

INSPECTION REPORT

WALLSEND JUBILEE PRIMARY SCHOOL

Wallsend, Tyne and Wear

LEA area: North Tyneside

Unique reference number: 108594

Headteacher: Mr T Noble

Lead inspector: Mr G Brown

Dates of inspection: 28 February – 3 March 2005

Inspection number: 268190

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	372
School address:	Mullen Road Wallsend Tyne and Wear
Postcode:	NE28 9HA
Telephone number:	0191 200 7249
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Brooks
Date of previous inspection:	30 November 1998

CHARACTERISTICS OF THE SCHOOL

Jubilee Primary is situated on the northern edge of Wallsend approximately 4 miles from the city of Newcastle upon Tyne. It serves an area of mixed local authority and privately owned homes. Due to the decline in traditionally based industries, the area has been faced with the need to diversify its employment base and levels of unemployment remain below the national average. There are currently 390 pupils on roll, including up to 36 part-time children who attend the nursery. Significant numbers of pupils are drawn from outside the school's prescribed catchment area. Almost all pupils are of White UK heritage and only one child is in the early stages of learning English as an additional language. The great majority of children are considered to be broadly average on entry to the reception year, although a significant minority of nursery children also display below average literacy and personal skills. Approximately 16 per cent of pupils are entitled to free school meals and 45 pupils have special educational needs, including six with a Statement of Special Educational Needs. Most of these pupils have moderate learning problems or speech and communication difficulties. The school maintains strong links with its close neighbour, Parkside Special School. Since it became a primary school in September 2002, Jubilee has achieved its Investor in People status as well as the Activemark and the Healthy Schools Award. One of its prime aims is to ensure that all pupils are given the confidence to learn well so that each one achieves their full potential. At the time of the inspection, several of the school's permanent staff were on long-term absence or leave.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21060	George Brown	Lead inspector	English as an additional language Foundation stage Science Design and technology Geography Music Personal, social and health education and citizenship
12682	Jim Griffin	Lay inspector	
32021	Andrew McClean	Team inspector	Special educational needs Mathematics Information and communication technology History
11565	Jennifer Platt	Team inspector	English Art and design Physical education Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school with many good qualities. Under the good leadership of the headteacher, the school provides a sound quality of education for all its pupils. Most pupils attain at least average standards and achieve satisfactorily. Teaching is satisfactory, overall, and there are several examples of good and very good teaching, particularly among the younger pupils. The school gives sound value for money.

The school's main strengths and weaknesses are:

- Standards in reading and information and communication technology (ICT) are above average across the school. Standards in writing, mathematics and science are above average at the end of Year 2.
- Children in the Foundation Stage (nursery and reception) make a good start to their school lives.
- A lack of robust self-evaluation sometimes leads to intended improvements not being secured. Strategic planning is not always well focused and subject co-ordinators have too little impact on standards in their own areas.
- The personal development of the pupils is well provided for. This results in good relationships, a positive climate for learning (ethos) and good attitudes and behaviour.
- Whilst satisfactory, overall, teaching of the oldest pupils in particular is not always challenging enough. The results of assessment should be used more diligently to help pupils achieve more.
- This is an inclusive school with a very warm and caring approach. Pupils with special educational needs or with English as an additional language make good progress. All pupils benefit from the school's strong links with parents and the community, including other schools.

This is the school's first inspection since becoming a primary school in 2002 and it has made steady progress since then. Standards in the Foundation Stage and particularly in Years 1 and 2 have all improved. The school has also become more effective in several areas since it was last inspected as a first school in 1998. Governors now perform their statutory and supportive duties to a sound level and ICT provision has improved considerably. Standards of presentation and handwriting have not improved sufficiently since the previous inspection. The school is fully committed to inclusion and there is an effective policy to ensure that this happens. Both the internal and external accommodation have been enhanced, particularly that for the Foundation Stage. Several nationally accredited awards have been gained and these reflect the desire to improve still further.

STANDARDS ACHIEVED

Pupils achieve satisfactorily, overall. Children enter the reception classes with broadly average skills often following good experiences in the nursery, where provision is frequently very good. Most continue to achieve well and a majority are on course to attain the standards expected for their age in all areas of learning by the end of their time in the reception classes. Many exceed the expected standard in their personal development due to particularly strong provision in that area. Pupils in Years 1 and 2 learn well and significant numbers are likely to exceed the national average in reading, writing, mathematics, science and ICT by the end of Year 2. These higher standards are reflected in their results in the national tests for seven-year-olds.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	n/a	C	A	A
Mathematics	n/a	D	D	D
Science	n/a	D	D	C

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

The school's results for pupils at the end of Year 6 have been more variable. The table above shows that over the past 2 years pupils have achieved average or above in English but below

average in mathematics and science. The inspection confirmed that Year 6 pupils are currently on course to attain broadly average standards in English, mathematics and science although standards in reading remain good. Whilst a significant number of pupils achieve average scores or above in these subjects, some are unlikely to do so. This is due to several reasons, including the relative proportion of lower-attaining pupils in any one year, as well as some pupils not being challenged and supported well enough in their learning. Some higher-attaining pupils in particular could achieve more. Junior age pupils currently do well in ICT and are on course to be above average by the end of Year 6. Standards are broadly at the age expected for the pupils in all other subjects, including religious education. Most pupils achieve satisfactorily set against their previous learning. Significant numbers of pupils across the school are relatively untidy in their presentation and handwriting standards should be higher. Pupils with special educational needs and those with English as an additional language are well provided for and achieve well. The targets set for future attainment are realistic given the school's knowledge of each pupil.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good, overall. Pupils' attitudes to their learning are good. They form positive relationships with adults and other children and behave well. Attendance is satisfactory and almost all pupils are punctual.

QUALITY OF EDUCATION

The school provides a **satisfactory quality of education** for its pupils. **The quality of teaching and learning is satisfactory, overall,** and there are examples of good and occasionally very good teaching in several year groups. The teaching of Foundation Stage children is consistently good, ensuring that they learn and achieve well. In most lessons, teachers plan appropriately for pupils of different abilities, although in Year 6, in particular, the work needs to be more challenging and focused equally on the potential of higher-attaining pupils. All teachers manage their classes effectively and this keeps the pace of learning to a good tempo. Although all teachers assess pupils' work, the results of such assessments are not used effectively to set realistic targets for the next phase of learning. Assessments made in the Foundation Stage are very good. Throughout the school, all subjects are taught at least satisfactorily and reading and ICT are taught particularly well. The curriculum is broad and organised satisfactorily. There are lots of opportunities for pupils to participate in extra sport and other activities such as French and Spanish. The school has effective links with parents and particularly good links with other schools and the wider community, which help to increase the range of pupils' experiences. This is a caring school in which pupils feel secure and where there are sound levels of support and guidance given to them as individuals.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory, overall. The headteacher provides good leadership and, with others, ensures there is a vision and direction for the school to follow. A good sense of teamwork exists, although the subject leaders have too little influence on what pupils actually achieve and the standards they reach. Strategic planning occurs but this lacks detail and leads to difficulties in the way the school sets out to assess and measure accurately its overall performance. The governance of the school is satisfactory and meets statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils share positive views about the school and clearly appreciate the efforts of staff in the interesting lessons they provide and the care they show. Parents indicate that their children make good progress and feel consulted about school life. Some would like more information about the standards reached by their children. Most pupils say they are asked to work hard and are trusted to do things on their own.

IMPROVEMENTS NEEDED

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

- Find more effective ways by which it can monitor, evaluate and act on any detected weakness in its overall performance.
- Ensure that strategic planning is firmly rooted in the need for pupils to achieve more and that subject managers are fully involved in any improvement process.
- Raise the general quality of teaching and learning, particularly among the older pupils. Ensure that there is more effective dissemination of good practice and increased challenge for pupils of

higher ability. Improve the use made of teachers' assessments so that clear and active targets are set for individual pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Most children enter the reception class with broadly average standards following mainly good progress in the nursery. They achieve well and, towards the end of the reception year, most are on course to attain the early learning goals in all areas of learning. Many have strengths in aspects of their personal development. Pupils in Years 1 and 2 achieve well in core subjects and standards at the end of Year 2 are good. Achievement in Years 3 to 6 is satisfactory. By the end of Year 6, many pupils attain average standards in much of their learning. There is no significant difference between the performance of boys and girls.

Main strengths and weaknesses

- Children make a particularly good start in the nursery and, once in reception, go on to reach and sometimes exceed the standards expected for their age.
- By the end of Year 2, standards are above average in reading, writing, mathematics and science.
- Standards in ICT are above the level expected for pupils by the age of seven and eleven.
- More challenging targets and improved teaching could help the oldest pupils to achieve more.
- Pupils with special educational needs achieve well set against their individual targets.

Commentary

1. The good provision for children in the Foundation Stage enables most to reach or exceed the expected standards for their age in all six areas of learning. They achieve particularly highly in their personal and social development. Most pupils also achieve well over time in Years 1 and 2 and the inspection confirms the recent trend of above average standards in reading, writing, maths and science. The table below shows that standards of seven-year-olds in the school were particularly good in 2004. Improved provision for ICT has also led to many pupils achieving standards above those expected for their age. Standards in all other subjects, including religious education, are broadly average by the end of Year 2.

