

INSPECTION REPORT

Usworth Colliery Primary School
Washington

LEA area: Sunderland

Unique Reference Number: 108799

Headteacher: Mrs C A Maughan

Reporting inspector: Mr A Morgan
21100

Dates of inspection: 2 - 5 November 1999

Under OFSTED contract number: 706924

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| Type of control: | Community |
| Age range of pupils: | 4-11 |
| Gender of pupils: | Mixed |
| School address: | Manor Road Sulgrave Washington Tyne and Wear NE37 3BL |
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| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr Malcolm Preston |
| Date of previous inspection: | 29 January 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|---------------------------------|--|--|
| Mr A Morgan, Rgl | Information technology Physical education | Attainment and progress Teaching Leadership and management |
| Mr G Stockley, Lay Inspector | Equal opportunities | The efficiency of the school Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community |
| Mr K Hobday | Mathematics Numeracy Special educational needs | |
| Ms E M de Lancey | Music English Literacy Art | Pupils' spiritual, moral, social and cultural development Staffing |
| Mr R Lund | | Accommodation Learning resources |
| Mr M Routledge | Science Design and technology History Geography | |
| Mrs P Smith | Under-fives Religious education | Curriculum and assessment |

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Main findings

What the school does well

The leadership and management provided by the headteacher, staff and governors.

The good start children make in the reception year.

The school's very good provision for pupils' spiritual, moral, social and cultural development promotes very good attitudes to work, very high standards of behaviour and very good personal development.

The implementation of the literacy and numeracy strategies.

The teaching of mathematics.

The staff's relationship with and management of the pupils, including the positive promotion of good attendance and the provision of very good support and guidance.

The partnership between home and school.

Where the school has weaknesses

Standards in information technology throughout the school

Standards in science at Key Stage 2

Lesson planning in religious education, art, geography, history, music and physical education

Assessment in religious education, art, music and physical education

This is an improving school whose strengths far outweigh its weaknesses. The weaknesses outlined will form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.

How the school has improved since the last inspection

The school has made sound progress in addressing the key issues identified in the 1996 inspection report. The quality of teaching has improved throughout the school. The senior management team has a clear understanding of its role. Procedures for the effective monitoring and evaluation of teaching and the curriculum, and the dissemination of good practice, are established. Religious education is taught according to the locally agreed syllabus, and teachers' knowledge is secure; however, there are weaknesses in lesson planning, and assessment. Useful policies for marking and homework are in place. Long-term assessment procedures are used effectively to inform planning in most subjects, including English and mathematics.

The changes made in the management of the school and the introduction of effective procedures for monitoring teaching and the curriculum mean that the school is well placed to

continue the improvements made since the last inspection and address the issues raised in this report.

Standards in subjects

The table shows the standards achieved by 11-year-olds in 1999, based on the National Curriculum tests:

| Performance in | Compared with all schools | Compared with similar schools | Key | |
|----------------|---------------------------|-------------------------------|---------------------------|---|
| | | | <i>well above average</i> | A |
| | | | <i>above average</i> | B |
| | | | <i>average</i> | C |
| | | | <i>below average</i> | D |
| | | | <i>well below average</i> | E |
| English | D | C | | |
| Mathematics | C | B | | |
| Science | E | D | | |

The results in mathematics have been sustained since the last inspection, but those in English and science, which were average then, have not. The results of the 1999 national tests are a significant improvement on those for 1998. Inspection evidence indicates that standards are broadly average in English, average in mathematics and below average in science.

The results achieved by seven-year-olds in 1999 show standards to be above average in English, average in mathematics and below average in science. Inspection evidence indicates that science is broadly average this year.

By the end of both Key Stages 1 and 2, pupils attain standards in religious education in line with those expected by the locally agreed syllabus, and make satisfactory progress. By the end of each key stage, pupils attain below national expectations in information technology and their progress is unsatisfactory. Throughout Key Stages 1 and 2, all pupils make satisfactory progress in art, design and technology, geography and history. During Key Stage 1, pupils' progress in music is good and in physical education it is satisfactory. During Key Stage 2, progress is good in physical education and unsatisfactory in music.

