

INSPECTION REPORT

WHITEHOUSE PRIMARY SCHOOL

Stockton on Tees

LEA area: Stockton on Tees

Unique reference number: 111549

Headteacher: Mrs M E Crispin

Lead inspector: Mr R Fry

Dates of inspection: 25 – 28 April 2005

Inspection number: 268250

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:	356
School address:	Dunelm Road Elm Tree Park Stockton on Tees
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T Walker
Date of previous inspection:	26 April 1999

CHARACTERISTICS OF THE SCHOOL

Whitehouse Primary School is a larger than average sized primary school, which draws pupils from a wide area of Stockton. Children's attainment on entry to the school is below what is typical of children nationally. The socio-economic composition of the area is average. Twelve per cent of pupils are known to be eligible for free school meals, which is an average proportion. Four per cent of pupils have minority ethnic backgrounds. A small proportion of this group have English as an additional language. All speak English. The school is part of an Education Action Zone (EAZ) initiative and it has received substantial extra funding.

At the time of this inspection there were 104 pupils receiving additional support to help overcome barriers to learning resulting from their special educational needs. The school is additionally resourced for pupils with physical disabilities and medical needs. There are up to 55 pupils with statements of special educational need. This is much higher than usually found in primary schools. The range of pupils' special needs is growing. In addition to supporting pupils with physical and medical needs, the school now provides for pupils with learning difficulties (sometimes severe), hearing impairment, speech and language difficulties, behavioural, social and emotional difficulties and with autism.

All pupils with special educational needs are part of a mainstream class and take part in registration, assembly and some lessons with their classes. In addition to this many pupils with statements have small-group teaching for English and mathematics and a small number has some other lessons in this situation - for example, information and communication technology. There is also on-site provision of physiotherapy, hydrotherapy, occupational therapy and nursing support. These pupils' timetables are tailored to their individual needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21073	Roger Fry	Lead inspector	Mathematics Geography History
11439	Jillian Moore	Lay inspector	
27053	Sheila Bewick	Team inspector	Special educational needs Information and communication technology Music Physical education
24031	Iris Idle	Team inspector	Foundation Stage Science Art and design Design and technology
29378	Kenneth Watson	Team inspector	English as an additional language English Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Whitehouse Primary School provides a good education and has some **very good** features. Pupils' work exceeds national standards in English, mathematics and information and communication technology (ICT) by Year 6. All pupils achieve well, including those with special educational needs. The teaching and learning are good. The school is well led and managed and provides good value for money.

The school's main strengths and weaknesses are:

- Pupils' standards of work are above average in English, mathematics and ICT.
- Pupils achieve well overall.
- Teaching and learning are good. Opportunities for all pupils to learn together are excellent.
- The school is well led and managed and has made very good use of opportunities provided by the Education Action Zone (EAZ).
- The arrangements for pupils with special educational needs are very well organised and very effective.
- Checks on some aspects of the school's work are limited.
- Pupils' attitudes to school and behaviour are very good.
- Parents' and pupils' views of the school are very positive.
- The school's health and safety policy is out of date.

There has been good progress with the key issues identified in the last inspection report in April 1999. Pupils' standards of work have risen in the Foundation Stage, and in English, mathematics and ICT. Work is well matched to pupils' abilities in these subjects. Teachers make helpful comments in pupils' books and pupils know more about how they can improve. Governors make thorough checks on the school's spending. Pupils in Years 1 and 2 have a better range of books to use. Pupils' cultural development has improved.

STANDARDS ACHIEVED

The school's results in National Curriculum tests at the end of Year 6:	compared with all schools			and similar schools
	2002	2003	2004	2004
English	D	D	C	B
Mathematics	C	C	C	C
Science	B	B	C	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 6.*

All pupils' achievement is good. The table above shows that in comparison with similar schools in 2004, Year 6 pupils' standards were average in mathematics and science and above average in English. In 2003, Year 6 pupils' results were average. Results in the table above are for all pupils, including the high proportion with statements of special educational need, many of whom have learning difficulties. Mainstream (i.e. not including pupils with statements of special educational need) Year 6 pupils' standards in 2004 were well above average in English and mathematics and above average in science when compared to similar schools.

During the inspection in 2005, mainstream Year 6 pupils' work shows that they are working at above average standards in English and mathematics. Their achievement is good. Reception children this year are working at standards typical of those expected nationally in most areas of learning. Their personal and social development is very good. Pupils' achievement is good.

In Year 2, mainstream pupils' standards in reading are average, and in writing and mathematics are above average and pupils achieve well. Standards meet national expectations in science across the school. Work in religious education meets the standards set in the locally agreed syllabus. Pupils exceed the expected standards in ICT by Year 6. There are no significant differences between the attainments of boys and girls by Year 6. Pupils with special educational need reach the challenging targets set for them. Their achievement is good. Pupils from different ethnic backgrounds are well integrated and achieve as well as their peers.

Pupils have very good attitudes to school. They are enthusiastic and eager to learn. Standards of behaviour are very good throughout the school. Attendance is average and is not higher because some pupils have regular medical appointments during school time. A small number of pupils do not arrive at school on time. **Pupils' spiritual, moral, social and cultural development is good.** Relationships are very good.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. The best teaching ensures that pupils have work that extends them and makes good use of practical tasks for pupils to complete. Teachers encourage pupils to do their best and they make good progress. The team of teachers and support staff works very well together. The work planned in some subjects is not as well matched to pupils' abilities as it should be and records of pupils' progress in some subjects are limited. The school's work within the Education Action Zone has improved teachers' skills - for example, in teaching speaking and listening skills.

The curriculum is good. The range of visits and visitors makes lessons more interesting. The arrangements for pupils with special educational needs are very effective. The school has an extensive programme to develop the arts. Geography receives less attention than other subjects in some years. The accommodation and the resources for use in lessons are good. Day to day, the school cares well for pupils but some health and safety requirements are not met. Links with parents are very good. Community links and initiatives are good. Links with other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are both good. The work of the governing body is good. The headteacher and staff have, for example, improved the organisation and pupils' standards of work in many subjects though not yet in all. The school does not meet statutory requirements for some aspects of health and safety. Management is good and all staff have important roles that they fulfil effectively overall. The provision for pupils with special educational needs is very well managed. The day-to-day administration of the school is well organised.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the school's work highly. Pupils hold positive views about life at school.

IMPROVEMENTS NEEDED

The leadership of the school should:

- Improve the monitoring of teaching and learning to ensure that there is a good match of work to pupils' abilities in all subjects, pupils' progress is recorded consistently, and that geography receives its share of taught time.

And to meet statutory requirements:

- Ensure that all health and safety practices meet statutory requirements and that the annual report to parents contains all that it should.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils attain standards that are above average in English, mathematics, art and design and ICT in Years 2 and 6. Pupils' achievement overall is good.

Main strengths and weaknesses

- Mainstream Years 2 and 6 pupils' standards of work are above average in English and mathematics this year.
- Mainstream pupils attain standards that are above average in art and design and ICT.
- Pupils achieve well overall.
- Pupils with special educational needs achieve well.

Commentary

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

Standards in:	School results	National results
reading	15.7 (15.0)	15.8 (15.7)
writing	15.0 (13.5)	14.6 (14.6)
mathematics	16.8 (15.8)	16.2 (16.3)

There were 49 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	27.4 (25.8)	26.9 (26.8)
mathematics	27.1 (26.7)	27.0 (26.8)
science	28.6 (29.3)	28.6 (28.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

1. In the 2004 national tests, standards for all Year 6 pupils were average in mathematics and science and above average in English. In 2003, Year 6 pupils' results were average. The school teaches a high proportion of pupils with statements of their special educational needs, many of whom have learning difficulties. Mainstream (i.e. not including pupils with statements of special educational need) Year 6 pupils' standards in 2004 were well above average in English and mathematics and average in science when compared to similar schools. These standards were attained because of the good teaching that motivates pupils to do their best and pupils' very good attitudes to work. The good quality of leadership has also had a positive effect on raising standards. The teaching meets the capabilities of groups, including higher and lower attaining pupils. Year 2 mainstream pupils' standards in the 2004 national tests were average in reading, above average in writing, and well above average in mathematics in comparison with similar schools.
2. In 2005, all pupils are making good progress and achieving well throughout the school. Standards reached by pupils without statements of special educational need are above average in English and mathematics at the end of Years 2 and 6. When all pupils with statements of special educational need are included, the attainment is average overall in English but nevertheless this still represents good achievement. Standards as measured in the national tests have fluctuated over the last few years, mainly because in some years there

was a higher number of pupils with learning difficulties, but overall the trend has been upwards. The school has shown good improvement in English and mathematics provision since the last inspection. The school's involvement with the North Stockton Community Education Action Zone (EAZ) has been very beneficial. The focus has been to raise standards through a targeted programme of projects and activities exploring such issues as raising boys' attainment, improving writing, speaking and listening, improving mental mathematics skills, and challenging more able pupils more effectively.

