

# INSPECTION REPORT

## **WINGROVE PRIMARY SCHOOL**

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108487

Headteacher: Mrs D Harland

Lead inspector: Neil Tonge

Dates of inspection: 20 – 23 June 2005

Inspection number: 268280

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	448
School address:	Hadrian Road Newcastle upon Tyne Tyne and Wear
Postcode:	NE4 9HP
Telephone number:	0191 2735466
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Appropriate authority:	Governing body
Name of chair of governors:	Cllr Joyce McCarty
Date of previous inspection:	2 – 3 July 2003

## **CHARACTERISTICS OF THE SCHOOL**

Wingrove Primary School is situated in the city of Newcastle upon Tyne. In November 2004 the school relocated to a newly built school. There are 448 full-time pupils on roll, including 52 pupils attending the nursery on a part-time basis. The school has an almost equal number of boys and girls. The pupils come from a variety of social and cultural backgrounds; two thirds of the pupils are from minority ethnic families, with nine pupils arriving very recently in the school as refugees. Seventy-three per cent of the pupils speak English as an additional language, of which one quarter are at early stage of learning English, a very high proportion compared with all schools nationally, with the main languages being Urdu, Bengali, Punjabi and increasingly Arabic. Around 35 per cent of the pupils are eligible for free school meals, which is approximately twice the national average, and 16 per cent of all pupils have a special educational need, which is broadly in line with the national average. Three pupils have statements of special educational need, which is below the national average, with a further one pupil currently undertaking assessment. The school has a high turnover in its pupils, with a significant number of pupils leaving the school at the end of Year 4 to take up places at local middle schools, although this has been reduced to single figures in the current academic year. The school also admits an increasingly large number of overseas pupils, while their parents attend short courses at university. When they start school, the overall language and learning skills of the pupils are very low, although a very small proportion of pupils have higher levels of ability. The school is involved in a pilot programme for English as an additional language and extended schools study support provision.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1157	Neil Tonge	Lead inspector	Science Geography History
9214	Janet Garland	Lay inspector	
22274	Vera Rogers	Team inspector	English Art and design Physical education Special educational needs
32168	Ann Keen	Team inspector	Foundation Stage English as an additional language Music Religious education
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Wingrove primary provides a satisfactory education for its pupils.** The school has made significant improvements since it was placed in special measures four years ago and satisfactory progress since it came out of special measures two years ago. Results in national tests show that pupils leave school at the end of Year 6 with standards that are well below in English, mathematics and science and their achievement is below that expected. Nevertheless, the school has sustained the improvements it made initially. The school is well led, orderly, happy and productive. The cost of educating pupils is broadly average and, bearing in mind the difficulties it overcomes, the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are well below average, but there has been modest but discernible improvement. Achievement, however, is below that expected.
- There is considerable variation in the quality of teaching, but it is satisfactory overall.
- The leadership and management of the school are good, but not all co-ordinators have the opportunity to improve the provision in their subjects.
- The curriculum is satisfactory but not sufficiently enriched with exciting and challenging activities.
- Relationships are good. Pupils are well cared for and valued and, as a result, pupils have good attitudes to learning and behave well.
- The Foundation Stage provides children with a good start to their school career.
- There is good provision for pupils with special educational needs and those who are learning English as an additional language.
- Attendance and punctuality are unsatisfactory.

Since the school was inspected in 2003, when it came out of special measures, progress to meet the key issues has been satisfactory. Good progress has been made in improving planning for English, mathematics, science and ICT. There is good provision for pupils with English as an additional language and those with special educational needs. Behaviour has improved. The quality of teaching has improved, but there are still some weaknesses that need addressing. A very good system is in place to monitor pupils' academic and personal development, which enables the school to provide appropriate support for those pupils who need additional help. Leadership and management of the school are good. However, the improvements in standards have only been maintained since the previous inspection and pupils' achievement is still below that expected, though this is partly for reasons over which the school has limited influence.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
E\* - the bottom 5% nationally.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**The achievement of pupils is unsatisfactory.** This is predominantly due to the high number of pupils who enter and leave the school at different times and the significant number who take extended leave of absence, which interrupts their education. Pupils start school with very poor language and learning skills, which improve over time, but still hold back their learning. By the end of the Foundation Stage, pupils achieve well, although the majority are below the goals that they are

expected to reach for their age. The national test results in 2004 showed that by the end of Year 2, pupils were well below average in reading, writing and mathematics and Year 6 pupils were well below the average in English, mathematics and science. Nevertheless, the school has improved the performance of the average attainers in the school and those in the Foundation Stage because they have rigorous procedures for tracking pupils' performance and providing the necessary support to the pupils who need help. Attainment in other subjects of the curriculum is below average and achievement is generally unsatisfactory for the reasons stated above.

**Pupils' personal qualities are good and their spiritual, moral, social and cultural development is satisfactory.** Pupils generally work happily together and their behaviour is generally good. The school has improved the opportunities for pupils to take on responsibilities, which has enabled them to play a more important role in the school. Attendance is well below the national average, and predominantly affected by the extended leave of absence taken by many pupils. Punctuality is also unsatisfactory because a number of parents do not ensure that their children arrive on time, despite the best efforts of the school to encourage them.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching and learning are satisfactory.** The standard of teaching is satisfactory overall and good in the Foundation Stage. There is considerable variation in the quality of teaching. In the best instances behaviour is managed very well and teachers' high expectations of productivity are met because lessons are made interesting and challenging. In the satisfactory lessons, these qualities are less in evidence and in the unsatisfactory lessons, they are largely absent. Overall, the school offers a broad and balanced curriculum, with a satisfactory range of visits and visitors to school, but there is a general lack of challenging and exciting activities for pupils. A good number of school clubs, however, offers good opportunities to develop pupils' interests and skills, particularly in sport. Accommodation is satisfactory and resources are good.

## **LEADERSHIP AND MANAGEMENT**

**Overall, the leadership and management of the school are good.** Leadership by the headteacher, deputy and key staff is good. Good management systems have been put in place to track individual pupils' progress and the school performance as a whole. Co-ordinators in the core subjects of English, mathematics are effective in monitoring standards in their subjects and implementing actions for improvement. Co-ordinators in the other subjects do not have methods for determining school standards and implementing actions for improvement. The governance of the school is good because governors are knowledgeable about the strengths and weaknesses of the school and provide challenging support. They fulfil their statutory requirements.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Pupils enjoy coming to school because they know they are cared for and valued by their teachers. Parents, in the main are equally positive. They are regularly informed about events in school and receive satisfactory information about their children's progress.

## **IMPROVEMENTS NEEDED**

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

- Raise standards and achievement in English, mathematics and science.
- Improve attendance and punctuality.
- Further improve the quality of teaching and learning.
- Further develop the role of all co-ordinators so that they can bring about improvements in the teaching and learning of their subjects.
- Enrich the curriculum with challenging and exciting activities.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Standards overall are well below average and achievement is unsatisfactory.