Quality of teaching

| Teaching in: | Under 5 | 5 – 7 years | 7 – 11 years |
|------------------------|----------------|---------------------|---------------------|
| English | Good | Good | Satisfactory |
| Mathematics | Good | Satisfactory | Good |
| Science | | Satisfactory | Good |
| Information technology | | Use: unsatisfactory | Use: unsatisfactory |
| Religious education | | Good | Satisfactory |
| Other subjects | Good | Satisfactory | Satisfactory |

During the inspection teaching was very good in 10 per cent of lessons, good in 40 per cent and satisfactory in 50 per cent. No unsatisfactory teaching was seen. The quality of teaching was similar at both key stages.

The classroom management of information technology is unsatisfactory in most classes.

Other aspects of the school

| Aspect | Comment |
|---|---|
| Behaviour | Very good. Pupils' behaviour in and around the school is always very good, and in some lessons it is excellent. |
| Attendance | Good. Attendance is above the national average. The vast majority of pupils arrive on time, and a prompt start is made to lessons. |
| Ethos* | Very good. Pupils enjoy coming to school and are interested in their work. The staff and governors have a strong commitment to raising standards. The very good relationships that exist throughout the school provide an effective climate for learning. |
| Leadership and management | Very good. The school benefits from the outstanding leadership and management of the headteacher and the positive leadership of the senior management team, curriculum co-ordinators and governors. |
| Curriculum | Satisfactory. It is broad and balanced with an appropriate emphasis on literacy and numeracy. Planning is good for children under five and satisfactory in each of the key stages. There are good extra-curricular sporting activities. |
| Pupils with special educational needs | The school works hard to provide for pupils with special educational needs and they make satisfactory progress overall. |
| Spiritual, moral, social and cultural development | Very good, with particular strengths in spiritual, moral and social development. |
| Staffing, resources and accommodation | Satisfactory. The school has an adequate number of appropriately qualified staff. The arrangements for training are good. The provision of teaching accommodation and learning resources is satisfactory overall, but the school has insufficient books and computer programs. |
| Value for money | Taking account of the pupils' good standards in English and mathematics at Key Stage 1, recent improving standards in English and mathematics at Key Stage 2, their very good behaviour and attitudes to work and their good attendance, together with the improvements in teaching, the school gives good value for money. |

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

Questionnaires returned: 23 per cent. Number of parents attending inspection meeting: 10

What most parents like about the school

- Their children like school.
- The values and attitudes the school promotes.
- The support they receive when their children start school.
- The high standards of good behaviour the school achieves.
- They are well informed about what is taught and their children's progress.
- They are encouraged to play an active part in the life of the school

What some parents are not happy about

- The annual reports concentrate on information about their personal and social
- The work that their children are expected to
- The arrangements for dismissing Key

The inspection supports parents' positive views.

The school is reviewing its homework policy to address the inconsistencies which currently exist in its implementation.

The pupils' annual reports meet statutory requirements.

The school's arrangements for the dismissal of older pupils are similar to those in many primary schools.

Key issues for action

In order to raise standards and improve the quality of education the governors, headteacher and staff should:

- I. raise standards in information technology across the school, by:
 - raising teachers' confidence and expertise in information technology;
 - planning the use of information technology to support learning in the National Curriculum;
 - introducing assessment procedures to record pupils' attainment and track their progress;
 - ensuring that the curriculum co-ordinator has opportunities to monitor and evaluate the planning and use of information technology across the school;(paragraphs: 13, 27, 37, 43, 74, 103, 113, 118, 123, 124, 128, 135, 148, 152, 158)

- . raise standards in science at Key Stage 2, by:
 - continuing to raise teachers' expertise in science;
 - continuing to provide opportunities for the curriculum co-ordinator to monitor and evaluate the planning and teaching of science throughout the school;
 - continuing to analyse pupils' work to inform planning and teaching;(paragraphs: 7, 9, 11, 43, 120, 122)

- . improve lesson planning in religious education, art, history, geography, music and physical education, by:
 - identifying assessment tasks;
 - planning activities to reflect the full range of pupils' abilities;(paragraphs: 29, 135, 142, 148, 152, 157, 163)

- . establish manageable, assessment procedures to record pupils' attainment and track their progress in religious education, art, music and physical education.
(paragraphs: 43, 135, 142, 158, 163, 170)

In addition to those significant issues the school should consider the following for inclusion in their action plan:

- improving consistency in the quality of individual education plans (paragraphs: 38, 65);
- improving pupils' progress in music at Key Stage 2 (paragraphs: 13, 155);
- improving learning resources for the children under five (paragraphs: 74, 82, 86);
- increasing the range and quantity of reading and reference books (paragraphs: 74, 82).

