

INSPECTION REPORT

ST MATTHEW'S RC VA PRIMARY SCHOOL

Jarrow, Tyne and Wear

LEA area: South Tyneside

Unique reference number: 108721

Headteacher: Mr Martin Humble

Lead inspector: Mrs Mary Warburton
Dates of inspection: 16th – 19th May 2005

Inspection number: 267896
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: Voluntary aided
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 206

School address: Alnwick Grove
Jarrow
Tyne and Wear

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Telephone number: 0191 4898355

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Appropriate authority: Governing body

Name of chair of governors: Mr Philip Gatens

Date of previous inspection: 8th February 1999

CHARACTERISTICS OF THE SCHOOL

The school is an average sized Roman Catholic voluntary aided primary school, situated in the town of Jarrow, Tyne and Wear. There are 206 pupils aged four to eleven on roll, who come from a wide range of socio-economic backgrounds. The percentage of pupils eligible for free school meals is average, and pupils' attainment on entry is wide-ranging but broadly average. The percentage of pupils with special educational needs is below average, and most of these pupils have learning difficulties. The percentage of pupils with a Statement of Special Educational Needs is below average. Almost all pupils are of white British heritage and no pupil speaks English as an additional language. Most children have attended a maintained or private nursery before joining the reception class. The percentage of pupils who have joined or left the school other than at the usual times is below the national average. The school achieved an award for academic achievement in 2000, and was the 19th most improved school nationally from 2001 to 2004 in the Key Stage 2 national tests.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22522	Mary Warburton	Lead inspector	Foundation Stage curriculum Information and communication technology Music Physical education
8943	Margaret Manning	Lay inspector	
10228	Sue Russam	Team inspector	English French History Geography Personal, social and health education and citizenship Special educational needs
20326	Peter Clark	Team inspector	Mathematics Science Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school where pupils achieve well and attain standards that are above the expected levels in English, mathematics and science by the time they leave in Year 6. Teaching and learning are good. Leadership and management are good and the governing body provides very good support to the school. The school provides good value for money.

The school's main strengths and weaknesses are:

- The good provision in English enables pupils to attain standards that are above average, and are particularly good in reading.
- Very good improvement has been made in standards and provision for information and communication technology since the last inspection.
- Pupils have very good attitudes to learning and behave very well.
- Procedures for monitoring and evaluating the work of the school have improved since the last inspection but are still not rigorous enough.
- The good systems for assessment and target setting in English are not fully established in all classes or being implemented consistently in other subjects.
- The governing body is very effective in supporting the work of the school.
- Provision for pupils' personal, social, health and citizenship education is not sufficiently planned and structured to ensure that all elements are covered.

Improvement since the last inspection has been good overall. The strengths identified in the previous report have been maintained and all key issues have been addressed. The overall good quality of teaching has been maintained. Teaching in information and communication technology has improved and is now good. Standards have improved and are now above national expectations overall. The curriculum remains satisfactory with good provision for curriculum enhancement. There has been very good improvement in provision for information and communication technology. The school development plan now includes details about monitoring and evaluation.

STANDARDS ACHIEVED

Year 6 results

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

Overall pupils' achievement is **good**. When children start in the reception class their attainment is broadly average. Throughout the Foundation Stage, the children make good progress so that by the end of the reception year the vast majority attain the national

standards (the early learning goals) in all areas of learning, with a significant number exceeding them especially in physical development and communication, language and literacy. In Years 1 and 2 pupils achieve well in English, mathematics and science and attain standards that are above the expected levels. Pupils continue to achieve well in Years 3 – 6, attaining standards above the expected levels in English, mathematics and science by the age of eleven. Standards in information and communication technology are in line with the expected levels in Year 2 and pupils' achievement is satisfactory. In Year 6 standards are above the expected levels in information and communication technology and achievement is good. In all other subjects of the curriculum that were inspected, standards are in line with the expected levels in Year 2 and Year 6 and achievement is satisfactory, except for the dance aspect of physical education where standards are above the expected levels in Year 2 and Year 6 and achievement is good.

Pupils' spiritual, moral, social and cultural development is **good** overall. Moral and social development is very good and pupils demonstrate a very good awareness of the difference between right and wrong. Spiritual and cultural development is good. Pupils' attitudes and behaviour are very good. Attendance is very good, well above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching and learning are **good**. Good teaching in the Foundation Stage provides the children with a very positive start to their time in school. In Years 1 to 6 most lessons are well planned and prepared, resources are used well and teachers make very good use of opportunities to develop pupils' literacy, numeracy and information and communication technology skills. However there are some relatively weaker aspects of the teaching in some classes relating to the over-use of commercial materials and some uninspiring tasks. Assessment is satisfactory, although there is inconsistency in how this is used to set pupils' targets and the marking of their work.

The breadth of curricular opportunities provided for children in the Foundation Stage is good and meets the needs of the children well. The curriculum is satisfactory in the rest of the school. Opportunities for enrichment are good. Accommodation is satisfactory and is kept in good order, and the quality and range of resources are good.

The school provides good care for pupils, with all adults in the school concerned for their welfare. There is good support, advice and guidance for pupils. The involvement of pupils through seeking, valuing and acting on their views is satisfactory and there are good plans to improve this through the development of a school council.

The school has good links with parents and with other schools and colleges. Links with the community are satisfactory.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good** overall. The leadership provided by the headteacher is good. The leadership of other key staff is satisfactory. The governance of the school is very good and management is good. The school fulfils its statutory responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school and feel that it provides a caring environment for their children. Pupils also have positive views, believe that they are well cared for, work hard and learn a great deal.

IMPROVEMENTS NEEDED

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

- Develop and introduce more rigorous systems for monitoring and evaluating standards, the curriculum and the quality of teaching and learning throughout the school.
- Improve the assessment and target setting.
- Develop the citizenship aspect of personal, social, health and citizenship education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By the time pupils leave in Year 6 standards are above the expected levels overall. Pupils' achievement is **good**.

Main strengths and weaknesses

- Pupils do very well in the national tests.
- Standards in reading are a strength and pupils apply their literacy skills to other subjects very well.
- Standards in information and communication technology have improved considerably since the last inspection.
- Standards are above the expected levels in dance.
- The recording of scientific investigations is a weaker aspect in some classes.

