

INSPECTION REPORT

SOUTH STREET COMMUNITY PRIMARY SCHOOL

Gateshead, Tyne and Wear

LEA area: Gateshead

Unique reference number: 108326

Headteacher: Mr I Bainbridge

Lead inspector: Mr A Clark

Dates of inspection: 6 – 8 June 2005

Inspection number: 267694

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	273
School address:	Cramer Street Gateshead Tyne and Wear
Postcode:	NE8 4BB
Telephone number:	0191 477 3993
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr N Ainsley
Date of previous	21/06/1999

CHARACTERISTICS OF THE SCHOOL

South Street Primary school serves the inner city area of Gateshead. There are 273 pupils on roll and 58 pupils who attend the nursery part-time. The school is larger than average, although numbers have fallen slightly since the last inspection and are expected to fall further. Most pupils are from the immediate area, which is a mixture of largely rented accommodation and owner occupied houses. The catchment area is recognised as one of significant social and economic deprivation by the local education authority. The percentage of pupils eligible for a free school meal is well above average. The percentage of pupils identified with special educational needs is above average and those with a statement of special education needs are average. The pupils' special needs include moderate and specific learning difficulties, social and emotional concerns, speech and communication difficulties and autism. The percentage of pupils whose first language is not English is higher than in most schools. These pupils' home languages include Portuguese, Chinese and other Asian languages. The children's attainment when they start school is

well below average for their age and well below those typical for the local education authority.

The school is a Partnership Promotion School supporting teacher training. It achieved the Healthy School award and Investors in People in 2004. The school received awards from the government in 2002 and 2003 for its pupils' achievement in national tests.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21596	Mr A Clark	Lead inspector	Mathematics History Music
13450	Mrs J Madden	Lay inspector	
32283	Mr D Goodchild	Team inspector	Science Geography Physical education Special educational needs
15474	Mr J Fairclough	Team inspector	English Information and communication technology Religious education English as an additional language
14732	Mrs E Korn	Team inspector	Art and design Design and technology Areas of learning in the Foundation Stage

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

South Street Primary is a very good school. Pupils achieve very well to reach standards which are broadly average in Year 6. The quality of teaching and learning is very good overall. Pupils' personal development is very good. The headteacher leads and manages the school very well and the school gives very good value for money.

The school's main strengths and weaknesses are:

- The headteacher and senior staff lead the school very well and there is a strong and successful drive towards raising standards.
- Pupils of all abilities achieve very well.
- Attendance and punctuality are unsatisfactory.
- The teaching is very good and pupils find their lessons exciting and interesting.
- The work set for the pupils in Years 1 and 2 does not encourage them to be sufficiently independent in their learning.
- Provision for pupils with special educational needs is very good.
- There is a very caring and orderly ethos in which pupils flourish and develop very good attitudes and behaviour.

Improvement has been good since the last inspection. Standards have risen and the quality of teaching and learning is higher and more consistent. Standards in information and communication technology (ICT) have improved very well. Good improvements have been made in reading and writing in Year 2 although these are not yet evident in national test results.

STANDARDS ACHIEVED

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

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

Pupils achieve very well over their time in school. Children start school with very low attainment but they make good progress in the nursery and reception classes. By the end of the reception year, the children reach the standards expected for their age in their personal and social development. Despite good teaching and good progress they do not reach expected standards in other areas, most importantly in language and mathematics. The national test results for Year 2 were well below average for reading, writing and mathematics in 2004; however, those pupils made satisfactory overall progress from their very low starting points. The standards of the present Year 2 pupils are below average but rising. In Year 6, current standards are average in English and mathematics and above average in science. The trend of improvement in Year 6 test results is above the national

trend. Boys and girls do equally well. Pupils with special educational needs make very good progress and those who have English as an additional language also make very good progress because they receive effective support.

The pupils' personal development and their spiritual, moral social and cultural development are very good. The pupils have very good attitudes and are sensitive and thoughtful of the needs of others. They behave very well in response to the high expectations of staff and very good support. However, despite very rigorous efforts on the part of the school, too many parents do not ensure their children attend school regularly and this affects the standards they achieve. Punctuality is also unsatisfactory.

QUALITY OF EDUCATION

The quality of education is very good. Teaching and learning are very good. Teaching is good in nursery and reception. Throughout the school, lessons are often exciting and practical so that pupils are eager to learn and work hard. Teachers make good use of interactive ICT facilities in their lessons. Teaching assistants make a very good contribution to learning in their support for pupils with special educational needs and for less able pupils. The teachers do not expect pupils to work with enough independence in Years 1 and 2. Pupils with English as an additional language are very well taught. The quality and use of assessment is good. Pupils' work is marked well and pupils are increasingly aware of what they need to do to improve. The school has a good, well-balanced curriculum. A wide range of visits enrich the curriculum and there are very good extra-curricular clubs for sport, music and the arts. Standards of care are very good and the school has very good links with the community and other schools. The school provides very good information for parents; however, very few parents become involved in their children's education.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Governance is also very good and the governing body makes a very good contribution to school improvement and fulfils its statutory duties well. The headteacher's leadership is very good. The headteacher and deputy headteacher create an ethos of high expectations and professionalism and are well supported by effective subject coordinators. The school's provision for pupils with special educational needs is very well managed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have very positive views of the school and no significant concerns. They feel their children are safe and cared for in school. Pupils' enjoy school and respect their teachers. They are eager to be involved in the life of the school and enjoy the opportunities provided by the school council.

IMPROVEMENTS NEEDED

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

- to raise the pupils' attendance rate, and
- to ensure that teaching of pupils in Years 1 and 2 is consistently challenging and encourages independence in their learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils' achieve very well overall. They achieve well in the Foundation Stage and Years 1 and 2, and very well in Years 3 – 6. Standards are well below average in the Foundation Stage, below average in Year 2, and in Year 6 they are average.

Main strengths and weaknesses

- Boys and girls of all abilities make very good progress in English and mathematics during their time at school.
- The school is working hard to reverse the downward trend in the results of the Year 2 national tests.
- The weakest of the language skills is speaking and listening.
- Pupils with special educational needs achieve very well.
- Pupils with English as an additional language make very good progress.
- Pupils' achievement in ICT is very good.

Commentary

1. Since the last inspection, standards have risen. The pupils start school with standards in all areas of learning well below typical national levels and those of the local educational authority. Pupils of all abilities achieve very well and, by the time pupils leave school, their overall attainment is average.
2. The children achieve well in the Foundation Stage. In particular, many children have very poor levels of personal and social development when they start school and tackling this weakness is a priority for the school so that the children are prepared for Year 1. Pupils' achievement in this area of learning is very good because of effective teaching and a well-resourced and exciting environment, especially in the nursery. By the time children leave the reception, the majority reach the early learning goals expected for their age in this area of learning. In communication, language and literacy; knowledge and understanding and creative development children achieve well but standards are still below typical levels. In mathematical development, pupils' achievement is satisfactory and standards are well below the early learning goals. Few children exceed the expected levels.
3. In 2004, the Year 6 national test results were below average in English, average in mathematics and above average in science; however, analysis of the results shows that pupils made very good progress in Years 3 – 6, indicating very good overall achievement. In the work seen during the inspection, current standards in Year 6 are average in English and mathematics, and above average in science.
4. The results of the Year 2 national tests have declined over the last four years. In 2004, the results were well below average in reading, writing and mathematics. The school has been working hard to address this decline and has established new assessments to monitor pupils' progress. A careful analysis of pupils' achievement from entry to the school to Year 2 shows that the majority of pupils attained the levels predicted by the assessment data. The reason for the falling standards lies in very

low and declining attainment on entry and a high proportion of pupils with special educational needs. There have also been

changes to staffing for pupils in reception to Year 2, which have inevitably caused some disruption. The standards seen in the present Year 2 show an improvement on previous results although they are below average for reading, writing and mathematics. This is supported by the results of the 2005 national tests, although there is yet no national data to verify this.

