a result, the needs of all pupils are effectively met, lessons proceed at a good pace and pupils work hard, making good gains in their learning. Teachers use their good subject knowledge in perceptive questioning that builds on and extends pupils' knowledge and understanding, forcing them to think for themselves and apply what they already know, in their new work. The satisfactory curriculum is effectively enriched by visits and visitors to the school. However, opportunities for the use of ICT are underdeveloped. Pupils are well cared for, supported and guided. This and the good partnership the school has with their parents, effectively enhances their learning. The school is a warm, friendly and safe place to be.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The governors, headteacher and staff work hard for the school and its pupils. Good standards have been maintained and all pupils are achieving well. However, some management procedures require review. School improvement planning is not rigorous enough and self-evaluation, including the monitoring of teaching and learning, requires further development. Financial resources are not used sufficiently well to target improvement. The governing body is satisfactory and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents indicate that they are happy with the school and its work. They report that their children are well taught and enjoy coming to school. Pupils say that they like coming to school; they like their teachers and find learning fun.

IMPROVEMENTS NEEDED

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

- Produce a long-term strategic plan which is closely linked to financial resources
- Develop the monitoring and evaluation role of the subject leaders
- Improve provision in information and communication technology

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are **above those** expected for the pupils' age by the end of Year 2 in English, mathematics and science and pupils' achievement is **good**.

Main strengths and weaknesses

- Children in the Foundation Stage make good progress and achieve well particularly in their personal, social, and emotional development
- Pupils have very good speaking skills
- Pupils' handwriting skills are below those expected for their age
- There are too few opportunities for pupils to use ICT to support their learning
- There are well planned opportunities for pupils to practise their literacy and numeracy skills in other subjects
- Pupils with special educational needs make good progress and their achievement is good

Commentary

The majority of children start school in the nursery with levels of attainment expected for their age. The good emphasis placed on their personal, social and emotional development and good induction procedures mean that they settle well, feeling safe and happy, and quickly become familiar with school routines. The majority of reception age children achieve well and they are likely to achieve at least the early learning goals that are expected for their age by the end of the reception year. A significant number of children are likely to exceed these goals in personal, social and emotional development.

In 2004, Year 2 pupils' performance in the National Curriculum tests was above the national average in reading, writing and mathematics. In comparison with similar schools, pupils' performance was well above average in writing and above average in reading and mathematics. In science, on the basis of teacher assessment, all pupils attained that least the level expected for their age with approximately two fifths of them attaining the higher level (Level 3). Over the last three years the trend in the school's average points has been below the national trend. Girls attain slightly better than boys do. The school is aware of this and is implementing strategies to try and address this issue.

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

Standards in:	School results	National results
Reading	16.7(16.7)	15.8 (15.7)
Writing	15.9 (15.3)	14.6 (14.6)
Mathematics	16.8 (16.3)	16.2 (16.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year

Pupils currently in Year 2 are attaining standards that are above those expected for their age in reading, writing, mathematics and science and their achievement is good. Pupils' speaking skills are well above the expected level for their age. They are confident and articulate with most pupils realising that the manner in which they speak can be altered for different occasions. However, the standard of pupils' handwriting is below that of the rest of their English work because pupils are expected to write in books that have no lines. This makes it difficult for them to orientate letters correctly. In geography, standards are above those expected for the pupils' age and achievement is good. Pupils have a good geographical vocabulary which they use well to describe features of the

local environment. In history, pupils have a sound understanding of the language of chronology and can place events in order correctly. The standards they attain match those expected and achievement is satisfactory. In religious education standards match those expected of the locally agreed syllabus. Pupils have a sound knowledge and understanding of Christianity and achievement is satisfactory. There was insufficient time during the inspection to make a judgement on standards or achievement in art and design, design and technology, music and physical education.

Pupils have good opportunities to practise their literacy and numeracy skills in other subjects. For example, in geography, pupils in Year 2 write a book for a visiting alien effectively practising their skills in letter writing, labeled diagrams, explanations and instructions. In science, pupils have good opportunities to use their measurement skills. There is unsatisfactory use of ICT across the curriculum because of inadequate resources. Teachers find it hard to teach the basic skills with such limited resources and this leaves little time for pupils to apply ICT skills in other subjects. Achievement in ICT is unsatisfactory.

Pupils with special educational needs achieve well as a result of the clear, measurable targets in their individual education plans and the good assistance they receive from teachers and support staff. The school caters effectively for its higher attaining pupils also, ensuring that they are given suitably challenging work to do and also providing them with additional support when necessary so that they reach the higher standards of which they are capable. The school works hard through its effective inclusive practices to ensure that all pupils do as well as they can. The pupils are well prepared for their work in the junior school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **good** as is their spiritual, moral, social and cultural development. Behaviour is **good**. Attendance **matches** the national average and punctuality is **good**.

Main strengths and weaknesses

- All pupils are happy and secure and they thoroughly enjoy their school lives
- Relationships are very good
- The pupils' good attitudes to school and the good levels of respect they show for others greatly benefit their learning and overall achievement
- Spiritual, moral, social and cultural development are all good.