Commentary

Key Stage 1

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

Standards in:	School results	National results
reading	18 (17.4)	15.8 (15.7)
writing	16.9 (15.2)	14.6(14.6)
mathematics	17.5 (16.9)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2

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

Standards in:	School results	National results
English	29.3(28.7)	26.9 (26.8)
mathematics	30.0(28.4)	27.0(26.8)
science	31.1(28.7)	28.6(28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year

1. In the 2004 tests taken by pupils in Year 2, standards were well above average in reading, writing and mathematics when compared to all schools. When compared to similar schools, standards were well above average in writing and mathematics and in the top 5% in reading. Over the past five years, standards in the Year 2 tests have improved and the trend has been above the national trend.

2. In the tests taken by pupils in Year 6 in 2004, standards were well above the national average in English, mathematics and science. When compared to similar schools standards were well above average in English and science, and in the top 5% in mathematics. When compared to schools where pupils attained similar standards in their Year 2 tests, standards were above average in English and well above average in science and mathematics. Over the past five years, standards have improved and the trend has been above the national trend.
3. Inspection findings are that pupils make good progress in Years 1 to 6 and attain standards that are above the expected levels overall. Pupils' achievement is good because they are taught well and have very good attitudes to learning.
4. Standards are above the expected levels in the current Year 2 and Year 6 in English, and pupils' achievement is good. Standards in reading are a strength, and many pupils read very well. Throughout the school, pupils develop the confidence to speak clearly to a range of audiences, but the listening skills of a minority of pupils are not as well developed. Pupils write well for a good range of purposes and most present their work neatly and spell accurately. In mathematics, standards are above the expected levels currently in Year 2 and Year 6 and pupils use their numeracy skills well in other subjects. In science, standards are above the expected levels in Year 2 and Year 6, though the recording of investigations is weaker in some year groups.
5. In information and communication technology, standards are in line with the expected levels in Year 2 and pupils' achievement is satisfactory but improving. In Year 6 standards are above the expected levels and pupils achieve well, demonstrating good levels of competence and confidence when using computers. In history and geography standards are in line with the expected levels in Year 2 and Year 6 and achievement is satisfactory. In art and design and physical education standards are in line with the expected levels overall in Year 2 and Year 6, although some examples of art work seen during the inspection were good, and standards in the dance aspect of physical education are higher by Year 6. It was not possible to make a firm judgement about standards in design and technology or music as insufficient evidence was obtained during the inspection.
6. When children start in the reception class their attainment spans a wide range of ability but is average overall. The children make good progress so that by the end of the reception year most have attained the goals they are expected to reach, with some attaining more highly, especially in communication, language and literacy and in physical development. Overall achievement in the Foundation Stage is good. The achievement of pupils with special educational needs is similar to that of their classmates. They make good progress because they are provided with access to the same learning opportunities as the rest of their class through good additional support. Good use is made of additional literacy and numeracy help through structured programmes designed to provide more opportunities to improve their basic skills in reading, writing and number work.

7. Overall, the improvement in standards since the last inspection has been good and there has been very good improvement in standards in information and communication technology, which were judged to be below national expectations at that time.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to school and their learning. Behaviour is **very good** and pupils' relationships with staff and with each other are **very good**. Pupils' spiritual, moral, social and cultural development is **good**. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- Pupils' social and moral development is very good and their spiritual and cultural development is good.
- Pupils' interest and enjoyment of all activities demonstrates very good attitudes.
- The school sets very good standards of behaviour and pupils respond very positively by behaving very well.
- Good monitoring of attendance and pupils' keenness to attend school result in well above average attendance levels.

Commentary

8. Pupils' attitudes to school are very good and all pupils are very keen to learn and enjoy the opportunity to take part in lessons. Most listen attentively and follow instructions very well, sharing ideas and their obvious enjoyment. Relationships between pupils and adults are very good and staff provide good, positive role models.
9. Members of staff insist upon very good behaviour and most pupils of all ages live up to these expectations. During the present academic year there have been no exclusions. There is good racial harmony. Pupils with special educational needs are successfully integrated and helped to stay on task by the positive support given by learning assistants. Pupils display high levels of respect for adults and each other. The school deals with any problems promptly. Bullying is not an issue and parents and pupils appreciate this. Rules and sanctions are regarded as fair and exist for the benefit of all. This has a very positive effect on the quality of life within the school.
10. Pupils' spiritual development is promoted well in activities and assemblies reflecting a similar picture to that at the time of the previous inspection. Pupils clearly and confidently demonstrate a very good awareness of the difference between right and wrong. Assemblies and planned discussions enable them to consider making sensible, mature choices, for example a Year 6 mathematics lesson required pupils to plan, select and budget food provision for a forthcoming educational visit. The school is aware that the next stage is the creation of a school council to reflect the corporate needs of all pupils. Charity collections are very well supported because children want to help those less fortunate than themselves. Pupils willingly undertake a range of duties and a large number attend the many successful after school clubs. Residential visits contribute very successfully to pupils' growing awareness of the need to protect the environment. Teachers clearly take every opportunity to celebrate pupils' success through displays or names mentioned in assembly. Pupils often spontaneously applaud other's successes. Pupils' good cultural awareness is promoted well in lessons, although this could be improved in art through the study of a wider range of artists. Pupils' awareness of local culture is clearly enhanced by the wealth of experiences available on their doorstep which is further underpinned through their involvement in local events. The study of other cultures and encouragement of pupils' respect for other faiths and lifestyles in readiness for their life beyond the school gates is good.

11. Attendance is well above that found in most schools. This is a result of the school's increased focus on successfully celebrating regular attendance and by positively discouraging the amount of holidays taken during term time. Parents are fully active partners in supporting the school's endeavours.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.1	School data:	0.1
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**, the curriculum is **satisfactory** and is enhanced by a **good** range of additional activities. The school provides **good** care, support and guidance for pupils. Links with parents and other schools are **good**, and there are **satisfactory** links with the community.

Teaching and learning

Teaching and learning are **good** throughout the school. Assessment is **satisfactory**.

Main strengths and weaknesses

- Good use is made of opportunities to develop pupils' literacy, numeracy and information and communication technology skills in many lessons.
- Assessment is in need of further development.
- Relationships between pupils and their teachers are very good.
- The consistently good teaching in the Foundation Stage meets the needs of the children well.