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

Standards in:	School results	National results
reading	17.5 (15.4)	15.8 (15.7)
writing	16.4 (17.3)	14.6 (14.6)
mathematics	17.5 (17.2)	16.2 (16.3)

There were 46 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	28.4 (27.5)	26.9 (26.8)
mathematics	26.5 (26.2)	27.0 (26.8)
science	28.3 (28.2)	28.6 (28.6)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

2. Since becoming a primary school, the Year 6 statutory tests for eleven-year-olds (see above) show a trend of above average standards in English but below average standards in

mathematics and science. This is a school where the potential ability of eleven-year-olds is still being fully developed and has yet to be matched at times by the most effective teaching. The inspection showed that current standards are broadly average in the three core subjects. Pupils read well but, whilst writing is satisfactory, some junior work is untidy and poorly presented. The progress made in mathematics is rather uneven across Years 3 to 6 and is again often dependent on the quality of teaching, particularly the time given to pupils to use their mathematical skills and knowledge in a practical and meaningful setting. Despite their broadly average standards in science, Year 6 pupils lack practice in interpreting data and often struggle when trying to record their work using clear scientific language. Standards in ICT are good, owing to improved teaching and resources. Standards in all other subjects, including religious education, are at the level expected for the age of the pupils and most achieve at least satisfactorily in their learning. Pupils make good progress in personal and social education as this has become integral to much that they do and learn. There is no significant difference between the standards achieved by boys and girls over time, although this depends inevitably on the composition of any one particular group of pupils. Pupils with special educational needs or any for whom English is an additional language, achieve well mainly due to additional support and carefully chosen targets for their gradual improvement.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory and punctuality is good. Pupils have good attitudes towards their learning and behaviour is good. The promotion of personal development, including their spiritual, moral, social and cultural development is good, overall.

Main strengths and weaknesses

- Relationships are very good and there is no hint of any forms of harassment.
- In lessons, pupils are eager to learn although the presentation of their work is not always neat enough.
- Pupils respond well to teachers' high expectation of their behaviour.
- Provision for moral and social development is good; opportunities are largely missed to develop a sense of spirituality in assemblies and elsewhere.

Commentary

3. In the Foundation Stage, adults lay considerable emphasis on the personal and emotional development of young children and this results in positive relationships being fostered from an early age. Children are quick to absorb and react to school rules and to consider the needs of others. The simple codes of conduct are widely known, understood and followed. Children generally exceed the standards expected for five-year-olds in this area of learning.
4. This is a happy school and pupils make many established friendships. Relationships are very good and add significantly to the ethos of the school. Pupils say they are proud of their school, enjoy coming and there is little they would change. Most are generally polite, respect one another and show a good level of trust in their teachers and other members of the community. All involved with the school, including dinner staff, administrative staff and site supervisor, show genuine concern for the pupils who, in return, grow in confidence because they know they are valued as individuals. Pupils with special educational needs have similar positive attitudes to their schooling
5. Pupils have consistently good attitudes to work and a good show of hands is the usual response to teachers' questions. Such enthusiasm has a good impact on their learning. They appreciate the visits and visitors that make learning exciting. The photographs of last year's topic week on the Olympic Games show pupils to be keenly interested and fully involved in the organised events. During lessons, pupils respond well and focus well on their learning. Most pupils complete tasks in lesson time and generally maintain a good work rate. A weakness with many is in the final presentation of work, which could be neater.

6. Behaviour is good throughout the day and there have been few exclusions. Pupils settle quickly into assembly and listen attentively to the story or readings. Outside play is generally harmonious and, even when the weather entails them staying indoors, pupils behave well and enjoy games and conversations with their friends. In lessons, learning is rarely disturbed by unacceptable behaviour so that pupils learn in an orderly atmosphere undisturbed by other pupils.
7. Pupils' spiritual, moral, social and cultural development is good, overall. Opportunities for moral and social development are good. Many of these are planned for, but others arise incidentally out of the school's general provision, ethos and wider curriculum. Many classes have clear codes of conduct, which are 'owned' by the pupils. Weekly lessons in personal and social development enable pupils to discuss issues such as relationships, drug awareness and their own role in society. As a result, pupils search out ways to help others and this is apparent in the considerable funds raised for many charities. Pupils are willing to accept responsibility for small duties around the school. The School Council takes its role of representing others very seriously. The school involves local sports clubs in its campaign against bullying and racial harassment and this has a significant impact on pupils' understanding of how any irresponsible actions can quickly affect others.
8. Spiritual development is satisfactory. In some religious education lessons, a spiritual element is added by using candles or playing music and this encourages pupils to reflect and gain more insight into other faiths, as well as deepening their own understanding of Christianity. This element of reflection is lacking in those assemblies that do not have a focal point, such as flowers or music, to set the scene for the ensuing act of worship. However, the school does celebrate achievement well and provides an atmosphere where all can flourish and enjoy one another's success. Opportunities for pupils to gain knowledge of their own culture and some cultural traditions from other countries are woven satisfactorily into the curriculum; for example, in geography, literacy, art and religious education. Pupils learn about other major world religions, and the school's link with an African school is especially beneficial because they learn about the daily routines of pupils overseas, as well as understanding how they can be supportive. The school, therefore, performs satisfactorily in helping to prepare pupils for life in a multicultural society.

Attendance

Attendance in the latest complete reporting year (%) 2003/4

Authorised absence		Unauthorised absence	
School data	5.0	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.

9. Attendance levels have been similar for a number of years and are satisfactory. The table above provides data on absence for the latest complete reporting year, when the attendance was broadly in line with the national median. The school's measures to monitor absence and promote high attendance are good. Parents clearly understand the importance that the school places on attendance and almost all contact the school promptly in the event of absence occurring. As a result, unauthorised absence is now below national levels. Nearly all pupils arrive routinely on time, allowing a prompt start to the school day. Parents of the few pupils who are late get the top copy of a 'late card', which, whilst emphasising the importance of punctuality, also minimises the workload on administrative staff.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	383	2	0
White – Irish	3	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – any other Asian background	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education for all its pupils. Teaching and learning, the curriculum, and guidance and support are all satisfactory. The links with parents are very good and those with the wider community are good. The school's links with other schools and colleges are very good and used impressively.

Teaching and learning

The quality of teaching and learning is satisfactory, overall. The quality and use of assessment are satisfactory.

Main strengths and weaknesses

- Pupils' learning and achievement are good in both the Foundation Stage and in Years 1 and 2. This is because teachers use a wide range of strategies to help pupils learn effectively.
- Teachers' planning is good and sometimes better across the school. This leads to good use of time, pupils of all abilities being catered for at least satisfactorily, and most classes understanding what they are expected to learn.
- Staff set and maintain high expectations for pupils' behaviour and this creates a good climate for learning.
- The level of challenge provided for pupils in junior classes lacks consistency. There is insufficient challenge for the more able pupils, particularly in Year 6.
- Whilst assessment procedures are broadly satisfactory in English, mathematics and science, even in these subjects the application of the outcomes to guide future learning appears underdeveloped.
- Pupils with special educational needs achieve well, particularly when they are supported by an additional adult, although the level of such support is somewhat limited.

Commentary

Summary of teaching observed during the inspection in 63 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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0 (0 %)	11 (17 %)	27 (43 %)	25 (40 %)	0 (0%)	0 (0 %)	0 (0 %)
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The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show rounded percentages.

10. As the above table indicates, teaching was predominantly good in the lessons observed. The better teaching was seen mainly in the Foundation Stage, in Years 1 and 2, and in information and communication technology (ICT) across the school. No unsatisfactory teaching was seen and teaching in all subjects is at least satisfactory, overall. Taking a wider range of evidence into account, including national test results and the scrutiny of work, teaching and learning are satisfactory, overall, but include several good or very good features.
11. The quality of teaching and learning is good in the Foundation Stage and in Years 1 and 2. In the Foundation Stage, key teaching strengths include an impressive command of the areas of learning, very good planning, effective use of resources and particularly sharp assessment. There is also a good balance between activities that children can choose themselves and those that are led by adults. The latter engage children in talk about their activities and this consolidates what they learn. Much of the work is challenging yet enjoyable. In Years 1 and 2, teaching is good in each of the core subjects: comprising English, mathematics, science and ICT. The key strengths in teaching include good subject knowledge, good planning and the effective engagement of pupils combined with a good level of expectation and challenge. This approach is reflected in these pupils' good achievement in national tests.
12. The quality of teaching and learning in Years 3 to 6 is satisfactory, overall, but good in ICT. In much of the teaching in these years, there is a lack of challenge for the more able pupils. Support for these pupils can be quite tentative, instead of work being set that is both different and rewarding for them. Whilst the teachers' command of subjects is satisfactory, it is sometimes not sufficient to engage or challenge pupils, especially the oldest or more able. Management has ensured that there is a clear schedule of lesson observations, teacher on teacher. However, the monitoring by senior staff places insufficient emphasis on the identification of key areas for improvement or sharing good practice among all staff. These are key and contributory reasons behind the judgement that teaching, across the school, is satisfactory rather than good over time.
13. A very positive element in teaching across all phases is the quality of planning. Because of this, time is generally well used in lessons. Teachers are secure in what they are to teach and share the aims of lessons openly with the pupils. Based on discussions with Year 6 pupils, most appreciate this approach. The expected learning outcomes are also shared with them, although these are not always in language that pupils can readily understand. Sometimes there is a mismatch between the aims of a lesson and the expected outcomes and pupils are not sure what they have achieved. However, pupils are very appreciative of their teachers' efforts and believe they are asked to work very hard.
14. Teachers manage pupils' behaviour successfully during lessons in all phases. Most pupils are responsive to their teachers, behave well and carry out their work diligently and sensibly. Good support from teaching assistants helps groups of pupils, particularly those with special educational needs, who make good progress, overall. All teachers work well within the individual targets set for such pupils. Elsewhere, however, the availability of assistants is limited. The teachers' positive relationships with pupils encourages them to achieve their best, as well as helping them to develop good skills in working collaboratively as they progress through the school. Higher expectations are needed if handwriting and general presentation are to improve. Teachers value pupils' efforts and praise endeavour and good work effectively. As a result, pupils are comfortable about asking questions of teachers and this aids their confidence and general learning.
15. Pupils clearly learn best when the teaching is particularly well focused and imaginative. Most pupils support their own learning adequately. Pupils are most adept at acquiring knowledge but are less secure in terms of the skills they need to apply in real-life situations. This applies, for example, in mathematics. Although satisfactory, there is clear room for improvement among the oldest pupils as to the degree of responsibility they take for their own learning.