Commentary

The school is a warm and friendly place to be. The very good relationships throughout the school boost pupils' confidence and make it easy for them to talk to staff and confide about any concerns that they may have. Issues are dealt with sensitively and effectively, enabling even the most reticent pupils to thrive. The personal development of the pupils is well promoted through the curriculum, assemblies, individual support and constant encouragement from the teachers. Simple responsibilities such as returning registers to the school office and making decisions about how to improve the school help to increase pupils' confidence and raise their self-esteem. The pupils' good behaviour enables them to learn very effectively and remains the same as in the previous inspection. Throughout the school, the good levels of concentration and productivity are the result of the pupils being able to work and play in an atmosphere that is free from any form of oppressive behaviour. There have been no exclusions.

There is good provision for spiritual, moral and social and cultural development. The school successfully ensures that all pupils are listened to and valued and that they begin to understand their place in the wider world. Pupils are taught effectively to have confidence in themselves and value and respect themselves. The well planned assemblies make a particularly effective contribution to this aspect of personal development. The 'message box' in the hall, and the half

termly pupils' assemblies give pupils good opportunities to say what they think about what is happening in the school, to acknowledge and value the kind deeds of others and to share with their teachers any worries or concerns they may have.

All pupils have a good awareness of right and wrong, of the consequences of their actions and of the need to work and play together and become valued members of the school community. Care for others is promoted through the opportunities pupils have to collect money for their chosen charities. Pupils with special educational needs are well integrated into the life of the school and well supported, ensuring that they, too, play a full part in school activities. Care is taken to ensure that all pupils have equal opportunity to participate in everything that the school has to offer. Pupils' attention is regularly drawn to the displays and book resources around the school, fostering in them a good awareness of the range and diversity of culture in Britain and around the world. The religious education programme contributes effectively to this aspect of personal development as do the opportunities afforded to the pupils to work with artists, musicians and other visitors to the school and to visit places of interest in the locality and beyond.

Attendance matches the national average and there is no unauthorised absence. The school has satisfactory procedures to promote good attendance although it does not have systems for following up unexplained absence on the first day. Registers are properly maintained and punctuality is good.

Attendance in the latest complete reporting year 2002-2003 (%)

Authorised absence		Unauthorised absence	
School data:	5.2	School data :	0.0
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education, including the quality of teaching and learning, is **good**. The curriculum is **satisfactory** with some **good features**. It is **significantly enriched** by additional activities. Pupils are guided and cared for **well**. The community, including parents, supports the school **well**.

Teaching and learning

Teaching and learning are **good overall**. Pupils learn **well** in the majority of subjects during their time in school. Teaching and learning in the Foundation Stage are **good overall**. There is **good** use of assessment information throughout the school.

Main strengths and weaknesses

- Good teaching in the Foundation Stage gives children a good start to their education
- Teachers know the subjects and areas of learning well and are able to match independent work well to the needs of pupils of different abilities
- There are weaknesses in the teaching of ICT because of limited resources
- Assessment information is used well to respond to individual need in reading, writing and mathematics
- The teachers work very well with the teaching assistants and this is very supportive of pupils' learning
- All of the teaching staff have very good relationships with the pupils and expect a good standard of behaviour
- Although satisfactory, marking does not consistently help pupils to improve the quality of their work

Commentary

In the lessons seen most of the teaching was good or better and this reflects the other evidence of teaching, particularly the work seen in pupils' books. It is also clear from work and from teachers' planning that teachers match work well to pupils' needs and for most of the time, pupils learn well. This is because the teachers make good use of regular assessment opportunities. Teachers in Years 1 and 2 know the subjects well and are also good at teaching the basic skills of English and mathematics while, for example, teaching science or geography. In Foundation Stage lessons, well organised activities promote good learning and independence across all six areas of learning and ensure that children achieve well in their nursery and reception years. Overall, time is well managed and very good attention is paid to promoting the children's personal, social and emotional skills alongside all other learning.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	16	4	1	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

As can be seen teaching is rarely unsatisfactory. When it does occur it is because teachers are restricted by inadequate resources as for example in ICT. Although teachers' subject knowledge in this subject has improved since the last inspection, teachers do not have the opportunity to teach effectively the required skills to the whole class. Consequently, pupils attempt to pick up skills over a number of weeks but very rarely have the opportunity to apply them. Because of unsatisfactory resources, teachers sometimes have low expectations of what pupils are able to do and spend too long on activities that offer insufficient challenge.

Parents and pupils commented positively on the quality of teaching and how teachers make lessons interesting and fun for the pupils and help them to achieve well. First hand experiences are considered to be important and good use is made of the local environment to interest the pupils. This was seen in English, science and geography, for example. Throughout the school, the teachers know their pupils well. Day-to-day assessment of their learning is good. Learning objectives are usually clearly explained at the start of a lesson and whole class sessions at the ends of lessons are used effectively to consolidate learning and assess how well the pupils have done. In line with the ethos set by the senior managers, the teaching staff make great efforts to develop very good working relationships with the pupils and they make clear how they expect them to behave. All the pupils like and trust the staff and make every effort to co-operate and this helps create a positive learning atmosphere. However, there are times when teachers expect pupils to sit listening for too long and this results in the loss of concentration, particularly of boys. The staff are aware of this and are working hard successfully to find different ways of maintaining the interest of boys.

Reading, writing and mathematics are well taught. The information gained from the thorough, constructive assessment procedures in English and mathematics is used well in planning. Well briefed nursery nurses and teaching assistants are allocated to the groups in most need of help in particular lessons, be they pupils with special educational needs, average attaining pupils who need a boost in their learning or higher attaining pupils who need an extra push to show what they are really capable of achieving. Overall, the needs of all pupils are well met and through this, the school demonstrates a good commitment to the full inclusion of all pupils in all that is on offer. Marking although satisfactory does not always provide sufficient information about why work is good and how pupils might improve the quality of their work.