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (18)	23 (59)	8 (20)	1 (3)	0	0

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

12. The good quality teaching reported at the time of the previous inspection has been maintained. During the inspection over three-quarters of the teaching observed was good or very good.
13. Teaching in the Foundation Stage is consistently good across all areas of learning. The teacher and teaching assistant have a very good understanding of the needs of the children, and plan interesting, stimulating activities that enable them to achieve well. Relationships are very good and all adults support

- the children well and effectively promote their personal and social development and speaking and listening skills. Assessment is good and is used well to track the children's progress and to plan for the next stages of their learning.
14. Most of the teaching in Years 1 to 6 is good. Teachers have good subject knowledge give clear explanations and instructions to the pupils. Most lessons are well planned and prepared with good use made of resources. Lessons are well structured so that tasks build on prior learning and experiences, enabling pupils to make good progress. Relationships are very good and pupils are attentive and motivated, keen to learn and make progress. Teachers make very good use of opportunities to promote literacy skills in many lessons and this makes a positive contribution to the standards attained in English. Good use is also made of opportunities for pupils to practise and develop their numeracy and information and communication technology skills.
 15. Occasionally teaching is uninspiring and there is too little scope for pupils to use their initiative. In a few lessons work is not well matched to the needs of the different groups of pupils in the class, and there is an over-reliance on commercial materials and worksheets, especially in Year 2. Occasionally in Year 3 the noise levels are too high for all pupils to maintain good levels of concentration. The best lessons, most of which are in Years 4 to 6, are characterised by a lively pace, high levels of challenge to which pupils respond confidently, good questioning techniques and very good use made of the final part of the lesson to consolidate the learning and prepare for the next step.
 16. Pupils with special educational needs are taught well. Teachers take extra care to ensure this group of pupils know and understand what to do. In some very good lessons additional adults are especially well deployed to help these pupils learn more effectively. However, some teachers do not take sufficient account of pupils' individual education plan targets when planning work, to meet their particular needs.
 17. Assessment is satisfactory overall. It is good in English and satisfactory in most other subjects. A range of assessment activities provides information on the progress of pupils in English, mathematics and science, and these are used to inform planning and the grouping of pupils. However there is some inconsistency in the setting and use of individual targets, and not all pupils have a good understanding of what they are aiming for. This is because while target setting has been introduced it has not yet been monitored to ensure consistency of approach across all classes. A new policy for marking pupils' work has been introduced, and although it is useful in highlighting what pupils have done well and what they need to do to improve, it has not been implemented in the same way in all classes. There are good plans in place for the implementation of more detailed assessment of skills in information and communication technology. In other subjects of the curriculum assessment is informal and in need of further development. Some of the inconsistencies in the assessment procedures can be attributed to some instability in staffing over the past two years. More rigorous monitoring of teaching and learning is needed to ensure that the best practice is in evidence throughout the school.

The curriculum

The school provides a **satisfactory** curriculum, which is enhanced by a **good** range of learning opportunities that enrich pupils' educational experiences. Accommodation is **satisfactory** and there is a **good** range of resources.

Main strengths and weaknesses

- The Foundation Stage curriculum is good and meets the needs of the children well.
- The curriculum is enriched by a wide range of other activities and opportunities to develop pupils' literacy, numeracy and information and communication technology skills.
- There is no scheme of work for personal, social, health and citizenship education.
- Aspects of the accommodation are in need of upgrading.
- The school is well resourced.

Commentary

18. In the reception class children follow a good curriculum that covers all the areas of learning for the Foundation Stage and meets the needs of all pupils well.
19. The school provides a satisfactory curriculum for pupils in Years 1 to 6. Pupils are offered a range of learning opportunities that meet the requirements of the National Curriculum. Literacy, numeracy and information and communication technology skills are effectively developed. Good use is made of national strategies to guide teachers' planning in literacy and numeracy. Good progress has been made in developing the information and communication technology curriculum since the last inspection. The way in which teachers plan for the development of pupils' information and communication technology and literacy skills in other areas of the curriculum are strengths and have had a significant impact upon the standards pupils achieve in these subjects.
20. The curriculum is enhanced by specialist teaching, cross-curricular programmes, visitors and visits. Currently, Year 6 pupils are studying Grace Darling. Well planned links have been created between history, geography, English, drama and information and communication technology to enrich pupils' learning which will culminate in a residential trip to Lindisfarne to gain firsthand experience of their studies. The school makes good use of links with a local secondary school and their expert staff provide very high quality French lessons for pupils in Year 3. There are opportunities for pupils to receive tuition in a good range of instruments including recorder, guitar, keyboard, saxophone, clarinet and violin. Good use is made of the on-site swimming pool, as well as specialist coaching in football, basketball, netball and 'Qwik Cricket'. Pupils experience a good range of visits, residential trips and outdoor pursuit activities. Beyond the school day after school and lunchtime clubs provide further learning opportunities that enhance pupils' experiences.
21. The curriculum for personal, social, health and citizenship education is satisfactory and is integrated into several other areas of the curriculum, such as

religious education and science. However, there is no scheme of work for the subject and only in one class do pupils benefit from planned circle time. Plans are in hand to address this weakness and provide greater structure for formalising this aspect of the curriculum. In spite of this the incidental opportunities pupils are currently given are very effective in promoting their social and moral development. Pupils are encouraged to take responsibility for others in their school life, they have good relationships and respect the differences between people. Plans are in place to create a school council in the near future. The school promotes healthy living well through provision of fruit, milk and a termly health day.

22. The match of teachers and teaching assistants to the needs of the school is satisfactory. The quality of the overall accommodation is satisfactory and is kept in good order by the caretaker and cleaning team. However, the outdoor environment, whilst spacious, is barren and uninviting. Internally, pupils washing and toilet facilities are in need of upgrading and modernising. Since the time of the previous inspection good investments have been made in the accommodation and resources provided for teaching information and communication technology. Throughout the school there are plentiful resources for all subjects.

Care, guidance and support

The school takes **good** care of pupils in school and supports and advises them **well**. The involvement of pupils in the work of the school is **satisfactory**.

Main strengths and weaknesses

- Pupils are happy in school because of the very good relationships they have with staff.
- The level of care around school is good.
- The school celebrates pupils' achievements well to support them but does not give them clear enough targets in order to help them improve.