5. Achievement in English and mathematics is very good overall. Pupils' reading and writing skills are average by Year 6. The weakest of the language skills is speaking and listening. The percentage of pupils attaining higher levels is also average, except for English which was below average in 2004. In mathematics the percentage of pupils attaining the higher levels in national tests is above average. This is a direct result of the teachers' high expectations in Years 3 to 6 and the very good opportunities for the practical application of pupils' mathematical knowledge and understanding. Standards in science are above average in Year 6. They are also above for the higher levels and achievement is very good in this subject because the skills of enquiry are well taught.
6. The achievement of a significant minority of pupils is not as good as it could be because of their poor attendance. The school tracks the progress of these pupils and works very hard to support them. The teachers set progress targets based on an assumption of full attendance but some pupils fail to achieve them because of their poor attendance. Parents are informed of this in reports and through the work of the Education Welfare Officer, but parents do not always give the support the school needs.
7. Pupils with special educational needs achieve as well as others, and sometimes better. This is because their academic, physical and social needs are carefully assessed, activities matched to their needs and they receive very good support from well-briefed teaching assistants. Pupils with a gift or a talent also achieve well because of good procedures to identify their particular abilities, careful monitoring of their progress and well planned provision.
8. The pupils from ethnic minority backgrounds, including those with English as an additional language, achieve very well. They receive good support for their language needs early in their education so that they are in a position to make good progress in all subjects. The school continues to monitor their progress throughout the school even when their language abilities are no different from those of their classmates.
9. Standards in ICT are above average in Year 2 and Year 6 and have improved very well since the last inspection. In Year 6, pupils have very good skills in producing multi-media presentations and using graphics and text to illustrate and enliven their work. The standards are a result of meaningful and well planned activities, very good resources and very good examples set by the teachers. Pupils' achievement in religious education is very good in response to very good teaching. Pupils learn to be sensitive and perceptive in their reflections based on a good knowledge of Christianity and other faiths. Very good standards of artwork were seen.

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

Standards in:	School results	National results
Reading	13.7 (13.9)	15.8 (15.7)
writing	12.9 (12.1)	14.6 (14.6)

mathematics	14.4 (15.8)	16.2 (16.3)
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There were 39 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 2004

Standards in:	School results	National results
English	26.4 (26.4)	26.9 (26.8)
mathematics	27.3 (27.0)	27.0 (26.8)
science	29.6 (27.6)	28.6 (28.6)

There were 40 pupils in the year group. Figures in brackets are for the previous year

10. The school has good processes for setting targets for achievement in each year group and these are met well. The school exceeded the targets set for 2004.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes behaviour and spiritual, moral, social and cultural development are very good. The attendance rate is well below average and punctuality is unsatisfactory.

Strengths and weaknesses

- Pupils' very good behaviour is the result of the school's well thought out and constructive strategies and high expectations.
- Very good relationships and good teaching has resulted in pupils' very good attitudes to learning and to school life in general.
- Pupils lack the self-confidence and home support that would enable them to become truly independent learners and more assertive in putting forward their opinions and ideas.
- The school's comprehensive range of initiatives to improve attendance is not matched by the response of parents to ensure their children attend regularly and arrive punctually.

Commentary

11. The school approaches behaviour management by reviewing strategies on a regular basis to assess their impact. At present, it is based on avoidance of confrontation or raising voices, and on reasoning with pupils to show how their misbehaviour can affect others. In addition, circle time is used effectively to help pupils talk through behaviour problems. Golden Time is also very successful in encouraging good behaviour; pupils enjoy the time allocated for good behaviour and hate to lose any part of it. Parents are interviewed if there are serious concerns and, in such cases, behaviour contracts are made between the school, pupils and parents. As a result, behaviour is very good. In lessons, pupils settle quickly and are generally too busy to misbehave. There have not been any exclusions.
12. Relationships between staff and pupils are very good and play a major part in pupils' desire to succeed. Most pupils like the teaching staff and want to please them by producing good work. Teachers use praise very well and pupils respond enthusiastically, concentrating on their work. Pupils work well together in pairs and groups and help others, for example, those who are at an early stage of learning English. The school council is highly regarded by the pupils but at present the staff do not encourage pupils to take the initiative.

13. Attendance is unsatisfactory and is well below the national average. Unauthorised attendance is well above the national average and in the bottom 10 per cent of schools in the country. The school monitors attendance carefully and constantly emphasises its importance to parents and pupils, and reward systems and competitions to encourage better attendance are in place. Punctuality is also unsatisfactory and many children arrive just as the bell is rung for the start of the school day. The school works closely with the Education Welfare Officer who monitors attendance weekly, and regularly contacts parents through home visits.

Occasionally, parents are prosecuted for failing to ensure that their children attend school. There is, however, a very marked lack of enthusiasm for the value of education amongst parents, particularly the importance of good attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	2.7
National data	5.1	National data	0.4

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

14. The school provides very good opportunities for personal development. The curriculum and extra-curricular activities provide opportunities for boys and girls of all ages to explore their individual talents and interests. A residential visit does much to establish the group identity of the older pupils. Assemblies have a clear focus on spiritual development. Lessons sometimes also have a spiritual dimension; for example, a Year 6 lesson on prayer provided a special moment for reflection and thought. Charitable fund raising for organisations such as the local hospice is a part of responsible links with the community. A range of visits and visitors provide valuable experiences for pupils in religion, art, music and sport that open their minds to the wealth of cultural traditions in our society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Teaching and learning are very good. The quality and use of assessment is good. The curriculum is broad and balanced and many exciting activities enrich the pupils' learning. The school looks after its pupils very well and provides very good support and guidance for them. The school provides very good information and support for parents but too many do not respond to this and links with parents are not effective enough.

Teaching and learning

Main strengths and weaknesses

- Lessons are very well planned and prepared.
- Pupils enjoy learning because teachers make lessons practical and fun.
- In a few lessons work set does not allow pupils to apply their knowledge and skills.
- In most classes, teachers question pupils skilfully and involve the pupils in assessing their own progress.
- Pupils' behaviour is very well managed.
- Pupils with special educational needs are very well taught.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	15 (44%)	10 (29%)	7 (21%)	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.

15. The quality of teaching and learning is very good. Very good lessons were observed in all stages of the school. Teaching is good overall in the Foundation Stage and Years 1 to 2. It is very good in Years 3 to 6. The quality of teaching is a significant reason for the pupils' very

good achievement and personal development. Assessment procedures are good and very well used in English and mathematics to provide pupils with clear targets to achieve. Pupils with special educational needs are very well taught. Teaching and learning have improved well since the last inspection.