The curriculum

The quality of the curriculum is **satisfactory**. A **good** range of enrichment activities effectively enhances the curriculum. Accommodation and resources for learning are **satisfactory** overall.

Main strengths and weaknesses

- The Foundation Stage curriculum is good with outdoor provision as a particular strength
- There are good opportunities provided for the development of personal, social, and health education and citizenship
- The school is strongly committed to meeting the needs of all pupils
- A good range of activities provides additional learning outside the school day
- The current lack of resources for ICT hinders pupils' achievement in this subject
- Pupil and staff toilets need refurbishment

Commentary

The curriculum meets all statutory requirements including those for religious education. All six areas of learning in the Foundation Stage are planned for and taught well. The school has made good improvements since the last inspection to outdoor provision for the Foundation Stage and teachers' planning throughout the school has also improved since the last inspection. The school puts great emphasis on making the curriculum fully inclusive. Provision for pupils with special educational needs is good. These pupils have individual action plans that identify the steps in their learning needed for them to achieve well. They are reviewed at least termly. Trained teaching assistants support pupils' special educational needs well in class.

Good provision for pupils' personal, social, health education and citizenship (PSHE) is enhanced by half-termly assemblies where pupils are given good opportunities to express their own ideas. PSHE is dealt with well both as a discrete subject and it is woven into other areas of the curriculum. Some class teachers use circle time effectively to encourage pupils' discussions. There are very good relationships within the school and children are well behaved. The school is committed to health education and has been regularly awarded the 'Healthy Schools' status.

A good range of enrichment activities are provided. Both parents and pupils speak enthusiastically about the music and dance workshops that have taken place and events such as an artist in residence. Extra-curricular activities, including football and playing the violin, offer further opportunities to pupils. A range of visits and visitors successfully enhance pupils' learning. Pupils' interest and enjoyment has been stimulated by visits from a dentist, fireman, police and health visitor and they talk eagerly about these occasions. Drama activities and a visit by a storyteller have also fired pupils' imagination and enhanced their understanding of language and communication.

The school grounds and accommodation are well cared for and this impacts positively on the pupils' learning. Improvements have been made since the last inspection with new windows and lighting. Also since the last inspection there have been very good improvements made to the outdoor provision for the Foundation Stage. This well-planned outdoor area is used very well to promote learning in all six areas of learning. Resources in the Foundation Stage are generally good. However, in the rest of the school, the lack of ICT resources limits effective delivery of the curriculum. Improvements are still required with regard to the main school accommodation as there are no library facilities, and toilets both for the staff and pupils are in need of refurbishment.

Care, guidance and support

Pupils are **well** cared for by the school. There is **good** support and guidance given to pupils to promote their academic and personal development.

Main strengths and weaknesses

- Child protection procedures are good
- Relationships throughout school are very good
- A well developed system for assessing pupils' progress is in place

- The school is good at listening to the opinions of pupils
- Good induction procedures are in place

Commentary

There are good procedures for child protection in place which follow locally agreed arrangements. The headteacher ensures that all the staff are kept up to date with current legislation. The governors' health and safety committee, together with the headteacher, carries out regular inspections of the property to ensure that the school is a safe place in which to work. Risk assessments, which are formally recorded, are carried out for potentially hazardous activities both in school and out on school visits.

The very good relationships that exist between staff and pupils are evident in the relaxed and pleasant atmosphere in school. This provides a good basis for teaching and learning. Teachers know their pupils well and are aware of their personal development needs. There is, however, no formal recording or monitoring system for this aspect of pupils' development. The system for assessing pupil's academic progress is well developed and, as a result, teachers make good provision for the needs of individual pupils. In some lessons, pupils are encouraged to identify what they have done well. The marking of pupil's work is consistent but pupils are not always given sufficient advice on how to improve.

When talking to a group of Year 2 pupils, inspectors found that pupils feel safe and know who to go to if they have a problem. They feel confident that any problems will be resolved quickly. The school formally consults pupils about their views on the work of the school through an annual questionnaire and half-termly assemblies. Pupils care about their school, they know what they like and dislike and feel that teachers listen to, and act upon, their ideas.

There are good induction procedures for pupils entering the nursery and reception classes. The parents of pupils new to the school are offered home visits. The school issues an induction pack that provides new parents with useful information about the school. A programme of visits allows parents and children to become familiar with their new surroundings. As a result, pupils entering the school are prepared well for learning. This induction process, suitably adapted, is also applied to those pupils who enter school later than the normal age of entry.

Partnership with parents, other schools and the community

The school has a **good** relationship with parents. Links with the community and other schools are also **good**.

Main strengths

- The parents have positive opinions of the school
- Very good information is provided to parents about the work of the school
- There are good links with other local schools.

Commentary

The results of the pre inspection questionnaire indicate that the majority of parents are very satisfied with the work that the school does. Although there are no formal consultation procedures by which the school can obtain parents' views about the school, parents are able to discuss any concerns with the headteacher or members of staff at any convenient time. A parents' open forum is held at least termly. There are three parents' evenings each year that give parents an opportunity to talk to the staff about their child's progress. Annual reports provide good information for parents on their child's academic achievements; however, these do not give sufficient guidance for pupils' further development.