Commentary

23. Parents have confidence that their children are happy in school and evidence from pupils themselves supports this. They feel that there would always be someone they could go to if they were worried about anything. The youngest children are supported well when they start in the reception class because of the good arrangements the school makes for them to settle in.
24. The school pays good attention to making sure pupils are kept healthy and safe in general. For example, there are plenty of staff who have been trained in first aid and arrangements for taking pupils off site are carefully checked for potential risks. Health and fitness are emphasised well through the popular fit club and the termly health day. Lunchtime supervision is adequate. Supervisors have the trust of the pupils and have very good relationships with them, and pupils know what to do if any difficulties occur. Pupils are not provided with a quiet area where they could withdraw from the more boisterous, though good-

natured, play. The school has recently provided pupils with play equipment so that there are alternatives to football and pupils enjoy these, and there are plans in place to further develop the outdoor area.

25. Pupils are supported well in a good variety of ways. Pupils from each class are put forward by their teachers each week for the whole school to recognise their particularly good behaviour or their special efforts in their work. Those who take part in the brain gym are supported well in their achievements also by being awarded points which are displayed in a chart by the entrance. Similarly pupils are encouraged, particularly in the older classes, by being given targets to work towards. While pupils are involved in these by writing down their own lists of targets these are not very specific and are too many for them to focus on effectively or to measure how well they are doing.

Partnership with parents, other schools and the community

Links with parents and with other schools are **good**. Those with the community are **satisfactory**.

Main strengths and weaknesses

- Parents have very positive views of the school
- The links the school makes with other schools support pupils well in their development.
- There are good and developing links to involve parents in their children's learning however pupils' reports do not tell parents well enough how they can help them improve.

Commentary

26. Parents are overwhelmingly positive about all aspects of the school. They are particularly happy that they can talk to staff if they should need to and have very good relationships with them. They feel that teachers mostly respond well to any concerns they bring up. They feel strongly that their children like school and that they are making good progress and this was confirmed during the inspection.
27. The good range of links the school makes with other schools has a positive effect on pupils' development in their work and their attitudes. Pupils learn to tolerate each other and respect each other's differences by having the chance to work with pupils from schools for pupils with special educational needs. A group of local primary schools is working together successfully on raising attainment in speaking and listening through drama and there are useful links with a secondary school which help the school in French and technology.
28. The school is committed to helping parents to understand what their children are working on in school. It is building well on the courses which it has held such as the well attended course on numeracy for families of Year 1 pupils. A separate room is set aside for families to work in and this makes a positive contribution to the school's relationships with parents. Targets are shared with

parents at open evenings, but are not included in the pupils' annual written reports. However parents do have sufficient opportunities to find out how their children are doing and reports are thorough otherwise.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good** overall. The quality of leadership provided by the headteacher is **good**. The leadership of other key staff is **satisfactory**. The governance of the school is **very good**. Management is **good**.

Main strengths and weaknesses

- The head teacher is a purposeful, caring leader.
- The school has a good set of action plans to support the next stage of its development.
- Senior staff are good subject leaders in their own right but are currently getting to grips with their strategic role in monitoring standards across the school.
- Financial management of the school's budget is good.

Commentary

29. The headteacher has very high expectations for the well being of pupils that are reflected in the clear sense of educational purpose and forward moving direction of the school's work. This has a very beneficial effect on pupils' very good behaviour and very positive attitudes to work.
30. The school has a well-defined set of subject action plans to support the next stage of its development. The improvement of information and communication technology provision has clearly moved up a gear since the previous inspection. Overall the leadership provided by subject co-ordinators is satisfactory. English, mathematics and science subject leaders generally have more opportunities than colleagues to monitor and evaluate the work in their subjects. Nevertheless monitoring and evaluation activities now need to focus with greater rigour and precision on monitoring standards being achieved across the school and subsequent learning outcomes, so that the good and very good teaching practice that is supporting the very heart of learning can be identified and shared with all staff to aid even better effectiveness. A regular and more rigorous scrutiny of pupils' workbooks is also needed to ensure consistency in the quality of developmental marking in some subjects.
31. The quality and effectiveness of governance is very good. Governors willingly give their time and share their expertise and experience to support the headteacher and his staff but are not always challenging enough in holding the school to account. The governors understand the strengths and weaknesses of the school very well. They are fully involved in discussions and debate with the headteacher and other staff regarding priorities for development and planning for improvement. An appropriate range of committees is in place reflecting a good improvement since the previous inspection and they ensure that all

statutory requirements are met and the principles of best value are applied to all their decisions.

32. Financial management is good. Office staff undertake their duties in relation to the everyday management of finance in an efficient and very cheerful manner. The school is presently paying back an overspend. Governors plan to eliminate this overspend within the next two years. This has entailed some difficult cost-cutting decisions by governors who have faced the challenge and there is every prospect of setting the school's finances back on an even keel.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	604 907	Balance from previous year	41 223
Total expenditure	644 943	Balance carried forward to the next	1 187
Expenditure per pupil	3 071		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- The teaching is consistently good and meets the needs of the children well.
- The children's behaviour and attitudes are very good, making a significant contribution to their good progress and achievement.
- The current accommodation restricts provision for outdoor and creative activities, though staff overcome this well.

Commentary

33. At the time of the inspection there were 27 children in the reception class. A student on final school placement was working with the class, and the class teacher was temporary in post. The class benefits from the support of an experienced classroom assistant. When children start in the reception class their attainment spans a wide range of ability but is average overall. The children make good progress so that by the end of the reception year most have attained the goals they are expected to reach, with some attaining more highly, especially in communication, language and literacy and in physical development. The children receive a good start to their education and their achievement is good.
34. Consistently good teaching and the very good attitudes and behaviour of the children make a considerable contribution to the good achievement in the reception class. The quality of classroom support is good because all adults understand clearly the way young children learn effectively. There are good assessment procedures in place where children's progress can be tracked and any difficulties addressed promptly so that they make good progress in their learning.
35. The curriculum is well organised and effectively developed to cover the areas of learning for children in the Foundation Stage and meet the needs of all children. The reception class does not have a separate outdoor play area. However the school compensates for this well, using the school hall to provide opportunities for play with large apparatus. These daily sessions are supervised well by the classroom assistant who takes half of the class to the hall in turn, allowing the class teacher to concentrate on the development of early literacy and numeracy skills with smaller groups of children in the classroom. This enables the needs of all children, including those with special educational needs, to be met.
36. The school provides a good induction programme and on-going liaison with parents is good. Teaching staff meet the children and their parents and develop

an understanding of individual needs before the children begin full-time school, so that they get off to a good start.