3. The school has set realistically high targets for Year 6 pupils to attain in 2005. Indications are that all pupils' standards compared with schools nationally will be lower in English than in mathematics because of the range of abilities in the year group.
4. The school's records of pupils' results for each year show that they make good progress year on year and that pupils meet and sometimes exceed their targets. Pupils' achievement is consistently good in each key stage (Reception, Years 1 and 2, Years 3 to 6). Pupils from minority ethnic backgrounds achieve as well as their peers across the school. There are no significant differences in the achievement of boys and girls. Boys' results are typical of boys nationally. Girls were found to be participating as well as boys in lessons. Improvement in standards generally has also come about because of the improved teaching. Teachers, for example, have used the National Literacy Strategy successfully to improve pupils' standards of work in English. The needs of gifted and talented pupils are recognised and catered for. For example, the school organises pupils' into 'sets' of pupils of similar abilities in mathematics.
5. The upward trend in results is also due to the good leadership generally in English and mathematics and the school's capacity to understand and act on trends in standards. Teachers have isolated several significant factors to improve standards. In English and mathematics, work is well matched to pupils' abilities. In some other subjects this provision is less well organised and pupils make less progress.
6. There is a wide range of abilities amongst children when they start school. Children's achievement is good and by the end of the Reception year, most attain the expected levels in all areas of learning. Their personal development is particularly good because Foundation Stage staff set a very good example and make routines fun. Children have good routines and know how to behave in school by the time they leave Reception, which allows them to make the most of their education to come. Children's progress and achievement are enhanced by the way that activities are well matched to their differing abilities.
7. There is a good emphasis on developing pupils' literacy skills. Pupils write in a variety of styles across different subjects of the curriculum. Interesting examples of extended writing were seen, for example, when pupils in one class discussed the effects of the River Nile when it floods. Pupils often use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. For example, they use graphs and tables to record information in science or to measure materials they need in design and technology.
8. In art and design, pupils achieve well because teachers and visiting artists have extended pupils' skills. They have provided pupils with an extended curriculum. 'Artists in residence' and other initiatives have raised standards considerably and pupils' interest in art is strong.
9. Pupils' standards are above what is expected nationally in ICT, because they are taught the key skills well and have many opportunities to use what they know in different subjects. Many teachers are confident when teaching ICT skills, because they have received extensive training on courses led by EAZ staff and the Stockton ICT Unit staff. ICT is used in many subjects, such as science, to develop pupils' skills further. Standards in religious education are in line with the Stockton Agreed Syllabus. Pupils' achievement is satisfactory. Most

pupils, including those with special educational needs, make sound progress with their knowledge of world religions. The curriculum is well organised and all aspects of the syllabus are taught as the pupils move through the school.

- Pupils with special educational needs achieve well in relation to their own starting points, their previous attainment and their particular special educational needs. They are making very good progress in some lessons and in their personal development. The standards achieved by each pupil improve year on year. Pupils meet the targets set for them in their annual reviews and individual education plans. Pupils who have found learning to read or write difficult have made good progress in these areas by using the 'writing with symbols' software. Some pupils with statements of special educational need attain the nationally expected levels in a range of subjects - for example, in information and communication technology.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work and the school, their behaviour and personal development have improved and are very good overall. The very positive relationships in the school underpin the pupils' good personal development. These are all areas of improvement since the last inspection. Attendance has also improved and is now satisfactory.

Main strengths and weaknesses

- Pupils' attitudes to school and work, personal development, behaviour and relationships are now very good.
- The school involves all pupils in all it does.
- Foundation Stage children settle quickly into school.
- Pupils' spiritual and cultural development is good.
- Pupils' moral and social development is very good.
- Attendance has improved but the school does not record all absences correctly.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0
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.

Exclusions

There were no exclusions in the previous academic year.

Commentary

- The table above shows the attendance figures for the school. Attendance has improved since the last inspection and is now broadly in line with the national average. A significant number of pupils attend medical appointments during the school day; this factor lowers the school's attendance figures. The registers are marked and closed correctly, but attendance monitoring in school is not done systematically and first-day contact with parents is not the norm. Some holidays that exceed the statutory maximum are entered inaccurately as authorised absences, which explain some of the school's low number of recorded unauthorised absences.
- Pupils quickly develop positive attitudes to learning and enjoy coming to school. Most pupils arrive promptly and settle quickly into school routines and lessons. Pupils' attitudes, behaviour, relationships and personal development are now very good overall, an

improvement since the last inspection. Staff work with pupils to develop very good moral and social understanding, encouraging them to support each other and to be sensitive to others' feelings and opinions in work and play. All pupils benefit socially from the school's ethos of total involvement of all in everything as far as possible. The school has a large number of pupils with diverse special educational needs. Adults are dedicated and tireless in their efforts to ensure that pupils' needs are identified and supported, and that they are fully integrated into school activities. Pupils widen their understanding of the consequences of their actions on others and quickly learn right from wrong by working together, valuing each other's strengths and supporting each other's weaknesses.

13. Pupils have many opportunities to stop and consider moral issues in an atmosphere of mutual respect within lessons, in assemblies and when listening to stories. They learn to listen to and understand the needs and feelings of others. Pupils are not shy about expressing their views and feelings. In lessons they contribute thoughtfully and respond eagerly to answer questions, listening to each other and concentrating well. The staff are positive role models who promote and develop very good relationships throughout the school, helping boys and girls of all ages and abilities to mix well together. This enables pupils to develop in maturity and understanding in a caring community.
14. Pupils are supportive and helpful to each other and to adults around the school. No incidents of bullying, racism or harassment have been reported. Parents and pupils confirm this. Pupils enjoy the wide range of activities, clubs, and trips and visits, which support the varied curriculum on offer. They also benefit from members of the wider community coming into school to support different subjects. For example, the police, fire brigade and a local lorry firm help with health and safety issues in personal, social and health education (PSHE). A drama group promoted imaginative story writing for the English curriculum in a unique and memorable way that totally enthralled older pupils during the inspection.
15. Pupils' personal, moral and social development is further enhanced by their involvement in 'circle time' class discussions and assemblies. They are allowed time to explore their feelings, and to reflect on each other's ideas. Pupils enjoy being involved in the school council, either as representatives or through contributing ideas. They also enjoy the opportunities offered to them to carry out tasks and responsibilities about the school. The school council representatives help to develop policies within the school community, and classes discuss council agenda topics in PSHE sessions, so that they have a wide spectrum of views to discuss at the weekly council meetings.
16. Pupils have a good understanding of their own culture and, for example, have explored some aspects of global art and music. Work in history and French lessons widens pupils' horizons effectively. There are more books for pupils to read about different cultures and religions. Pupils have a greater understanding of the ethnically diverse society in which we live. Pupils and staff have contacts with other schools in the EAZ that draw on ethnically mixed catchments. Teachers make good use of the experiences of pupils from different ethnic backgrounds in lessons when appropriate. Teachers prepare pupils well to respect differences between people. The highly inclusive nature of the school's work supports an atmosphere of tolerance and empathy for all.
17. Pupils with special educational needs have very good attitudes to learning. These pupils are well behaved, including those with behavioural, emotional and social difficulties. They have very good relationships with other pupils and with staff. They keep trying when given challenging tasks. Pupils with special educational needs are fully included in all the opportunities school provides. As a result they value themselves and others and develop self-confidence. All pupils have very positive attitudes to inclusion and show this in the understanding they display, the support they give and the friendships they develop with pupils with special educational needs. During the inspection, there were many examples of more able pupils providing support and encouragement for pupils with more complex needs - for example, opening doors or as partners in physical education lessons. Pupils consider those with additional needs and help sensitively whenever this is needed.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good and teachers' assessments of pupils' progress are satisfactory overall. The curriculum is good. The school provides a good range of activities to make learning interesting. The accommodation is good and resources are very good. Pupils are well cared for. Links with parents are very good and they are good with the community. The school takes good account of pupils' views.

Teaching and learning

The quality of teaching and learning is good across the school. Assessment procedures and their use to guide teachers' planning are satisfactory.

Main strengths and weaknesses

- Teaching and learning are good.
- Very good assessment procedures are in place in the Foundation Stage and the information is used well to inform teachers' planning.
- Teachers manage behaviour very well and create a good climate for learning.
- The promotion of pupils' speaking and listening skills is very good.
- Teachers and support staff work very well together.
- Assessment records are limited in some subjects.

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	11 (22%)	27 (54%)	11 (22%)	0	0	0

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

18. Overall teaching and learning are good and match the findings of the last inspection. There are no significant differences in the quality of teaching across the school. The strengths in teaching are demonstrated in many subjects and classes throughout the school. The teaching brings about good learning and pupils therefore achieve well. Teachers have benefited from the work of the EAZ. Their ICT skills, for example, have increased and interactive whiteboard use is a successful feature of the teaching. Pupils learn well because the visual presentation of information is so clear.
19. Teaching and learning are good in the Foundation Stage. Teachers are always well prepared and meet the needs of all children effectively through regular ongoing assessment and analysis of their progress. All teachers and support staff work very well together and know the children very well. Very good relationships and high expectations of children's behaviour result in children achieving well. Excellent teaching was observed in the Nursery, where very clear instructions led to all children demonstrating high levels of concentration and high achievement as they worked with a parachute. In this lesson, the teaching was exciting, imaginative and moved at great pace. All children were fully involved, including a wheelchair user, and very young children were really challenged. Children in the Foundation Stage are assessed soon after they enter Nursery. These assessments are used very well to identify their ability when they enter school. They also highlight any difficulties children may have and help teachers to plan activities carefully to match individual children's needs. Ongoing assessment takes place on a daily basis throughout the Foundation Stage.
20. All teachers have high expectations of pupils' behaviour. A positive behaviour policy is in place and this is used consistently throughout the school. Pupils respond very well to teachers' expectations. They listen well, concentrate on the tasks they are expected to do and are interested in their learning. They enjoy coming to school and this is evident around

the school and during lessons. Pupils' speaking and listening skills are identified when they enter school. EAZ funding has been used very well to support this aspect of learning and teachers have had additional training in order to raise standards. All staff, including support assistants, encourage pupils to answer questions using complete sentences. Speaking and listening are promoted very well through carefully planned opportunities for pupils to discuss their work with others. Pupils work in pairs and small groups on a regular basis and this helps them to become more confident. Teachers work very well with pupils with special educational needs and encourage them to take a full part in small group discussions.