- **Introduction**

- **Characteristics of the school**

1. Usworth Colliery Primary School is situated in the Sulgrave district of Washington, an urban area some four miles west of Sunderland. The school stands in an area of social disadvantage where unemployment rates are high. The area's mixed housing stock includes a substantial proportion of social housing. Although the majority of pupils live in the immediate vicinity of the school, a large minority travel from surrounding districts. It is a large primary school with a pupil roll of 335, 165 girls and 170 boys. The roll has fallen slightly in recent years because of the general decline in the child population. The average class size is 26 pupils and, on average, there are 23 pupils to every teacher, which is below the national average and equal to the local average for a school of this type. The pupils' attainment on entry represents a wide spread of ability, the range of which fluctuates from year to year reflecting the large and diverse area from which the school draws. Attainment is below average overall on entry to the reception year. Two per cent of pupils speak English as an additional language. This is higher than in most schools nationally and average for schools locally. All these pupils are fluent in English, and most come from a Bangladeshi background. Children enter the school by starting in one of the two reception classes at the beginning of the year in which they are five, initially for a short period of part-time education before starting full-time. At the time of the inspection, all the children in the reception year were under five. It was a young group of pupils, about a third of whom would not be five until the summer term. Of the 30 per cent of pupils on the school's register of special educational needs, which is above national and local averages, 0.3 per cent have a statement of special educational needs. Twenty-seven per cent of the pupils are eligible for free school meals, which is above local and national averages. Almost all the pupils have attended some form of pre-school education, the majority in the local nursery school with which the school has very strong links.
2. The school has published a clear statement of its aims and values:

To promote the intellectual, physical, emotional, spiritual, moral, social and cultural development of every child.

In partnership with parents and carers, help and encourage pupils to:

- question, discuss and apply themselves to tasks;
- acquire concepts, skills and knowledge relevant to life;
- use language, number, and information and communication technology skills effectively;
- appreciate their own achievements and those of others;
- understand the world in which they live;
- develop a respectful and tolerant attitude towards others.

1. To help in its attainment of those aims the school has set a number of targets in its two-year development plan. The school's priorities include:

- target setting for individuals, and for the school at the end of Key Stage 2;
- problem solving and investigations in mathematics;
- a review of English policy;
- developing the range of work in science for all pupils;
- monitoring and evaluation of special educational needs and homework;
- training and support for information and communication technology.

1. At the last inspection the following key issues were identified:
 - consolidate and further develop the senior management roles to ensure full monitoring of the curriculum;
 - develop a strategy for sharing effective teaching practice to further improve the overall quality;
 - develop the teaching and learning of religious education in accordance with Sunderland's agreed syllabus;
 - further define and carry through whole school policies in marking and homework;
 - improve planning by the systematic use of assessment findings.

Key indicators

Attainment at Key Stage 1¹

| Number of registered pupils in final year of Key Stage 1 | | Year | Boys | Girls | Total |
|--|----------|---------|-------------|-------------|-------|
| For latest reporting year: | | 1999 | 17 | 23 | 40 |
| National Curriculum Test/Task Results | | Reading | Writing | Mathematics | |
| Number of pupils at NC Level 2 or above | Boys | 13 | 17 | 16 | |
| | Girls | 22 | 23 | 23 | |
| | Total | 35 | 40 | 39 | |
| Percentage at NC Level 2 or above | School | 88(85) | 100(93) | 98(86) | |
| | National | 79(80) | 83(81) | 86(84) | |
| Teacher Assessments | | English | Mathematics | Science | |
| Number of pupils at NC Level 2 or above | Boys | 13 | 14 | 12 | |
| | Girls | 21 | 22 | 21 | |
| | Total | 34 | 36 | 33 | |
| Percentage at NC Level 2 or above | School | 85(88) | 90(88) | 83(85) | |
| | National | 82(81) | 86(85) | 87(86) | |