16. The teachers' planning is a key strength in the quality of teaching. The teachers work in teams to plan forthcoming lessons and this is evident in the continuity and high expectations in most lessons. Work is planned in precise, progressive steps which build on previous learning. It is well planned to meet the different needs of pupils so that work challenges pupils of different ages and ability. In English and mathematics, pupils work in different ability sets and the planning ensures that all pupils in these sets are known well to the staff who teach them. Teachers are well prepared for lessons so that resources are efficiently used and classrooms are well organised. Newly qualified and trainee teachers are involved in the planning; this helps their professional development and also helps to ensure that pupils always receive good teaching.
17. Teachers' questioning skills are very good and focus effectively on developing the pupils' vocabulary. For example, in mathematics and science the teachers are very precise in their use of technical terms and expect pupils to be the same. The displays in every classroom incorporate key vocabulary for themes and topics currently studied. Teachers use multi-media presentations, using interactive whiteboards, effectively to reinforce new vocabulary. A weakness in some lessons, particularly in Years 1 and 2, is that the teachers provide too many instructions, rather than allowing pupils to practise their new vocabulary and knowledge independently.
18. Pupils enjoy their lessons because they are very often practical and interesting. In mathematics, for example, pupils' investigation skills are well developed because they learn to solve practical problems and to apply their knowledge in quizzes and games. In science, pupils develop good enquiry skills through frequent opportunities for practical activities and they learn to conduct experiments in logical steps. However, they are not often expected to design their own experiments. In the Foundation Stage, the children's personal development is fostered through creative and constructive activities. By the time they leave school, the pupils can persist well in their work, for example, often writing well-constructed stories at length.
19. The pupils' work is marked well and sometimes to a very high standard in Years 5 and 6 where teachers make helpful written comments about the quality of the pupils' work and how it could be improved. Pupils have a clear understanding of the purpose of the lesson and what they are expected to learn. In many subjects the pupils write down what they are expected to learn at the start of the lesson and discuss the outcomes at the end. When the teachers' questions are very precise and demanding, the pupils have a very clear idea of how to improve. In some lessons, particularly in the reception and Years 1 and 2, the teachers do not probe the pupils' understanding thoroughly enough to help them to improve and their expectations are sometimes too low.
20. Many lessons are imaginative and motivate the pupils to learn. In history in Year 3 and 4, for example, the excellent use of a multi-media presentation combined with exciting role-play motivated pupils and led them to a greater understanding of social conditions in nineteenth century. Teachers make good use of strategies to improve pupils' memory and problem-solving skills such as 'brain-gym' and quick-fire questioning. There is a very good balance between periods of calm listening and

physical and mental activity. The teachers often set tight and precise deadlines, which inject a sense of challenge and excitement in to tasks.

21. The management of pupils' behaviour is very good. A significant minority of pupils are identified with emotional and behavioural difficulties and they are well supported. The school's 'nurture' unit, run by the special educational needs teacher, provides support and

care for these pupils, so that they learn to improve their attitudes and behaviour. Teachers treat pupils with respect and in return pupils respect their teachers. The calm and orderly behaviour means exciting and active lessons are not disrupted by over enthusiasm and pupils are eager to learn.

22. Pupils with special educational needs are fully involved in lessons and make at least as good progress as their peers. This is because they are very carefully assessed and their work is well matched to their needs. A learning support teacher liaises closely with the class teacher and gives very good support in the planning of activities. Pupils receive effective support from teaching assistants in class. Teaching assistants also work very well with small groups or individuals, which allows them to focus on developing specific skills in literacy, numeracy and also personal and social skills. Teaching assistants are well trained and are often involved in weekly planning sessions.
23. The identification and assessment of the language needs of pupils with English as an additional language is effective. Individual support for these pupils is very good and short-term gains are carefully monitored and recorded. The records show that these pupils make good progress in language, and their achievement matches that of their classmates.

The curriculum

The curriculum meets the needs of all pupils well and is very well enriched by out of-school activities. The accommodation and resources of the school are very good.

Main strengths and weaknesses

- The range of extra-curricular activities provides pupils with an interesting variety of activities.
- The resources for information and communication technology have improved.
- A good variety of visits and visitors help to give greater meaning to the religious education curriculum.
- The school's accommodation and resources are very good.

Commentary

24. The school has taken account of the governments' guidance 'Excellence and Enjoyment' in the structure of the curriculum it provides for its pupils. The school is very well resourced and there is a very good match of teachers and other staff to the requirements of the curriculum. A blend of age and experience amongst the staff enables the school to provide a wide range of extra-curricular clubs in connection with science, art, music and design technology, as well as physical activities, such as sport and team games.
25. Information and communication technology (ICT) resources are very good. Teachers use them imaginatively in planning and preparation of lesson materials.
26. The steadily rising attainment of the pupils reflects stimulating presentation of the wide range of writing challenges that teachers present to pupils. This is particularly true of the teaching for Years 5 and 6. Other religions such as Hinduism and Judaism are linked strongly to the immediate community through visitors who explain about their customs and festivals.

27. The curriculum is inclusive and caters very well for different groups of pupils. Provision for pupils with special educational needs is very good. Clearly defined targets in their individual education plans which enable teachers to plan activities for these pupils effectively. Pupils with English as an additional language are also able to access the curriculum because of very

good support from staff and other helpers. The provision for pupils with a special gift or talent is also good: they are identified and their achievements are recorded. The coordinator and senior staff have been successful in attracting grants and support for these pupils, for example, to provide coaching in tennis and music.

28. The school provides a good programme of personal, social, and health education to help pupils build self-esteem. Sex education is taught through discussion and includes a focus on relationships. Pupils learn about healthy eating and the dangers of alcohol and drugs misuse in science lessons.
29. Training links with Newcastle and Northumbria Universities and the Gateshead 3 – 7 SCITT enable the curriculum to benefit from fresh ideas and opportunities to take part in curriculum development projects. Teaching assistants are trained well, particularly in the support of pupils with additional needs.
30. The school's accommodation and resources are very good. The school has invested heavily in interactive computer provision in every classroom, which enhances the quality of teaching. The outdoor facilities in the nursery provide exciting opportunities for pupils' personal, physical and creative development.

Care, guidance and support

The school provides very good care, guidance and support for its pupils. The care, welfare, health and safety and provision based on monitoring of support, advice and guidance is very good. The school involves pupils well in their education through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school provides a caring and safe environment for pupils where staff and governors give every attention to pupils' well being.
- All staff have very good relationships with pupils and a clear understanding of their pastoral and academic needs.
- Pupils are welcomed into the school and given the support they need at the start of their school life, similarly the move to the secondary sector is smooth and supportive.
- The pupils are involved in decision-making connected with the everyday life of the school.
- Pupils with special educational needs are very well cared for and supported.

Commentary

31. The staff and governors fulfil their responsibilities for the pupils in their care and have recently brought up to date their policies, including that for child protection. They regularly check the school and the grounds during risk assessments. Staff know the individual dietary needs of their pupils and a sound system is in place for the administration of necessary medicines.
32. Staff know their pupils very well and work hard to ensure that each has the necessary support for their progress as they move through the school. Pupils' individual progress in English, mathematics and science is beginning to be monitored systematically through new assessment procedures.