Evidence of pupils' research and of them working totally independent of the teacher, is limited. However, some of the most effective learning seen, for example, in science and music, came

about because pupils have learned to work collaboratively and draw on one another's best ideas. Homework is used satisfactorily by the school to consolidate pupils' learning, particularly in core subjects such as English.

16. Whilst the assessment of pupils' work is satisfactory, some weaknesses persist. Teachers generally make satisfactory use of assessment to plan activities for their pupils. This is true of ongoing assessment in lessons when teachers monitor the work of the pupils and give them help as and when they need it. More formal assessments are also made at the end of units of work or at the end of the year. There is now an appropriate system of tracking pupils' attainment in the core subjects of English, mathematics and science, but its use to predict and improve performance is not well developed. It is also not significantly influencing classroom practice. In other subjects, assessment practice is underdeveloped. Older pupils know their national curriculum levels in the core subjects and value the associated targets that they are set. These targets are, however, rather general and in most cases are not underpinned by sufficiently accurate diagnosis of pupils' key improvement areas. Similarly, the quality of teachers' marking is inconsistent and barely satisfactory, overall. Although teachers add encouraging comments to pupils' work, the suggestions designed to help pupils improve its quality or challenge their thinking are few in number. Marking is not yet sufficiently diagnostic to underpin and guide good progress.

The curriculum

The overall quality of the curriculum is satisfactory and is enriched by an adequate and interesting range of extra-curricular activities. Accommodation, staffing and resources are good.

Main strengths and weaknesses

- Children in the Foundation Stage experience a rich curriculum well matched to their needs.
- Provision for pupils with special educational needs is good.
- Personal, social and health education is well organised.
- The curriculum is enriched by a good range of visits, visitors and opportunities to take part in sport.
- The accommodation is very good and has improved considerably since the previous inspection.
- The two libraries are underused as a curriculum resource.
- The school has a limited number of support assistants and this can adversely affect pupils' learning.

Commentary

17. The curriculum is designed to meet the needs of all pupils and fully meets statutory requirements. Religious education is taught in accordance with local regulations and acts of worship are held daily. The curriculum provides pupils adequately for the next stage of their education. It also provides for older pupils to learn a modern foreign language. Pupils with special educational needs are well provided for and can fully access all aspects of their learning. There are no issues relating to equal opportunity based on gender, race or ability. The school is currently in the process of ensuring that any gifted or talented pupils are identified and their needs met. The school has successively resolved curricular weaknesses identified in the previous inspection. In particular, information and communication technology is the school's success story, with new guidance available to ensure that all aspects of the ICT curriculum are met and that teachers can now promote the subject across the curriculum.
18. Children in the Foundation Stage benefit from new and exciting facilities together with a stimulating curriculum. Staff are skilled in providing many practical activities so that learning in all areas is fun and pupils enjoy school. The focus on early language skills and communication is quite marked and there is also particularly good emphasis on social,

personal and emotional development. Planning across the curriculum is very good and ensures that young children make a good start to their lives at school.

19. As well as literacy and numeracy, the school gives priority to the pupils' personal, social and health education – and provision here is good. Every class has a specified weekly lesson devoted to this aspect of pupils' development and teachers follow the government's suggested planning guidelines. In line with the government's guidance *Every Child Matters*, the school pays good attention to a healthy life style. Drug, sex and relationships education are dealt with well. Fitness lessons are enjoyed and healthy eating is encouraged. This focus has been rewarded with the Healthy Schools Award.
20. The overall enrichment of the curriculum through additional opportunities is satisfactory with several good features. A good number of visits help bring topics to life and ensure more effective learning. For example, as part of their history studies, pupils visit Beamish Museum and the Arbeia Roman Fort and learn first-hand how artefacts can teach them about life in the past. Many visitors add interest to lessons as well as extend pupils' skills. In religious education, an Islamic leader from the local Mosque has given Year 5 pupils a real insight into the traditions of Islam. Professional coaches extend pupils' skills in a number of games activities, including football, rugby and basketball. The overall number of after-school activities is satisfactory with a good range of sporting activities, including opportunities to play competitive sport and experience adventurous activities during the annual residential visit.
21. There is a good number of teachers to match the needs of the pupils. The number of staff allows the deputy headteacher to have two days to carry out some management duties, but a similar opportunity is not extended to the co-ordinator of special educational needs. There is also limited flexibility in the timetabling of staff to enable subject co-ordinators to share their skills and to monitor work in the classroom. The school has a satisfactory number of support staff but help is not always readily available, especially in the reception classes.
22. Since the last inspection considerable building and refurbishment has taken place. Accommodation is now very good. Classrooms are attractive and the condition of the playground and field is much better. The ICT suite is particularly good and is one of the main reasons for the improved standards. The school has two libraries, but the use of these is not fully developed. The overall quality of resources is good, especially for ICT and children in the Foundation Stage.

Care, guidance and support

The school cares well for its pupils. Pupils get satisfactory support, advice and guidance. Measures to involve pupils in the school's work and development, through seeking and acting on their views, are good.

Main strengths and weaknesses

- Induction arrangements into nursery and reception classes are very good.
- Support for pupils' personal development is good.
- Pupils' views are heard and acted on effectively.

Commentary

23. This is a school that lays good emphasis on the welfare, health and safety of its pupils. Levels of minor accidents, mainly in the playground, are low. The practice of using different play-zones for infants, juniors and any group playing vigorous football, makes playtime inherently safer and more inclusive. First-aid and health and safety arrangements, including those related to Internet use, are clear and effective. Good arrangements are in place for child protection and looked-after children. The arrangements for induction to the nursery and reception classes are very good. Key strengths in these arrangements include a staggered intake, a gradual increase in the time that pupils attend and a very good two-way dialogue with parents or carers. Staff have a good grasp of the types of health and family problems

experienced by a very small minority of its pupils and remain sensitive to their needs. Pupils with special educational needs are well targeted and supported according to their individual priorities. The school holds lunch-time support classes for those pupils who find it difficult to self-manage their longer lunch breaks. Almost all pupils have a good and trusting relationship with one or more adults and surveys of pupils confirm this. In discussions, pupils confirm that they feel safe at all times and in all parts of the school. Parents are rightly positive about the good care provided for pupils.

24. Good attitudes, effort, schoolwork and achievements outside of school are all recognised regularly at weekly assemblies. Personal, social, health and citizenship education (PSHCE) lessons make an effective contribution to pupils' personal development. Pupils value their individual targets relating to academic progress. However, the set targets are not based sufficiently on accurate diagnosis of individual areas for improvement. Also, opportunities are missed to increase older pupils' interest in learning as they have no significant involvement in setting and monitoring their own targets.
25. The good relationships between pupils and their teachers provide a positive atmosphere in which to hear pupils' views. Pupils confirm that their PSHCE lessons provide good opportunities to share their views with staff. As a result of a recent survey, testing pupils' views, the school is well aware of the many things pupils like about school and the few things that concern them. The School Council, comprising a boy and a girl elected in each class, is an increasingly effective feature of school life. For example, pupils have recently written to world leaders and the Council helps organise a significant amount of fund-raising activities. Pupils not directly involved in the Council's work speak positively about its influence. Most pupils rightly agree with the survey statement that the school listens to their ideas. Pupils' views, however, do not yet form part of curriculum or subject reviews.

Partnership with parents, other schools and the community

Links with parents are very good. Links with the community are good. Links with other schools and colleges are very good. Many such links have improved significantly since the previous inspection.

Main strengths and weaknesses

- The school is open and responsive to parents' needs and concerns.
- The range and quality of information to support pupils' progress are very good.
- Charitable fund-raising, as well as visits and visitors, contributes significantly to pupils' personal development.
- There are very productive links with a playgroup, a special school, other primary schools, a secondary school, colleges and universities.