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

| Number of registered pupils in final year of Key Stage 2 | | Year | Boys | Girls | Total |
|--|----------|---------|-------------|---------|-------|
| For latest reporting year: | | 1999 | 23 | 19 | 42 |
| National Curriculum Test | | English | Mathematics | Science | |
| Results | | | | | |
| Number of pupils at NC Level 4 or above | Boys | 12 | 16 | 13 | |
| | Girls | 15 | 13 | 14 | |
| | Total | 27 | 29 | 27 | |
| Percentage at NC Level 4 or above | School | 64(44) | 69(41) | 64(56) | |
| | National | 70(65) | 69(59) | 78(69) | |
| Teacher Assessments | | English | Mathematics | Science | |
| Number of pupils at NC Level 4 or above | Boys | 12 | 17 | 14 | |
| | Girls | 14 | 14 | 16 | |
| | Total | 26 | 31 | 30 | |
| Percentage at NC Level 4 or above | School | 62(57) | 74(60) | 71(70) | |
| | National | 67(65) | 69(65) | 75(72) | |

² Percentages in parentheses refer to the year before the latest reporting year

- **Attendance**

| | | | |
|---|--------------|---------------------------|-----|
| Percentage of half days (sessions) missed through absence for the latest complete reporting year: | Authorised | School | % |
| | Absence | National comparative data | 4.6 |
| | Unauthorised | School | 5.7 |
| | Absence | National comparative data | 0.1 |

- **Exclusions**

| | | |
|--|--------------|--------|
| Number of exclusions of pupils (of statutory school age) during the previous year: | | Number |
| | Fixed period | 1 |
| | Permanent | 0 |

- **Quality of teaching**

| | | |
|---|------------------------|-----|
| Percentage of teaching observed which is: | | % |
| | Very good or better | 10 |
| | Satisfactory or better | 100 |
| | Less than satisfactory | 0 |

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. Children under five make a good start to their education. By the time they reach the age of five most children attain in line with the national guidelines in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative and physical development, and they make good progress in almost all these areas of learning. The exception is physical development, where their progress is satisfactory. Children consolidate and steadily develop their skills, knowledge and understanding in all areas of learning as they move into the early stages of the National Curriculum. They communicate their ideas clearly and listen attentively. Children recognise and write their own names and develop sound reading and writing skills. They increase their mathematical vocabulary, improve their investigative skills and identify and write numbers to 20. They demonstrate their physical competence through the increasing control with which they move, use space and acquire a range of co-ordination skills, such as handling pencils and glue spreaders, and storing their sandwich boxes. Children develop their ideas and express them creatively through painting and music making. They demonstrate their increasing understanding of the world as they talk about the weather and the light from the sun. Children with special educational needs attain standards appropriate to their prior attainment and they make sound progress in physical development and good progress in all the other areas of learning.
2. In the 1999 national tests for seven-year-olds the percentage of pupils who attained the national standard for their age (Level 2) was above average in reading and well above average in writing and mathematics. Inspection findings indicate that by the end of the key stage pupils attain national averages with a high proportion attaining the national standard for their age in reading, writing and mathematics. The differences between the inspection findings and the results of the 1999 national tests are explained by the fact that they each refer to a different group of pupils. The group to which the test results relate was much smaller in size and the achievement of a few pupils has a significant impact on the overall percentage of the group attaining at the different levels. The 1999 national test results, given above, are based on the individual test results in reading, writing and mathematics. They are at odds with the results based on the average curriculum levels achieved by pupils at the school. The 1999 test results, based on the average level, show writing is well above average, and reading and mathematics are average. This represents an improvement in writing since the last inspection and the maintenance of sound standards in reading and mathematics. The 1999 national test results in English include a significant minority of pupils who attain at the lower end of the average level. In comparison with standards in similar schools, reading is above average, and writing and mathematics are well above average. The 1999 teacher assessments show that attainment in speaking and listening is average in comparison with that in all schools, and that attainment in science is just below average in comparison with that in all schools and average compared to that in similar schools.
3. In the 1999 national tests for eleven-year-olds the percentage of pupils who attain the national standard for their age (Level 4) was below average in English, average in mathematics and well below average in science. Inspection evidence indicates that by