The information that the school provides for parents is very good. This includes the school's prospectus and the governors' annual report to parents. There are frequent letters to parents to keep them informed of events in school, and a useful induction pack is provided for the parents of children who are new to the school. This includes helpful advice to parents on how to help their children with their schooling. There is a curriculum newsletter that gives parents information about what their children are being taught each term.

The school shares a site with its partner junior and secondary schools and the respective headteachers meet regularly. This good working relationship results in effective arrangements for the transfer of pupils from Year 2 to Year 3. The staff from the infant and junior schools attend joint training sessions. They share curriculum information that helps to provide pupils with some continuity in learning as they transfer to the next stage of their education. The school works closely with a local after-school care group that provides for the children of working parents. Links with local Christian churches help to enhance the curriculum, particularly in religious education and history.

The school, together with its partner junior school, offers practical experience to student teachers as a result of links with two teacher training providers. The school also provides students from local secondary schools and colleges with the opportunity for work experience in childcare. The school works well with local community groups on environmental projects and has recently created a wildlife garden in the school grounds. A good working relationship has been established with two local professional football clubs, which gives pupils an opportunity to participate in sporting activities.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory overall**. The leadership of the headteacher and key staff is also **satisfactory**. Governance is **satisfactory** and management systems **satisfactorily** support the school's work.

Main strengths and weaknesses

- The headteacher and governors ensure that all pupils are included well in the life of the school and as a result, achievement is good overall
- Strategic planning, including the use of financial resources, is unsatisfactory
- Subject leaders provide good support for other staff but their monitoring and evaluation role is underdeveloped
- The headteacher and other key staff monitor the performance of some aspects of the school's work well.

Commentary

Overall, all pupils achieve well. This is because the headteacher and governors are committed to the inclusion of all pupils. For example, pupils with special educational needs are included well because of the good support that they receive. This commitment is evident in all lessons and in most areas of the school's work. The headteacher has also ensured that teaching is good by creating effective teams. As a result, the above average standards reported at the time of the last inspection have been maintained well.

Governance is satisfactory. The governing body is interested in the school's work and is committed to doing the best for the pupils. However, a proposed rebuilding of the school has taken up a lot of the governors' time and has distracted them from improving provision in key areas of the school's work. When the decision was taken not to rebuild in November 2003, the governors experienced difficulties in finalizing the plan for the proposed ICT suite. In their attempt to improve ICT provision they lost sight of the fact that it could have been improved without this resource and this weakness from the last inspection has not been satisfactorily rectified. Financial planning is unsatisfactory. The table below shows a very large underspend. This is an unsatisfactory use of funding which has affected the school's effectiveness in key areas, notably ICT provision and monitoring and

evaluation procedures, another area of weakness identified in the last inspection. Governors do not have a long term strategic plan that considers the options for the best use of this funding. However, governors have recognised the need to avoid such a large carry forward of funding and have sound plans in place to resolve this issue in the very near future.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	454 064	Balance from previous year	145 185
Total expenditure	459 934	Balance carried forward to the next	139 315
Expenditure per pupil	2 500		

.Although the headteacher and deputy headteacher review the performance of the school in English and mathematics well; they do not do so in other key areas. This is because the monitoring and evaluation role of subject leaders is underdeveloped. Subject leaders do not have the time nor have they had appropriate training to enable them to scrutinise effectively pupils' work and their resulting achievement. This leads to an incomplete picture of the effectiveness of provision. Subject leaders do, however, provide good support for other staff. Their dedicated work has led to some good improvements despite limited opportunities. For example, the mathematics leader and headteacher have identified that improvements were needed in calculation strategies, and as a result, staff had good training, which led to improvements. The English leader has made good changes to the way teachers plan and this has had a positive impact on the quality of teaching and learning.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage (nursery and reception) is good particularly in the nursery where the children receive a good start to their school life. Children enter the nursery with attainment that mainly matches that expected for their age. Teaching is good overall and this means that children make good progress and their achievement is good. Relationships are very good and children aspire to meet the high expectations of behaviour that the staff expect. All staff, including nursery nurses and teaching assistants, contribute well to children's learning and the majority of children are likely to achieve at least the early learning goals that are expected for their age by the end of the reception year. A significant number of children are likely to exceed these goals in personal, social and emotional development. Children with special educational needs are identified early, and appropriate plans are made to meet their needs.

The Foundation Stage leader is new to the post and her role is not yet sufficiently developed to have an impact on the quality of provision. The warm, welcoming atmosphere in the nursery encourages good links with parents who enter the setting at the start of each session to work alongside their child. There has been good improvement since the last inspection in the facilities for outdoor play. Planning, organisation and assessment procedures are good. Home visits are offered before children start the nursery and there are good arrangements for transfer into the reception classes.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are good overall
- Relationships between children and staff are very good and adults are sensitive to children's needs
- Teachers have high expectations of behaviour

Commentary

Children enter the nursery with varied social skills and the very good teaching and support they receive helps them to achieve well. The calm and well-organised environment helps children settle in quickly to the general routines. They are confident in selecting where they want to play and begin to relate well to other children. Children show good levels of concentration when working at activities. In reception, children are given choices and show a developing sense of responsibility. Good planning and organisation encourages independence. Children respond well to instructions and are beginning to collaborate well during their activity afternoons. Outdoor facilities are now used well to promote children's personal development both in the nursery and reception classes. All staff set high expectations of behaviour and children respond well to their positive strategies. Good teaching and support in reception helps the majority of children to achieve well and most will attain at least the early learning goals expected for the children's age by the end of the reception year and a significant number will exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Varied imaginative play activities effectively extend children's language skills
- Teaching and learning are good resulting in good achievement