37. The leadership and management of the Foundation Stage are currently satisfactory. The deputy headteacher is over-seeing provision until a new teacher takes up post in September. Overall the good provision described in the previous inspection report has been maintained.
38. In **personal, social and emotional development** the teaching is good and children achieve well. There are many opportunities for them to work and play together, learning to co-operate and take turns. Good behaviour is encouraged and rewarded and the children respond well to this, the majority behaving responsibly most of the time. The children are encouraged in their physical development sessions to change their shoes and clothes and to look after their belongings, and most do so independently. Adults provide good role models and this helps the children to understand right from wrong and to relate to each other. Most children are on target to achieve the early learning goals by the end of the year.
39. Teaching is good in **communication, language and literacy**, and the children achieve well. There are many opportunities for them to develop speaking and listening skills and the children usually listen well to adults and to each other. Most speak confidently and clearly. Reading skills are very well developed through structured sessions and the good use made of incidental opportunities. Children's writing skills are good. Higher attaining children write a series of sentences that are correctly punctuated and are beginning to use adjectives for effect. The children write for a good range of purposes and almost all write legibly. Many children are achieving the early learning goals and a significant number will exceed them by the end of the reception year.
40. In **mathematical development** children are taught well and their achievement is good. They develop a good understanding of number, with the majority counting accurately to 50, and higher attaining children counting in twos. They know the names of two and three-dimensional shapes and use mathematical language well to describe their properties. They name the days of the week and months of the year in the right order. Most children are on target to reach the early learning goals by the end of the reception year, and a significant number will exceed them.
41. Children's **knowledge and understanding of the world** is developed well through a good range of activities and stories. Teaching in this area of learning is good and pupils achieve well. Through a story about a bear hunt the children learned about simple maps and features such as trees, grass and caves. They confidently use a programmable toy to explore direction and routes, and place symbols of places they have visited on a simple map. They correctly identify parts of the body, have a good understanding of the stages of growth and how things change. Through a link with a school in France, children are beginning to understand about aspects of life there including the language. They are beginning to have an understanding of the past through looking at old toys. Learning about festivals from different cultures and religions contributes to a good start in religious education.

42. Provision for children's **physical development** is satisfactory. The school does not have a dedicated outdoor play area for the under-fives, but compensation is made for this through utilising the school hall for physical activities. Teaching is good and the children achieve well. Most are on course to exceed the early learning goals by the end of the reception year. They demonstrate good co-ordination, balance and spatial awareness when riding bicycles, toy cars and scooters and climbing on apparatus in the school hall. Fine motor skills are developed well through activities such as cutting with scissors, drawing, painting and sticking.
43. Teaching in **creative development** is good and the children achieve well. Most will attain the early learning goals by the end of the reception year. Through links with language and literacy children respond positively to the challenge of talking imaginatively about a story and the pictures in the book. Higher attaining children are beginning to use imaginative words and phrases in their discussion and their writing. Although the accommodation causes some restrictions, teachers provide a good range of activities such as painting, drawing and collage to help them develop their skills. Their pictures of fish using fabric and paint, paintings of favourite toys and collages of sunflowers and masks show a growing development of creativity. A weekly music lesson with a specialist teacher provides opportunities to sing and to play simple percussion instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH and MODERN FOREIGN LANGUAGE (FRENCH)

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve good standards of work and reading is a particular strength.
- Pupils have very good attitudes to learning and are taught well.
- Very good provision is made for developing literacy skills in other subjects.
- The subject is well led but standards and the quality of teaching and learning are not monitored with sufficient rigour.

Commentary

44. In the 2004 end of Year 2 national tests, pupils attained standards that were well above the national average. In comparison with similar schools standards were well above average in writing and in the top 5% in reading. The 2004 test results for pupils at the end of Year 6 also show standards to be well above average for all schools and similar schools. Inspection findings are that standards in English throughout the school are above average, and pupils' achievement is good. Pupils achieve very well in the national tests because

teachers provide particularly effective opportunities for pupils to prepare themselves for the formal tests. Pupils in Years 4 and 6 are achieving very well in relation to their prior attainment. Since the previous inspection standards have improved and are being sustained.

45. In reading almost all pupils attain the expected levels by Year 2 with a very high proportion who exceed them. By Year 6 standards in reading continue to be well above average, with many pupils exceeding the expected levels. The development of reading skills is given very high priority within the school from the time children enter the reception class. Parents also provide good support at home by regularly sharing books with their children. In relation to their age, pupils read challenging texts fluently and with good understanding. Most pupils cope with complex language and difficult words using context and inference to analyse character and plot. Pupils demonstrate a genuine love of books and literature. In this respect teachers provide good role models by frequently sharing their preferred literature during periods of quiet reading.
46. Throughout the school standards in writing are good. Spelling is accurate with common words spelt correctly and good attempts at less familiar words. Generally work is well presented and most older pupils write using a joined script. Pupils write for a wide range of purposes, including reports, poetry, summary accounts and play scripts. Punctuation is accurate.
47. Standards in speaking and listening are good. Pupils speak confidently and clearly, contributing maturely to discussion and debate by Years 5 and 6. For a minority of pupils their listening skills are not as well developed. Some pupils, especially in Year 3, do not listen well enough to their teacher or to other adults. They find it challenging to listen carefully to each other, often talking at the same time as others instead of waiting their turn.
48. Teaching and learning are good overall and were very good in Years 4 and 5 during the inspection. Lessons are well planned and prepared. Teachers have good subject knowledge and make good use of the guidance in the national literacy strategy to inform their planning, so that new learning builds on pupils' prior knowledge and understanding. Often a series of lessons is planned to build up to a piece of extended writing and this has a positive impact on the standards pupils attain. Tasks are usually effectively matched to pupils' prior attainment and to their learning needs. However, teachers do not take sufficient account of targets in individual education plans for pupils with special needs. Learning outcomes are clearly shared with pupils at the start of lessons. This enables them to work productively because it is clear what is expected of them. Pupils are very well motivated because lessons are interesting, stimulating and challenging. They understand the purpose of their learning because of the way teachers enable them to use their literacy skills in other subjects. Pupils who need more help with basic literacy receive good help and support from learning support staff who work with them using additional specialist materials.
49. The good systems in place for assessing pupils' progress are thorough and constructive. Pupils are being encouraged to appraise their own efforts and identify what they need to improve. They contribute to setting targets for themselves and share these goals with their parents. However, whilst these

systems reflect whole school procedures, they are not rigorously implemented in every class and pupils' books are not all marked according to the marking policy guidance so that pupils are not always clear about what they need to do to improve..