21. English teaching is good. Key features of this good teaching include careful planning for different ability groups and good use of resources, such as the interactive whiteboards now present in every classroom. However, in a minority of lessons the final plenary session is too short to be effective and pupils are not clear about what new learning has taken place. The teaching and learning are good in mathematics. Lessons are carefully planned and have clear learning targets. Pupils learn new ideas quickly as a result. Time is used well, and pupils gain the maximum benefit from lessons as a result. In a Year 6 geography lesson, pupils were finding out about the features of mountainous areas. Pupils learned, for example, that the Himalayas are much higher than the mountains in the Lake District and that it gets colder the higher you go. Some pupils did not find it easy to discover the information they needed because the tasks were not well matched to all pupils' abilities.
22. The teaching and learning of pupils with special educational needs are good. The partnership between teachers and teaching assistants is very good. They plan together and discuss pupils' progress and this benefits pupils. Teaching assistants have very good skills and take pupils on to the next step in learning at just the right time. This boosts pupils' confidence and helps them enjoy learning. All staff encourage pupils to try hard and pupils respond well to this. Teaching is adapted to meet pupils' needs; for example, in a small-group literacy lesson the teacher successfully linked the rhythm pupils had learned in a music lesson to reading a poem and used the interactive whiteboard to give a strong visual image of the order of the words. Homework is regularly provided to help pupils practise their reading and spelling. If needed, homework tasks for other subjects are broken down into smaller steps. Pupils' individual needs are identified and known by all key staff. Staff closely observe pupils' responses to tasks and adjust their input, if needed, to make work more challenging or to break ideas down into smaller steps.
23. Although assessment in English and mathematics is good, this is not so in other subjects. There are limited assessment records in science, ICT, religious education, geography, history, music, art and design and design and technology. Records are not informing teachers' planning and helping to improve pupils' achievement. The match of work to pupils' abilities is therefore limited in some subjects.

The curriculum

The overall quality of the curriculum is good, and a wide range of extra-curricular activities enhances it. The curriculum is taught in good accommodation and is supported by very good resources.

Main strengths and weaknesses

- The curriculum for English, mathematics and ICT is well organised and resourced.
- Many additional activities enrich pupils' learning.
- All pupils are fully included in every aspect of school life.

- Provision for pupils with special educational needs is very good.
- The school is very well staffed and resourced.
- Geography is not given an equal share of lesson time with history.

Commentary

24. The school curriculum is broad and balanced overall. It gives good attention to virtually all subjects of the National Curriculum and to religious education. The school is in the process of updating an established programme for the teaching of personal, social and health education including sex education and drug misuse. The curriculum for English and mathematics is particularly strong, resulting in rising standards. ICT, too, has been a focus for improvement and standards have improved considerably since the last inspection. There is strong emphasis on art and drama, and all pupils now receive the recommended two hours of physical education each week. A modern foreign language, French, is a good new feature of the curriculum. However, geography skills are not taught systematically enough for pupils to make good progress as they move through the school.
25. The school has been highly innovative in introducing enrichment activities to the curriculum. Such activities as Arts Weeks, whole-school writing days, drama performances, visits and specialist teachers have successfully broadened and enhanced pupils' learning. A good range of extra-curricular activities such as sports and arts clubs gives further opportunities to many pupils. The school's involvement with the North Stockton Community Education Action Zone has been very beneficial. The focus has been to raise standards through a targeted programme of projects and activities exploring such issues as raising boys' attainment and challenging more able pupils. Funding has been used to support teacher training - for example, in the use of interactive whiteboards and to purchase a range of ICT programs and computers.
26. The curriculum is effectively adapted to meet the needs of pupils with special educational needs and gives pupils every chance to take part in all activities provided. The provision is highly inclusive and effective with pupils benefiting from whole-class, small-group and individual teaching on a planned basis. Staff create the right opportunities for pupils to learn. Lesson timetables are individually tailored to ensure that pupils are in the best situation to learn, whether this is a full class or small-group provision. The special educational needs co-ordinator plans in great detail to ensure that all support needed for pupils with statements of special educational need is in place. This includes making detailed arrangements so that pupils can join off-site residential visits. Sometimes access to after-school clubs is restricted for some pupils with physical disabilities because of the home-school transport arrangements. The school is looking into this so that these activities can be offered to all.
27. A high level of additional equipment is provided for pupils with special educational needs. It is used to very good effect. For example, there are additional computers, adapted keyboards and control devices and well-chosen software programs. To ensure that pupils with hearing difficulties benefit from the teaching, a sound system, which gives greater clarity to the teacher's voice, is used very well in classrooms. However, one of the rooms used for a group of pupils with statements of special educational need is small and this sometimes limits the activities the teacher can use. Occasionally, the worktops in some classrooms and in the computer room are not at the correct height for some pupils with physical disabilities and their progress is affected.
28. The attractive open-plan accommodation provides a stimulating environment for pupils, although lack of space can sometimes be a problem. For instance, some classrooms are rather crowded. Outside the school building there are spacious and attractive grounds that have been improved still further with the addition of some imaginative play equipment. Staff expertise and experience are well matched to the needs of the school. Effective use is made of specialist teaching in drama and physical education and to give support for dyslexia or other learning difficulties. Teaching assistants give very good support in classrooms or with

targeted groups. Overall, the school's resources are very well matched to the needs of the curriculum and support pupils' good achievement.

Care, guidance and support

Procedures for care, welfare, health and safety are good. Pupils receive good support, advice and guidance. The school seeks and acts on pupils' views effectively.

Main strengths and weaknesses

- Pupils are very well known to their teachers and other adults in the school.
- The school's health and safety policy does not comply with current legislation.
- The support for pupils with special educational needs is very good.
- Pupils develop good citizenship skills through their involvement in the school council.
- The 'buddy scheme' is successful.

Commentary

29. The school is alert to the needs of all its pupils and takes effective steps to support their welfare by sensitive co-operation with families and other agencies whenever the need arises. Risk assessments are carried out very thoroughly for most activities in school and for all trips and visits. Child protection procedures are in place and are informing practice around school. The site is very well looked after by the site manager. Pupils are able to learn well because they are settled, happy and secure. The school's health and safety policy does not comply with current legislation and it is out of date.
30. Pupils are well known to their teachers and adults around the school, and relationships between them are very good. This ensures that the needs of pupils are known and are effectively met, and that they develop and learn in an atmosphere of mutual trust and respect. The school works very well with other agencies to ensure that pupils get the support that they need. The special educational needs co-ordinator works tirelessly with the child assessment centre, for example, to ensure that pupils have a smooth transition into the school, settle quickly and learn well. Liaison often starts two years before a child enters the school to ensure that staff are fully trained to cope with their needs. Thus, pupils have the correct seating and other equipment that they need, to ensure that their entry into school is not delayed. All mainstream children's induction into school is also well managed.
31. The school's care, support and guidance for pupils with special educational needs is very good. Staff know pupils very well and provide valuable support at the right time. The wholehearted celebration of the strengths and successes of individuals is at the centre of the school's inclusive approach. Pupils receive very good acknowledgement for their hard-won progress. This greatly boosts their self-confidence. Support from a range of staff ensures that day-to-day care maintains pupils' comfort and their readiness to learn. Personal care is very tactfully supported and staff understand very well the effects of long-term medical needs and balance support and work demands very well. Teachers and teaching assistants work closely with the large health team to ensure that each pupil benefits fully from the inclusive nature of the school. Staff act promptly on the advice from health workers, including speech and language therapists and visiting support teachers and psychologists, to refine their support and teaching.
32. Pupils with special educational needs have high quality individual education plans that outline targets to be aimed for and the support to be provided. These are carefully reviewed each term with pupils and parents, and details of progress and next steps are recorded. Provision for pupils with statements of special need is very well matched to their needs as described in their statements. Wheelchair users have lessons with the physiotherapists in moving and steering their wheelchairs. This helps them move around more independently. The systems for communicating about pupils are effective and efficient. This includes links with health

professionals who are based in the school, many staff from outside the school and several home-school transport teams as well as messages to and from parents.