#### **Main strengths and weaknesses**

- Pupils enter nursery with very poor language and learning skills, but achieve well in the Foundation Stage.
- Extended leave of absence and high pupils mobility impede pupils' progress.
- Careful tracking of pupils' progress enables the school to provide the necessary support for pupils who need help.

#### **Commentary**

1. In 2001 the school was placed in special measures because the achievement of pupils was too low, the quality of teaching poor and management was inadequate. By 2003, the school had made significant improvements in the performance of pupils, particularly in Years 3 – 6, and the school was taken out of special measures. The school has managed to sustain this improvement satisfactorily, but major improvement remains difficult to achieve because of the many difficulties the school faces and over which they have only limited influence. Nevertheless, the improvement has been sustained through good leadership and management, very good tracking systems of pupil progress in English, mathematics and science and an improved quality in teaching and learning. The improvement has been most marked in the achievement of average attaining pupils and those in the Foundation Stage. The trend of improvement is broadly in line with the national trend. The school did not meet its statutory targets in 2004, as they were too ambitious, particularly at the higher attaining level. Nevertheless, the majority of parents have confidence in the school. Pupils similarly have trust in their teachers to do the best for them.
2. Ability on entry is very low in language and literacy skills. For example, the current Year 6 pupils were 11 per cent below the national average in reading and nine per cent below in mathematics on entry to the school. In addition 78 per cent of the pupils have English as an additional language and 25 per cent are still at an early stage of learning English. Forty-four per cent of pupils have special educational needs. Continuity in improving standards has been adversely affected by the extent to which pupils move in and out of the school and by absences. For example in Year 6, 44 per cent of the pupils have taken extended leave of absence since starting school and fewer than 54 per cent of pupils began their school career at Wingrove Primary School. Inevitably, such factors inhibit standards attained and achievement reached.
3. Despite the low levels of ability on entry, children make a good start in the Foundation Stage. The curriculum is well planned with interesting and challenging activities, particularly those that develop language and literacy skills. Assessment information at the end of the reception year shows that children make good progress although most are below the goals typical for their age.



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

Standards in:	School results	National results
Reading	14.2 (12.4)	15.8 (15.7)
Writing	12.4 (11.4)	14.6 (14.6)
Mathematics	14.0 (12.8)	16.2 (16.3)

*There were 76 pupils in the year group. Figures in brackets are for the previous year.*

4. In Years 1 and 2, pupils attain standards that are well below average in reading, writing and mathematics compared to all results nationally, partly because of the considerable deficit in language and learning skills that they need to make up. Pupils attain slightly better when compared to similar schools, particularly in reading although the comparative school information does not take into account the high proportions of pupils with special educational needs, those with English as an additional language or those at an early stage of learning English. The trend of improvement is below average, although there was modest improvement in mathematics and reading in 2004. The current Year 2 is likely to attain similar results to the previous year. As a consequence, pupils' achievement is unsatisfactory.

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

Standards in:	School results	National results
English	23.5 (24.7)	26.9 (26.8)
Mathematics	24.4 (23.6)	27.0 (26.8)
Science	25.4 (23.8)	28.6 (28.6)

*There were 42 pupils in the year group. Figures in brackets are for the previous year.*

5. Standards are well below average in English and mathematics by the end of Year 6 and pupils' achievement is unsatisfactory. Value added data show a slightly better picture, although again, comparative schools' information does not include the additional factors that inhibit progress at Wingrove Primary School. This information indicates that pupils make below average progress. However, over the last three years the school has been broadly in line with the national trend of improvement. This has been largely due to improvements made by the average attainers. Unsatisfactory teaching causes some underachievement, although the quality has improved significantly in the last four years and satisfactorily in the last two. Teachers, in the main, provide a great deal of individual support for their pupils, usually set work that is appropriately challenging in English, mathematics and science and monitor pupils' performance carefully so that help can be provided when it is needed. Good relationships ensure that pupils want to succeed and each pupil is valued whether their academic potential is great or small.
6. Pupils with special educational needs make satisfactory progress from poor starting levels of language and literacy, although the standards that they attain by the end of Year 6 are still well below average. Those who are causing concern are identified early and placed on the school's register. They are set clear targets and given good support within lessons.
7. The systems that have been developed to monitor pupils' who are an early stage of learning English are good. They are identified at an early stage and the good complement of teaching assistants and volunteers provides the necessary support to enable them to achieve satisfactorily.

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good, overall. Personal development, including spiritual, moral, social and cultural development, is satisfactory. Attendance is well below average and punctuality is unsatisfactory.

### Main strengths and weaknesses

- Attendance is well below average and punctuality is unsatisfactory.
- Behaviour and attitudes are generally good.
- Pupils are keen to take on responsibility.
- Pupils' cultural experiences are limited.

### Commentary

8. Despite the best efforts of the school, attendance is well below the national average and too many pupils come late to school in the mornings. This has an adverse effect on standards achieved and is a major impediment to the school's improvement.

### Attendance

#### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.8
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 have been no exclusions.

9. Behaviour around the school is good. Playtimes and lunchtimes are usually pleasant, co-operative occasions, with pupils playing and socialising happily together. Pupils behave politely to visitors and are keen to help them and to talk to them. They are proud of their school.
10. Pupils behave particularly well when outside groups visit the school, for example when a drama group visited on the theme of tackling bullying. However, not all pupils behave consistently well in class, and in a very small number of lessons a few pupils, especially older boys, display negative attitudes, causing some inattention, particularly when the teacher is less adept at managing their behaviour.
11. Pupils are keen to take on extra responsibilities and tasks from the earliest years upwards and they carry these out in a responsible way. Those who are involved in the buddy scheme take their duties seriously, and are well prepared to help other pupils with problems and prevent bullying. Pupils usually get on well together, with those of varying backgrounds mixing well at playtimes and in the classroom.
12. Pupils' spiritual, moral, social and cultural development is satisfactory overall, but there are some weaknesses in the development of pupils' self-knowledge and awareness of the beliefs of others. Pupils discuss moral dilemmas in depth in personal development lessons and hold clear views about the concepts of fairness, and the right and wrong ways to behave. Cultural development is unsatisfactory, with insufficient emphasis on the arts, varying cultural traditions and enrichment of experience.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The satisfactory teaching is complemented by a satisfactory curriculum. Care and guidance are good throughout the school and there are satisfactory links with other schools and the community.

### Teaching and learning

The overall quality of teaching and learning is satisfactory. Assessment is satisfactory.

### Main strengths and weaknesses

- The quality of teaching and learning in the Foundation Stage is good.
- The quality of teaching varies across the school.
- Overall, teachers manage their classes well and have high expectations of pupils' behaviour.
- The quality of marking is good.
- The school makes good use of teaching assistants to help pupils to learn.