50. The two new co-ordinators have made a good start in leading the subject forward. They have begun to evaluate the quality of provision based on Year 2 and Year 6 standards, monitoring performance data, reviewing patterns and taking relevant action. However, teaching and learning are not regularly and rigorously monitored in order to identify development needs. The impact of weaker aspects of teaching, such as the over-reliance on worksheets and workbooks in the Year 2 class, has not been addressed. Other inconsistent elements of teaching, including marking and setting and reviewing pupils' targets, are factors which the co-ordinators know are in need of monitoring in order to further raise the quality of provision. Nevertheless, there have been several good improvements since the previous inspection.

Language and literacy across the curriculum

51. The use of language and literacy across the curriculum is very good. Teachers make good use of opportunities to develop pupils' writing skills in a range of subjects, for example when writing instructional texts in information and communication technology, reports in history and recording experiments in science. However, the quality of writing and attention to detail, such as correct spelling, vocabulary and standard of handwriting are not as high as pupils produce in their literacy work. Very good provision is made for pupils to read and research information, for example finding out about the Ancient Egyptians in history. There are very good opportunities for pupils to talk and discuss ideas in lessons when they work with a partner or in a small group. Equally good emphasis is placed upon developing the pupils' ability to listen to others, though this could be better in Year 2.

French

52. It is not possible to make a firm judgement about provision in French as too little evidence was available during the period of the inspection. French is taught in several classes, but not throughout the school. From parts of two lessons observed and from discussions with teachers and pupils, indications are that pupils are making a satisfactory start in learning basic conversational skills. Pupils learn greetings, personal information, days of the week, numbers and months of the year.
53. Good links have been made with a local secondary school. The quality of teaching provided by visiting subject specialist staff is very good. In one lesson pupils were highly motivated by the lively exuberant teaching and they responded enthusiastically to the teacher's high expectations of what they could achieve.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' achievement in mathematics is good overall.
- Most pupils learn successfully in mathematics. However, some potentially higher attaining pupils could be doing better in Year 2.
- Standards in National Curriculum tests compare very favourably with those in similar schools.
- Pupils have very positive attitudes towards learning.
- Leadership and management are both effective but more rigour is required in assessment, monitoring and evaluation activities and sharing the best practice.
- There are good opportunities for pupils to practise their numeracy skills in other subjects.

Commentary

54. In the 2004 national tests, standards at the end of Year 2 were well above the national average and well above average when compared to similar schools. At the end of Year 6 standards were well above average when compared to all schools and to similar schools.
55. Standards at the end of Year 2 and Year 6 have improved significantly since the previous inspection when they were in line with expected levels. Analysis of pupils' work and lesson observation clearly indicates that standards are above average in both year groups. Overall, most pupils, including those with special educational needs, achieve well. Pupils do very well in the national tests because they are well prepared for them.
56. The overall quality of teaching and learning is good and this is the prime reason for the strength of mathematics in the school. Teaching is particularly effective in enabling successful learning in Years 4 and 6. Most lessons across the school are regularly well planned to build on previous learning. A consistent element of most lessons is the very good relationships that exist between teachers and pupils in their class. Pupils are also very supportive of each other. In Year 4 there was a tangible gasp of anticipation and excitement when a child realised her mistake in using the wrong operation to solve a problem in front of the class on the smart board but was able to correct the mistake herself. A feature of less successful but otherwise satisfactory lessons was that teachers were too controlling and gave too little opportunity for pupils to develop their own strategies for solving problems. This is clearly evident in Year 2 where all pupils work diligently from commercial booklets. In these lessons pupils do not benefit from talking to each other or sharing ideas and approaches, so potentially higher attaining pupils are held back by work that is not matched well to their ability. Day to day assessment is used effectively to identify what pupils know and understand and also to enable teachers to identify aspects of learning that are insufficiently secure. Work in books is regularly marked on the completion of a specific task. However, it fails to suggest to pupils how they can improve to reach higher levels.

57. Mathematics is a well led subject. A good action plan clearly identifies areas of weakness and sets targets for improvement and a useful start has been made in tracking achievement. The school has yet to ensure a consistent level of challenge to target setting and to give pupils a clear understanding of not just what they can and cannot do but a better indication of what they need to do to improve and progress to a higher level. In addition, subject leader monitoring and evaluation activities now need to focus with more rigour and precision on learning outcomes and standards across the school so that very good teaching practice that is supporting the very best learning in mathematics can be identified and shared with all staff to aid even better effectiveness.

Mathematics across the curriculum

58. Overall the development of mathematics across the curriculum is good. There is evidence of these skills in science and design technology for example during construction of model 'dodgem' cars in Year 6 using a variety of cutting and measuring skills. Pupils say that mathematics is one of their favourite subjects and enjoy being able to put their numeracy skills to good use in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There has been good improvement in standards since the previous inspection.
- Teaching and learning are consistently good.
- Pupils achieve well in their scientific knowledge.
- The absence of targets in teachers' marking and the lack of involvement of pupils in a regular review of their own individual progress are weaknesses in provision.
- The recording of scientific investigations is a weaker aspect in some classes.

Commentary

59. In the 2004 national tests pupils attained standards that were well above average and well above those attained by similar schools based on prior attainment. Inspection evidence clearly indicates that standards are above average in Year 2 and Year 6. The school prepares pupils very well prior to their undertaking national tests at the end of Year 6. Achievement across the school is good overall, but presents a mixed picture. In lessons in the current Year 6 achievement is consistently very good and pupils achieve well in their understanding of scientific knowledge. However opportunities for pupils to record their own scientific investigations are not always provided in other year groups. Pupils with special educational needs are generally satisfactorily supported and make similar progress to their classmates.