33. The many opportunities staff offer pupils to consider moral and social issues are made possible because of the very good attitudes and behaviour throughout the school. Staff have high expectations of good behaviour and this is underpinned by the policy which is being reviewed to include new guidance on emotional behaviour management. Pupils value the rewards system, enjoying the praise and celebration of all their achievements, and parents are content that their children are happy to come to school. The school provides good guidance and support for all pupils. Teachers know their classes well and relationships are very good.
34. Pupils learn valuable citizenship skills by contributing to the school's council. All pupils have a chance to participate in the council at appropriate levels. Two representatives are elected from each year group. There is no equal opportunity requirement to elect a boy and girl, but the numbers on the council are roughly equal. Pupils do not yet have the opportunity of taking the major roles of chair and secretary for themselves, so they do not learn first-hand how to organise, negotiate and compromise through pupil-led discussions. Year representatives do, however, informally canvass views from classmates during personal, social and health education sessions and views are then fed back at the weekly council meetings. Recent issues include approval for girls to wear trousers in school, the introduction of new reward stickers designed by council members and a fund raising initiative for the Tsunami appeal.
35. Pupils gain valuable social skills by taking part in a 'buddy' scheme, which ensures that all pupils have someone to play with at break and lunchtime if they feel lonely. Pupils take turns to be on duty at the 'Buddy Stop' in the playground and help pupils find friends to play with. Every pupil gets the chance to participate in one drama production at least once a year. The school is rightly proud of its performing arts provision, which raises pupils' self-esteem and confidence in an effective way. The rewards and house point system for good behaviour and work are popular with pupils. Pupils have the chance to receive 'golden time' and choose their favourite activity for an earned amount of time as a reward for good behaviour. Pupils accept that the sanctions for poor behaviour are fair. They are proud to accept recognition for a wide range of achievements at weekly celebration assemblies and half termly 'good work' assemblies.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The EAZ link has brought many benefits for pupils and staff.
- Positive links with parents mean there is an active partnership to support pupils' learning.
- The Friends Association is active.
- The annual governors' report for parents does not contain all the statutory requirements.
- Pupils' progress reports for parents do not contain targets for pupils' improvement.
- The school works very effectively with parents of pupils with special educational needs.

Commentary

36. The co-operation with other schools and educational establishments locally is very good. So is the use made of the assistance available for co-operative initiatives through the Education Action Zone. There are also strong links with a local special school. The inter-establishment liaison assists staff training and curriculum development, and helps pupils to move smoothly between schools. The visit abroad helps pupils to gain valuable social skills for life. There are many more trips and visits for all pupils that make good use of the cultural resources of the area and they also widen pupils' horizons.

37. Parents' views of the school are very positive, they are happy to share their concerns with staff, and they feel that these are dealt with swiftly and effectively. Parents are active partners in their children's learning and they trust the school to care for their children. The school greatly values the regular help it gets in the classroom from a small number of parents. Several parents are training to be classroom assistants and a number of valuable 'Friends' of the school, such as grandparents, retired lunchtime staff and governors, also help regularly. This assistance helps pupils to see that adults value education.
38. The school provides good information for parents, but does not ensure that all the statutory items are included in the prospectus and annual governors' report to parents. Progress reports are well written in a format that is easy to understand but they do not contain targets for pupils to work on with parents at home. Parents get the opportunity to come into school for curriculum workshops and several meetings during the school year. The induction evenings, transitional meetings between the key stages of pupils' education, and the open days offered by the school have been well attended. Parents of pupils with special educational needs are also very well informed and supported in school, and when their children transfer to secondary schools in the area. The various outside notice boards around the site keep parents well informed and are regularly updated. There are very helpful termly newsletters home, half-termly in the Nursery, which help parents to understand the formal terminology in school, the curriculum and how parents can help support their children's work at home. The active Friends of Whitehouse Group provides valuable funding and social events.
39. Staff are available to talk informally to parents before and after school and so concerns are dealt with sensitively, quickly and effectively. Functions, concerts and celebration assemblies are well supported. Groups from the local community come into school regularly, providing pupils with good role models and sharing their experiences and expertise. The school is a good neighbour, having recently worked with local residents to improve the perimeter fencing around the school. Parents are happy that their children are able to learn well because they are settled, happy and secure.
40. The school works very effectively with parents of pupils with special educational needs to support pupils' learning. Very good procedures are in place to keep parents informed and involved. There are many opportunities for parents to talk about their child's needs and progress. Because the school works to build relationships with parents, reviews are very well attended. At reviews, staff discuss progress made and encourage parents to support their child's hopes, aspirations and next challenges. Parents receive copies of termly individual education plans, most of which contain ideas for how parents can help. This working together benefits pupils. Parents are fully involved in annual reviews of statements of special educational need and for some pupils parents are kept informed on a day-to-day basis. Parents are very positive about the impact that the very good provision has on their child's learning, social relationships and personal development. Planning for the transfer of Year 6 pupils to secondary school is very thorough. The school works in partnership with a local special school to select the best equipment and software programs for pupils with special educational needs. Recommendations are quickly put in place and this aids access to the learning activities and pupils make more progress. There are good links with a local sports club for pupils with physical disabilities and pupils attend the Saturday club.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good, overall. The leadership and management skills of the headteacher are good. Senior staff are effective. Governance is effective.

Main strengths and weaknesses

- The headteacher and senior staff have developed a successful school built on the high aspirations of the headteacher and on close teamwork.
- Governors' leadership of the school has improved since the last inspection.
- Checks on some aspects of the school are limited.
- Subjects are well co-ordinated.
- The leadership and management of the provision for pupils with special educational needs are very good.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	1,218,391	Balance from previous year	58,223
Total expenditure	1,261,539	Balance carried forward to the next	15,075
Expenditure per pupil	3,251		

Commentary

41. Governors help to shape the direction for the school effectively with staff. Governors know the strengths and weaknesses of the school well. Committees of governors make good use of their expertise, such as in the area of finance. Governors know that standards have improved and why this is so. The school successfully seeks best value for its purchases. The spending on the perimeter fence has reduced the cost of vandalism considerably. Governors have not ensured that the school's health and safety policy has been kept up to date and that the annual report to parents contains all that it should.
42. The school has maintained its effectiveness, and value for money continues to be good. Standards are higher and pupils' achievement is better than at the time of the last inspection. One reason for this improvement is that performance management (the yearly appraisal of teachers' effectiveness), which identifies and addresses teachers' training needs, has focused teachers' attention on raising standards in areas such as speaking and listening and ICT. Another reason is that there has been a low turnover of staff and the school has been able to progress year on year without constant changes in personnel. Induction procedures for newly qualified teachers and senior staff are thorough and well organised.
43. The newly appointed headteacher, who was the assistant headteacher previously, provides good leadership and has managed the school with a clear vision - for example, in maintaining open channels of communication with pupils, staff and parents. The headteacher has managed the transition period well. She and the newly formed senior group of staff work very well together. The headteacher has a deep understanding of the school and motivates the staff with deserved praise, as well as asking for their best efforts at all times. The inclusive nature of the school is a strength, which was confirmed by many parents.
44. Previous weaknesses have been addressed thoroughly. Each group of teachers, such as subject co-ordinators, special needs co-ordinators and senior management team members have specific roles that are clearly defined. There is no overlap of duties, and decisions made amongst different groups all feed into the efficient process for making decisions. The general good level of efficiency of the school has raised standards in many areas of its work. There is

a shared understanding of what needs to be done, which reflects the good leadership of senior staff.

45. The headteacher and staff have evaluated some lessons, but this is an area that is not well developed. Checks on some aspects of the school are limited. In some subjects, co-ordinators and senior staff do not make sure that there is a good match of work to pupils' abilities, that pupils' attainment and progress are recorded consistently and that all subjects such as geography receive their full share of lesson time. The co-ordinators, for example of English, mathematics and ICT manage their subjects well. They have good plans for improvement that reflect the checks they have made in their subjects.
46. There is a satisfactory school development plan in place, but it is for one year only. It highlights the main areas the school has identified that need improvement in the future. It reflects the intention to provide high quality experiences for pupils in all aspects of the school's life. The layout of the plan is straightforward and is effectively colour-coded. Governors have correctly identified that there are too many priorities in it for a relatively short period.
47. The leadership and management of the provision for pupils with special educational needs are very good. The excellent promotion of inclusion throughout the school has helped to develop a very positive approach to raising the achievement of pupils with special educational needs. The special educational needs co-ordinator, special educational needs leader and headteacher oversee the systems for supporting pupils with special educational needs effectively. Clear, detailed plans target the right areas for further development.
48. The special needs co-ordinator has clear vision, is very knowledgeable and enthusiastic and her expertise is being effectively used to lead and manage the inclusion of the large number of pupils with statements. Sensitive planning successfully balances pupils' timetables between personal care, teaching and learning in lessons, working with the therapists and nurse, and hydrotherapy time. Staff training is well matched to increasing the school's capability to effectively teach pupils with a wide range of needs. The special educational needs leader has helped staff improve their teaching of pupils with dyslexia and as result these pupils are making good progress. Staff are always looking for ideas or additional training to improve how they help and teach pupils with additional needs. For example, when a parent of a pupil with a medical condition and his specialist nurse were invited to school to help key staff to understand his needs, most staff attended the meeting. Since the last inspection, provision has continued to improve and the school meets the needs of pupils with a wider range of special educational needs very well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation stage is good. When children entered the Nursery this year, their skills and abilities were well below the level expected nationally for their age in their personal, social and emotional development, their communication, language and literacy and in their mathematical development. Their knowledge and understanding of the world, creative skills and physical skills were below the level expected nationally. Children's achievement overall is good and in their personal development in the Nursery very good. Standards of most children are in line with those expected by the end of the Reception year in all areas of learning and standards in their personal development are above those expected. Children with special educational needs make very good progress overall. All children settle very well because they form very good relationships with the Nursery staff and feel very secure within the Nursery environment.