### Commentary

#### Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	9 (17%)	21 (40%)	18 (34%)	4 (7%)	0 (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*

13. The quality of teaching and learning is satisfactory overall and good in the Foundation Stage. During the inspection much of the teaching was good. However when the analysis of pupils' work is taken into consideration, it is clear that the overall quality of teaching and learning is satisfactory rather than good. There remains a good deal of variation in the quality of teaching, which along with the contextual difficulties of the school, leads to inconsistencies in the rate of learning.
14. Since the previous inspection, the school has worked hard to improve teaching and learning and the improvements noted at that time have continued. There has been much emphasis placed on the management of pupils' behaviour and relationships have improved as a result of the actions taken by the school. Teaching across the school has many good features. Planning is thorough, particularly in English, mathematics and science. Learning objectives are shared with pupils at the start of lessons and explained so that pupils are clear about what they are to learn and what is expected of them. Teachers show a satisfactory knowledge of the subjects they teach and most use resources well to make lessons interesting. However, in some lessons, the teaching is less effective, as pupils are not sufficiently engaged in their learning because it is not made interesting and poor behaviour is not always well managed. On these occasions, pupils lose interest and the rate of learning slows as a result.
15. The school has a good number of teaching assistants who work well with the teachers and provide good support, particularly for the pupils with special educational needs and those pupils for whom English is an additional language. They have a good knowledge of pupils' individual needs and work effectively at developing their use and understanding of language. They monitor pupils' progress in lessons and provide both sensitive help and challenge. As a result, these pupils progress in their learning at a satisfactory rate.
16. Teachers have secure subject knowledge in literacy and numeracy and during the inspection these subjects were taught well. Teachers plan their lessons well and most use a good range of strategies and resources to make these lessons interesting. Although most teachers use

assessment information to ensure that the work set for different groups of pupils is pitched at the right level, this is not always sufficiently challenging for those pupils who are capable of achieving at a higher level. The use of assessment does not extend into the teaching of subjects other than English, mathematics and science.

17. The school has developed good procedures to assess the achievements of the pupils in English, mathematics and science, based on regular evaluations by class teachers and standardised tests. This information is being used well to track the achievements of pupils and to set individual, group and class targets in English and mathematics, but not yet in science. These are shared well with the pupils who have a clear picture of how they are progressing and the next steps in their learning. Teachers mark pupils work regularly. They make good use of positive comments to develop pupils' self-esteem and support learning and give good information on how they might improve their work.
18. Pupils with special educational needs are fully included in all lessons and well supported by teaching assistants in literacy and numeracy. Small groups of pupils are withdrawn on a regular basis for more intensive support to develop their reading and writing skills. Pupils are placed in ability sets for mathematics where work is planned to match their ability levels.
19. Overall, teaching is satisfactory and the achievement of pupils is satisfactory for pupils with English as an additional language. The systems that have been developed to monitor pupils' progress are good so teachers can clearly measure whether pupils are making progress in their learning. The school has many teaching assistants and volunteers to give the children individual support to improve their language skills. This includes adults who speak the children's home languages, which helps to build the children's confidence, aid understanding and make links between languages. Children's needs are identified from an early age so they can receive support and guidance instantly. When pupils are withdrawn from classes the teaching is very focused, support is good, resulting in good learning. In English and mathematics classes, pupils are supported well, matching the teaching and learning well to children's individual needs. However, in other lessons the teaching is not so specific and pupils are often grouped with children who have special educational needs, which is not always appropriate.

### **The curriculum**

The quality of the curriculum is satisfactory overall. The school provides well for the different needs of pupils but the planned opportunities for pupils to extend their literacy, numeracy and ICT skills are limited. It is enriched satisfactorily by additional activities. Accommodation and resources are satisfactory, overall.

### **Main strengths and weaknesses**

- The planning for pupils' physical, social, health and citizenship education is good.
- The provision for pupils with special educational needs and those who are at an early stage of learning English is good.
- The provision for sporting activities is very good.
- There is a lack of creative, exciting and challenging activities for pupils.

### **Commentary**

20. The school provides a broad and balanced curriculum. All statutory requirements are met, with religious education following the locally agreed syllabus. Provision for personal development is good, sex and drugs education being taught with support from local health and police services. Pupils in Years 1 and 2 visit a "safety house" where they benefit from first hand experiences of common safety problems around the home. The curriculum is inclusive, with the school making good efforts to identify and meet the needs of pupils with special educational needs and those with English as an additional language. As a result, there is

good equality of opportunity for all pupils in all aspects of school life. The school is making good efforts to improve boys' achievement through a range of strategies to improve their behaviour, self-esteem and performance. Teachers plan effectively together.

21. Pupils benefit from very good sporting activities. The use of a dedicated and enthusiastic teaching assistant to teach a wide variety of activities, such as cricket, swimming, rugby and athletics, results in many pupils showing great enthusiasm and prowess in these sports. The school also benefits from good sporting links with a local secondary sports' specialist school. Activities for learning outside the school day are good. Pupils enjoy the successful organisation of games at lunch and playtimes and at the breakfast club, which also make a valuable contribution to good pupil relationships. This is complemented by a good variety of after school activities such as judo, gardening on the school allotment, fitness, golf and line-dancing clubs.
22. Whilst national literacy and numeracy strategies have been well implemented, standards in English and mathematics are well below average. Opportunities to enhance learning through extended writing, the use of investigations in mathematics and the use of ICT by pupils, are all limited. Links to develop the use of these skills in other subjects are not developed sufficiently. Emphasis upon the non-core subjects is given less importance, with pupils receiving fewer opportunities to enjoy the expressive arts such as dance, drama and aspects of musical performance.
23. The use of teaching assistants to support both pupils with special educational needs and those with English as an additional language in English and mathematics is good. Teaching assistants move from class to class with a log of their activities which records their work and their tasks for the day. This is very effective in their support for specific pupils and liaison with teachers. Curricular provision for pupils with special educational needs is satisfactory. They receive good support from teaching assistants, particularly in English and mathematics, but this is not always possible in other subjects.
24. Accommodation is satisfactory overall, and it is anticipated that the provision for outdoor play for the Foundation Stage will be resolved, once the building work is complete. Resources are good. For example, the school is well equipped to teach information and communication technology, English, mathematics and science.

### **Care, guidance and support**

Pupils are well cared for and supported in a safe environment. Pupils are confident and well known to staff, who give them good advice. Pupils are becoming more involved in school life and their opinions are sought and valued.

### **Main strengths and weaknesses**

- The work of the staff ensures good care and support, which form a very secure foundation for the good relationships in the school.
- There are very good procedures for monitoring pupils' behaviour and attitudes, which ensure they approach their learning constructively.
- Pupils are respected and valued as individuals and their views are sought and acted upon.
- The induction of new pupils into school is effective and helps them settle in quickly.

### **Commentary**

25. Health and safety matters are well organised in the school, with clear procedures formulated for the new building and a comprehensive approach is taken to assessing risks. Child protection is secure; the school works closely and regularly with other welfare agencies and staff have undergone appropriate training. Teachers ensure that every child has equal access to the learning opportunities on offer.