Commentary

26. The school is rightly viewed as open and welcoming by parents. Teachers are seen as accessible, approachable and share with parents their children's success and concerns. In the nursery and reception classes, parents' views are very effectively taken on board as part of supporting and assessing children in their early days of schooling. The school has effective arrangements for seeking and responding to parents' views, through surveys and other communications. As a result, it is well informed on the things that parents like about school and what some parents would like to see improved. For example, it introduced a gymnastics club at lunch-time in response to parents' requests. Parents enjoy attending events such as assemblies led by their child's class, Christmas and summer events. Most attend the consultation evenings. The school is clearly responsive to parents' needs, suggestions and concerns. Any concerns are resolved decisively and effectively by the school. As a result, formal complaints are kept to a minimum. Based on the inspection survey returns, written comments and the parents' meeting, parents are very positive about what the school provides.

27. The quality of information to support pupils' learning is very good. Parents get written information on what pupils will learn at the start of each term. A successful curriculum workshop on mathematics was held recently and others are planned. Family learning courses are a very well established feature for parents of the younger pupils. Termly consultation evenings and a written annual report give parents very good opportunities to find out about their children's progress and to discuss any concerns. The written annual reports are of very good quality, which is an important improvement since the previous inspection. The reports give a clear indication of the progress pupils make and a simple indication of their performance, compared with national levels, in English and mathematics. Key targets are identified and parents are invited to comment.
28. The school plays its part as a resource for the local community. Dance and keep-fit classes are held in the hall, whilst a junior football club uses the playing-field. Pupils take part in a wide range of collections and sponsored events for charity, including supporting a school in Tanzania. This work contributes to pupils' multicultural development as letters from the Tanzanian children provide an insight into a child's life in Africa. With the help of an arts centre, the Chinese New Year has been recognised by sampling Chinese food. There are close links with a number of local churches. A curate regularly takes assemblies and pupils visit another church as part of their religious education curriculum. Public services such as the fire service, police and school nurse enrich the curriculum through contributions on personal safety and healthy living. Older junior pupils contribute to musical performances in the town hall and compete in a range of inter-school sporting tournaments.
29. There are strong links with the nearby playgroup, which provides most of the nursery intake and 'wrap-around' care for the rest of the day for these youngsters. Some pupils from the adjacent special school enjoy sessions in the primary school and join in special events such as Christmas concerts and assemblies. Jubilee is particularly sensitive to the needs of these children and the school's own pupils welcome them whole-heartedly. Collaboration is also strong with the local cluster of primaries and their feeder secondary school. These schools are working together on effective approaches to different learning styles, following a successful bid for additional funding. They also jointly fund computer technician support. Headteachers and other staff meet regularly to work on common issues, such as pupil record-keeping and transfer arrangements. A transition project for Year 6 in English and mathematics is well established with the secondary feeder school to which nearly all pupils transfer. The secondary school provides important help by organising sporting competitions and sporting coaches, in rugby and hockey. The school plays a full part in supporting the development of students and pupils from other institutions. There are close and productive links with the education departments of local universities, including teachers on their initial training.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory, overall. The leadership of the headteacher is good and the governance of the school is satisfactory. Governors have a satisfactory understanding of the school's strengths and areas for development. The management of the school is satisfactory, overall.

Main strengths and weaknesses

- The good leadership of the headteacher ensures that all staff and pupils are aware of his significant presence around the school and his positive support for their efforts.
- Leadership and management of special educational needs are good.
- Long-term plans to meet the school's current challenges present few opportunities to evaluate whether proposed actions will have a successful impact upon standards.

- A supportive and caring governing body currently provides limited challenge to help improve all aspects of school standards.
- The subject co-ordinators have only limited influence on raising the standards of teaching and learning and in the sharing of good practice in their own areas.

Commentary

30. The headteacher provides good leadership and has high aspirations as to the direction of this relatively new primary school. This stems from his very visible presence around the school and his availability to staff, governors, parents and pupils. The latter he knows by name and this is part of the school's caring ethos made possible by his own example. The headteacher and senior staff make great efforts to provide a secure and happy place for learning, which results in all pupils being treated with respect. The leadership of other key staff is satisfactory, overall, but there are some improvements to be made in their impact on school life in general. The key aims of the school are well established and reflect the current ethos.
31. An annual School Improvement Plan is drawn up by the headteacher in collaboration with others. School development planning tends to outline intended improvements, but lacks rigorous analysis as to how proposed actions are likely to move standards to higher levels. The headteacher and key staff monitor lessons and collect performance data, but this information is not used adequately to guarantee improvement in the quality of teaching and learning in certain areas of the school. Co-ordinators carry out limited monitoring of lessons. Extension of these opportunities across all subjects is needed to develop staff further, including their overall understanding of the levels of school performance in comparison with similar schools. Opportunities for all staff to benefit from seeing the best teaching in the school are also limited and, as yet, these are not organised in a systematic manner. The co-ordinator for special educational needs has limited time away from classes to develop the administration systems. Performance management is securely in place and addresses the school's priorities. All staff have been given opportunities to develop their own professional expertise through further training. This is particularly evident in ICT. The senior management team meets regularly and is an invaluable platform to exchange ideas and views. Its exact role in helping to raise and maintain standards is less well defined and this needs to be addressed.
32. The governing body is supportive of staff, parents and pupils and meets its statutory requirements. Governors meet regularly, have clear roles and both receive and provide regular reports. Curriculum areas are allocated to individual members and they occasionally report on these subjects to the whole governing body. Challenge about expenditure, standards of education and the school's long-term targets is limited. Governors understand the strengths of the school, although their knowledge of its weaknesses and how best to address these are yet to be fully resolved. At present, the governing body is over-reliant on the headteacher to provide an overview of current standards, both of teaching and of the standards reached by the pupils. Its role in helping to develop a more critical view of the school's overall performance is less influential. Governors are a regular and familiar presence in school, taking many opportunities to participate in school life.
33. The day-to-day administration of the school is effective, with very positive contributions made by the administrative staff and site manager. Support staff are well managed and teaching assistants contribute well to improving standards through their interaction and support of less able pupils in particular. All non-teaching staff make a significant contribution to the family ethos of the school. They are well known to pupils, respect them and receive mutual respect in return.

Financial information

The school has secure financial systems and procedures in place. Good financial management is typified by regular analysis of budgets with the principles of best value being carefully applied. Outstanding surpluses are carefully allocated for future developments in maintaining, for example, the school's good levels of accommodation. There are clear links between the annual budget and declared priorities for development. The finance committee of the governing body shares in the responsibility of monitoring expenditure. Accurate financial records are maintained and appropriate audits are carried out. The school understands the concept of best value and uses its available finances wisely in order to maximise their impact on pupils' learning. The school gives sound value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	837,117
Total expenditure	837,499
Expenditure per pupil	2,217

Balances (£)	
Balance from previous year	18,715
Balance carried forward to the next	18,333

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage (nursery and reception) is good and has made steady improvement since the previous inspection. Children achieve particularly well in the nursery where there are relatively small numbers, more than one skilled adult on hand for all of the time, and where the levels of planning and assessment are very good. At the time of the inspection, some 33 part-time children were entered on the nursery roll and 45 children were registered in one of the school's two reception classes. Children enter the nursery with the expected wide range of abilities and there are several who show poor language or social skills. Because of the 'value added' given by nursery, most children enter the reception class, in the September of the school year in which they are five, with at least average standards.

In all areas of learning, teaching is at least good and frequently very good in both nursery and reception. Any children whose learning has given early cause for concern make good progress and achieve their individual targets well. There is a very good inclusive approach for much of the time. There is also a strong sense of teamwork across the three classes which is borne of a knowledge of each others' children and the desire to create continuity and progression across all phases of learning.

Overall planning is corporate, very detailed and strongly rooted in quality assessment. In reception, access to a nursery nurse is relatively sparse for much of the week and the school is rightly thinking of ways provision might increase in the future. The teaching across nursery and reception is also typified by very good subject knowledge, a wide range of teaching styles and by the very good level of assessment, which ensures that records are updated regularly. The outside area is very good and is due to be strengthened further by more environmental provision. The quality of learning resources is good. The leadership and management of the phase are very good. Good communications and relationships exist between all adults, and the co-ordinator has a strong and shared vision as to the direction the work will take.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- All children are known and supported as individuals.
- Children make rapid progress in this area of learning and many are on course to exceed the expected standard.
- The work undertaken in this area underpins much that is achieved elsewhere.

Commentary

34. Children in both nursery and reception are quick to settle into classroom routines and the displays depicting 'Look what I can do' show the pride they take in learning and working together. Relationships in all three classes are friendly and supportive. 'The Kindness Tree' outside nursery stressed the importance of taking turns, being friendly and allowing others to learn. Reception children in particular enjoy wearing the 'shiny badge' as a sign they will take the lead throughout part of the day. Behaviour is good and frequently very good in all classrooms. Most children are excited by learning but are sensible for their age. They realise and readily accept the rules, such as not crowding together into one area. Reception children in particular are well focused and do not move idly between activities. Teaching is good and encourages independent thinking and action; when the tidy-up music begins, most children respond quickly and positively. Play is generally harmonious, particularly in areas where collaboration is encouraged, such as the water or sand trough. All staff use 'circle time' well to

reinforce working relationships. The most mature children respond particularly well to what is on offer and show a degree of sensitivity towards the needs of others. Many children are likely to exceed the standards expected for their age in this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is good and early emphasis on speaking and listening.
- All three classrooms are awash with the printed word, together with attractive books and opportunities to make early attempts to write.
- The very good planning brings language to bear across all areas of learning.