The overall quality of teaching is good and there was one excellent lesson seen in the Nursery. All adults are good role models, and teachers and other support assistants give children plenty of opportunities to extend their communication skills through a wide range of activities including imaginative play.

There has been good progress overall since the last inspection. Children's good achievement has been maintained. The provision for the Reception children has improved. The curriculum is good and plans are in place to modify the outdoor facilities. This is intended to ensure that Nursery children have constant access to the outdoor space without disturbing the Reception classes. The EAZ has helped staff to keep well informed about current research through training and this has had a good impact on teaching. The school and local education authority jointly provided additional resources for the outdoor learning area. The Nursery teacher has been identified as a foundation expert practitioner and the EAZ funding has made it possible for her to share good practice with other schools within the cluster group. Resources for use in lessons within the classrooms are good. Very good assessment procedures are in place and ongoing assessment is part of each day's teaching. Teachers keep good records of children's progress. The leadership and management of the Foundation Stage are good. Good induction procedures are in place both when children enter the Nursery and when they move into the Reception classes.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The very good relationships between adults and children help children to develop their personal, social and emotional skills very quickly.
- The sensitive approach by the Nursery staff enables new children to feel secure and settle quickly.
- Some children in the younger Reception class find it hard to stay on task and do not listen to adults carefully.

Commentary

49. All adults in the Foundation Stage build very good relationships with the children. This is particularly so in the Nursery where children with very poor social skills on entry quickly gain the confidence to talk to adults and select their own activities. Children sustain interest in a chosen task for a good period of time and their behaviour is very good. They talk together well in small groups as they develop their early science knowledge about sinking and floating when working in the water tray. They demonstrate good manners as they act as waiters and customers in the 'Café' area and are very polite to each other. Most children respond very

well to the high expectations of all adults who work with them. Their behaviour is very good. However, a small group of children in the younger Reception class find it difficult to stay on task, call out in whole-class groups and do not listen well. This class, generally, is not as mature as other classes in the Foundation Stage and a small number of children with learning difficulties disrupt lessons and affect the progress made by others.

50. Children who have been in the Nursery for only a short time quickly feel secure and confident to take part in whole-class activities. The sensitive and caring approach of the staff helps them to understand what they have to do. This gave them the confidence, with good support, to change places with other children under the parachute. They are sufficiently confident to share their feelings - for example, "I am happy when I have a cuddle," and "I am sad when I cannot play on the computer". Children reach standards above the level expected in this area of learning and make very good progress from a low starting point on entry.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers' very good questioning and the good opportunities for adult interaction help children to extend their speaking and listening skills.
- Many children in Reception enjoy sharing big books.
- EAZ funding has supported children's speaking and listening skills well.
- Assessment is used well to match children's work to their needs.

Commentary

51. Many children enter Nursery with poor communication, language and literacy skills. From the start, they are constantly encouraged to talk to adults and to listen carefully. There are good planned opportunities for Nursery children to enjoy sharing a book with an adult on a daily basis in small groups. The well-focused questions asked by the support assistant encouraged children to look carefully at the pictures to help them to talk about the story. Children's speaking and listening skills were developed well when they discussed, in pairs, a possible conversation with the ice-cream man in a story. They then shared their partners' ideas with the class to show that they had been listening carefully.
52. Children in Reception have a sound understanding of letter sounds in simple words. They identify these correctly when practising their early reading skills and write simple words with reasonable accuracy. Children show interest in stories and know the author and illustrator of their big book. Many children enjoy joining in when the teacher is reading. The teaching of communication, language and literacy is good. Interactive whiteboards are used well to extend children's letter formation and early sentence skills.
53. Very good assessment procedures are in place both in the Nursery and the two Reception classes. Any difficulties children experience are identified early and appropriate support and tasks are provided to support their learning. Ongoing assessment is part of the daily routine within lessons and good records of children's progress are in place. Children with special needs and wheelchair users have very good support. EAZ funding has provided 'Chatter Matter' bags for children to take home each week. Parents have had training to help them to use these to support the development of their children's speaking and listening skills. Standards are in line with the level expected in this area of learning and children make good progress from a low starting point on entry.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan good opportunities for children to develop their understanding of counting and number matching through first-hand experiences.
- Teachers use assessment well to match work to individual needs.

Commentary

54. Adults use first-hand experiences well to develop children's counting skills. The teaching is good. For example, they encourage children to count the number of children in their group. The youngest children count to six with adult support; they enjoy using both malleable materials and counters to match the given number cards. They sing a range of songs that reinforce counting skills well. Nursery children begin to understand the characteristics of two-dimensional shapes through selecting them from the feely bag and matching them with the correct tile shapes.
55. Children in Reception begin to understand the idea of 'adding on' from a given number. Higher attaining children were well challenged when they counted on from 33 to 36 and could explain that 'three and three make six'. The teacher used the interactive whiteboard well to show a video to support this new learning. This was well linked to their fairy stories in literacy and also developed their understanding of 'five more' when more leaves were added to the beanstalk. Many children in the older Reception class used the interactive whiteboard well to identify missing numbers in a line from 1 to 20. They demonstrated good understanding and achieved this quickly. Lower achieving children also count on from a smaller number successfully.
56. Ongoing assessment is a part of daily routines and the results are used well to make sure that children build on previous learning. Analysis of books shows that children have made good progress during their time in the Foundation Stage because the work planned for them matches their needs well. Higher ability children are challenged effectively and are working above the level expected for their age. Most children's work is in line with the standard expected in this area of learning and they make good progress from a low starting point on entry.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children in the Nursery begin to develop a sound understanding of the world around them.
- All children have good opportunities to develop their hand skills and early ICT skills.

Commentary

57. The teaching is good in Nursery and Reception. The Nursery staff encourage children to develop their understanding of the passing of time when they look at photographs of themselves as babies and see how they have grown. The school's grounds are used well to develop all children's understanding of colour changes in nature, natural materials and sounds in the environment. Their knowledge of the world extends to France. The role-play café has pretend French food and a French day is planned where they will dress in the colours of the French flag and taste French food. Teachers plan a wide range of interesting experiences and children achieve well because they learn through practical activities. There are good

opportunities for children to develop their hand skills through using a wide range of materials. Small and large construction kits help them to fix pieces together in different ways and to express their creativity by making imaginary objects. The Nursery team is very creative and skilfully adapted 'The Bear Hunt' story into 'The Baby Hunt' story to celebrate Christmas because the children had enjoyed 'The Bear Hunt' so much.

58. Interactive whiteboards are in daily use in both classes to support learning in letter formation, recognition of number and observational skills. All children use computers regularly and demonstrate very good skills. In Reception they create their own drawings and fill their shapes with different colours. Many children exceed the early learning goals in this aspect of their work. Children's achievement overall is good and standards are in line with those expected on entry to Year 1.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Plenty of opportunities are available for children to enjoy singing and listening to music.
- Children have a good range of materials to select and use.
- The visiting pianist makes a good contribution to children's creative and spiritual development.
- Children in Reception do not have enough support when learning new songs.

Commentary

59. The teaching is good in Nursery and Reception. Children in all three classes have good opportunities to sing, sometimes to support their work in number and at other times just to enjoy singing. As part of their French theme, Nursery children sang 'Frere Jacques' and managed the words very well. They loved to sing using the microphone while the visiting pianist accompanied their songs. They sang alone and were very confident individuals. Children in Reception sing action songs such as 'Music Man' and 'The Circus Clown.' They found it hard to sing in tune, as the tune was not taught separately. This means that neither the tune, words nor actions were of a good standard. Children have good opportunities to listen to music, both in their singing lessons and as they go into and leave assemblies.
60. In all classes there is daily provision of materials to create pictures. Nursery children make paper fish padded with tissue and add shiny decorations. They record their early pencil designs on whiteboards and photocopy these to keep a record and to display their work. In Reception, children look at the work of the artist Kandinsky and paint patterns in his style using ready-mixed paint. They also collect natural materials and use these very creatively to make stick pots and animal pictures.
61. The visiting pianist supports music in the Foundation Stage well. He accompanies the 'performers' in Nursery and plays for children both to listen to and to sing in the younger Reception class. His contribution to the start and end of assembly contributes well to the Reception children's spiritual development. The atmosphere created is one of tranquillity and reverence and young children respond to this well. Children's achievement overall is good and standards are in line with those expected on entry to Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There are many timetabled opportunities for children to develop their physical skills.
- The at times excellent teaching in the Nursery inspires confidence and this helps all children to achieve very well.
- The lack of direct access from the Nursery to the outdoor play area does not enable children to have free access to the good provision.