Commentary

Children start nursery with a wide range of communication and language skills. Every opportunity is taken to extend children's speaking skills resulting in good achievement. Nursery age children are given time to express themselves and encouraged to talk during all activities. The outdoor environment is used well to encourage children to use their senses and discuss what they can see, feel, touch and hear. Throughout the Foundation Stage various imaginative play activities including the home corner, farm shop and art studio encourage children to talk with adults and to each other. Support staff are often directed effectively to support children in these areas. In the reception classes, good teaching focuses on developing children's reading and writing skills and most children write their own names and talk enthusiastically about books. Some children are beginning to read words. They know where to find the title of a book and they retell traditional stories such as 'Little Red Riding Hood'. Most children will achieve the early learning goals expected for this area of learning and achievement is good.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Well planned activities successfully extend children's learning
- Teaching and learning are good

Commentary

At the start of nursery children have a wide range of mathematical skills. Games and songs are used well to help children learn about numbers and counting. An area of the nursery is set up to encourage children to recognise the numbers 1 to 5 and to be able to match an appropriate number of objects to the numeral. In reception, children show an increasing understanding of number and most can recognise and order numbers 1 to 10 and they are beginning to understand the concept of '1 more' and '1 less'. Counting songs are also used effectively in the reception classes to engage children's interest and to promote number skills. A variety of activities, including number jigsaws, enhance children's learning. Teaching is good overall and most children are likely to achieve at least the early learning goals by the end of their reception year. Achievement overall is good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The well-resourced outdoor area is used effectively to promote interesting and exciting opportunities for learning
- There is a good variety of both teacher directed and child initiated activities
- The lack of ICT resources in reception hinders children's progress.

Commentary

Although children enter with very different learning experiences and knowledge of the world around them, they receive a very good start to their learning in nursery. Teaching is good and children achieve well. The environment and planned activities both inside and outside provides children with

a wide range of activities to attract their interest and curiosity. A very good lesson was observed in nursery where the teacher used a story about a chameleon to encourage children to use all their senses when exploring where the chameleon could hide in their garden. Children also use computers and are developing a good ability to control the mouse. Nursery age children have had opportunities to direct remote control cars outside and found this both exciting and enjoyable. In reception, the teachers are developing the use of the outdoor area to extend children's first hand experiences. One group of children went on a 'sound walk', which they thoroughly enjoyed. In nursery, children are given the opportunity to experiment with cutting and sticking different materials and in reception, children are beginning to select materials and tools to make their own 'house'. In reception the limited number of computers meant that not all children have the opportunity to use ICT on a frequent basis to support their learning. The majority of children are expected to meet at least the early learning goals at the end of the reception year.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching is good in this area of learning
- There is good emphasis on daily physical activities
- Outdoor provision is particularly supportive of this aspect of children's learning.

Commentary

In the nursery there is a strong emphasis on working outdoors, which supports all aspects of children's physical development. Children can quite skillfully control a small electric car. They are able to manoeuvre a variety of wheeled toys with increasing confidence. Children are beginning to recognise their personal space and in reception they show an increased awareness of their own and others space and are able to move with control and coordination. Reception age children observed in a physical education lesson were aware of each other and were able to give way to the flow of children coming from another direction. They showed an increasing awareness of the changes that happen to their bodies when they are active. Good provision and teaching facilitates good achievement and the majority of children are on course to attain at least the early learning goals by the end of the reception year.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good overall
- Teaching assistants provide good support
- Interesting activities are planned well

Commentary

Children in nursery express enjoyment when painting and often choose to do this activity. Good, accessible resources provide opportunities for children to initiate their own activities. Displays show the curricular links with artwork about the story of 'Elmer'. An 'art studio' set up outside provided good opportunities for children to look carefully at the world around them and draw what they see. In both nursery and reception, imaginative play areas (home corner, art studio, farm shop and office) provide opportunities for children to use their imagination. In reception, children are given opportunities to choose materials and experiment with more varied media. They have looked closely at autumn leaves and made collages, leaf prints, and undertaken observational drawings. Teaching and learning is good overall. In reception, a good music lesson was observed where

children were encouraged to develop a love of music. There were good opportunities for children to play a variety of instruments and undertake the role of 'conductor'. Children are likely to attain at least the early learning goals by the time they leave the reception class and achievement is good.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- Standards by Year 2 are above those expected for their age, especially in speaking skills
- Pupils achieve well due to the good quality of teaching
- The subject leader provides good support but does not have sufficient opportunities to monitor and evaluate the effectiveness of teaching and learning
- The use of ICT is unsatisfactory
- Although teachers mark pupils' work conscientiously, it lacks advice about what is good and how it can be improved