26. The school tracks pupils' progress very well through a series of tests and observations, and additional help is quickly provided for those in need of additional support. Pupils have individual targets in English and mathematics which help them to focus improvement on their specific needs.
27. Pupils with special educational needs are well supported, and there are good methods employed to help pupils whose first language is not English, including effective bilingual support and encouragement.
28. Relationships throughout the school contribute to an ethos in which pupils feel secure, valued and cared for. They know they can approach staff if they have problems. Playground games and well-organised sport activities, such as skipping and cricket, mean that the pupils can play safely at lunch and break-times. The youngest pupils settle in well and their personal development is well charted. This monitoring continues throughout their time in school.
29. The buddy system, by which older pupils look after younger ones, involves most classes in the school and is the forerunner of the school council, which is under development. It provides opportunities for pupils to air their views on issues such as bullying, and to intervene actively if pupils feel lonely or are newcomers to the school. Personal, social, health and citizenship lessons provide opportunities for pupils to discuss a wide variety of matters and to learn to respect the opinions of others.
30. The school uses a range of outside organisations and groups to reinforce its messages on safety and welfare. It is involved in the 'Healthy Schools' award scheme.
31. The induction of new pupils is effective. Parents agree that arrangements are good for children starting school and these help them to settle in quickly. Regular meetings between school staff and parents ensure that new pupils are monitored so that any concerns can be acted upon quickly.

### **Partnership with parents, other schools and the community**

Partnership with parents is satisfactory. Links with the community and other schools are satisfactory.

### **Main strengths and weaknesses**

- Parents are pleased with their children's progress and felt they were happy in school.
- Sporadic and extended absences affect children's achievement.
- Reports to parents are useful and clear.
- Staff who speak community languages are used well to liaise with parents.

### **Commentary**

32. Parents surveyed felt that their children settled well in the Foundation Stage, that they made progress and became more mature as they moved through the school. Most parents felt that they were well informed about their children's standards and attainment and knew about topics to be studied and the timing of school events. They felt that queries or problems were dealt with promptly and usually well addressed. Reports are written in clear, concise language with useful information about how children can improve their work. However, only about three quarters of parents attend consultation evenings.
33. Too many parents allow their children to come to school late each morning, despite the school's best efforts to insist on punctuality. Extended leave of absence, as well as sporadic absences, also has a negative effect on pupils' progress, with some pupils having an attendance rate of well under 90 per cent. However, full attendance during the national tests' week for Year 6 points to successful co-operation from parents on this occasion.

34. The school makes great efforts to be available to parents weekly at a fixed time, and to gather their views. Various initiatives have been tried to involve parents, particularly those who do not speak English at home, in projects to improve pupils' language skills. Explanatory sessions on various curriculum subjects have been run, but these have not been well attended, despite the best efforts of the school to advertise them.
35. Informal links with bilingual staff are useful, and appreciated as a way of contacting parents from different communities. At the moment, however, there are few notices in community languages displayed around the school and parents of the youngest pupils do not stay long when dropping their children off in the mornings.
36. The school is active in thinking of ways to involve all the parents in more school activities and in their children's work. It has successfully sought funds for initiatives to provide 'wrap around' care, and has recently started a breakfast club which, at the moment, involves a small number of pupils. Some parents regularly support the school by raising funds and help in classrooms and on escort duties for educational visits.
37. Links with other schools are growing, with clear transfer procedures and links, particularly with sport and physical education, providing tangible benefits. The school makes satisfactory links with the community, both local and city wide, for example with the nearby allotment association, where it has its own plot.
38. The parents of pupils with special educational needs are fully involved in the planning and review of their child's education. They give satisfactory support to their children's learning. Pupils' progress is reported regularly to them and they are fully involved in the setting of new targets.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are good. The headteacher and the deputy headteacher provide good leadership of a well-motivated staff that works very effectively as a team. Management is good. The governance of the school is good.

### **Main strengths and weaknesses**

- The governance of the school is good because governors are well informed about the performance of the school and provide constructive support.
- The headteacher and the deputy headteacher have the confidence of all the staff and they have inspired a shared commitment to succeed.
- There are very effective systems in place to monitor the progress of the school, particularly in the core subjects. All subject co-ordinators have a clear overview of standards in their subjects across the school, but do not always have the opportunities to implement improvements.

### **Commentary**

39. The governance of the school is good and has improved since the last inspection. Governors are well informed about the strength and weaknesses of the school, providing effective support as well as challenge. They also bring a range of valuable expertise to the management of the school and are closely involved in monitoring its performance through subject and year links as well as the reports they receive. Governors fulfil their statutory obligations well. Although the school marginally overspent, this was due to additional expenses following the opening of the new school. Spending accords with their priorities and with the principles of best value, and they monitor the budget carefully.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	1,184,484	Balance from previous year	135,830
Total expenditure	1,322,654	Balance carried forward to the next	-2,340
Expenditure per pupil	2,882		

40. The headteacher and the deputy headteacher provide good leadership of the school, inspiring a shared commitment to succeed. This is the principal reason why the ethos of the school is positive and substantial improvements have been made since the school was placed in special measures in 2001 and its subsequent removal in July 2003. The school has put in place very effective tracking systems to monitor the progress of its pupils as well as monitoring school performance as a whole. As a result, the school has improved attainment over the long term, behaviour and the quality of teaching. The headteacher and deputy headteacher are constantly looking for ways to improve further and have set their sights on further improving attainment and achievement and providing a richer curriculum to motivate pupils.
41. The senior management team, which includes the headteacher and deputy headteacher, key stage leaders and the special educational needs' co-ordinator lead a satisfactory team of teachers. The structures and systems that are in place to support teaching and learning are good. This is a view shared by parents. The school's management plan is an effective document, consistent with the priorities for the school, and details the actions/time/person responsible and costs. The senior managers have initiated a detailed curriculum, which covers all the requirements of the National Curriculum, the National Literacy Strategy, the National Numeracy Strategy and requirements such as personal, social, health and citizenship education. Procedures for tracking pupils' performance are very good and quickly identify those that need help. This has paid dividends in improving the performance of all pupils since 2001, particularly average attainers. Co-ordinators in English, mathematics and science have a clear idea about what needs to be improved and this is carried out. Other subject co-ordinators also have a clear view about what needs to be improved in their subject, but there are limited formal opportunities to review standards of work in order that they can effect change.
42. The manager for English as an additional language is enthusiastic and works hard to provide suitable provision for the children. The manager is very aware of the procedures needed for pupils to learn, for example, she provides training for staff and she arranges groups to help Urdu speakers and higher achievers.
43. The management of special educational needs is good. The co-ordinator has a thorough awareness of the range of needs within the school. Where the pupils receive support within lessons, this is of good quality. The co-ordinator keeps well-documented evidence and records. The progress of the pupils is closely monitored and arrangements are reviewed regularly and adjustments to provision made accordingly.
44. There are difficult barriers which the school has only limited influence to overcome. Nonetheless, despite these obstacles, they have achieved much. The good regard in which the parents and pupils hold the school, good relationships and behaviour, good management and leadership are key areas of improvement. The school, however, continues to face a number of difficulties, with very low language and learning skills amongst its pupils, high pupil mobility and extended absences.