Commentary

62. All classes in the Foundation Stage have access to the hall and the forum for physical activities each week. They also use an appropriate outdoor play area with good resources. The school improvement plan clearly shows the development of the outdoor area to ensure that all three classes have ongoing access but, at the moment, Nursery children have to go through the Reception classes to reach this provision. This means that Nursery children have planned time outside rather than being able to choose when they use this area. The school's budget has been used well to improve the resources available in the outdoor area. Children have good opportunities to climb through, over, up and along equipment. All children are fully included and wheelchair users are very well supported by experienced support assistants.
63. Excellent teaching was observed when the Nursery teacher used the parachute with the youngest children in the forum. Their behaviour could not be faulted as they sat and listened to very clear instructions. They knew exactly what was expected of them and fully responded to their teacher's expectations. All children took part without fuss and worked as a large group very well. They successfully moved on top of the parachute when the movement of the fabric created waves, keeping their balance and making suggestions about, "The sharks, submarines, whales and dolphins" they saw. All the children, including a wheelchair user, changed places under the parachute. Their responses throughout were excellent and this lesson had a very good impact on their understanding and on their personal and skills development. Children's achievement overall is good and standards are in line with those expected on entry to Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils make good progress and achieve well as a result of good teaching.
- Provision for pupils with special educational needs is very good.
- Literacy skills are well promoted through drama and across the curriculum.

Commentary

64. Pupils make good progress and achieve well throughout the school. Standards reached by pupils taught in the mainstream classes are above average at the end of Year 2 and Year 6. When all pupils with statements of special educational need are included, the attainment is average overall but nevertheless this still represents good achievement. Standards as measured in the national tests have fluctuated over the last few years, mainly because in

some years there is a higher number of pupils with learning difficulties, but overall the trend has been upwards. Pupils from minority ethnic backgrounds achieve as well as their peers. The school has shown good improvement in English provision since the last inspection.

65. Teaching in the subject is good in Years 1 to 6, and in some lessons is very good. Key features of this good teaching include careful planning for different ability groups, gifted and talented pupils and good use of resources, such as the interactive whiteboards now present in every classroom. Classroom assistants are fully involved in lessons and make a good contribution to learning, particularly with the less able pupils. Speaking and listening skills are well promoted in most lessons with teachers giving lots of opportunities for constructive discussion. Teachers are skilled in sharing learning targets with pupils, and in the best lessons the end-of-lesson summaries are effective in reinforcing learning and identifying areas for development. However, in a minority of lessons the plenary session is too short to be effective and pupils are not clear about what new learning has taken place. Pupils use their individual whiteboards well in some lessons so that they can respond to questions, but this good practice is not always evident.
66. Provision for pupils with special needs, including those with statements, is very good. Whether withdrawn for teaching in smaller groups or included in normal lessons, their needs are invariably met because tasks are carefully planned and often related to pupils' individual education plans. Co-operation between pupils of different abilities is very good and the calm and inclusive atmosphere ensures that all feel valued and able to give of their best.
67. The development of speaking and listening skills has had a high priority recently, and the school has been very successful in using EAZ funding to provide training for teachers and generally promote this area of learning. Strategies such as 'hot seating', role-play, and paired or small-group discussions are used skilfully in many areas of the curriculum. For example, in a Year 1 religious education lesson, pupils worked with their talking partners to explore how they could respond in a sensitive way to someone who had hurt him or herself. The resulting dialogues showed a good level of communication skills and understanding amongst pupils. Overall standards of speaking and listening are now above average throughout the school.
68. Writing, too, has had a high priority and the results of the 2004 national tests at the end of Year 2 and Year 6 indicated that standards had risen markedly. Work seen during the inspection was above average in most years. Whole-school writing activities have had a positive effect on attainment. Writing in most areas of the curriculum is a strong feature, with many examples around the school of writing in a range of types. For example, poems by Year 3 pupils show a good understanding of the use of rhymes and verses, and in Year 6 there are some good examples of 'persuasive' writing connected with a healthy living project. All year groups use ICT well to extend and enhance their writing skills. Work in books is invariably of good quality, neatly presented, and shows a good development of handwriting skills through the school.
69. Standards in reading are satisfactory. Pupils benefit from individual, shared and group reading activities that are closely linked to the National Literacy Strategy. Teaching is systematic and most pupils use a good range of methods in their reading, based on the sounds of letters and the meanings in the text and pictures. Most pupils enjoy books and read with confidence individually or in groups. The main school library is rather small but is used well and is supplemented by a good range of books in each classroom. A good feature is the way older pupils are trained to act as librarians. Pupils take books home regularly, but in some classes, particularly in Years 3 to 6, reading records are not used effectively for diagnostic purposes. An opportunity is missed here to reinforce contact between school and home as well as further developing pupils' reading skills.

70. The leadership and management of the subject are good. The joint co-ordinators have analysed any weaknesses and worked hard to introduce new strategies to overcome them. For example, they are aware that some boys still attain less well in comparison with girls in reading and writing, and the introduction of whole-school writing days has been partly in response to this. The school has a wealth of information about pupils' progress, but these records are not easy to use so that any underachievement by individuals or groups can be spotted easily.

Language and literacy across the curriculum

71. The use of language and literacy across the curriculum is good. Pupils use language and literacy skills well to enhance their learning in most other subjects including ICT. In Year 4, for example, pupils wrote about the effects of the River Nile in the style of a newspaper article. In some subjects, such as religious education and geography, some opportunities are missed to develop pupils' recording skills and their ability to write for different purposes.
72. One **French** lesson in Year 5 was observed. The school provides conversational French lessons in Years 3 and 5. A fluent French speaker teaches the classes and the provision is good. Pupils were observed learning to count to 20 in Year 5 and to recognise the numbers in different ways. Pupils know how to answer, for example, "Qui a le numero huit?" Pupils enjoyed the lesson and they gain from this early exposure to a foreign language. All pupils have opportunities to ask and answer questions in French. They speak clearly and with a good accent.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection.
- Pupils in Years 2 and 6 attain standards that are above average.
- All pupils achieve well because of the good teaching and learning.
- There is a strong focus on developing pupils' mental mathematics skills.
- The grouping of pupils by ability (setting) helps pupils achieve well.
- The use of ICT is well developed.
- The provision is well managed.

Commentary

73. The school has improved the provision for mathematics since the last inspection. Pupils now make good progress and achieve well throughout the school. Standards reached by pupils taught in the mainstream classes each year are usually above average in national tests at the end of Year 2 and Year 6. When all pupils with statements of special educational need are included, attainment is average overall but pupils' achievement remains good. Pupils' standards in the national tests have fluctuated over the last few years, mainly because in some years there is a higher number of pupils with learning difficulties, but overall the trend in results has been upwards.
74. During the current inspection, mainstream pupils in Years 2 and 6 attained standards above the national averages. In Year 1, pupils add and subtract confidently, and realise that these processes are closely linked when solving money problems. In Year 2, pupils name two-dimensional shapes confidently and higher attaining pupils work successfully with numbers to 1000. Lower attainers reach the nationally expected standards, present their work well and, for example, measure accurately in centimetres with some help. In Year 3, pupils use their knowledge of multiplication tables to identify relationships between numbers. Pupils complete many additions and subtractions accurately in their heads in a short space of time, such as 15+36 and 42-19.

75. In Years 5 and 6, pupils have a good understanding of how to tackle more demanding problems that are set out in words. They work methodically, analyse the given information, and confidently select the correct processes to solve problems. For example, higher attaining pupils predicted the likelihood of events successfully in a Year 6 lesson. Likewise, lower attainers met similar problems and showed they understood that different events have greater or lesser chances of happening.
76. The very good support by teachers and teaching assistants helps pupils with special educational needs to achieve as well as their classmates. There are very good arrangements to include all pupils in the work of mainstream classes. During the inspection there was no significant difference found in the attainment of boys and girls. Pupils from different ethnic backgrounds also achieve as well as their classmates. The introduction of setting in Years 1 to 6 provides well for different abilities and extends more able pupils, whilst effectively supporting those who do not find the subject easy.
77. Since the last inspection the school has worked successfully to raise standards in mathematics. This has been a major focus in recent years and the EAZ has been involved in this undertaking. Teachers use the interactive whiteboards effectively as a result of the good training they have received. Many teachers received extra training in numeracy skills before the National Numeracy Strategy started, which has increased their effectiveness considerably. The National Numeracy Strategy forms a firm basis for lesson planning and this ensures that all areas of the National Curriculum are taught. Because of these initiatives, the proportion of pupils attaining the expected and higher standards in the National Curriculum has steadily risen. Work in pupils' books shows good examples of their understanding of a range of mathematical ideas, and how mathematics can be used to solve practical everyday problems.
78. The teaching and learning are good overall and in some lessons are very good. The lessons are carefully planned and have clear learning targets. Pupils learn new ideas quickly as a result. Time is used well, and pupils gain the maximum benefit from lessons as a result. Most lessons have a good pace that captures pupils' interest and enthusiasm. Teachers develop pupils' confidence by making sure that they fully understand how new work builds on previous learning. Pupils' previous learning is reinforced well at the end of each lesson. Teachers also take care to develop pupils' mathematical vocabulary by using terms such as, 'unlikely,' 'certain' and 'impossible' in their work about probability.
79. The range of books and equipment for pupils to use is good. There are good assessment systems but the information when put together is not in a form that makes it easy to see if any group or individual needs extra attention because, for example, they are falling behind others. The co-ordinator and a colleague manage the subject well. They are enthusiastic and monitor learning and teaching effectively across the school. New initiatives have been carefully researched before they have been put into action. The targets listed in the Year 2 pupils' mathematics books are a very good aid for monitoring how individual pupils are getting on. This system is not common to all years. The co-ordinators have made the most of the courses offered by the EAZ to support their work. They are able to help staff better because, for example, they have learned coaching techniques.