33. The nurture group provides the more vulnerable pupils with a supportive environment in which they can improve their social skills, learning skills and confidence to a level where they can return full time to their classes. The school has systems in place which quickly identify the needs of pupils who have particular difficulties and has access to a range of support agencies which provide guidance for supporting individual pupils. Teaching assistants are well briefed and help pupils in their learning and to overcome their problems. This helps pupils to enjoy their lessons and make good progress.

34. The school has regular discussions with pupils through circle times, class and school council meetings. This system ensures that pupils know they are listened to and have the opportunity to make changes. The pupils are beginning to develop their own agenda for meetings although this is at an early stage.
35. The induction of pupils into the Nursery and Reception classes offers home visits for parents and their children, most of whom take up this offer to start building relationships. The time of year for entry to the school is staggered so that children benefit from much attention when they start. The move to the secondary school is supported by visits from teachers and visits to the main feeder secondary school by pupils.

Partnership with parents, other schools and the community

The school works very well in partnership with parents, other schools and the community. Links with the community and other schools and colleges are very good. The school has good relationships with parents but they do not make a significant contribution to pupils' learning.

Main strengths and weaknesses

- The school has close working partnerships with local teacher training establishments and partnership schools to extend the curriculum and ensure the whole school is a learning community.
- The partnership with the community helps to support the curriculum.
- The school makes very extensive efforts to involve parents in the learning of their children and the life of the school but these efforts are not rewarded by a similarly positive response from parents.

Commentary

36. Partnership with other schools through the government-sponsored Education Action Zone and Excellence in Cities has resulted in more teaching staff and joint initiatives to expand pupils' horizons. Gifted and talented pupils have benefited from an injection of cash to enable the school to provide support, workshops and clubs.
37. Community partnerships with local churches ensure that pupils have a wide range of experiences of various local churches through visits by ministers and visits to the churches. The school's facilities are used to provide a breakfast club, after-school activities and accommodation for a twice-weekly parent-and-toddler group. The school takes advantage of the cultural, historical and environmental sites in the area to give pupils a wide view of their locality. The government's Sure Start initiative makes a positive contribution to pupils' first experiences of school by working in partnership with their parents during this time.
38. Staff work very hard to involve parents in their children's education but have had very little response for information evenings and training courses: numbers attending are very low and there is little enthusiasm. The school consults parents and receives a positive response to the questionnaires. As a result of the consultation, parents now receive clear reports each term and diaries have been introduced to act as a means of communication between parents and school. Parents receive regular news and letters from the school. However, in spite of these good features, the majority of parents are

reluctant to involve themselves with their child's learning or to support the school in practical ways. Regular attendance and punctuality is still not considered important, despite the school's efforts. Parents do, however, attend performances and other events that directly involve their own children.

39. School staff meet with parents or carers when setting targets for pupils with special educational needs. Records of review meetings with parents are very well maintained.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides very good leadership. The governance is very good and the governing body fulfils its statutory duties.

Main strengths and weaknesses

- The aims and purpose of the school are very clear and provide the basis for school improvement.
- The professional development of staff is very good and there is a strong commitment to teacher training.
- The governing body is very effective and is fully involved in school improvement planning.
- The leadership and management of special education needs are very good.

Commentary

40. The headteacher leads the school very well, ably supported by the deputy headteacher and other senior staff. The school's aims are well established and permeate all aspects of the schools' work.
41. The school works hard to overcome the significant barriers for learning that the pupils face. It is one of the most deprived in the local education authority with a high proportion of pupils eligible for a free school meal, with special educational needs and whose home language is not English. Because of these factors, the children start school with attainment levels well below national and local averages. The school focuses on nurturing the pupils' personal development and teaching them good basic skills so that they enter Year 3 well equipped to learn and achieve. Through very good leadership and management, a caring environment and very good teaching, the majority of pupils leave schools with levels of attainment in line with nationally expected levels and sometimes above. That is a significant success.
42. Delegation is very effective so that all staff with responsibilities know precisely what is expected of them and how to meet those expectations. The headteacher makes certain that subject action plans are challenging and based on sound analysis of available information. The headteacher supports the staff to introduce new methods or resources which have been evaluated effectively to show how the school will benefit. The deputy headteacher has a significant role in developing the quality of teaching and learning through managing the mentoring of newly qualified staff and those who are new to the school. This has led to continuous improvement in the quality of teaching since the last inspection. Subject coordinators also fulfil their roles very well. The school continues to place improvement to standards as the main priority for improvement and all staff work towards this.
43. The governing body is very effective and fulfils its statutory responsibilities well. Governors are informed about standards and the quality of provision through headteacher's reports, regular reports from subject coordinators, and feedback from the local education authority. The governors use this information well to set targets and to make the school improvement plan. Governors are fully involved in staff selection processes, which are rigorous. Early in the academic year, the school holds a training day when governors and staff work together to establish links between curriculum coordinators and governors and to plan for the governors to visit lessons.

The headteacher is not a governor himself, and this fact helps the governing body to be critical and objective in their views of the school's provision. Governors foster racial harmony and understanding of the different cultures represented in the school through their policies and by monitoring racial incidents.

44. The professional development of staff is very good. Performance targets for staff are well established, rigorously monitored and evaluated. Teaching assistants are well trained and their career development is also monitored.

45. Leadership and management of special educational needs are very good. These pupils have full access to the curriculum and they have effective individual educational plans which are reviewed regularly. A nominated governor has oversight of the provision for special needs and regularly reports to the governing body.
46. Financial management is very good. Spending is monitored against the budget. The income per pupil is below average and falling numbers of pupils mean that difficult staffing decisions have had to be made. The headteacher and deputy headteacher raise additional funds, for example, through initial teacher training and consultancy. Funding from the Education Action Zone is used very well for special education needs. Despite a tight budget the school maintains high standards of resources and has consistently upgraded the quality of accommodation. The school seeks best value in all its services, for example, in the deployment of staff for covering absences and in its ground maintenance.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	715, 640
Total expenditure	687, 712
Expenditure per pupil	2,277

Balances (£)	
Balance from previous year	22,897
Balance carried forward to the next	27,928

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for the pupils in the foundation stage is good. The main points are as follows:

- The accommodation inside and outside is very good.
- The support staff are deployed well and they make a very good contribution to the teaching and learning taking place.
- The provision for the children's personal social and emotional development is very good and the pupils achieve very well.
- There has been a decline since the previous inspection in the opportunities provided for children to discuss their selected activities with their teachers.