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The children's language and learning skills when they start in nursery are very low. Overall, teaching in the Foundation Stage is good with carefully thought out activities which enable children to achieve well. They are challenged to think and explore different ideas and situations. The enthusiasm is harnessed well so that children use the very good learning opportunities to develop and apply a variety of key skills in order to promote both language and mathematical skills at every opportunity. There are good systems in place to assess children's attainment and progress. However, most of the children are below the goals typical for their age in the six areas of learning by the time they leave the reception classes because of the low levels of language and learning skills that they have when they start in the nursery. Children with special educational needs and those children for whom English is an additional language achieve well during their time in the nursery and reception classes. The current outdoor play areas are unsatisfactory. Improvements since the last inspection, however, have been maintained and are satisfactory.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children sit quietly when appropriate and listen well.
- The children's attitude to learning is very good. They are interested, involved in activities and well motivated to learn.
- Opportunities are missed to use the children's home backgrounds to develop their cultural education.
- Children are well behaved and form very good relationships with adults.

#### **Commentary**

45. The quality of teaching and learning in this area is good with some very good features. The children's personal, social and emotional development is given high priority and to good effect, due to the good teaching and learning. They are encouraged to be independent and make choices about their activities, such as playing with sand and water or working in the painting area. The strong emphasis on play ensures that social, language and mathematical skills are being enhanced continually. Due to good teaching, many of the children are developing good social skills. Staff work hard to help children learn how to behave appropriately when they come to the nursery. As a result, children behave very well in both the nursery and reception classes. By the end of the year, children have learnt to come into the nursery and settle quickly to productive play. Relationships with adults are very good. Children's attitudes to learning are very good. They are interested in the variety of activities on offer and work productively on tasks. Overall, the children achieve well in their personal, social and emotional development, although most of the children are below the goals typical for their age in this area of learning.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Children are learning to listen well and enjoy stories.
- Children are learning the sounds represented by letters effectively
- Children's communication skills are underdeveloped.

## **Commentary**

46. Teaching is good in this area of learning and children achieve well, although most are below the goals typical for their age. Children come into the nursery with very low levels of speaking and listening skills. The very good attention paid to developing these skills results in good achievement in the children's ability to listen, although by the time they leave the reception their communication skills are still low. By the time children leave the reception classes many of them are secure in their knowledge of linking sounds to letters. The higher achieving children learn to form letters correctly, build words accurately and are able to write sentences accurately by themselves due to some very good teaching, but the majority of pupils are not able to master these skills by the time they leave the reception. Children enjoy stories and are taught to read systematically.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children recognise numbers well.
- Children's mathematical language skills are below average.

## **Commentary**

47. The children's achievement in mathematics is good. The quality of teaching and learning is good, although most of the children are below the goals typical for their age by the time they leave the reception classes. Teachers and teaching assistants use very good methods to help children learn. Children learn about numbers in context and they are learning to recognise numerals accurately. They progress to simple addition and subtraction in the reception classes using practical methods, such as identifying how many more fingers they need to add to five. Many identify two- and three-dimensional shapes and carry out simple addition and subtraction to 5, but rarely beyond. Good opportunities to acquire mathematical vocabulary, for example 'more than', 'less than', 'taller', 'shorter', are common routines in all lessons.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children learn about their locality well.
- Children use ICT effectively to support their learning.
- Children's questioning skills are limited.

## **Commentary**

48. Throughout the Foundation Stage children begin to understand more about the world in which they live and how people grow from babies to adulthood. They use the computers and tape recorder effectively to enhance their learning. They begin to use simple computer programs and nearly all use the mouse successfully to select tools and change colour. Children have a good range of activities to enable them to investigate, for example in using magnifiers to look at seeds. Overall, the quality of teaching in this area is good and the children's achievement is good, although most of the children are below the goals typical for their age in this area of learning because of their low starting point.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Children are learning to handle materials safely with increasing control.
- The lack of secure outside accommodation restricts the children's opportunities to exercise their physical skills.

### Commentary

49. The children's achievement in the area of physical development is satisfactory. Through table-top games, modelling materials and use of simple tools, they improve their hand-eye co-ordination and manipulative skills. Good use is made of the hall and outside play area for directed activities. They respond well to instructions and are developing a good awareness of space and consideration for others, as noted during outdoor activities using trolleys, tricycles and prams. However, the current Foundation Stage children do not have a secure outside area in which to play, so the extent of their physical activity is limited. Children are learning to control small equipment, such as balls, effectively, helped by careful teaching. Children are learning to move with growing confidence. Overall, the teaching is good.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children's imagination is being developed well through good adult support.
- Children explore colour and texture effectively.
- Children lack the necessary language skills to express their thoughts, ideas and feelings.

### Commentary

50. Teaching is good and children achieve well. They are supported in their role-play well by adults to develop their language, although many children lack sufficient skills to express their ideas at the level expected for their age. They are able to explore colour and texture using playdough, paint, papers and a range of materials. They experience a good range of activities, such as music and art work, enabling them to express their ideas creatively. However, the majority children will be below the goals typical for their age because of their very weak language skills when they enter nursery.

## SUBJECTS IN KEY STAGES 1 AND 2

### English

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Provision has improved since the last inspection.
- Standards are well below average at the end of Year 2 and Year 6 and achievement is unsatisfactory.
- Teaching is satisfactory overall, although this varies across the school.
- Marking is used effectively to help the pupils to improve.
- Assessment is used well to set targets that are shared with the pupils so that they know what they need to do to improve.
- The leadership and management of the subject are good.