Mathematics across the curriculum

80. Pupils often use mathematics as part of their work in other subjects and overall the use of mathematics as a tool is good. They consequently develop an appreciation of the practical uses of these skills. For example, they use graphs and tables to record information, such as about forces in science or measure components in design and technology. Pupils use estimation skills in several subjects. In geography, pupils study the heights of mountains on maps. In history, pupils learn what dates mean and can begin to sequence events from an early age.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' attitudes to science are good.
- Teachers have good subject knowledge.
- Pupils have good investigative skills and clearly understand fair testing.
- Assessment is in its early stages of development and is not yet assisting planning.
- There is inconsistent use of science targets throughout the school.

Commentary

81. Standards at the end of Years 2 and 6 last year were in line with national expectations. Lesson observations and analysis of work during the inspection show that in Years 2 and 6, pupils' standards are currently in line with national expectations. Pupils' achievement is satisfactory, including that of pupils from minority ethnic backgrounds. Pupils with special educational needs achieve well because they receive very good additional adult help and are fully included in all aspects of lessons.
82. Pupils across the school enjoy their science lessons because the teaching they receive is good and interesting. This view was supported by parents' comments during the parents' meeting. Pupils keenly share their knowledge and understanding with visitors during discussion and their behaviour in lessons is very good. They maintain interest because teachers have good subject knowledge and lessons move at a good pace. Pupils discuss their work sensibly in small groups, using scientific language well in their explanations. The good use of discussion in science lessons contributes well to pupils' speaking and listening skills. Pupils' work in science is well linked to other aspects of their learning. For example, in Year 4 they design and make a torch in design and technology, adding an electric circuit using knowledge and understanding gained in science lessons.
83. Teachers place good emphasis on practical activities where pupils investigate materials and set up a good range of experiments to test out their ideas. Pupils in Year 2 confidently predicted what they thought would happen when seeds were planted in different conditions. They understood the purpose of the stem and the work done by the roots. Year 3 pupils like experiments because, "They are messy, fun and you don't know what is going to happen". Year 5 pupils considered different pulse rates carefully and very good discussion quickly identified the need to, "Only do the tests on one person in the group to make it fair". They also decided that time has to be given to bring the pulse rate back to normal after exercise and before trying another exercise. The very good teaching in this lesson extended pupils' thinking skills well and helped them to order their thoughts in order to achieve a fair test.
84. Assessment of pupils' progress in science has been in place only since September 2004. This involves teachers assessing two units of work each term. The results of this assessment have not been seen by the two co-ordinators and, therefore, no modifications or evaluations of the teaching have taken place. Pupils' individual targets are in place for science and are kept in work folders but pupils do not have a good knowledge of these and they are not used consistently through school to help pupils to focus on particular weaknesses they need to address.
85. The co-ordination of science is satisfactory. Good links have been made with a local secondary school and their teachers support science work in school well. EAZ funding was used effectively to pay for a visit to a racecourse where pupils studied materials, weather conditions, course conditions and willow fences.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Pupils achieve good standards because the school has a very clear commitment to use ICT to extend learning and support teaching.
- The subject is very well led.
- EAZ funding is carefully targeted and used very well to raise standards and make learning enjoyable.
- Teachers use interactive whiteboards to present learning in many interesting and challenging ways.
- Assessment procedures are not well developed.

Commentary

86. Pupils' standards in ICT have risen. They are now above the nationally expected standards by the end of Years 2 and 6. All pupils achieve well and learn at a good rate. Some pupils with statements of special educational need reach the levels expected nationally.
87. Pupils are well aware of the importance of ICT in their lives at home, in school and in the community. By the end of Year 6, pupils know how to create a series of instructions to control a lighthouse light and foghorn when it gets dark or foggy. They use a range of programs, CD-ROMs and the Internet very well. Higher attaining pupils have attended after-school master classes which further extend their skills at the partner comprehensive school. Pupils with special educational needs achieve very well and learn at a very good rate based on their own starting points and individual needs.
88. Teaching and learning are good overall. Some teaching is very good. Lessons are well planned and help pupils to build up their knowledge and skills step by step. Teachers manage their classes well to ensure that pupils are paying full attention and teachers give good clear instructions to ensure that pupils know what they are trying to learn and what they need to do. Staff use the computer-driven interactive whiteboards enthusiastically and skilfully to add an interactive dimension to pupils' learning. They also use ICT for lesson planning, writing reports and individual education plans for pupils with special educational needs, thereby modelling good practice for the pupils. Pupils really enjoy ICT and work confidently on tasks given. Skilled support staff are used very well to help the progress of individuals and small groups of pupils.
89. Very good subject leadership combined with staff training and very good resources have resulted in improved teacher knowledge, skills and confidence. This provision has had a very positive impact on pupils' learning. Further benefits come from the very good quality of assistance of the system co-ordinator. The school ensures the safe use of 'chat rooms' is well understood by all pupils. Helpful guidance about this is also provided for parents. Provision for ICT is very good and resources are well chosen and very well used. Education Action Zone and school funding is carefully targeted and used to improve teaching, raise standards and make learning very enjoyable. In 2004 the school achieved a nationally recognised award for the high quality of their ICT work. There are good detailed plans to develop the subject further.
90. Pupils with physical disabilities are helped by specially adapted equipment, such as large key keyboards and adapted mouse controls. Pupils with dyslexia benefit from using small word processors with spelling banks to record their work. The school works in partnership with a local special school to select the best equipment and software programs for pupils with special educational needs. Recommendations are quickly put in place and this aids access to tasks and pupils make better progress. Occasionally in the computer suite, a pupil with physical

disabilities may have difficulty in easily reaching the keyboard and mouse and this slows their learning. Records of pupils' attainment and progress are limited. The school is aware of this shortcoming and has good plans to remedy the situation.

Information and communication technology across the curriculum

91. Teachers and pupils use ICT well in a range of subjects. Because they are taught ICT well, pupils confidently use their skills to aid research, learning and the recording of their work in many other subjects. They use ICT, for example, in physical education, health and science lessons. Pupils use pulse monitors to record their heart rates before plotting graphs to show the effect of exercise on the body. Pupils use their word processing and data handling skills very well and effectively use computers as a tool for learning. Independent research skills are developed very well throughout the school. An extensive range of CD-ROMs and software programs supports these activities; there are digital cameras, both still and video, and safe access to the Internet and e-mail. Very good additional or adapted ICT provision for pupils with special educational needs is made and this results in pupils making accelerated progress.

HUMANITIES

Geography and history

Provision in geography and history is **satisfactory**.

Main strengths and weaknesses

- The history curriculum and resources are well organised.
- The newly appointed co-ordinator has made a good start with improving the provision in geography.
- Pupils' skills and knowledge are developed more systematically in history than in geography.
- Teachers do not effectively record pupils' progress.

Commentary

92. Standards of work and the quality of provision are similar to the last inspection. Pupils meet the standards expected in both subjects in Years 2 and 6 in the work they complete, but their knowledge of history is greater than in geography because teachers spend more time on history lessons. Overall pupils' achievement is satisfactory.
93. In Year 2, pupils saw many differences between Scarborough now and 100 years ago. They looked carefully at how people were dressed and how they got into the water. Pupils were surprised to see how much people wore whilst in the water in the past. Pupils showed that they could sequence sets of photographs by placing them in the right time order. The well-planned teaching and interesting photographs meant that pupils learned to see many similarities and differences between the past and present.
94. The teaching of history is good across the school. In Year 4, pupils learned many facts about the River Nile in ancient times. They completed worksheets in a variety of ways, suited to their abilities. Higher attaining pupils wrote about what happened when the Nile flooded and when it did not, in the style of a newspaper article. All pupils learned many facts based on the idea of cause and effect. For example, all realised that if the Nile did not flood, the soil would not be enriched and crops would die and a famine would result.
95. Too little geography teaching was seen to allow a judgement to be made about the quality of teaching. However, pupils in Year 6 were actively involved in finding out about the features of mountainous areas, using their book and Internet research skills mostly successfully. Pupils learned, for example, that the Himalayas are much higher than the mountains in the Lake

District and that it gets colder the higher you are. Some pupils did not find it easy to gain

access to the information they needed because the tasks were not well matched to all pupils' abilities.

96. The leadership of the subjects is satisfactory. The newly appointed co-ordinator has made a good start with improving the provision. The co-ordinator has identified the relative weaknesses in the provision for geography through an audit of work covered and looking at samples of pupils' work across the school. Although there is little systematic recording of pupils' progress, there is an appropriate system ready to be used next year.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There is a strong element of spirituality and caring in all aspects of school life.
- Some skills are not developed systematically through the school.
- Teachers use role-play to develop pupils' understanding of ideas effectively.
- There is no effective assessment system in place.