Commentary

47. There has been satisfactory improvement since the last inspection. The curriculum has been modified and there is now a greater emphasis upon developing reading skills in the reception year. The National Numeracy Strategy has been introduced. Recent grants obtained by the Foundation Stage manager have enhanced the outdoor provision. This is now a very good facility that serves as an outdoor classroom, although the lack of a rain cover limits its use. The 'Highscope' method of teaching has been reduced in the nursery and in the reception year. The loss of the opportunities that this system provided for the children to discuss their work and through this discussion for the teacher to assess the children's learning, is an area in which the provision has declined since the previous inspection.
48. The curriculum is good and appropriately stresses the development of the children's personal social and emotional skills. In this area of the curriculum, the children make very good progress during their time in the foundation stage and achieve very well. The teaching is good and frequently very good in the nursery and satisfactory in the reception year. In the nursery, the adults are very aware of how young children learn and they provide planned times when they teach the children how to play and how to participate as a part of a group. In the reception year, the pace is quick. The activities are well planned to interest both girls and boys and are appropriate to the children's ability levels. A relative weakness in the teaching is the lack of opportunity for the children to reflect upon their learning and therefore opportunities to help the children to consolidate and retain their learning are missed. The reception class has the benefit of a good number of teaching assistants who all make a very significant contribution to the teaching and learning. In both year groups, the adults maintain well-documented observations of the children's learning. However, this information is not used with sufficient regularity in order to track the children's progress and to set targets for their learning.
49. There are currently forty-five children in the nursery who attend part-time, and twenty nine children in the reception class who attend full-time. Two children who are of statutory school age attend the nursery full-time. The nursery and the reception classrooms are very large, well resourced and very well maintained with a full range of

equipment that reflects all areas of the curriculum and which is available for the children to use.

50. When the children enter the nursery their attainment is well below average. Due to the constant concern for them as learners by all the adults, the children achieve well during their two years in the foundation stage. By the end of the reception year, they reach the expected standards in their personal social and emotional development, in their knowledge and

understanding of the world, in their creative development and in their physical development. In their communication language and literacy skills and in their mathematical development, despite achieving well, the overall standards remain well below those expected by the end of the Reception year.

Personal, social and emotional development

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

Main strengths and weaknesses

- The children enter with well below average standards. They achieve very well and by the end of the Reception year they are reaching average standards and the learning goals set for them.
- The children in the nursery are taught to play together in a constructive and imaginative manner. At times this teaching is of an excellent quality.
- The lack of discussion time with the Reception children in relation to their self-selected activities, reduces the development of their self esteem and ability to use their initiative.

Commentary

51. This aspect of the curriculum is a priority for the school and the teaching is very good in the nursery and good in the reception year. There are very good induction systems into both of the year groups, which include specific arrangements for the children with special needs, and these systems help all the children to feel secure. The adults in the nursery introduce the children to routines and the expectations of school. Many children enter with little ability to play with others or to play in an imaginative manner and the adults use every opportunity to teach these skills. An example of excellent teaching was observed when a teaching assistant helped a group of children to enact and to imagine that they were on a boat at sea. Adults seek to motivate and enthuse the children by providing a full range of interesting activities in which they encourage the children to participate. They use the 'Highscope' system well to develop the children's confidence and they encourage the children to select their activities. By the end of the reception year, the children have the concentration skills to work independently and purposefully at their activities. They have the confidence to select their own activities. However, these self-selected activities do not have as high a status in Reception. The social skills of working with others in a group, taking turns, using equipment well and sharing with others are emphasised in the reception year and the children respond well, meeting the learning goals for these areas of the curriculum.

Communication, language and literacy

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

Main strengths and weaknesses

- The children achieve well due to the good teaching that they receive, but their standards remain very low, particularly in their reading and writing skills.
- In the nursery, the adults take every opportunity to involve the children in conversations but the emphasis upon developing the children's spoken language declines in the reception year.

- Reading skills are taught well in the reception year.
- There is considerable emphasis in the reception year upon learning letter sounds and pupils' use of this knowledge for spelling words in their own writing.

Commentary

52. The teaching in the nursery is very good. The adults use every opportunity to develop the children's spoken language. They intervene as the children play and they expand the children's vocabulary and use of language for organising their ideas and activities by modelling the language that the children need. Despite this constant stimulation, the standards remain very low by the end of the nursery year and this reflects the limited vocabulary and experiences that the children have before entering the school. Children with special needs are given specific support but they find it difficult to respond to simple questions. In the Reception year, where the teaching of spoken language is satisfactory, there is less emphasis upon this aspect of the curriculum and opportunities are limited for discussing their work following activities or at the end of a lesson, with little time for many to contribute. Opportunities for drama to take place with an adult in order to develop the children's vocabulary and use of spoken language are not planned. By the end of the reception year, due to constant modelling of language by all the adults, the children communicate in simple sentences and they participate in conversations. The higher attainers are able to use language to clarify their thoughts and are at the levels expected for the end of the reception year. The majority of the children are not at this level. They have difficulty providing explanations or using language for purposes other than describing simple events. Children with special educational needs still use gesture to supplement their spoken language skills.
53. In both year groups, the curriculum is planned around a book of the week and this helps the children to develop a breadth of understanding and an enjoyment of the story that comes from familiarity with the text. In the Reception year, the teaching of reading is good and this area of the curriculum is prioritised. All the children have a reading book and they are familiar with the pre-reading skills, such as knowing that the print carries the meaning. The adults help the children to gain information from the illustrations, to make simple inferences and to recognise familiar words in the texts. The higher attainers are at the levels expected and are reaching the learning goals. They are starting to read simple books, recognising most of the words and understanding the text. The adults in the reception year have high expectations of the children's listening skills and they develop the children's ability to hear sounds in words and to write what they hear. This gives the higher attainers the confidence to write independently. The school's records show that the lower and middle ability children make, at best, satisfactory progress in their knowledge of letter sounds and in spelling and writing. The methods the school uses are good, but the range lacks tactile methods, such as using dough to shape letters or linking learning to write letters with spelling.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children are not challenged sufficiently to use the vocabulary that is being taught.

Commentary

54. The children enter the nursery with well below average understanding of number. The teaching is satisfactory overall. Children in the nursery are introduced to counting and

the concepts of quantities increasing and decreasing, through the regular singing of counting rhymes. The children are encouraged to count numbers to ten, as part of a group with their teacher and the higher attainers count to five independently. Counting skills develop satisfactorily into the reception year. Most children recognise the numerals to ten and the higher attainers place these accurately upon a number line. In the lessons seen, there was

considerable emphasis placed upon learning positional language with the children physically acting this language as much as possible. Children travelled through areas and placed objects on top of each other very accurately. However had relatively few opportunities to use this vocabulary themselves. The children's previous work shows that they have learned how to write the numerals, observe flat shapes and repeating patterns. There is insufficient recorded work in relation to developing an understanding of number and the school records show well below average standards in these areas of the curriculum. By the end of the Reception year, although achievement is satisfactory, standards are well below those expected in this area of learning.

Knowledge and understanding of the world

There was insufficient evidence to make an overall judgement on provision.

55. The teaching is predominantly very good in the nursery. Insufficient teaching was seen in the reception year to make a judgement. In both classes there are a wide range of activities that the children can select to use. In the nursery, the adults spend time in good quality interactions with the children as they work, but not all the children have this input and the play of many lacks a clear purpose. In the taught activities, the children are provided with a wide range of opportunities that include how to observe and predict how objects float or sink and to construct models from boxes by applying sticky tape or glue. In the reception year, the children make good use of these skills in their self-selected activities making constructions that are of an appropriate level for their age. In the reception class the children are helped to develop a sense of place by the adults taking them on a walk around the locality. There was a lack of discussion following this walk to help the children remember this experience and also to develop a sense of time by encouraging the children to reflect upon past activities. No children were seen using a computer during the inspection. Children enter with well below average standards. They achieve very well and by the end of the Reception year they are reaching the learning goals set for them.

Physical development

There was insufficient evidence to make an overall judgement on provision.