## Commentary

51. Pupils enter the school with standards in literacy that are very low. Although they make steady progress as they move through the school, they are likely to attain standards that are well below average at the end of Year 2 and Year 6. Their achievement is unsatisfactory, although this is predominantly due to high absences. Although this is similar to the overall results in the 2004 national tests, there is a modest improvement in the number of pupils reaching the expected levels. However, too few pupils are expected to attain the higher levels. This is broadly in line with the findings of the last inspection.
52. Over the past few years, pupils' overall attainments in the national tests at the end of both Years 2 and 6 have remained stubbornly low. Several factors contribute to the lower than average standards; more pupils than usual are still learning English and a higher than average proportion speaks English as an additional language. Although, the proportion of special educational needs is average, almost half of the Year 6 pupils fall into this category. Additional factors, which compound the difficulty of ensuring that all pupils make consistent progress, are the high levels of pupil mobility and the high numbers of pupils who have extended absences. These pupils find it more difficult to make the progress that they require in order to achieve the national averages. The school was also initially slow to fully implement the recommendations of the National Literacy Strategy so that there was a lack of consistency in the teaching of English and in the progressive development of pupils' skills, knowledge and understanding. Since the last inspection the school has made the raising of standards in literacy a priority and has introduced a number of strategies to improve achievement. These include an intensive programme of training for teachers and a clear focus on tracking pupils' achievements and using information gained from assessment to set individual and group targets and modify provision where necessary. These strategies have generally increased teachers' subject knowledge and confidence in teaching the subject. Although these improvements are beginning to have an impact on raising standards, they are not yet sufficiently embedded, so that the pupils, particularly the older ones, have not had full opportunity to benefit from them.
53. Pupils enter the school with low levels of speaking skills and although the teachers work hard to provide opportunities for them to develop their skills, the standards that they attain are likely to be well below the average expected by the end of Years 2 and 6. Most teachers provide regular opportunities to promote speaking within many areas of the curriculum and improve pupils' vocabulary by introducing opportunities for discussion, although some pupils need a good deal of encouragement to join in discussions. Many pupils lack confidence and have a restricted vocabulary. Within some lessons, pupils are regularly encouraged to discuss their ideas with a partner or in small groups which helps to give them confidence, particularly to the lower and average attaining pupils. Pupils' listening skills are generally better than their speaking skills. Teachers manage their pupils well and have good relationships with them and, as a result, the majority of pupils listen well to their teachers and to each other.
54. Standards in writing are too low throughout the school and achievement is unsatisfactory. This is because not enough attention has been given in the past to developing the basic skills. Too many pupils in each year group struggle to write their ideas imaginatively using a wide range of vocabulary. The improvement of writing standards is high on the school's current agenda. The school is working hard, with the help of local education authority advisory staff, to raise the quality of the teaching of writing and to provide a structured approach to developing the necessary skills. These efforts are beginning to bring modest success. Teachers ensure that writing tasks cover a range of styles within writing sessions and provide opportunities for pupils to develop their skills further by writing in other subjects. Additional curriculum time has been allocated for this and to develop pupils' spelling and handwriting skills. Although the pupils practise their handwriting, in general the quality of pupils' handwriting and the presentation of their work are often untidy.

55. The school has identified the teaching of guided reading as the next major priority for development. There has been some improvement in reading, but standards are still too low and achievement is unsatisfactory. Since the last inspection the school has improved its resources for reading and although group-reading sessions regularly take place, these are of variable quality. Younger pupils benefit from a structured approach to teaching reading that they use when tackling new words. The school encourages older pupils to read and monitors the progress carefully. The school has an attractive new library which is stocked with a satisfactory range of fiction and non-fiction books although it is not yet adequately used as a learning resource for the development of pupils' early research skills. The school encourages the participation of parents and carers in supporting their children and improving their achievement in reading, through regular homework, particularly for the younger pupils.
56. The quality of teaching in English ranges from excellent to unsatisfactory. Lesson observations together with a scrutiny of pupils' work indicate that teaching is satisfactory overall. Virtually all lessons are well planned with clear learning objectives that are shared with the pupils so that they have a clear idea about what they will learn. In the more effective lessons, teachers have high expectations and their confident subject knowledge is reflected in strategies which actively engage the pupils so that they participate well and sustain interest. The teaching in these lessons is characterised by the good pace and the high level of discussion and questioning which challenges pupils' thinking and helps them to develop their vocabulary and ideas well. The tasks are interesting, yet challenging. In most lessons, the work set is generally well matched to the different ability groups in each class. Teachers have high expectations of the pupils' behaviour and the majority of pupils respond well. In general they work well together, respond well to their teachers' questions and work independently. Teaching assistants are well briefed and make a good contribution to pupils' learning, particularly those pupils with special educational needs and who are at the early stages of learning English. In the less effective lessons, too little emphasis is placed on developing and challenging pupils' thinking through discussion and questioning. In these lessons, the strategies used are uninteresting and the pupils lose motivation so that learning is slower than it should be.
57. There are good procedures to assess the achievements of pupils, based on regular evaluations by class teachers and the use of standardised tests. This information is used well to plot the progress made by pupils as they move through the school and to give pupils 'booster' sessions where necessary. The targets that are set for individual pupils are shared with them and are readily available in lessons so that the pupils have a clear picture of what they are aiming to improve in the next stage of their learning. The quality of teachers' marking is good overall. The feedback given to pupils is supportive and usually gives clear guidance on how they can make improvements.
58. The subject is well led and managed. Pupils' progress in reading and writing is tracked and monitored carefully and is being used well to respond to individual needs and to set individual and group targets. The school carefully evaluates the results in standardised and national tests to identify common weaknesses. This has been a high priority in developing a whole school approach to improving standards. The co-ordinator has had opportunity to monitor teaching and learning and regularly monitors teachers' planning.

### **Language and literacy across the curriculum**

59. Language and literacy across the curriculum is satisfactory. Pupils have opportunities to use their writing skills in other subjects, such as the humanities and science, although these opportunities are not yet sufficiently well structured in teachers' medium term planning. There are some opportunities for pupils to use their ICT skills, particularly word processing in writing and in using the Internet for research, although these opportunities are not yet well established. Teachers use the computerised interactive whiteboards well in their teaching.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Standards are well below average.
- Planning is good.
- Support for SEN and EAL pupils from teaching assistants is good.
- Leadership and management of the subject are good.
- Dissemination of the best teaching is lacking.
- There is a lack of the use of ICT to support pupils' learning.
- The use of numeracy across the curriculum is limited.

### Commentary

60. Test results for 2004 showed standards in mathematics to be well below average for all pupils. Expected results for 2005 are likely to be similar to those for 2004. Nevertheless, the school has significantly improved its results since being placed in special measures in 2001 and has made satisfactory progress since coming out of special measures in 2003. This is broadly similar to the findings of the last inspection. The main beneficiaries have been the average attainers. Achievement overall, however, is unsatisfactory, but this is principally due to the high proportion of pupils who have extended leave and the very high pupil mobility, which makes continuous progress difficult to achieve. However, the quality of teaching and learning throughout the school is satisfactory with some good and very good teaching and in individual lessons pupils make satisfactory progress.
61. Where good or very good teaching is seen staff plan in detail, learning objectives are clear and the work is well matched to the different abilities in the class. In the more successful lessons, teachers question all pupils well, insist that they explain their reasoning and give pupils ample time to answer fully. Teachers make good use of partners to discuss and explore their ideas. This enables pupils to develop their speaking and listening skills well. This was well illustrated in a very good Year 1 lesson, where in a very stimulating start, pupils demonstrated their very good understanding of how to use doubles to arrive at correct answers. Pupils respond enthusiastically when the teaching is stimulating, for example in a Year 4 class when pupils used number fans to determine factors and in a Year 1 class when they used large die for addition and subtraction.
62. The direction and pace of the best lessons challenge pupils to think independently and use known facts and strategies to come to mathematical conclusions. In a very successful Year 6 lesson, pupils were asked a variety of demanding questions to arrive at an answer when subtracting to two decimal places. Pupils in this lesson used calculators effectively as a tool to verify the correctness of their answers.
63. Direct support from well briefed teaching assistants for pupils with special educational needs, and for those with English as an additional language, results in the best lessons being very inclusive. Pupils enjoy their mathematical experiences and make good progress.
64. In lessons where teaching and learning are less effective, pupils lack opportunities to develop mathematical literacy through discussions about their reasoning. Activities focus upon knowledge and skills already understood and few pupils use ICT to develop their mathematical investigations. Some lessons concentrate largely upon numerical activities without the experience of practical investigations. Pupils of high ability throughout the school receive limited challenge. Opportunities for the best teaching to be seen and debated by all teachers are limited. Whilst some teachers use interactive whiteboards successfully to demonstrate particular aspects of mathematics, pupils receive few opportunities to use such aids to learning. Opportunities for investigational work are limited, with the majority of their mathematical experiences being concentrated in developing basic numeracy skills.