60. Overall the quality of teaching and learning is good. Relationships and attitudes to learning are very good. Most pupils achieve very well in Year 6, supported by very good examples of science in real life situations. Examples of good teaching were observed in other classes but occasionally work set is not always well enough matched to pupils' differing levels of attainment. In better lessons teachers provide many practical opportunities for pupils to experiment in order to understand the need for fair testing. Resources are well prepared and pupils are encouraged to make choices about what they will use and how they will conduct experiments. As observed in a Year 3 lesson, teachers provide very good opportunities for pupils to discuss their learning from these practical experiences and question them well to encourage deep thinking. Analysis of pupils' work books indicates that correct writing techniques, for example the correct use of capital letters and full stops, are not transferred from pupils' English work to their science recording or labelling tasks. This is a relative weakness throughout the school. Teachers use information and communication technology well to support pupils' learning in science, for example by investigating animal habitats. Assessment procedures are satisfactory at present. Work in books appears to be regularly marked on the completion of specific tasks. However, it fails to suggest to pupils how they can improve.
61. Science is a well led subject. An enthusiastic co-ordinator has rightly clearly focused on an investigative approach being the key to bringing about good improvement. A good action plan is in place that correctly identifies areas for improvement. Tracking pupils' achievement is at an early stage of development. The school has yet to ensure a consistent approach to target setting and to give all pupils a clear understanding of not just what they can and cannot do but to focus more clearly on how they can improve. Some monitoring of teaching quality has taken place. There is now a need to focus with more precision on learning outcomes and standards being achieved in respective year groups by higher and lower attaining pupils across the school so that the good and very good teaching practice that is clearly evident in the subject can be shared with everyone to aid better effectiveness.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Provision has been developed very well since the last inspection.
- Standards are above the expected levels by Year 6.
- There are very good plans in place for continued development of the subject.
- Resources for learning are good.
- Good use is made of information and communication technology in other areas of the curriculum.
- Plans to improve assessment procedures have not yet been implemented.

Commentary

62. Standards are in line with the expected levels in Year 2 and are improving. In Year 6 standards are above the expected levels. Pupils' achievement is satisfactory in Year 2 and good in Year 6. This represents very good improvement since the last inspection.
63. Pupils in Years 1 and 2 use a programmable device to produce and test a series of instructions and routes, and predict results. They create good pictures and patterns using an art program, and develop their word-processing skills well by exploring fonts, size and colour when making name labels. They confidently use the mouse and keyboard to move images around the screen when matching pictures to amounts of money.
64. In Years 3 to 6 pupils demonstrate high levels of confidence when using computers, opening and closing programs and saving their work independently. They improve their writing by using word-processing skills to highlight and change adjectives, and by Year 6 independently produce good power-point presentations using graphics, digital photographs and text. They create a range of graphs and spreadsheets, entering data, and older pupils confidently enter a formula, copy and paste cells and use AutoFill. They enter a series of instructions to control a traffic light sequence and use an art program to create mathematical patterns.
65. Teaching is good at both key stages. Over the past two years there have been staffing changes that have affected the consistency of the quality of teaching in Years 1 and 2. During the inspection the teaching in these year groups was good and teachers demonstrated increasing confidence in teaching and using information and communication technology and in using the resources to enhance new learning. As a result the standards attained by pupils are improving. In Years 3 to 6 teachers have high expectations to which pupils respond well and work very hard. Teachers manage the lessons and the pupils well, and the final part of the lesson is used well to bring the learning together and to prepare for the next lesson. Teaching assistants are used well to support individuals and small groups of pupils working in the information and communication technology suite.
66. The very good improvement since the last inspection has been brought about through the very good leadership provided by the co-ordinator. Currently leadership and management of the subject are good. The co-ordinator has been seconded to the local education authority, and whilst he still has some involvement in the school, the headteacher is overseeing the very clear plans in place for continued development. These plans include the implementation of new assessment procedures that will improve the current satisfactory arrangements. Over the past three years the school has made a considerable investment in resources, and these are now good. The co-ordinator has provided very good training for staff and continues to support new initiatives such as the introduction of interactive whiteboards, and to help staff who are new to the school.

Information and communication technology across the curriculum

67. Good use is made of information and communication technology across the curriculum. Pupils often use word-processing to record, re-draft and present their work, and good use is made of programs that support the data handling aspect of mathematics. During the inspection Year 6 pupils were using a program to develop their mapping skills in geography by planning a route from the school to Holy Island in preparation for a visit there. Such opportunities enable pupils to see the value of information and communication technology in real life situations. Information and communication technology is used well to support the curriculum for art and design through the effective use of draw and paint programs.

HUMANITIES

68. The inspection focused on provision for history. There was insufficient evidence available during the inspection to make a firm judgement about provision in geography. Religious education is to be inspected by a Diocesan Inspector.
69. Scrutiny of work and discussion with pupils and teachers indicate that standards are in line with the expected levels in **geography** in Years 2 and 6. Achievement is satisfactory throughout the school. Pupils in Year 1 have a secure understanding of their immediate locality, including features of different types of housing. Study of the fictional island of 'Struay' in Year 2 has enabled pupils to gain a sound understanding of human and physical features on the island. They have also compared types of transport used on the island with those in their own area.
70. In Years 3 to 6 pupils compare their own area to other places such as Chembakoli and Holy Island. They have studied changes to the local environment, including improvements made to the school's own facilities. The study of maps and scales for measuring distances has helped pupils understand the significance of different forms of transport. By Year 6 pupils have a sound knowledge and understanding of urban and rural differences, including land use and amenities.
71. Leadership and management of geography are satisfactory. Time is being set aside by the school as part of its cycle to review and reappraise the quality of teaching and learning and the curriculum. The opportunities are good that the school provides for learning to be enhanced by visits and field trips to places such as Lindisfarne and West Boldon Environment Centre.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils have very good attitudes to learning and work hard in their lessons.

- Pupils' literacy skills are promoted well.
- The assessment of what pupils are able to do, know and understand is not sufficiently thorough.