56. The children were seen to be achieving well and reaching the learning goals for this aspect of the curriculum. In both the nursery and the reception year the teachers make good use of the outdoor area to develop the children's physical co-ordination and skills. In the nursery, the children ride scooters with appropriate balance for their age. In the reception year, the children control their bodies satisfactorily as they follow each other around the playground travelling through and around objects. They also show satisfactory skills of throwing beanbags with appropriate accuracy. By the end of the reception year, the children handle small toys, paintbrushes and pencils with satisfactory control for their age.

Creative development

There is insufficient evidence from the reception class to judge overall provision but it is very good in the nursery.

57. The children enter with well below average standards. They achieve very well and by the end of the Reception year they are reaching average standards and the learning goals set for them.

58. The teaching in the nursery is good and frequently very good. The children enter with well below average standards. In circle games that take place every day, the children are encouraged to participate in songs, which a small minority are able to do and to participate in

actions to the music, which the majority manage. The class teacher is ably supported in these circle games by all the adults and this helps the children to succeed. At times the children are encouraged to use their imagination during these games and the teacher does this very well so that all the children in the class benefit. In both the classes, the teachers provide resources that stimulate the children to use their imagination and to pretend. The children's ability to take on these roles is limited and below that expected for their age. In the reception year, the classroom is decorated with the children's paintings and collages. The children observed painting demonstrated skills appropriate for their age were attaining the learning goals for this area of the curriculum.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils' achievement is very good.
- Strong and challenging teaching for pupils in Years 3 to 6 provides a wide range of writing opportunities and contributes much to their achievement.
- The weakest of the language skills is speaking and listening.
- Standards by Year 6 are improving as a result of the good and very good teaching, the focus of short term assessments and the support given to pupils with additional learning needs
- The subject co-ordinator provides a very good role model for other teachers and supports the very good teaching.
- The use of literacy skills in other subject areas such as history, religious education and science is good and this improves learning in these subjects.

Commentary

59. The school is making steady improvement in standards by Year 6 for English. Standards in reading, writing and speaking and listening are well below average in Year 2 and average in Year 6. However, the evidence of inspection indicates that standards in Year 2 are below national expectations rather than well below which has been the trend in recent years. The analysis of reliable assessment data for improvement from the Reception year to Year 2 shows that pupils make at least satisfactory achievement and many above this, particularly in reading. This represents good achievement for pupils at the end of Year 2 and very good achievement for pupils by the end of Year 6.
60. Speaking and listening is the weakest of these language skills. Pupils' confidence and self-esteem are low and many are not used to having their opinions listened to or valued and, as a result, the teachers have to work hard to draw the pupils' opinions and reasoning from them. Most pupils in Year 2 answer questions in simple words or phrases and most lack the vocabulary to extend their answers. Pupils in Year 6 do give some extended answers and do support these with reasoning or reference to sources for their point of view.
61. All pupils in Year 2 use alphabet skills to decode words and higher attaining pupils read with confidence and expression. Whilst lower attaining pupils have difficulty combining letter sounds, average attaining pupils use their sense of the story to make sense of unfamiliar words. Year 6 pupils are fluent in reading and average and higher

attaining pupils read with expression. Higher attaining pupils interpret the inferred sense in stories and work out likely outcomes to the plot. All pupils locate information in reference text with confidence.

62. Year 2 pupils do not use joined up writing in most of their work and the letter formation of lower attaining pupils is irregular and inconsistent. This is a reason why so few exceed the standard expected for their age in the national tests. Higher attaining pupils write imaginatively. Average attaining pupils use simple repetitive sentences and spellings are correct for 'sound'. The school has put a lot of work into improving pupils' writing skills and this is bringing good results. Year 6 pupils respond well to writing challenges. There is a good volume of work and presentation shows pride. Interesting sentence structure with powerful vocabulary marks the work of higher attaining pupils. Most pupils paragraph their writing but those of the average attaining pupils are not sequenced well to develop ideas. Lower attaining pupils write in simple sentences and their basic punctuation is accurate.
63. Teaching and learning are very good overall. They are good in Years 1 and 2 and very good Years 3 to 6, particularly Years 5 and 6. An enthusiastic co-ordinator leads teachers well in the subject and they make very good use of ICT in their planning and lesson preparation. Time is used well with limits set for pupils to complete their work. This means that pupils are engaged and involved throughout lessons. Behaviour management is very effective. Inclusion of pupils with language and special educational needs and the support that they receive from teaching assistants are very effective. As a result, all pupils make at least good progress and achieve very well in most lessons. The very good teaching is characterised by higher expectation and greater challenge. However, sometimes the demands made upon the more able Year 2 pupils are not great enough and there is not enough expectation for pupils to use their learning independently. This increases pupils' confidence so that they attain standards that they would not otherwise have thought possible. The teachers mark pupils work effectively and guide them towards further improvement. The pupils' progress in reading is regularly monitored.
64. The curriculum is good and the subject is very well led and managed. The subject coordinator is a very good role model for other staff and works closely with senior management in the monitoring of teaching and analysis of standards. Improvement since the previous inspection is good. Standards of attainment and teaching have significantly improved since the last inspection and the curriculum contains more interest and challenge.

Language and literacy across the curriculum

65. Pupils' literacy skills are average for their age and are applied well in other subjects, such as religious education, science, history and design and technology. This improves the learning in those subjects and extends the literacy skills of reading, writing, speaking and listening.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils' numeracy skills are very well taught.
- Pupils learn to solve mathematical problems well and to identify patterns in number.
- Occasionally, the pupils' worksheets limit the scope of their learning, especially the more able pupils.

- Teachers have high expectations for pupils' use of a mathematical vocabulary.
- Provision is very good for pupils with different learning needs.

Commentary

66. The pupils' standards are very low when they begin school. By Year 2, standards have improved though they still are below average. Standards continue to improve further and are average by Year 6. Overall, the pupils achieve very well throughout the school. This good

picture is reflected in the results of national tests. Pupils with special educational needs achieve very well, as do those with English as an additional language. Pupils with a talent for mathematics also make very good progress.