65. Leadership and management of the subject are good. The school has identified areas of specific mathematical need; actions to address these areas are beginning to have an effect upon both teaching and learning.

### **Mathematics across the curriculum**

66. Mathematical learning across the curriculum is satisfactory. It is evident in such subjects as music, where pupils count out the beats in a tune. In ICT, pupils enter data to produce tally charts and spreadsheets. In art and design, measurement and estimation are used to produce drawings that show equal proportion and correct scale as well as symmetrical drawings. Basic skills such as weighing, measuring, estimating and predicting are present in physical education, design and technology and science. At present, a whole school approach to planning the use of numeracy skills in many subjects is limited and where they happen, they do so co-incidentally.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' standards are well below average.
- Teachers place good emphasis on pupils' developing investigative skills.
- Low levels of language and literacy skills impede pupils' progress.

### **Commentary**

67. Pupils enter the school with very low scientific skills and knowledge. By the end of Years 2 and 6 they have attained well below average standards of knowledge and understanding and achievement is below that expected. This is principally caused by high pupil mobility, which makes continuous learning difficult and by pupils' low levels of literacy. Pupils with special educational needs are taken into account in planning and teaching and they make satisfactory progress. Bilingual teaching assistants are well briefed and help those pupils for whom English is an additional language and those who are at an early stage of learning English effectively. Resources and teaching have improved since the last inspection, when the subject was judged to be unsatisfactory and it is now satisfactory.
68. The subject is taught satisfactorily overall. Teachers' subject knowledge is good and they cover all aspects of the subject well. There is an appropriate emphasis on the concept of ensuring fair testing and an investigational approach to the study of science. In well-conceived lessons, for example, those seen in Year 1 and Year 6, the process of investigation was to the forefront of the lessons. In the good Year 1 lesson pupils were stimulated in their research by a discovery walk through the school grounds looking for sources of light. This led to a good pooling of observations when they returned to the classroom. Their ideas were extended successfully by comparing the different light sources for 'bright' and 'brightest'. The teachers' enthusiasm sustained pupils' interest in the topic and, as a result, pupils were fully engaged for the whole lesson and achieved well. Similarly, in a good Year 6 lesson, pupils made predictions about the best environment for dandelions to flourish and then organised their investigation to ensure that the test was fair. In an unsuccessful lesson, pupils' behaviour was not managed well and, as a result, pupils made little progress. In a satisfactory lesson where pupils' achieved satisfactorily, they were insufficiently enthused by the teacher. In the scrutiny of pupils' work, the emphasis in investigation is also evident, but pupils' low literacy skills are a barrier, which prevents them from achieving more highly.

69. Overall, assessment through national tests and specific assignments is used well to identify areas for improvement across the school, but pupils do not have specific targets for which to aim. Marking is generally good and indicates what pupils should do to improve their knowledge and skills.
70. The leadership and management of the subject are satisfactory. The subject leader knows the standards pupils attain and is aware of the strengths and weakness in the subject. In particular, the co-ordinator recognises that pupils need to have specific targets so that they can focus their efforts more effectively.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers' planning ensures a clear focus to most lessons in the computer suite.
- Support for pupils with special educational needs results in their active participation in lessons.
- Leadership and management are good.
- Teachers' subject knowledge and technical ability help to enhance their range of teaching styles.
- Standards in Years 2 and 6 are below average.
- Use of ICT to support other subjects is limited.

### **Commentary**

71. Standards in ICT are below average by Years 2 and 6, but there has been a satisfactory improvement in resources, and to a more limited extent in achievement, since the last inspection. Effective time-tabling of the new ICT suite gives pupils good access to the facilities. Pupils show enthusiasm and enjoyment and are achieving satisfactorily as a result, although there is less challenge in lessons for younger pupils.
72. Staff have made good use of recent training to improve the quality of teaching, which is demonstrated by their good use of interactive whiteboards during lessons. In better lessons, pupils receive a good balance of direct teaching of new skills and opportunities for exploration of the technology available. In a good Year 5 lesson, pupils demonstrated their ability to program a series of events to make traffic lights change colour. This resulted from the teacher's good technical knowledge and clear demonstration of what is required of all pupils. In ICT lessons, use of resources is very effective with all pupils demonstrating confidence to explore new technology. Demonstrations by teachers are well used, with teaching assistants providing good support for those pupils with special educational needs and those having English as an additional language. Pupils thoroughly enjoy their time in the ICT suite. They co-operate effectively with each other, with lots of animated discussion taking place during lessons.
73. Computers in classrooms are less well used to support learning in other subjects, particularly opportunities for independent research and inquiry. Whilst software resources are good, these have yet to be integrated into all teachers' planning as a tool to support learning.
74. Leadership and management of ICT are good. A knowledgeable and enthusiastic co-ordinator is aware of the need to improve standards further and an action plan is in place to address future developments.

### **Information and communication technology across the curriculum**

75. Use of ICT across the curriculum is unsatisfactory. In the majority of lessons seen, pupils do not use ICT to support their learning well. There is very limited use of the technology by pupils themselves, although teachers use the interactive electronic whiteboards very effectively.



Some use of software is seen in mathematics with the use of spreadsheets and simple programs of addition and subtraction. Computers are also used to a limited extent in literacy lessons to draft work and in science lessons, for example in programs on healthy eating.