Commentary

35. Most children are likely to reach the standards expected for their age in this area of learning. The listening and speaking skills of children are very variable, particularly on entry into nursery. Staff create a good range of contexts in which children can express themselves, from small group discussion about how to plant sunflower seeds (nursery), to describing melted snow (reception). All classrooms have quiet areas where children can read or be read to, and stories such as 'Pass the Jam Jim' are used well to introduce initial sounds and blends in language. Most reception children are fully aware that words can convey moods and meaning and the most able show good ability to talk briefly about characters in a story and what happens next. The children's attempts to write their names are proudly displayed and many reception children have good pencil hold and can form recognisable letters. A few have begun early attempts writing independently of the teacher. The general ethos of the classrooms is to encourage children 'to have a go' without fear of getting it wrong. Teaching in this area is consistently good and promotes learning well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Most reception children have a sound grasp of how numbers work and what they represent.
- Good quality teaching and learning helps link number and shape to real-life applications.
- Children delight in using the attractive resources to help count everything they can.

Commentary

36. Most children are likely to attain the standards expected for their age by the end of the reception year. The emphasis in the nursery is on counting real objects and recognising the appropriate number name and symbol. Children are encouraged to count toys, pieces for their jigsaws and even complete the registration by counting children's heads to determine the number present. Children in all classes have a name card, which they place on a peg beside an activity, and most know the maximum number allowed on any one base and move elsewhere if it is full. Reception children show good levels of counting to 10 and sometimes well beyond. Most know the meaning of one more/less than and understand that addition increases numbers whilst subtraction leads to numbers becoming less. Able children in particular know the names and basic properties of several shapes. Both reception classrooms have sets of objects for children to count whenever they wish and attractive mobiles containing 9 ducks, 10 rhinos, etc., hang from the ceiling. One child used the computer to show that he had one more purple ball in a line than he had red. Teaching and learning are good. All staff are skilful in sustaining several counting activities simultaneously. In one such

session, children had to count the number of tiddlywinks they had managed to propel on to a small mat whilst another group loaded up lorries with lolly sticks depending on the success of their scores in a number game. Dice are used accurately and sensibly. Most reception children are at least at the expected standard when sorting and matching objects and can readily complete jigsaws that fit together only when the numbers represented on each piece are placed in the correct order. All adults model good mathematical language and children are encouraged to use it for themselves.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Planning in this area is particularly strong and imaginative.
- Children enjoy a wide range of activities that are often linked under a single, major theme.
- Teaching and learning are usually very good, allowing children to build up their skills, knowledge and understanding of things and events around them systematically.

Commentary

37. Most children are likely to attain the early learning goals in this area of learning. Many of the displays in nursery and reception reflect the importance of this area of learning and it is used effectively as a means of supporting other areas, such as literacy and creative development. Much of children's learning is built round a half-term theme such as transport or living and growing and staff do very well to link other work around this to make a cohesive whole. Activities are chosen well to help build on children's natural curiosity in their surroundings, encouraging them to use their five senses, to observe similarities and differences and to explore in general. A good range of attractive resources supports this effective form of planning. Nursery children see words depicting parts of a plant and are fascinated when the carnation turns blue overnight after introducing some dye to be absorbed by its roots. The computer is in constant use supporting children's knowledge of number, colours, shapes and language. Many are very adept at mouse control and can click on and access different menus. The wide range of building materials, including blocks and small constructional equipment, results in some strong imaginative play. Similarly, children's imaginations are fired by the role-play area where they can become a market gardener or an explorer sleeping rough on a hillside. Children's fascination with things that grow is seen all around as they plant cress seed in egg cartons (nursery) or enter their make-believe jungle (reception). Reception children are very much at home with their transport theme and the classrooms illustrate the work undertaken on movement, types of transport, pictures and friezes of cars and lorries and a wide range of models they had made following close observation. Some take great delight in showing a visitor why things happen and how things work.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The accommodation and facilities are very good for this aspect of children's development.
- Planning is thorough and makes effective use of themes introduced in other areas of learning.

Commentary

38. The bad weather experienced during inspection week curtailed the use of the outside area but the latter is planned for well and integrated into children's learning as much as possible. Teaching in this area of learning is satisfactory, overall. Each class has access to the school

hall and the teaching and learning observed using this facility was good with nursery children and satisfactory in the reception. Nursery children are not in the least overwhelmed by the size of the hall and are quick to make good use of the available space, increasing their skill in moving at different speeds and heights. They were able to make lovely small group tableaux by pretending to come alive as seeds and young shoots with one child taking the part of 'Mary, Mary how does your garden grow?' Reception children were also able to move in the hall with confidence and understand something of the impact of exercise on their heart rate. They had great fun when taking different types of imaginative footwear from 'the magic box' and were able to demonstrate adequately their different steps whilst 'wearing' wellingtons or trainers. Children dress appropriately for their hall lessons and show good levels of independence in undressing and dressing themselves. In the classroom, most children show satisfactory levels of control and dexterity when handling small modelling tools, paint-brushes and scissors. Many children are likely to attain the standards expected for their age by the end of reception.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are given a wide range of materials and creative media to develop their skills and experiences.
- Many activities reflect the prevailing theme and this helps with the notion of 'joined-up' learning.
- This is an area where teachers and nursery nurses readily use their particular skills and enthusiasms to help raise the levels of children's achievements. Teaching is frequently very good.

Commentary

39. Most children show broadly the standards expected for their age in terms of imaginative play, artwork, dance and music and are in line to meet the Early Learning Goals in this area. Staff use simple songs and nursery rhymes to good effect, often rounding off a more intense session with informal singing. Children have the ability to join in rhymes and action songs from memory. Nursery children do well when taking turns to tap out the rhythms behind their own names. All children in the Foundation Stage have the opportunity to explore and play musical instruments. The nursery explores its theme of growing by encouraging children to make seed mosaics or to paint flowers. Reception children make extensive use of paint, water, modelling clay, sand, paste and paper to create artwork, large friezes, explore primary colours and support their learning in language and knowledge and understanding of the world. Children were observed making butterflies, printing on paper using the tracks and wheels from different vehicles and sticking pictures (mainly correctly) of different forms of transport into spaces depicting land, sea and air. Reception teachers show considerable organisational skill and enthusiasm while such activities occur, as for long periods of the week they are without additional adult help. This area of learning is used extensively to support displays in all three classrooms and is in itself a further focal point for future child discussion and learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching is good in Years 1 and 2 and pupils reach above average standards.
- Reading is a strength across the school.
- Teachers do well in helping to promote literacy across the curriculum.
- Handwriting and the presentation of work are not always acceptable for the age of the pupils.
- Assessment information is not being used effectively in planning or to show pupils how to improve their work still further.
- The action plan for English is not linked sufficiently to raising standards or to resolving those weaknesses identified in monitoring.

Commentary

40. Pupils' results in national tests, taken at the end of Year 2 in 2004 were well above the national average in reading and writing. Current standards in Year 2 are not as high because fewer pupils are working at above average levels. Nevertheless, standards are above average and, considering that pupils generally come into Year 1 with broadly average literacy skills, overall achievement is good. Last year's test results in Year 6 were well above average for all and similar schools because a high number of pupils exceeded the level expected for their age. Current standards are broadly average. Fewer pupils than last year are likely to reach both the higher and average levels for their age. Overall, their achievement is satisfactory but teaching is not always matched to pupils' ability, particularly in writing, and this does not lead to really effective learning. There is no significant difference between the achievement of boys and girls. Pupils with special educational needs receive additional support in lessons and have detailed individual education plans to guide teachers in their planning. As a result, they make good progress relative to their prior attainment.
41. Standards in speaking and listening are satisfactory and pupils usually listen carefully and wait their turn to respond in a conversation. A few still call out in class discussion but sessions are generally well managed, with teachers encouraging all the pupils to contribute. In Year 6, pupils respect the opinions of others and talk confidently, although a few struggle to organise their thoughts into logical sentences. Reading is above average in Years 2 and 6. This is because staff are confident with teaching reading and allocate a regular amount of time every day to hear pupils read. Most pupils in Year 2 are accurate readers and often include expression when reading aloud. However, few pupils read widely and several have only a limited knowledge of different types of books. This clearly improves by Year 6 and, although many cling to popular children's fiction, they have very strong ideas about what makes a good story.
42. Writing is good in Years 1 and 2, with many pupils able to write an interesting story following a logical sequence. Pupils make good progress in getting to grips with basic spelling patterns and punctuation. In some junior classes, handwriting is weak and teachers are not insisting that pupils use the school's agreed handwriting style. The inconsistency in the use of ink or pencil does not help in the presentation of work. This was a weakness in the previous inspection and has not been fully resolved. Pupils understand that writing changes for different purposes and have written poems and reports as well as stories. Higher-attaining pupils include dialogue and imaginative vocabulary such as, *the sky turned black and started to roar like a lion*, but this is less evident with other pupils.