67. Pupils' very good achievement stems from good teaching of numeracy skills and very good opportunities to apply their knowledge and understanding. By Year 2, pupils add and subtract numbers to 20 and beyond, and count back and forth to 100 and beyond. They count on in tens and twos from any given number accurately; however, lower attaining pupils tend to need to be reminded of the strategies to use. The teachers are very good at improving the pupils' skills in numeracy through games, rhymes and action activities. They make good use of interactive whiteboards to generate sums and number puzzles which are motivating and challenging. Pupils in Year 1 and 2 make good progress in collecting and handling data. Teachers' imaginative techniques encourage the pupils to identify the most effective methods for collecting information and producing graphs. However, some of the worksheets are not demanding enough, especially for pupils of the highest attainment.
68. Pupils make very good progress in numeracy skills so that by Year 6 they are at least at average levels and some pupils are above. Regular, brisk and challenging mental and oral activities support learning effectively. The quality of teaching and learning is very good in Years 3 to 6. The pupils are skilfully taught how to solve problems involving numerical operations; they learn to search for number patterns and to draw inferences from them. In the very best lessons, teachers make very good use of multi-media presentations to set imaginative and deliberately misleading problems to encourage the pupils to identify the best ways to deal with them. Very tight time limits are set for pupils to fulfil their tasks and this keeps them thinking and provides an exciting challenge. Less able pupils are very well supported by teaching assistants, who are well prepared. Teachers' questioning is good. Resources, including a wide range of counting and calculating equipment, are used well by pupils and staff. Work is structured very well so that there is plenty of meaningful work to be completed which extends pupils' understanding and allows them to apply newly acquired skills to real-life situations. The curriculum is broad and balanced so that pupils make effective progress in all aspects of the mathematical curriculum. By Year 6, pupils are well informed and clear about what they have to do to succeed. This is a good and improving feature throughout the school. A few opportunities are missed for pupils to write down their calculation strategies, particularly in Years 5 and 6.
69. A strong emphasis is placed on developing a correct mathematical vocabulary and the teachers make very good use of displays and charts around the classroom to reinforce this. The pupils write the learning objectives at the start of the lesson, using precise terminology. There is generally a good emphasis on accuracy in measuring, drawing and labelling of graphs; work is almost always well presented and pupils are encouraged to form their numbers neatly and set out sums in a logical way.
70. The provision for pupils with different learning needs is met well in mathematics. Teachers identify pupils with special educational needs relating to mathematical development at an early stage and set precise, small steps for their achievement. They receive good support from teachers and teaching assistants and their progress is carefully monitored. Several pupils are identified with a gift or talent in mathematics and have individual education plans which set out opportunities for them to extend their mathematical experiences in lessons. The subject coordinator and the coordinator for these gifted and talented pupils jointly monitor the experiences provided and seek out new ideas. Pupils with English as an additional language are

given good support at the early stages of their mathematical development and monitored throughout their education with intervention given if necessary.

71. The subject is very well led. The coordinator observes teaching with a specific purpose and works with the senior management team to analyse outcomes of assessment and set general improvement targets for the school improvement plan. The subject resources are very good; staff are deployed well and students in training are managed so that they make a good contribution to pupils' learning.

Mathematics across the curriculum

72. Pupils' mathematical skills are average for their age and are applied effectively in other subjects. The handling of data is developed through ICT. Pupils measure accurately in science and in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- All pupils, including those with special educational needs, achieve well because of good teaching and very good support from teaching assistants.
- Pupils have very good attitudes to work because lessons are practical and teachers have high expectations of behaviour.
- There is a strong emphasis on developing pupils' scientific knowledge and also scientific enquiry.
- Pupils could be given more opportunity to design their own experiments.
- Pupils have opportunity to apply their literacy and numeracy skills but ICT could be more widely used to record and present their experimental work.
- Leadership of the subject is good because the subject leader leads by example in his teaching and has a good awareness of what needs to be done to raise standards further.

Commentary

73. Standards by the end of Year 2 are below average for pupils of this age. By the end of Year 6, standards are above average. Because standards are well below average when pupils begin school, this represents good progress by the end of Year 2 and very good progress by the end of Year 6. Pupils achieve well overall because teachers produce interesting lessons and have high expectations of behaviour. Pupils therefore enjoy their lessons, and time is used well. Pupils with special educational needs achieve as well as others because teachers know them well and adapt work to meet their needs; they also receive very effective support from teaching assistants, both in class and also in groups, which helps to develop their confidence.
74. Teaching overall is good and places a good emphasis on developing the pupils' scientific knowledge. For example, Year 6 pupils confidently described the respiratory process in plants and the relationship between carbon dioxide and oxygen. Lessons are very well planned to build on pupils' previous learning and developing a scientific vocabulary. Effective questioning and use of resources helped a class of Year 1/2 pupils make good progress in understanding the difference between man-made and natural materials. Similarly, very precise questioning during a whole-class demonstration deepened Year 3/4 pupils' understanding of the characteristics of solids and liquids and prepared them well for their independent investigations.

75. Teachers provide many opportunities for practical and investigative work, thus developing pupils' scientific enquiry skills. Therefore, by the end of Year 6, pupils have a good understanding of how to set up a scientific investigation and what constitutes a fair test. For

example, they recognise the need to check and repeat tests for accuracy. In a Year 5/6 class, pupils used this knowledge to plan a forensic investigation at a 'murder scene', focusing on the distribution of blood. In all lessons seen, investigations and resources were well prepared and carefully structured. However, more opportunity could be provided for pupils to be creative and to design their own investigation.

76. Pupils have opportunity to record their work in a variety of ways, including diagrams, tables, graphs and written texts. Class, group and paired discussions during investigative work make a valuable contribution to the development of speaking and listening skills. Whilst ICT is used as a research and revision tool it is not so well used to record and present the pupils' work.
77. Leadership and management of the subject are good. Although newly appointed, the subject leader is enthusiastic, leads by example in his teaching, and has already carried out a review of the subject. He therefore has a good understanding of the subject's strengths and areas for development. However at the moment there is no analysis of the results of national tests which would help to show where improvement is needed. A start has been made on monitoring and evaluating teaching, and there is a planned programme for scrutinising pupils' work. Documentation is in place to support teachers' planning and a curriculum plan makes sure that pupils in mixed classes receive their full entitlement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good resources support the good teaching of information and communication technology skills.
- Pupils' standards have improved and are now above average.
- ICT is used very well as a natural part of preparation and lesson planning. Learning is supported in a wide range of subject areas and pupils make better progress as a result.
- The school has not yet developed a clear structure to the use of ICT skills in other subject areas.
- Subject co-ordination is good and influences teaching well.

Commentary

78. Very good improvement in the provision for ICT since the previous inspection has produced significant improvements in the standards attained by the pupils. The school is now very well resourced. Teachers make very good use of these resources in lesson planning and in preparation of teaching resources for most subjects. As a result, attainment in the skills of ICT is above average in Years 2 and 6. However, the application of these skills in other learning is not yet as well developed.
79. Year 2 pupils are confident in their use of software and show good skills of editing, and the use of various tools in graphics software. For example, attractive and imaginative pictures were produced in the style of the artist Mondrian, and word processing of scenes from *Jack and the Beanstalk* was used in a display about the story. Year 6 pupils showed good keyboard skills in word processing and confidently selected images from other files when preparing a multi-media presentation. They also composed pictures using both graphics and text to simulate scenarios from plays. Pupils achieve well throughout the school.

80. Teaching and learning is good in Years 1 and 2 pupils and very good in Years 3 – 6. The co-ordinator leads the subject very well. Other teachers are well supported so that they are confident in the subject. A good curriculum covers all aspect of the subject and good use is

made of allocated time in the ICT suite. Lesson planning is logged into the school server and imaginative presentations are developed to support lessons in other subjects. However insufficient opportunities are developed for pupils to use their skills as part of the learning.

Information and communication technology across the curriculum

81. Pupils' ICT skills are above average. Teachers use ICT software in other subjects such as mathematics, science and English. They also use word processing skills to record information and multi-media presentation software, for example, for displays in assembly. However, this work is linked to the ICT curriculum rather than other subjects.