the end of the key stage pupils attain in line with national averages in mathematics, broadly in line in English and below in science. The differences in the inspection findings and the test results can be explained by the fact that they refer to different groups of pupils. In English the differences also reflect the priority given to literacy and the positive impact of the successful implementation of the literacy strategy on standards. In science the differences also relate to the high priority currently being given to science. Trends in the national test results to 1998 show some improvement over that time, but with attainment still well below average in English, mathematics and science. The 1999 national test results indicate a significant acceleration in that improvement in English and mathematics, with a significant increase in the numbers of pupils attaining the average standard. The results in mathematics have been sustained since the last inspection, but those in English and science, which were average then, have not. This reflects the high percentage of pupils on the school's special educational needs register with language needs. In comparison with standards in similar schools, English is average, mathematics above average and science below average.

4. The school has set appropriate targets for next year, [J1]given the significant numbers of pupils with language needs. By the end of both key stages the pupils listen, speak, read, write, calculate and use mental methods in mathematics to sound standards overall. The pupils are on target to attain broadly in line with national averages in literacy and numeracy and they use these skills satisfactorily to support their work in all areas of the curriculum. There are no significant differences in the performance of boys and girls.
5. Throughout both key stages, pupils of all abilities make satisfactory progress in English and mathematics which reflects the positive impact of the literacy and numeracy strategies. Across Key Stage 1, pupils make satisfactory progress overall in science, but across Key Stage 2 their progress is unsatisfactory over time. Higher-attaining pupils are appropriately challenged by the introduction of the literacy and numeracy programmes. Examples of good progress are apparent in lessons in all three subjects, particularly in Years 5 and 6. Pupils make satisfactory progress in listening, speaking, reading, writing, calculation and mental methods. There are no significant differences between the key stages or classes within year groups. There are no significant differences in the progress of boys and girls.
6. As the pupils move through Key Stage 1, they listen with improving attention and display increasing self-assurance when discussing their work. They read familiar texts accurately, sample new literature with growing confidence and develop strategies to decipher new words. They build on their early writing skills and begin to develop as independent writers. Pupils improve their number skills and develop concepts of space, shape and measures. They use their increasing understanding of mathematics to explore the world around them when identifying shapes in the classroom. During scientific discussions and investigations, pupils learn about the variety of living things and the range and properties of materials.
7. As they move through Key Stage 2, pupils build usefully on their knowledge, skills and understanding gained in their first years at school. They exchange ideas and express opinions with greater assurance. They develop their literacy skills as they read more challenging books with growing fluency and expression. They write increasingly detailed factual accounts, and improve their handwriting, spelling and punctuation. Pupils consolidate their knowledge in all aspects of mathematics and develop their skills in

practical situations to increase further their understanding of the use and application of mathematics. Although pupils' progress is unsatisfactory overall in science they extend their scientific knowledge of animals and plants, but there are inconsistencies in pupils' understanding in other areas of science, for example forces.