Commentary

97. Standards of attainment throughout the school are in line with the Stockton Agreed Syllabus. Pupils' achievement is satisfactory. Most pupils, including those with special educational needs, make sound progress with their knowledge of world religions. This is because the curriculum is well organised to make sure that all aspects of the syllabus are covered as the pupils move through the school.
98. The teaching of religious education is at its strongest where lessons are centred on tolerance, respect and the important values of life. The success of this approach is very evident in the caring way pupils treat each other and particularly the way pupils with learning difficulties or physical needs are accepted fully into school life. A Year 1 class was exploring how they might respond to someone who was in trouble. From the starting point of an appropriate story, pupils acted out the roles of a sensitive or insensitive person, culminating in a 'conscience corridor' where the negative and positive thoughts were whispered to anyone passing through. All the pupils thoroughly enjoyed the activity and gained a great deal in their understanding of how their behaviour could affect others.
99. Although pupils are satisfactorily learning about religions, less effective is the aspect of learning from religion. From talking to pupils and analysing their written work it is clear that they are not encouraged to form their own views on religious issues or to develop skills in analysing their own and others' beliefs. In particular these skills are not being systematically developed as the pupils move through the school. For instance, in Year 3, pupils are making comparisons between the Muslim and Christian religions and beginning to extend ideas beyond the factual. They are beginning to make religion personal, such as when comparing their own friendships to those of Jesus with his disciples. Pupils' writing at Years 5 and 6 does not build sufficiently on this good practice and most of the writing becomes purely factual. Teachers' marking, as at the time of the last inspection, is mostly for English content and does not focus on whether pupils are developing ideas and opinions.
100. The leadership and management of the subject are satisfactory overall. She is relatively new to the post and has some sound ideas for development of the subject. Most importantly, these include introducing procedures for the assessment and recording of pupils' progress based on agreed national expectations.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

101. Insufficient work was seen during the inspection to allow inspectors to form a judgement about the provision in design and technology, music and physical education. As well as the observation of a small number of lessons, pupils' work was scrutinised, co-ordinators interviewed, discussions held with pupils and the content of classroom displays noted.
102. There is an adequate range of **design and technology** projects taking place each year. Pupils understand and use the design, make and evaluate process satisfactorily throughout the school and this is an improvement since the last inspection. Pupils in Year 1 visited the supermarket to look at favourite fruit and vegetables and made coleslaw and a fruit salad. There were good links to ICT and numeracy when they created a graph of their favourite fruit and vegetables from a database. EAZ funding has supported design and technology through literacy well in Years 2, 3 and 5. It provided training for teachers and materials for pupils to create their artefacts. In Year 2, pupils designed glove puppets and wrote instructions on how to make them. Although these materials are easy for pupils to use, they limited pupils' creative and cutting skills as the shapes were already prepared. However, pupils had good ideas when using a range of materials to decorate their puppets. Older pupils have good opportunities to link with the local secondary school. On one occasion they made torches and moving toys. This arrangement enables them to work with a wider range of tools and equipment but does not always ensure that pupils build on previous knowledge and skills logically.
103. **Music** is used very well to enrich pupils' school life. Teachers are clear about what they need to teach. Lessons are interesting, with much emphasis on practical experiences, listening and commenting on what has been heard. Assessing how well pupils are learning and the resources for music have improved since the last inspection.
104. Pupils sing very well. They sing tunefully, with expression and rhythm. Many have confidence to sing solo, many sing in small groups and all take part in whole-class or whole-school singing during assemblies. This adds greatly to the community spirit of the school. Over their time in school, pupils experience playing tuned and untuned instruments, composing and playing their own music, sometimes using computers. Pupils hear live music including orchestras and brass bands. They really enjoy this provision. Teachers skilfully link music with other subjects and a wide range of recorded music is used effectively in assemblies. Pupils learn about many composers and their music and confidently discuss their views about the mood this music creates.
105. A government initiative and now the school's budget are used very successfully to enable all Year 5 pupils to learn to play a stringed instrument of their choice. Those wishing to continue have further opportunities. Staff are also involved in the project and this shared experience adds much to the community atmosphere of the school. The school also funds a pianist who is used to good effect in many lessons. A good example of this was in a music lesson for a group of pupils with special educational needs. As the pianist changed the tempo of the music, pupils concentrated and responded by slowing or speeding up their movements and singing.
106. The school creates very good opportunities for all pupils to use the skills they learn in music lessons. These include two productions each year and daily assemblies that give a large number of pupils the experience of performing. This has a very positive effect on their confidence and achievement. A group of pupils with special educational needs is enthusiastically preparing for an off-site concert involving other schools. Musically talented pupils receive extra tuition from visiting music specialists. There are good plans to develop a school choir and other music groups.
107. Pupils understand the importance of exercise, healthy eating and healthy lifestyles. All pupils enjoy **physical education** lessons because staff teach with enthusiasm and confidence and set challenges that add both fun and a sense of achievement when they have been met.

108. Physical education contributes very well to the social and moral development of pupils; for example, pupils in Year 6 enthusiastically cheered when a pupil with special educational needs won the class game. Other pupils show very good respect for pupils with difficulties and do their utmost to sensitively assist them. Pupils learn about fair play, rules and codes of conduct - for example, when playing in team games against other schools as well as in lessons.
109. Very good planning and exceptional care ensure that pupils with physical disabilities and other special needs are fully included in the physical activities provided by the school. This has a very positive effect on their self-confidence and achievement. A pupil with physical disabilities is very proud of his place in the school football team. All staff work effectively to find ways for pupils with a broad range of special educational needs to take a full part in all sporting activities.
110. Subject leadership is good and plans to effectively develop the subject, including training for staff in teaching dance, are in place. Improvement since the last inspection is good, with more time allocated to lessons, and the recently introduced scheme of work for teachers to use to prepare lessons covers all aspects of physical education. The system of assessment and recording of pupils' progress and achievement is limited. Extra curricular activities include access to a popular local Saturday sports club for pupils with physical and other disabilities.

Art and design

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

Main strengths and weaknesses

- Pupils have good opportunities to work with a wide range of materials.
- Visiting artists contribute significantly to the standards small groups of pupils attain.
- Opportunities for pupils to develop painting skills through mixing their own colours are limited.

Commentary

111. Pupils make good progress and achieve well throughout the school. Standards reached by pupils are above average at the end of Year 2 and Year 6.
112. In Year 2, pupils used natural materials that had been collected from the school's grounds. They designed beautiful circular and hexagonal patterns as they arranged their collection carefully. The sensitive teaching seen in this class really captured pupils' interest and they were delighted to see both their work of the previous week and the photographic evidence of their creations. This work was extended very well to develop their skills in using a range of materials including clay, fabric and paint. Two visitors worked very effectively alongside the support assistant and the teacher to give pupils the additional guidance they needed. This support had a good impact on what they did. ICT is used well when these pupils create very colourful patterns in the style of the artist Mondrian.
113. Pupils from Years 3 to 6 worked in small groups with a visiting artist. The work is of a high standard and builds very well through experimentation with materials to a prototype and then to the finished work. Year 3 pupils experimented with tone and shade, mixing paint and using many techniques to create a large collage expressing emotions. The artist used pupils' work from another school well to inspire pupils and they worked successfully in pairs on one piece.

A group of Year 4 pupils researched Tudor houses, which linked well to their work in history. Using plaster bandages and card boxes they created high quality houses, using their observation skills well to paint the outside detail.

114. Weaving was the theme for Year 5 pupils. They explored woven material and made woven paper collages before embarking on a larger weaving using plastic mesh as their framework. A wide range of materials, textures and wools was used to make their very good wall hangings. A very stimulating theme of Hobby Hats inspired Year 6 pupils to design and make life-sized hats depicting their chosen hobbies. Their design sheets show three different views of their hats that they tested and modified carefully as they developed their ideas. This work is of a very high quality but only one group from each class worked with the artist. All classes in school took part in the 'Northumberland in Bloom' painting exhibition and good observational paintings were created.
115. The school recognises that not all classes work with paint and have regular opportunities to mix colour. An art week is planned this term to rectify this and all pupils will begin by mixing colours. The co-ordinator for art and design has a good overview of the subject and good subject knowledge. Good use is made of visits to enhance opportunities in art and design and pupils study the work of a range of artists. A system for assessing and recording pupils' progress is not yet in place.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

116. No lessons were seen during the inspection so it is not possible to make an overall judgement about the quality of the provision. However, from the evidence available, PSHE is seen as an integral part of the curriculum and planning covers sex, relationships and drugs education and citizenship. A range of visitors including the school nurse contributes to the programme. The programme makes a positive contribution to pupils' personal development. They learn to share, to understand how to behave towards one another and to manage difficult situations which arise in everyday life. Teachers are adept at bringing PSHE into many lessons. Several examples of good provision were observed. In one lesson, pupils considered a moral dilemma in an English lesson that came from a story the class was reading. Pupils considered whether it was right to give in to peer pressure.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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