Commentary

Pupils achieve well in English. When pupils enter Year 1, standards of work match those expected for their age. However, by the time they take the national tests for seven year olds, pupils attain standards above the national average in reading and writing. This is also the case in work seen in the current Year 2 pupils' books. The school has maintained standards well since the last inspection. In reading, pupils have a good range of strategies for working out unknown words. They have a good knowledge of phonics and this helps them to build up unfamiliar words. The most able pupils are good at 'reading between the lines' to work out the feelings of characters or the deeper meaning of a piece of writing. Girls attain slightly better than boys do. The school is addressing this appropriately. In writing, pupils' spelling is generally accurate and they use effectively a good range of different types of writing. Pupils write letters, poems, stories, instructions, recounts and lists well and they apply them to a good range of contexts. Pupils use interesting words and experiment with different ways to start and to join sentences. However, handwriting falls below the standard of the rest of their work because pupils are expected to write in books that have no lines. This makes it difficult for pupils to orientate their letters properly. Pupils' speaking skills are well above the expected level for their age. They speak with confidence and are articulate. Most pupils realise that the manner in which they speak can be altered for different occasions and they do this very well.

The quality of teaching is consistently good and this helps pupils to achieve well. In all lessons seen during the inspection, teachers had a good command of the subject. For example, in a very good Year 1 lesson, the teacher encouraged pupils to 'see, hear and say the phonemes' which helped them to clearly understand how to build up unknown words. In the best lessons, teachers plan lessons well. They have clear learning intentions and they effectively explain to pupils how they will know if they have reached the learning intention by saying 'What I am looking for is...'. However, in some cases, this teaching skill is underdeveloped and there are missed opportunities to help pupils to improve their work. Teachers generally use information about pupils' past achievements to plan appropriate work. In the best lessons, pupils are also encouraged to evaluate their own work and this helps them to understand what they have learnt and how they have tackled the work. Teachers have some effective teaching strategies but there is sometimes too little collaboration, and teacher talk dominates at the expense of pupil talk. This leads to a lack of attention and some pupils start to get restless, especially boys. The school is aware of the issue and teachers are trying a range of strategies to maintain the interest of all, as sometimes boys' attainment is falling below that of girls. Pupils with special educational needs achieve well because of the good use of teaching assistants and other adult support. The good quality of teaching has been maintained well since the last inspection.

The subject leader is knowledgeable and provides good support to other staff. As a result, there have been a number of improvements in teachers' work such as in the way they plan and evaluate lessons. However, the leader does not have sufficient time to monitor and evaluate the subject and as a result, has an incomplete picture of what works well and what needs to be improved. There has been some improvement in this area since the last inspection but there is further work still to be done. The use of ICT is unsatisfactory. Pupils do not have enough opportunity to practise and apply ICT skills in English. This is because of inadequate resources. This was an issue at the time of the last inspection that has not been adequately addressed.

Although teachers conscientiously mark pupils' work, it mostly relies on ticks and crosses, with some comments designed to motivate pupils. However, the marking and verbal feedback given does not adequately tell pupils what they have done well and how to improve their work. Pupils do not have time given to them to respond to teachers' feedback and, as a result, they have no opportunity to improve their work.

Language and literacy across the curriculum

Language and literacy skills are developed well in geography and science. For example, in a science lesson in Year 1 pupils went on a sound walk and had to write the sound they heard. Those who did not know how to spell it were encouraged to write the initial sound of the word. In geography, pupils in Year 2 write a book for a visiting alien and effectively develop skills in letter writing, labeled diagrams, explanations and instructions.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- By Year 2 standards are above those expected for the pupils' age and achievement is good
- Pupils have good attitudes towards this subject
- Teachers have good subject knowledge and assessment data is used well to inform learning
- The quality of teaching is good, although the feedback pupils receive about how to improve their work is insufficient
- The use of ICT as a resource for learning is unsatisfactory
- The monitoring and evaluation role of the subject leader is underdeveloped
- Good improvement since the last inspection in planning for the use of pupils' numeracy skills

Commentary

There is an improving trend in the standards attained by Year 2 pupils and pupils currently in Year 2 are attaining standards that are above those expected for their age. Pupils have good attitudes towards this subject. They enjoy talking about mathematics and discussing their different ways of solving number problems. These discussions and their enjoyment influence their learning and, consequently, achievement is good. Pupils with special educational needs achieve well because of the good support they receive from their teachers and other adults.

Teaching and learning are good. Teachers have a good knowledge of the National Numeracy Strategy which they use effectively to plan different activities catering for the range of ability within the class. Lively mental mathematics sessions start each lesson. These sessions provide pupils' with good opportunities to explore their understanding of number, measurement and shape and space. Assessment data is used well to highlight strengths and weaknesses in learning. For example, it was identified that pupils needed to spend more time on recording their different calculation strategies and action has been taken. Teachers encourage pupils to use correct vocabulary when discussing their ideas and strategies such as 'talking partners' are used to encourage pupils to explain their calculation strategies. However, there are times when teachers spend too long talking to pupils which results in a loss of concentration. Boys in particular become

restless. Staff are aware of this and are working hard to find different ways of maintaining the interest of boys. The use of ICT as a resource to support learning is unsatisfactory. This is because of inadequate resources. The feedback given to pupils is satisfactory but insufficient to help them to understand fully how to improve their work. For example, the marking of books is largely restricted to comments such as 'good, you have tried hard' or is limited to ticks and crosses.

Since the time of the last inspection the role of the subject leader has improved. The subject leader provides good support for her colleagues and is knowledgeable about how to teach mathematics but her monitoring and evaluation role is underdeveloped. There has been too little time made available for her to check on provision throughout the school and therefore she does not have a secure overview of strengths and areas for improvement. Leadership and management are therefore satisfactory.