Commentary

72. Pupils' attainment in history is in line with national expectations. The achievement and progress of pupils of all abilities is satisfactory.
73. Teachers plan good opportunities for pupils to use their literacy skills effectively. In a very good Year 5 lesson, for example, pupils were given challenging information texts to consider and evaluate based upon the writers' perceptions and experiences of historical events at the time of Henry VIII.
74. In all of the lessons observed pupils demonstrated very good attitudes to learning. They are keen to work hard and are actively involved in the tasks they are given to complete. They respond positively to the encouragement they receive from their teachers and are respectful of other adults and their classmates. All these features positively influence the quality of their learning. Even in lessons where teachers tend to rely too heavily on worksheet-based activities, pupils show great pride in neatly colouring their illustrations.
75. A scrutiny of work and discussion with Year 6 pupils indicate that in some classes there have been some gaps in pupils' learning. Pupils could readily recall a lot of information about past work which had been taught enthusiastically, such as the Romans, Victorians and Ancient Egyptians but had little knowledge about British history since World War II. Pupils in Years 2 and 3 have not recorded sufficient work for their age and ability but the school has placed emphasis on visits, visitors and drama to ensure adequate coverage of the curriculum.
76. Although the school has a marking policy in place and tentative guidance about how teachers should assess pupils' work the procedures are not rigorously adhered to. Some of the marking of pupils' work does not include helpful evaluative comments. The school has yet to collate ongoing records of what pupils know, understand and are able to do. This has been identified as an area for development and the school is about to implement a recording system based on nationally recommended guidance materials.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. There is insufficient evidence to make a definite judgement on provision in art and design, design and technology or music. Analysis of documentation, displays and discussions with co-ordinators show that these subjects are covered in sufficient depth to meet the requirements of the National Curriculum.
78. In **design and technology** there is evidence of a satisfactory range of work undertaken with suitable attention given to the designing and evaluating aspect of the subject. Examples of finished products such as weaving in Year 1,

'Moving Monster' in Year 3, model chairs in Year 4 and battery controlled 'dodgem cars' in Year 6 are of the expected quality. The variety of the finished products shows a good use of imagination with some interesting ideas carefully realised. There is a variable quality in the finish of the products, but overall it is satisfactory. Good cross-curricular links, for example the 'Moving Monster' created by Year 3 pupils that required its jaws to be operated by air pressure and was decorated accordingly. The finished product then played a central character in a play written by the pupils. All lessons make a very good contribution to pupils' social skills as work displayed indicated paired or group activities during its manufacture. At present the subject is satisfactorily led and managed by the headteacher in a caretaking role. Assessment is satisfactory but it does not identify sufficiently well how successfully pupils are building skills and knowledge.

79. Only one lesson was seen in **art and design** with pupils in Year 6. Teaching was good in this lesson and pupils achieved well. They showed good imagination in producing designs to be emblazoned on a silk banner. Art work around the school was mostly of a satisfactory standard with one or two examples of good quality work such as the use of tissues in Year 1 to transform pictures into opaque illustrations suitably linked to well known stories. Year 6 displays indicated a range of well displayed work related to rotation and translation of various shapes around a fixed point linked to work undertaken in mathematics. The co-ordination of the subject is good in terms of enthusiasm. The subject leader is provided with very little time for the monitoring of standards, teaching and learning. Resources are now very good. Teachers take full advantage of chances to use information and communication technology to enhance pupils' learning in art and design, for example in Year 2 pupils have created their own pictures of houses using various tools on the computer. The work displayed is of a good standard with good attention paid to the use of flood and pencil tools to create the desired texture, for example bricks and roof tiles.
80. **Music** is taught by a part-time teacher who teaches whole class lessons and provides some instrumental tuition. A good number of pupils in Years 3 to 6 participate in a range of musical activities including tuition in recorder, guitar, keyboard, clarinet, saxophone and violin, and the school choir. Some pupils practise their instruments in small groups at lunch times and many are keen to perform to their class mates during the Friday afternoon 'golden time'. During the lessons observed in Years 1 and 2 pupils had access to a good range of percussion instruments and many could name them. However opportunities to play and practise the instruments were limited. Pupils were developing a good understanding of rhythm, and the teacher demonstrated good subject knowledge, using the correct musical vocabulary effectively. In lessons and in hymn practice pupils sing well, tunefully and in time. Work samples show that by Year 6 pupils have a good grasp of the elements of pitch, dynamics, tempo, duration, timbre and melody and use their knowledge effectively when composing.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards in dance are above the expected levels by Year 6.
- All staff are committed to the continued development of the subject.
- Good use is made of visiting specialists.
- A good range of extra-curricular activities supports the subject.

Commentary

81. Overall standards are in line with the expected levels in Year 2 and Year 6 and are improving. Standards in dance are above the expected levels by Year 6. Achievement is good in both key stages. The issues relating to the balance of the curriculum reported in the previous inspection have been addressed and improvement since then has been good.
82. By Year 2 pupils demonstrate good skills in catching, throwing and controlling a ball, working co-operatively together and using space well. They understand the importance of exercise in keeping fit and healthy, and the enjoyment that can be gained from physical activity. Photographic evidence indicates that they enjoy dance, making a range of shapes with their bodies.
83. By Year 6 pupils dance well, interpreting stories and music imaginatively and learning more formal dances in country dancing lessons. In a Year 5 lesson observed during the inspection pupils made good progress in practising and refining their movements, moving imaginatively to the music and working together. Standards in games skills are in line with the expected levels and are improving as pupils work with sports development officers to develop throwing, striking and catching skills. Discussions indicate that standards in swimming are at the expected level.
84. Teaching is good. Lessons are well planned and prepared with good use made of resources. Teachers provide good opportunities for paired and team work, so making a good contribution to social development. Tasks provided offer increasing levels of difficulty and challenge, leading to good improvement in skills and movement. Occasionally warm-up activities could be more vigorous. Pupils respond enthusiastically to their lessons, wanting to improve and having pride in their achievements.
85. Leadership and management of the subject are good because of the commitment of all staff to improving and developing the subject. Many are involved in the wide range of extra-curricular activities provided, including a fitness club, football, netball, swimming and basketball, and the school has had much success in local competitions. Good use is made of specialists both within and beyond the school, and this contributes to the school's links with other organisations.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. An overall judgement on the provision for personal, social, health and citizenship was not possible as insufficient evidence was gained during the period of the inspection.
87. The ethos of the school underpins pupils' personal development. Their attitudes and behaviour indicate at least good achievement in this area of the curriculum. The school's commitment to inclusion and equality of opportunity also contribute to pupils' progress in this area.
88. The subject is not taught as a discrete subject, although the co-ordinator has introduced opportunities for circle time with her own class. In the rest of the school most aspects of personal, social, health and citizenship education are covered through other subject areas, especially religious education and science. However, there is no scheme of work and too little opportunity to study citizenship within other subjects.
89. The school is aware of the need to provide pupils with more formal opportunities to share and express their views. To facilitate this the intention is to set up a school council in the very near future.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
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	4
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	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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