43. Teaching and learning are satisfactory, overall, and relate closely to pupils' achievements. Teaching is good in Years 1 and 2 and satisfactory, but variable, in Years 3 to 6. The most effective teaching is due to confident class management, high expectations of behaviour and very good relationships. In these lessons, pupils have positive attitudes, behaviour is good and learning in English is generally brisk. Planning is also good and ensures that pupils are taught the full requirements of the National Curriculum. However, there are inconsistencies in the way literacy lessons are organised. In some lessons the teacher focuses mainly on a small group of readers and this limits the support available for other pupils, particularly when the school has few teacher assistants. In the opening to lessons, teachers often outline what pupils will do so that they are clear as to the aims and structure of the lesson. However, teachers focus too much on tasks rather than what pupils are to learn. As a result, pupils often complete tasks without appreciating the real focus or point of the lesson. Assessment is satisfactory. It is used well to track pupils' progress and in Years 5 and 6 to guide the grouping of pupils according to their ability. However, it is not used effectively when planning the next phase of learning. This leads to some lack of challenge in the junior classes combined with an overuse of worksheets that do not necessarily extend individual learning. Individual targets are included in pupils' books but these are not referred to regularly enough and pupils have insufficient guidance as to how these targets for improvement can be achieved.
44. Leadership and management of English are satisfactory. More attention is now given to speaking and listening and lessons often include opportunities to chat to a partner. The 'setting' arrangements for lessons ensures that the range of ability is as small as possible. Such measures tend to have a positive impact on pupils' confidence as well as enabling them to achieve greater conversational skills. Monitoring of teaching has taken place and identified the need to give more attention to individual targets for pupils, but this has not been fully acted upon. Satisfactory improvement has been made since the last inspection. The school has, for example, improved its library provision, but too little use is made of these facilities and the books for younger children are not fully on display or readily accessible to pupils.

Language and literacy across the curriculum

45. Teachers promote language and literacy well in other subjects. Most lessons include effective question and answer sessions and encourage all to take an active part in discussions. Work on display around the school shows that pupils write confidently for a variety of different purposes and audiences. For instance, pupils write sensitive prayers in religious education and in history they compile a newspaper article about The Great Fire of London. Information and communication technology was underused as a language tool during the inspection period, but displayed work shows it is used satisfactorily to enhance the efforts of pupils.

Mathematics

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Planning shows continuity throughout the school, with work being prepared for pupils based on their different abilities.
- Pupils' interest in and enthusiasm for mathematics is evident throughout lessons.
- Teachers' subject knowledge is secure and used to good effect.
- Use of ICT as a tool to support mathematical learning is limited.
- There are too few opportunities for investigations and handling data in the context of pupils' lives.
- Marking of pupils' work shows limited reference to their targets and how they can best improve.
- Action planning, to address priority areas for improvement, is limited.
- Teachers have limited opportunities to observe the best teaching of mathematics occurring within the school.

Commentary

46. Standards in mathematics are above average by the end of Year 2 and broadly in line with the national average by the end of Year 6. Achievement is satisfactory. There are no significant differences between the attainment levels of boys and girls. These judgements also reflect the recent results of the school in national tests among seven-year-olds, but show a slight improvement in standards set against pupils' recent test results in Year 6. The quality of teaching and learning is basically good in Years 1 and 2 and satisfactory across the junior year groups, although some examples of good and very good teaching were seen during inspection. At present, a significant number of staff has not had the chance to learn from observations of very good teaching to enable them to evaluate and improve their own teaching styles.
47. Since the previous inspection there has been the successful introduction of the daily mathematics lesson (Numeracy Strategy). In addition, mathematics in Years 5 and 6 is 'set' by ability to help streamline the learning for both staff and pupils. Such factors have helped the subject to make satisfactory progress over time. From detailed training, all staff now plan in depth and consult colleagues regularly to ensure good coverage of the curriculum. In the more effective lessons, teachers spread their questions to pupils of all abilities, asking them to explain their reasoning and then give pupils time to answer. In a very good Year 3 lesson, pupils were asked to explain how a quarter of 88 is found. A pupil explains that both 80 and 8 are halved, then halved again to provide the answer.
48. At the start of lessons, staff give a clear outline of both the aims and intended outcomes of a session, thus making it clear to pupils what is expected of them. The successful lessons have a brisk start, as with a Year 5 class who began their learning by practising number skills through a lively game of bingo. Pupils respond to the use of correct mathematical vocabulary and its links with visual images. This was also evident in a Year 6 lesson on how to find the third angle of a triangle, where the teacher used a simple piece of apparatus to show what various angles look like, notably in the classroom environment. The less successful lessons fail to show pupils how their mathematical learning can be used in real life and how more regular use of ICT might help them with mathematical investigations. Examples of these aspects do exist; for example, with Year 1 pupils applying their number skills when buying everyday objects in the class shop, and Year 3 pupils working on a challenging number game on the class computer. These, however, are rather isolated examples.
49. The various abilities of pupils are identified in planning but, as yet, specific tasks to challenge gifted pupils have still to be formulated correctly. Pupils with special educational needs receive good support, with teachers being aware of the need for total inclusion in all mathematical activities. Limited support is provided by a small number of teaching assistants. Pupils in the majority of classes enjoy their work and behave very well due to well-matched tasks, good planning and efficient time management. Literacy links are good, with pupils using images and the correct mathematical language to describe their reasoning. An example of this was seen in a good Year 2 lesson, where a pupil was challenged to deduce that if $5 \text{ times } 2 = 10$, then what is 10 divided by 2? The pupil used clear reasoning and good vocabulary to describe how the answer is found.
50. Leadership and management in mathematics are satisfactory. Whilst the school has used some external assistance, for example, the local authority advisory team, to help them identify areas for development, there is, at present, little strategic planning to address prevailing issues and to evaluate their impact on pupils' standards. A clear strategic plan for improvement, known and shared by all staff, has yet to be compiled. Pupils are enthusiastic about the subject and enjoy active involvement in practical investigations. However, opportunities for such work appear limited, with the majority of their mathematical experiences being rooted in basic numeracy. Pupils have group termly targets, which are discussed both with them and their parents. These targets lack the element of challenge, particularly for the most able pupils. This problem is carried over to lessons where the same lack of challenge can persist and inevitably leads to some underachievement. In some lessons in the upper

school, pupils were seen merely to repeat work they could already do successfully, instead of being given extension work to stretch them further. Under these conditions, they soon lose interest. Marking of work is regular and undoubtedly encouraging, without making good suggestions for improvement or how to tackle the next steps in learning.

Mathematics across the curriculum

51. The use of numeracy across the curriculum is satisfactory. It is particularly evident in ICT, where pupils use their mathematical knowledge to move programmable models. It is also used to produce simple block graphs illustrating favourite foods or pets, as well as analysing school meals over the last year. In science, pupils used an experiment on gravity to estimate, count and record on line graphs the effect that adding paper clips to a spinner will have on its speed of descent. In history, pupils use time-lines to determine the length of time that has elapsed since Victorian children worked in the mines.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and pupils achieve well.
- Older pupils frequently struggle to think and write scientifically and to establish the right answer based on prior knowledge and understanding.
- Teaching needs to be strengthened by raising expectations as to what older and more able pupils in particular should achieve.
- All pupils have limited experience of interpreting scientific data.
- The subject is well led, with clear priorities for improvement having been established.

Commentary

52. Despite the generally good results in Year 2, junior pupils have not really built on this platform and the recent trend in national tests for eleven-year-olds has been for the school to score below the national average. In 2004, achievement was in line with the average for similar schools. The inspection has highlighted where pupils' weaknesses are but confirms that standards in Year 6 are, currently, broadly average and that the majority of pupils achieve satisfactorily. There is little significant difference between the achievement of boys and girls, but higher-attaining pupils in general have the potential to achieve more. Pupils with special educational needs are apt to achieve slightly better when and where additional support is available. The subject has made satisfactory progress since the previous inspection.
53. Teaching and learning are predominantly good in Years 1 and 2 and satisfactory in Years 3 to 6, although there are a few instances of good and very good teaching in some junior classes. There continue to be strong links between the standards reached by many pupils and the quality of teaching and learning they experience. Among the older pupils there is some lack of challenge and expectation as to the standards anticipated and pupils are generally unaware of the level they are working at and how best they can improve. Higher-attaining pupils could be better monitored and better targeted.
54. In Years 1 and 2, there is particularly good emphasis on practical work, including predicting and then evaluating the results of investigations. This was seen in Year 1, when pupils tested different materials to find the best way to make a waterproof umbrella for Teddy; and also in Year 2, when pupils experimented with small cars as part of their work on velocity and forces. Although younger pupils have a sound grasp for their age of scientific language and how best to record their work, this is not always built on securely from Year 3 onwards. Many pupils have good science information at their fingertips but struggle to transfer this into practical contexts, for example, when evaluating their investigative work.