Mathematics across the curriculum

Teachers provide good opportunities for pupils to use their developing numeracy skills in other subjects. This shows good improvement since the previous inspection. In science, pupils use their measuring skills well and in geography there are good opportunities provided for pupils to use tallying skills and displaying collected information in graphs. In design and technology, pupils have had the opportunities to use pictograms.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- By Year 2, pupils attain standards that are above those expected for their age
- Experimental and investigative science are effectively planned for
- Teaching and learning are good resulting in good achievement
- Pupils do not have sufficient information about how to improve the quality of their work
- The subject leader provides good support but does not have sufficient opportunities to monitor and evaluate provision
- The use of ICT to support learning is unsatisfactory

Commentary

By Year 2 pupils attain standards that are above those expected for their age, which shows the good standards of the previous inspection have been maintained. More able pupils are challenged well as is shown by the number of pupils attaining the higher level (Level 3) in the end of Year 2 teacher assessments for science. Pupils currently in Year 2 are attaining similar standards and their achievement is good. There is a good emphasis on experimental and investigative science and the majority of Year 2 pupils have a secure understanding of how to plan an investigation; they are beginning to understand the concept of a fair test. This was seen in a Year 2 lesson as pupils discussed how to investigate 'who has the strongest arm.' Pupils with special educational needs achieve well because of the good use of teaching assistants and other adult support

Teaching and learning are good. Teachers have a secure subject knowledge which they use to plan interesting lessons. First hand experiences are considered to be important and good use is made of the local environment to enrich the curriculum. Activities such as the 'listening walk' for Year 1 pupils encouraged these pupils to think about different sounds and how they are made. Opportunities for pupils to use their literacy skills were good. Pupils also have good opportunities to use their numeracy skills, for example using their measuring skills to investigate plant growth. In most lessons, pupils have good opportunities to collaborate and share ideas. Girls achieve slightly better than boys and so the school is exploring different ways of developing boys' learning. These strategies are beginning to have some success but the school recognises that there is still more to be done. Occasionally, teachers spend too much time talking to pupils and when this happens

pupils, mainly boys, become restless and lose concentration. Although teachers mark pupils' work conscientiously, their marking does not consistently inform pupils why their work is good or how they might make it better.

Leadership and management are satisfactory. The subject leader is knowledgeable and provides good support to other staff. She has been instrumental in raising the priority of experimental and investigative science and is in the process of trialing a useful record keeping system for this aspect. However, the leader does not have sufficient time to monitor and evaluate provision and as a result, has an incomplete picture of what works well and what needs to be improved. There has been satisfactory improvement since the last inspection in the role of the subject leader but there is further work still to be done. The use of ICT is unsatisfactory. Pupils do not have enough opportunity to use ICT to support their learning in this subject. This was an issue at the time of the last inspection that has not been satisfactorily addressed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**

Main strengths and weaknesses

- Pupils' achievement is unsatisfactory
- Resources are inadequate and this makes teaching difficult and sometimes ineffective
- The subject leader provides good support for other staff and as a result, staff expertise has increased
- Leadership and management of the subject have been inadequate for a number of years and this has resulted in unsatisfactory progress since the last inspection

Commentary

During the inspection, there was limited evidence of pupils' work. However, through discussions with pupils and by looking at wall displays, standards match those expected for seven year olds in some aspects of the subject. Pupils type their work, use drawing packages and use the Internet to find out information. They also use a range of spelling and mathematics games. However, they do not have sufficiently developed skills in using graphs, charts and pictograms. Pupils do not save and retrieve their work on a regular basis and in discussions, they were not aware of any work that they had saved on the computer. Pupils have a very limited understanding of how to give instructions to make things happen and do not save and retrieve images on a digital camera.

Pupils' achievement in ICT is unsatisfactory. Many pupils talk about their ICT experiences outside of school and they go far beyond what they actually do in school. For example, pupils discuss drawing packages and games they regularly use at home but the frequency of use at school does not adequately build upon these experiences.

Resources are inadequate. This results in great difficulties for teachers in teaching the basic ICT skills. With typically two or three computers in each classroom, teachers never have the chance to teach effectively the required skills to the whole class. As a result, pupils attempt to pick up skills over a number of weeks but very rarely have the opportunity to apply them. This sometimes leads to ineffective teaching. Teachers' knowledge of the subject has improved since the last inspection but they too, have little opportunity to apply their skills due to unsatisfactory resources. The programme of work that the school has adopted is not delivered appropriately, with some units of work taking up too much lesson time and offering insufficient challenge. For example, in an unsatisfactory, pupils spent an excessive amount of time being told that some toys have switches and batteries and this controls them. Pupils already knew this and they achieved little in the lesson.

The subject leader helps other staff as much as possible and provides a good model for teaching. However, in the past two inspections ICT has been an unsatisfactory area, which has not been

addressed adequately. Leaders have not had sufficient time or training to carry out the monitoring and evaluation role of a leader and this has resulted in inadequate provision.

Information and communication technology across the curriculum

There is unsatisfactory use of ICT across the curriculum because of inadequate resources. Teachers struggle to teach pupils the basic skills and this leaves little time for them to apply their skills in other subjects.