## HUMANITIES

76. Geography and history were sampled. Two lessons in history and one lesson in geography were observed and pupils' work scrutinised. Religious education is reported in detail.
77. In the pupils' **geography** work, standards are below average in Years 2 and 6 and pupils' achievement is below that expected. This reflects their weak language and literacy skills and the impact of high absence levels and high pupil mobility, all of which impede pupils' progress. There is adequate coverage of the subject. Pupils are gradually using ICT in their studies by word processing some of their work and using the Internet for researching topics. Pupils learn about countries with developing economies, such as village life in India. In the latter case, while pupils had produced satisfactory comparisons of village life in India and their own environment, they had not compared rural life in that country with urban in order to avoid stereotyping. Younger pupils learn about their immediate environment through organised walks and their route to school. They begin to recognise that maps convey different types of geographical information and their skills of interpretation develop satisfactorily as they progress through the school. The subject is satisfactorily led by the headteacher in a temporary capacity.
78. Samples of work show that **history** is satisfactorily covered in the school and the pupils' learning experiences are very well complemented by a satisfactory range of outside visits, for example to the site of the Roman fort at Wallsend and to Beamish in their study of the Victorians. However, the development of their research skills is not as strong. There are good examples of pupils analysing a range of primary sources, for example, in Year 6, where pupils use census returns and street directories to deduce what life must have been like over one hundred years ago. This emphasis on identifying sources of evidence in other year groups is less evident. The subject is well led by an enthusiastic co-ordinator who advises other teachers on resources. As yet, however, there is no means by which the co-ordinator can demonstrate effective history teaching to other members of staff.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Standards in Years 3 to Year 6 are below average.
- Pupils learn about a range of faiths, but a small minority of pupils do not show respect for other people's beliefs.
- By the end of Year 2 pupils are aware of a good range of Bible stories.
- The role of the co-ordinator is underdeveloped.

## Commentary

79. Inspection evidence shows that the standard of pupils' work by the end of Year 2 is likely to be broadly in line with the standards expected for their age. In Years 3 to 6, standards are below average. Overall pupils' achievement is satisfactory.
80. Overall, teaching and learning are satisfactory in this subject. The work is taught in line with the locally agreed syllabus and pupils experience a balanced programme of activities. They are introduced to an appropriate variety of faiths, such as Islam, Hinduism and Christianity. However, a minority of pupils in Years 3 - 6 have not yet fully developed a positive attitude and respect for other people's beliefs. Opportunities are often missed to develop the pupils' spirituality, not only in lessons but also through community contacts, in assemblies and through creativity in lessons.

81. By the end of Year 6, pupils have a satisfactory knowledge of special books and sacred readings. They have had visits to the local Mosque and Hindu Temple to experience a wide variety of places of worship. By the end of Year 2, pupils know a suitable range of stories from the Bible, such as the Good Samaritan and these are used effectively to increase their understanding of Christianity.
82. The role of the co-ordinator is underdeveloped. The school has quite rightly focused its attention on improving literacy and numeracy, identified as key issues in the last inspection. Therefore, it has not yet focused on improving staff's knowledge of religious education, monitored the quality of teaching and learning or developed a system to assess children's learning in this subject.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

83. Art and design, design and technology, music and physical education were sampled
84. Only two lessons in **art and design** were observed during the inspection. For these reasons it is not possible to make a secure judgement regarding provision, teaching or achievement. Displays and work in sketchbooks suggest that standards are close to national expectations at the end of Years 2 and 6. Discussions with the co-ordinator and an examination of teachers' planning indicate full coverage of the National Curriculum.
85. The school follows the recommendations of national guidelines as the basis for its work. Pupils have the opportunity to work with a variety of media and acquire a satisfactory range of techniques. There are examples of some good work in observational drawing of plants and flowers and of patterns using a range of techniques to create work in the style of Aboriginal art. The subject leader manages the subject satisfactorily. She recognises that the subject is not sufficiently enriched by a range of visitors and visits and there is not much display area available in the school. The co-ordinator plans to improve this in the near future.
86. During the inspection, only two lessons in **design and technology** were observed and, therefore, no overall judgement on the quality of teaching and learning, or of standards, can be made. From scrutiny of pupils' work and lesson observations, planning to teach the subject is satisfactory. A good range of materials and techniques is used to extend pupils' knowledge and awareness of the subject. Pupils enjoy their work in the subject and produce good examples of designing and making.
87. Scrutiny of work displayed in school provided evidence of a wide and varied curriculum. Year 2 pupils design a variety of wheeled vehicles. Year 3 pupils make good models of dogs that are moved by pneumatic forces. Year 6 pupils design and make very effective Greek masks and three-dimensional pictures of the story of Theseus and the Minotaur. Resources are good.
88. The teaching of **music** is providing a solid musical foundation for the children by the time they leave Year 6. Only two lessons were seen during the inspection so no judgement can be made on the overall provision of music in the school. Most of the classes are taught either by a visiting music specialist or the school music co-ordinator. The school is well resourced, supported by organisations such as the local Rotary club and other outside agencies.
89. Pupils have good opportunities to listen to music and to compose their own pieces. Teaching was good in one of the lessons seen and unsatisfactory in the other. The lesson was well planned and the pupils were interested in their work. They had a good opportunity to use instruments and create texture successfully. Children are introduced to musical vocabulary but they do not naturally use the vocabulary in the course of their own talk. In assemblies, pupils are encouraged to listen to taped music but opportunities are lost for the older pupils to sing on a regular basis. There are good opportunities for pupils to learn musical instruments, such as the tin whistle. They are able to join the choir and develop their performing skills

through participating in local events. There are good opportunities for individual pupils to learn musical instruments, such as the violin, trumpet and the piano. The co-ordinator has good subject knowledge and a satisfactory understanding of the standards attained by the end of Year 6, but does not at the moment, monitor the teaching and learning in the subject.

90. Insufficient lessons were observed in **physical education** to make a secure judgement about standards and teaching in physical education. From discussions, curricular planning and the lessons observed, planning for physical education in the National Curriculum is good. During the inspection, the pupils in Years 3 and 6 achieved well during athletics activities and reach broadly expected levels for their age. Pupils follow the full range of activities required by the National Curriculum. However, evidence suggests that pupils do not achieve the expected standards in swimming. The school has plans to address this by reviewing the arrangements for swimming lessons.
91. The school benefits from having a trained sports coach who works well with all pupils in Years 3 to 6, covering all aspects of the subject. He has been instrumental in developing the range of opportunities available for pupils. The basic curriculum is enriched very well by a number of clubs and extra activities including football, cricket, athletics, judo, dance, golf, rugby, hockey, basketball and a fun-fit club for reception and Year 1 pupils. There are good links with the local secondary school, which has specialist sports' designation. Physical education teachers from the sports' college take lessons with Year 6 pupils as part of their induction programme. Pupils also benefit from joining in competitive sports with other local schools.
92. The subject is well managed. The co-ordinator has a good awareness of the strengths and weaknesses in the subject. She recognises that dance is an area for future development as teachers lack confidence in teaching this element of the subject. There have been no opportunities for the co-ordinator to monitor the teaching and learning in the subject.

#### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

93. Personal, social and health education and citizenship was sampled.
94. Aspects of **personal, social and health education** are taught regularly in each class and as elements of other subjects such as science. The dangers of alcohol and drugs' misuse are taught to older pupils in these lessons. There is a clear programme for sex and relationships education, which is taught to older pupils and good use is made of the school nurse and police to support its work in these areas. Issues of concern and feelings are discussed sensitively in 'circle time'. The buddy system gives some opportunities for pupils to discuss ways in which they might contribute to the improvement of the school and the imminent formation of a school council will extend the opportunities for pupils to contribute the life of the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
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).*