55. Pupils generally achieve more in aspects of natural science and good health but less so in physical science. In a Year 3 lesson about magnets, too much information was given to the pupils and rather less time was given to individual or group investigations. Although Year 5 pupils make good progress on topics such as good health, drugs and the planets, their work is less convincing on topics such as air. Pupils in Year 6 struggle to record their work in a logical way when formulating and testing a hypothesis. Lower down the school, rather too many worksheets are used to record science findings and pupils lack experience of organising and recording results in their own way. There is currently good evidence of annotated diagrams being used more effectively by the pupils.
56. Although teaching and learning are satisfactory in Years 3 to 6, there is clearly room for more challenging work to be set, particularly among higher-attaining pupils in Years 5 and 6. When Year 6 take their national tests, they frequently find it difficult to answer questions involving data and graphic interpretation, and clearly need more experience in these fields. Nor has their knowledge and use of scientific language been extended sufficiently. Despite these shortcomings, science is well planned throughout the school and the management of pupils is effective, ensuring that lessons have a brisk pace and that notebooks are well maintained. In a very good Year 6 lesson on forces, pupils of all abilities were well supported by meaningful tasks, and the questioning of pupils was of a high order, leading to improved levels of achievement.
57. Science is well led and managed, with the co-ordinator now having more influence on pupils' standards. Although the level of monitoring of teachers could improve to include the wider dissemination of good practice, pupils' work is carefully analysed and the standard of assessments has risen. Marking could be further improved by emphasising to pupils how to attain higher levels. Although not yet a strong subject across the entire school, improvements are occurring and standards appear set to rise.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Teachers' planning ensures a clear focus to all lessons.
- Pupils' learning in discrete ICT lessons is consistently good, with effective use made of the ICT suite.
- Good support for pupils with special educational needs results in their active participation in lessons.
- Teachers' subject knowledge and technical ability benefits from on-going professional development.
- Leadership and management of ICT are effective in raising standards, which are above average.
- The use of ICT to support learning in other curriculum subjects is limited.

Commentary

58. This is now a strong curriculum subject, with pupils across the school reaching above average standards. Most pupils achieve well and make good progress over time. This reflects good and steady improvement since the previous inspection and is due to recent well-managed improvements in the use of a new ICT suite, which ensures that pupils enjoy the excitement of hands-on learning. It is also a good subject for inclusion, with all pupils enjoying regular access. Pupils with special educational needs also achieve well, often preferring working with on-screen information to conventional work in their exercise books.
59. All staff have made good use of recent in-service training to improve the quality of teaching, which during the inspection was never less than good. There is a new-found confidence among both staff and pupils compared with the previous inspection, when standards and

provision were mainly poor. Enthusiastic teaching, where pupils are stimulated to learn, results in good behaviour and a brisk pace during lessons. Good examples were also seen of effective co-operation between pupils and of learning from the successes and mistakes of others. Safe and good use is made of the Internet. Due to well-planned lessons, pupils receive a good balance of direct teaching of new skills and opportunities for self-exploration of the technology available. In a Year 1 class, working with a programmable machine, all pupils showed enjoyment and enthusiasm, as well as technical skill, when directing the robotic toy to move in a pre-programmed direction.

60. During ICT lessons, use of resources is very effective, with all pupils demonstrating confidence in coming to grips with the new technology. Modelling and demonstrating are well used and teaching assistants provide good support for those pupils with special educational needs. Pupils thoroughly enjoy their time in the ICT suite. In a very good Year 1 lesson, pupils showed their technical understanding of how to create, on-screen, a pictogram of their favourite fruits; they co-operated effectively with one another, with lots of animated discussion taking place. The good leadership and management of the subject continue to be a catalyst for rising standards.

Information and communication technology across the curriculum

61. This aspect is satisfactory but with room for improvement. In a majority of classroom-based lessons, pupils do not make effective use of ICT to support their learning in other subjects. Computers in classrooms are less well used to support learning in other subjects, particularly opportunities for independent research and enquiry. Whilst software resources are good, these have yet to be integrated into all teachers' planning as a tool to support learning. It was, however, used very effectively to support a Year 6 history lesson in which pupils accessed a live account of what a miner's life was like working down the local pits in the early part of the last century. Year 3 pupils also made good use of a support program on their class computer in helping to develop their understanding of fractions. Some use is made of digital cameras in recording local visits and events and also the highlights of a residential visit to Alston with pupils from Year 6. A comprehensive file is available containing examples of good practice, including how pupils used different software to enhance their designs and ideas for a firework code.

HUMANITIES

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils' interest and enthusiasm for the subject are evident.
- Teachers' planning caters for a wide variety of abilities.
- Use of ICT to support independent learning and research is limited.
- Concentration upon production of pupils' written output means that the focus of many lessons is literacy based rather than historically centred.

Commentary

62. Standards by the end of Years 2 and 6 are broadly at the level expected for the age of the pupils. Most achieve satisfactorily across the school, including those with special educational needs. Good planning for continuous learning is evident, which results in all staff having a clear idea as to which aspects of the subject are to be covered within a given time. Whole-school themes have been developed successfully, such as those concentrating on the life of Victorian children and other workers. There is a good sense of 'hands on' learning. Year 6 pupils were able to utilise a visit by a local historian who helped them examine the effects of a pit disaster on the local community. This also enabled them to compare and contrast their

own lives with those of children in the past. This theme was also reflected in a Year 1 class, where pupils compared teddy bears as an aid to looking at toys now and then.

63. The quality of teaching and learning is satisfactory, overall. Good teaching is typified by detailed planning and through questioning techniques that challenge all levels of ability. Pupils openly discuss their work and show good co-operation when working in groups. In a good Year 5 lesson, pupils worked enthusiastically to produce a newspaper article that outlined an air raid in their own district during the Second World War. Standards of work remain satisfactory due, in part, to the emphasis placed by many teachers on the written output of pupils. Whilst this is useful, it can detract from the main thrust of historical learning. Displayed work, and that in the pupils' books, indicates that a wide variety of themes are being covered satisfactorily. Some of the work is quite eye-catching, from a 'diary' of a Victorian child worker portrayed in Year 6, to a very effective attempt to write a diary in the style of Samuel Pepys describing the Great Fire of London. The subject is led and managed satisfactorily, although there needs to be greater input by the co-ordinator to ensure that standards will rise and that the subject can continue to grow. Assessment is satisfactory. Whilst some use is made of ICT to support and extend pupils' interests, this facility is still to be developed to enable all pupils to explore the subject further. Overall, the subject has made satisfactory progress since the previous inspection.
64. There were no lessons planned for the inspection period in **geography** and, therefore, it was not possible to evaluate provision. Scrutiny of teachers' files indicates that the subject is planned for appropriately in the curriculum and is usually 'block taught' for up to a term, before alternating pupils' learning with history. Pupils in Years 1 and 2 concentrate their work on the immediate environment, including improvements to the school campus. Year 3 are involved with comparing villages and towns and studying the impact of weather and climate on human activity. Skills in map work are treated a little piecemeal and do not show big improvements between one year and the next. Year 6 pupils made a successful study of a river basin and show good knowledge as to how volcanoes are formed and distributed throughout the world. Standards seen are broadly in line with age-related expectations. Pupils' work is a good balance between their own notes and the completion of worksheets.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The curriculum enhances pupils' personal development.
- A strength in some lessons is the practical approach to learning about other faiths.
- Good emphasis is given to written work in religious education.
- Not all lessons are sufficiently challenging, particularly for the oldest pupils.
- Assessment is not strong enough to help formulate an action plan intent on raising standards.

Commentary

65. Pupils' achievement is satisfactory and standards in Years 2 and 6 are in line with the requirements of the Locally Agreed Syllabus. Pupils with special educational needs are fully included in lessons and make satisfactory progress relative to their prior attainment. This is a similar picture to that identified in the previous inspection.
66. The curriculum fulfils the requirements of the Locally Agreed Syllabus. This includes opportunities to respect the beliefs of others and this is carried forward into the way pupils relate to one another and care for those needing help. Pupils in Year 2 have a satisfactory knowledge of significant religious characters and festivals. They appreciate, for example, that Diwali is a special celebration for people who live in India and link this correctly to the story of Rama and Sita. They appreciate that the Bible is important to Christians and this includes stories that Jesus told. The message behind these stories is not always fully developed.

Pupils in Year 6 are aware that the Bible has two important sections, although some pupils are confused as to where they will find important information such as the Nativity. Pupils' books show that a study of Islam has been well covered with some imaginative displays of work including artefacts. Discussions reveal an understanding of the importance of the Qur'an to Muslims as a guide for the way they live their lives.

67. Teaching and learning are satisfactory. The most effective teaching seen was in Years 1 and 2, where the pace was lively and teachers showed a real enthusiasm for the subject. In Year 1, the teaching about Hannukah was very good and the use of music and candles developed a real appreciation for the traditions of Judaism. Effective learning was ensured as pupils extended their knowledge through small games and research. This challenge and imaginative teaching was less evident in other lessons; for example, the task set for Year 6 pupils did not challenge them and involved too much copying on a simple worksheet. A review of pupils' work shows that more inspiring teaching had occurred about Ramadan and pupils gained an understanding of its significance to Muslims. A particular strength in pupils' work are the opportunities they have to write stories, prayers and poems, and this extends their literacy skills.
68. Leadership and management are satisfactory. The subject has been 'marking time' awaiting the impending introduction of new guidance from the local authority. No action plan to guide the subject was available during the inspection. Assessment procedures act as a check that pupils cover all aspects of the curriculum. The presence of visiting religious leaders help deepen the pupils' understanding of faiths, including Christianity.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy art and design lessons and this increases their efforts and overall achievement.
- Teachers plan a variety of interesting activities, introducing pupils to an adequate range of techniques.
- Limited opportunities are available for the co-ordinator to monitor what is happening in lessons.