HUMANITIES

GEOGRAPHY and HISTORY

Due to the limited opportunities to observe teaching in geography and history during the inspection, it is not possible to make an overall judgement on provision. However, in discussion with pupils about their work, it is clear that by Year 2, standards in geography are above those expected for their age and in history, they match the expected level for their age

In **geography**, pupils have a good geographical vocabulary and use language such as 'leisure' and 'shopping' accurately to describe the features of Ryton. The opportunities for using the local environment are good and pupils are able to describe land use, using maps and features of their locality well. In **history**, pupils have a sound understanding of the language of chronology and can place events in order correctly. They find out about the past by talking to visitors, looking at artefacts and through books, videos and the Internet.

In both geography and history, the subject leaders have created exciting contexts for learning that reflect the locality well. For example, in geography, pupils write a 'book for Martin' – a visiting alien in which they describe the features of Ryton in geographical terms. This unit of work also promotes literacy skills effectively. In history, pupils study famous local figures such as Grace Darling and Robert Stevenson. The school places direct enquiry and fieldwork as a high priority and the programmes of work reflect this priority. As a result, pupils have good attitudes to learning and enjoy the subjects. However, pupils do not have adequate opportunity to develop geographical and historical enquiry skills through using ICT. This is due to a lack of available resources.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Teaching is good and this helps pupils to meet the expected standards
- Visits and visitors enrich the curriculum
- The subject leader provides good support but has insufficient time to monitor and evaluate the subject
- The use of ICT is unsatisfactory

Commentary

By Year 2 pupils' attainment matches the expectations of the locally agreed syllabus. Pupils have a sound knowledge and understanding of Christianity and talk about bible stories from the old and new testaments. They speak confidently about several stories which tell of the life of Jesus and they know about his important role as a teacher. They understand the main events in the Christian calendar and discuss their own beliefs well. At the time of the inspection, pupils had not studied Judaism, but scrutiny of teachers' planning shows that the main themes and topics of this religion are to be covered later in the year.

The quality of teaching is good and this helps pupils to achieve appropriately. Teachers encourage and support pupils' learning well and this helps them to feel confident to share their thoughts and feelings. Lesson planning is effective but sometimes there are missed opportunities to share clear learning intentions and explain to pupils how they will know if they have been successful in their work. Visits to local churches and visitors to school enrich the subject well and these help pupils to understand more about different places of worship.

The subject leader has a good knowledge of the subject and as a result is a good source of help to other teachers. However, insufficient opportunities to monitor and evaluate the effectiveness of provision means standards remain the same as in the last inspection, satisfactory. Information and communication technology is not used effectively to support learning in this subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient evidence was seen during the inspection to make a secure judgement on provision and standards in **art and design, design and technology, music** and **physical education**.

In **art and design**, the work displayed around the school and discussions with pupils indicate that pupils are given opportunities to use a wide range of techniques and media. Pupils are enthusiastic to talk about what they have learned and Year 2 pupils could explain how they mixed 'flesh' colours for their portrait paintings. In Year 1 there is evidence of cross-curricular work linked to history with observational drawings of different artefacts. The school makes good use of visiting artists and a whole school tapestry is displayed in the hall. Year 2 pupils visit a local art gallery.

In the one **design and technology** lesson seen Year 2 pupils were enthusiastic about investigating vehicles. It was the first lesson in a series where they would explore, design, make and evaluate a variety of vehicles. The teaching observed was good with pupils engaged and interested in the activity. Displayed work around the school showed that Year 1 have designed, made and evaluated a fruit salad. Year 2 pupils were confident talking about moving pictures they had previously made. They were able to describe the materials, tools and techniques they had used.

No **music** lessons were observed in Years 1 and 2. However, the singing in assemblies showed that pupils are developing a good sense of tune and rhythm. In discussions, Year 2 pupils expressed an enjoyment of singing. They understood the term pitch and could name a variety of musical instruments. They talked eagerly about the music workshops that have enhanced the music curriculum. The school has an extra-curricular violin club which is well attended.

In a Year 1 **physical education** lesson pupils were enthusiastic and collaborated well using a 'parachute' and they improved their control and co-ordination through the lesson because of the good teaching. There is a strong emphasis on physical development throughout the school and the curriculum is particularly enhanced through the annual movement and dance festivals. Both boys and girls in Year 2 expressed enjoyment of dance lessons. They were also able to describe the different throwing actions they might use in games.

The leadership and management of all these subjects are satisfactory. However, subject leaders have not had the opportunity to monitor and evaluate their curriculum areas. Information and communications technology is not used sufficiently to support these areas due to a lack of resources. In the few lessons seen in these subjects adult and pupil relationships were very good and this promoted pupils' learning and achievement well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This subject was sampled during the inspection. However, displays, teachers' planning, discussions with the co-ordinator and pupils' attitudes and behaviour around the school, show that there is good coverage of this aspect of the school's work. The subject is given a high profile within the school as it is regarded as being important in helping pupils to develop good attitudes towards learning and towards one another. The school also works hard to promote health education and has regularly

been awarded Healthy School status in recognition of this. Responsibilities such as taking the register to the office and the small tasks pupils carry out on a day-to-day basis around the classroom, help the pupils develop into mature seven-year olds. The 'message box' available in the hall and half-termly assemblies give pupils very good opportunities to alert teachers to their likes and dislikes and provide avenues for them to raise any concerns they may have. Thus the school actively seeks the views of the pupils, collates them and acts on them through, for example, responding to them in circle time and in assemblies.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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