HUMANITIES

82. No lessons were seen in **geography**, therefore it is not possible to make a judgement on overall provision. Pupils' work and teachers' planning indicates that the appropriate themes and skills are covered. It is evident that effective use is made of the local environment, for example, Year 1 and 2 carried out a survey of street furniture and also a survey of attractive and unattractive features. Years 5 and 6 pupils carried out a traffic survey and analysed the results. Pupils developed a good understanding of climate and weather by looking at holiday clothes in Years 1 and 2 and, in Years 3 and 4, through a study of a village in India. By the end of Year 6 pupils have compared near and distant locations and elements of physical geography such as rivers. Mapping skills are developed effectively. Scrutiny of pupils' work indicates that standards are broadly average.
83. Only one lesson was observed in **history** and it was not therefore possible to make an overall judgement of provision. The standards of work seen were average in Year 6 and there is a good emphasis on research skills and in writing, with an empathy for people and situations. The one lesson observed was excellent, as illustrated below.

Example of outstanding practice

For Year 3/4 pupils, local history was vividly brought alive by their teachers' dynamic approach and high quality visual resources. The presentation of photographs of parts of 19th century Gateshead were vividly projected and very well organised to engage the pupils' curiosity. However, the key strength of the lesson was the teacher's excellent story telling, drawing the pupils' into her historical world. They learned about the value of first-hand evidence and the need for accuracy in historical studies. Well-thought-out written questions engaged the pupils in role-play and prompted very thought-provoking dialogue. What must it really be like to share a small room with twelve other people. Several pupils thought it would be wonderful, but skilful questioning by the teacher and other pupils helped them towards a more realistic historical perspective. The highly motivated pupils worked very quickly and produced written and art work showing a very good understanding of all they had learned.

84. The subject is well resourced and the curriculum is balanced and broad. The learning experiences are enhanced by many visits and visitors.

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- Very good teaching provides pupils with good factual knowledge about religion.

- A wide variety of visits and visitors help to give greater meaning to the religious education curriculum.
- Committed subject management has developed good links to provide wider range of resources to support the teaching of the subject.
- Skills from other subject areas are used effectively in pupils' learning in religious education.

Commentary

85. There has been good improvement in the provision of religious education since the previous inspection. Teaching has improved and ICT resources are now used well to support lessons. Attainment is above average in Years 1 to 6 and pupils achieve well.
86. Attainment is above the expectations of the agreed syllabus and all pupils have good factual knowledge about their own religion and the beliefs of others. This is a product of the very good teaching throughout the school. Visits to places of worship and visitors to talk about religions such as Hinduism and Judaism contribute much to this factual knowledge. Lessons use good visual images and promote good discussion about the key facts of religion. Year 2 pupils showed good prior knowledge during a lesson about the church as a special place. They contributed a variety of relevant comments about prayer, characters in stained glass windows and their own experience at ceremonies such as weddings. The best teaching gave a powerful yet sensitive focus to deeply personal experiences for the oldest pupils in the school. Year 6 pupils showed perception and sensitivity during a lesson on prayer. They identified features of prayer such as 'Honesty with Self', 'Faith', 'Respect' and 'Time' as essential. The lesson closed with a truly spiritual moment of reflection and inner thought at the end of the lesson. Pupils throughout the school show good knowledge of religious festivals and celebrations such as Divali, Christmas and Easter. But there is little evidence of comparisons and responses to significant life events with work that supports the second target from the agreed syllabus 'Learning from religion'.
87. The co-ordinator is well informed and is actively developing the subject. Subjects such as literacy, ICT, art and personal, social and health education are used to further learning. Good links have been established with other resource centres to enhance provision. The agreed syllabus is currently under revision and in the meantime the teaching of the subject is modified to reflect new content and initiatives.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. Insufficient teaching was seen in **art and design** to make a judgement on provision. Teaching was only seen in Years 5 and 6, and that teaching was very good. The pupils made very good gains in their understanding of the difference between an urban and a rural landscape and they were introduced to the idea of perspective. Throughout the school there are many displays of art and design work of a good standard, particularly using fabrics and collage to interpret ideas. The good use of art to record work in other subjects, as identified in the previous inspection, has been maintained in subjects such as religious education. Visiting local art galleries and working with local artists considerably enhances the provision and raises the standards of the pupils who participate.
89. Insufficient teaching was observed in **design and technology** to make a judgement of provision but what was seen was good. A review of the pupils' books and of the work on display shows that the full process of designing, making and evaluating work is covered. The higher ability pupils in Year 6 reach above average standards in their planning and evaluations. The very few examples of the pupils' finished work available

to be seen showed that practical skill were below average. Although the full design process is taught, the curriculum for the pupils in the older classes is too narrow, with mechanisms for movement and control using electricity not being taught. There are some very good links to the science curriculum.

90. No lessons were observed in **music**. Evidence was obtained from a whole-school hymn-singing session and discussions with pupils and the subject coordinator. Standards of singing are satisfactory although some Year 6 pupils show little enthusiasm for it. The pupils keep a beat accurately although they find it difficult to speed up or slow down when clapping and

tapping the rhythm. The specialist music teacher has a good rapport with pupils and overall attitudes are good. Pupils are taught a good range of musical terms. The curriculum is broad and balanced and staff use a published scheme with recorded resources to teach the subject, making effective use of ICT in their teaching. Resources are satisfactory but there are no electronic instruments. The enthusiastic new subject coordinator has reviewed provision by monitoring planning, observing some lessons and ensuring resources are in pace for teachers' current needs. Some pupils are identified with a gift or talent for music and opportunities for performance and tuition have been made available to them. There are several opportunities for pupils to learn instruments and a choir and instrumentalists are taking part in events in local concerts and competitions.

91. Only one lesson was observed in **physical education** and therefore it is not possible to make a judgement on overall provision. In the one Year 1/2 lesson seen, teaching was good. Effective use was made of demonstration and pupils' evaluation to improve throwing and catching skills and pupils therefore made good progress. In a discussion with Year 6 pupils, they talked enthusiastically about games and showed a good understanding of the benefits of physical education on health and the development of teamwork. They enjoy the residential visit and the opportunities to participate in additional sports such as orienteering and canoeing. All pupils have opportunity to learn to swim and learn water safety in Years 3 and 4. A good range of after school activities and inter-school events provides opportunity for pupils to practise and extend their skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. The school is very committed to developing pupils' understanding and awareness of issues surrounding a healthy lifestyle. Personal social and health education (PSHE) is provided through separate PSHE lessons as well as through subjects of the curriculum. The range of evidence on display clearly indicates the school gives good attention to this aspect of pupils' development.
93. There is a strong emphasis on the development of good relationships and on respecting difference between people. Pupils consider how they would respond to a range of situations, for example, bullying or injury to a person. Issues relating to the misuse of drugs and understanding of physical and emotional changes are taught sensitively and appropriately to the pupils' level of maturity. The school has an effective and appropriate policy on sex education. Pupils are given a good range of responsibilities. The school council, which has members from each class in the school, ensures that pupils are involved in decision-making although the agenda is largely led by staff rather than the pupils. They have made some good contributions to discussions on environmental issues. Throughout the school, pupils are encouraged to ask questions and to express their opinions, particularly in the use of circle time, where pupils are encouraged to discuss social issues and matters of importance to them. The nurture unit makes a good contribution to developing personal and social skills for pupils with emotional and behavioural difficulties. There is good support from visitors to the school to increase pupils' knowledge of responsibility and to ensure their safety. As a result of all these activities, pupils in Year 6 are mature and sensible young adults who are eager to talk about their experiences in school and are well prepared for their next stage of education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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