Commentary

69. Achievement for pupils of all abilities is satisfactory and pupils in Years 2 and 6 reach the level expected for their age. The subject has made satisfactory progress since the previous inspection. It is taught and learned in conjunction with design and technology, with the pupils sharing available time in lesson blocks throughout the year. Lessons are usually busy and purposeful, with pupils experimenting with paint, clay and fabric.
70. Teaching and learning are satisfactory, overall, although pockets of good teaching also exist. Lessons are managed well so that pupils behave correctly and carry out cutting activities safely. Teachers encourage creativity and, during a Year 5 lesson, pupils had a multitude of fabrics to use in their collages of the Twelve Labours of Heracles. The topic was also linked effectively to literacy, so that pupils became interested in making a class frieze of the story. Teachers do not always give enough attention to extending pupils' artistic techniques, such as how to hold a paint-brush correctly to achieve a neat stroke. In Year 1, the teacher had very high expectations of the pupils' work and during the lesson's conclusion pressed pupils to

describe how they could improve their work and also to point out positive features in other pupils' work. This introduced them effectively to the skill of appraising and improving their work. However, this aspect was less evident in other lessons

71. The school has introduced an adequate range of techniques and artistic opportunities into its curriculum. In Year 2, pupils gave close attention to detail in their observational drawings of leaves and shells. They have also designed fridge magnets, paying varying attention to the quality of the final product and how it might be improved. Pupils in Year 6 attempted to create movement in their action figures, and this was achieved most effectively by the more able pupils. Most pupils can incorporate expression successfully into their portraits. Pupils use sketch-books as a matter of routine but do not always use them effectively to practise their ideas, and there is limited evidence of pupils using appropriate art vocabulary.
72. Leadership and management are satisfactory, although the monitoring role of the co-ordinator is underdeveloped. A few teachers use the work of famous artists as a stimulus in lessons and this contributes well to pupils' cultural development.

Design and technology

Provision in design and technology (DT) is **satisfactory**.

Main strengths and weaknesses

- Teachers plan for the subject well, although some opportunities are lost to develop DT in the wider curriculum.
- The whole profile of DT could be usefully raised, particularly with additional displays around the school.
- The new co-ordinator has a good grasp of the priorities needed for subject improvement.

Commentary

73. From the evidence of the few lessons available, design and technology has made satisfactory progress since the previous inspection. Most pupils achieve satisfactorily and standards are broadly as expected by the end of Years 2 and 6. DT is taught mainly as a discrete subject, but 'takes turns' with art and craft. Whilst this is an acceptable form of organisation, and the topics are covered appropriately, there is some loss in regularly building up the wide range of skills required. There is also scope for developing the subject across the curriculum, particularly in relation to mathematics and science. The school rightly recognises that there is a weakness in the way even older pupils try to evaluate and improve on their projects. The planning stage is more secure, as could be seen in the way Year 6 pupils designed and made a range of controllable vehicles.
74. Teaching and learning are satisfactory, although pockets of good practice do occur. Teachers deploy available resources well and use to good advantage the pupils' natural enjoyment of the subject. Pupils with special educational needs are supported appropriately. Year 4 pupils used past experience well when deciding what type of torch would be useful for certain characters they had investigated earlier. In such lessons, the 'hands on' element is a clear priority and pupils benefit from practical work. Older pupils are beginning to realise the value of good diagrams and to use past experience to help them choose appropriate materials for a given project. However, some Year 6 pupils gave insufficient attention to strength and potential stability when constructing a simple triangular framework from modelling straws. Pupils in general could do with additional practice in mechanisms, such as pulleys, joints and axles. Younger pupils achieve satisfactory standards when assembling, joining and combining materials and components.

75. Leadership and management of DT are now more firmly established and are satisfactory, overall. A more complete analysis of the standards reached by the pupils is under way and clearly more of this type of self-evaluation is necessary to help raise the impact of the subject on the school curriculum. There is little evidence of the subject on open display, although a little more of quality is being recorded in pupils' books as they learn to plan and evaluate their projects more fully.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- All class teachers are involved in taking their own music lessons.
- Listening to music and reflecting on mood and emotion are supporting the pupils' spiritual development.
- The attractive resources are used well.
- The standards reached by the pupils have not been clearly monitored, assessed and acted upon.

Commentary

76. The profile of music has been raised in recent times, ensuring that all staff feel comfortable and well supported in their music planning. Standards in those elements seen suggest that pupils achieve satisfactorily and attain the broad levels anticipated for their age. Pupils with special educational needs achieve at least as well as others in the class. Over a school year, the curriculum map shows good balance, with all the elements of music introduced and practised appropriately in each year group. During the inspection there was particular teaching emphasis on listening and appraising, and lessons were much enjoyed by the pupils. Their response to learning is usually good and this supports their own achievement in the subject. Little singing occurred but the standards, for example, during worship, were generally satisfactory. The emphasis in most lessons was on listening to mainly classical music and forming mental pictures as to the mood depicted by the composer. Pupils clearly need more practice in this type of measured response but most responded satisfactorily and realised that listening and appreciating music often comes down to personal preference.
77. After studying prints from artists such as Lowry and Monet, Year 4 pupils were able to make their own musical compositions using percussion instruments to convey the feelings invoked by the pictures. Some pupils became quite affected by the music and were able to reflect on mood and imagery, which, in turn, added a new dimension to their own personal development. In another satisfactory lesson, Year 2 pupils sought to portray different forms of weather using small groups of percussion instruments. There are healthy signs that music is now being combined successfully with art, drama and language and that this is working well. Music is led and managed satisfactorily. The subject co-ordinator has high expectations of her own teaching, as seen when Year 1 pupils were able to sing unaccompanied and spot relatively subtle changes in pulse and rhythm. She ensures that non-specialist staff are well supported by a scheme of work that carefully builds on a range of skills and musical experience. The action plan for music needs to be updated in terms of how teachers can meaningfully assess the standards reached by their pupils. Overall, the subject has made satisfactory progress since the previous inspection.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The curriculum is enriched by several clubs and other opportunities to take part in competitive games with other schools. The school has gained the nationally recognised Activemark (2002).
- Visiting coaches and experts enhance pupils' skills in a range of activities.
- Although the subject has a good profile in school, it lacks a cohesive action plan to show how physical education is to be developed in the future.

Commentary

78. Standards are broadly average and overall achievement is satisfactory. The curriculum includes all the required elements, including the opportunity to go swimming, where pupils reach the expected standards for their age. During the inspection it was not possible to observe outdoor games because of the snowy weather. However, evidence from photographs shows that pupils take part in a wide range of activities, including expert coaching in basketball, rugby and dance (Kids Keep Fit Initiative). In a short indoor lesson, pupils showed a good competitive spirit as they carried out skipping, jumping, hoop-la and ball control tasks skilfully.
79. The school has done well in tackling the need for higher standards in dance. In a Year 1 lesson, pupils adapted their movements to different characters and marched and tiptoed, varying their movements in time with the music. Good attention is paid to health and safety and pupils learn to appreciate the impact and benefits of vigorous exercise on the body. Teachers point this out regularly to the pupils and lessons always contain warm-up and cooling-down sessions. Pupils in Year 2 are successful in learning more intricate steps of an Indian dance. The opportunity for pupils to improve and improvise their ideas was, however, not fully developed. The school has taken on the government's recommendation to focus on fitness for life and older pupils benefit from a visiting dance teacher, learning to keep up a good rate of exercise as they energetically follow a dance routine.
80. Teaching and learning are satisfactory. Most lessons follow an appropriate plan which introduces and rehearses a range of skills. Management of the pupils is good, and so lessons are orderly and brisk and pupils perform in a safe environment. Occasionally, the over-reliance on taped music is restricting teachers' individual flair and the need to match the work to the pupils' individual needs. As a result, the focus is sometimes more on completing the activity than on improving pupils' skills.
81. Subject leadership is good and the co-ordinator has organised many additional activities to raise the status of physical education in the school. Management of the subject is satisfactory and checks are in place to ensure that pupils experience a varied programme of activities. However, no recent monitoring has taken place and the subject lacks an up-to-date action plan to identify future intentions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. The school does well with its provision in this area and has invested appropriately in both time and resources to enable pupils to reach their present good standards. There is a structured curriculum, which is followed by all the pupils, and this is reinforced by cross-curricular themes and events such as assemblies and outdoor activities. Year 6 pupils report that their residential visit to Alston (Cumbria) helped them become less reliant on adults as well as creating a good sense of teamwork. The leadership and management of this area of the curriculum are good, and much more is being planned to extend the work into other aspects of the personal development of the pupils. The school ethos is carefully built around elements such as moral and social education, and these are well promoted on a daily basis. The

Healthy School Award has helped to promote pupils' awareness of their own bodies, and the management of sex and relationships education is helping pupils to mature and relate well to one another. The school meets its statutory requirements in this respect. Much has been done to promote a successful anti-bullying policy. Older pupils have made clear gains in drug awareness and social aspects, such as the control of graffiti in their environment.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