8. Pupils with special educational needs make sound progress overall. The school has chosen to concentrate support for these pupils in particular age groups. Where pupils benefit from the support of skilled teachers or support assistants, progress is good. An example of this is in Year 6, where an extra teacher is employed each morning to teach English and mathematics to a smaller group, most of whose pupils have special educational needs. Conversely, in some other age groups pupils have little or no extra support and they make satisfactory progress.
9. By the end of both Key Stages 1 and 2, pupils attain standards in religious education in line with those expected by the locally agreed syllabus and all pupils make satisfactory progress as they move through the key stages. Pupils acquire a greater understanding of Christianity and the beliefs and values of other cultures. By the end of both key stages, pupils attain below national expectations in information technology and their progress is unsatisfactory. Pupils do not have sufficient opportunity to develop their skills and use information technology effectively to support their learning across the curriculum. Throughout Key Stages 1 and 2, all pupils make satisfactory progress in the acquisition of skills, knowledge and understanding in art, design and technology, geography and history. Pupils' progress in physical education is satisfactory during Key Stage 1 and good during Key Stage 2. Throughout Key Stage 1 their progress is good in music. Across Key Stage 2 pupils' progress in music is unsatisfactory overall because its organisation over alternative half terms leads to a lack of continuity in pupils' learning; the exception is singing, progress in this aspect is satisfactory.
10. As pupils move through the school they show an increasing control over the range of materials, tools and techniques in art and refine their understanding of the work of famous artists. In design and technology, they broaden their construction methods in making arrangements of products with a variety of materials. In geography, they increase their knowledge of their immediate locality and of the wider world in geography through their study of maps and rivers. In history, they develop a sound sense of chronology and through their studies of their own families they recognise how things have changed over time. They sing tunefully in assemblies and recognise the musical pieces which are played as they gather for worship. Pupils practise and improve their skills in games, and describe the effects of exercise on their bodies and its importance in their lives. Physical education is enhanced by regular extra-curricular activities and locally organised competitive sports.
14. **Attitudes, behaviour and personal development**
11. Children under five display consistently good attitudes to their learning. They are interested in their tasks and concentrate well. Their behaviour is very good. Children under five make good progress in their personal and social development. They relate well to their teachers and to each other. They take turns and share equipment readily. They take responsibility for tidying away and looking after their belongings.
12. At both key stages pupils' attitudes are very good. They enjoy school and show a keen interest in their work. They work eagerly with sustained concentration, persevere when

tasks become difficult and show pride in their achievements. For example, Year 1 pupils identify and describe number patterns, and Year 3 pupils use a glossary to help their understanding when reading reference books. Pupils willingly volunteer comments in discussions and offer contributions from their own experiences; for example, Year 6 pupils explain the effects of exercise on their bodies. Pupils with special educational needs have very good attitudes to their work and behave well. When working in smaller groups with a teacher or support assistant, they demonstrate a high level of motivation to succeed. In larger class groups, they co-operate well with other pupils who, in turn, are ready to support them to complete their tasks successfully.

13. Behaviour in and around the school is always very good and in some lessons it is excellent. Pupils understand the rules of behaviour inherent in the school's ethos. They move around the school purposefully and quietly, lining up sensibly when waiting to go into the hall for assembly or physical education. They listen quietly to their teachers, both in class and during assemblies, and respond quickly when asked to pay attention. During lunch times, pupils sit and eat their meals in a quiet, civilised fashion, often involved in interesting and lively discussion about work they do or social events they attend or look forward to. The evidence of the inspection supports parental views that the school has high expectations of behaviour and that pupils behave well at school. No evidence of poor behaviour at lunchtime was found during the inspection, although this was an issue that concerned some parents who attended the pre-inspection parents' meeting.
14. Relationships between pupils and between pupils and adults are very good and a strength of the school. All members of the school community are valued, treated with respect by each other and feel part of one large family. No incidents of disharmony were seen during the inspection. Pupils are trustworthy, considerate, respectful and polite. They speak confidently and contribute well to class discussions, whilst respecting the opinions of others. They work well together, sharing resources or supporting each other, as in practical lessons in science and design and technology. No incidents of bullying were seen during the inspection; comprehensive procedures are in place to deal with incidents if they arise. There has been one fixed-term exclusion in the last year.
15. Pupils' personal development is very good. They are involved in the daily routines of the school. The younger ones act as class monitors, whilst older pupils have a wider range of duties such as working in the library and assisting with assemblies, which they do willingly and efficiently. During the absence of the school administrator, two well-briefed and capable Year 6 pupils help out in the school office by answering the telephone and undertaking reception duties. Pupils also have opportunities to take some responsibility for organising their own learning.
16. Pupils participate willingly in a variety of fund-raising activities in support of chosen national and local charities, such as the National Society for the Prevention of Cruelty to Children, 'Red Nose Day' and the local church. The school also sponsors a child in India. Overall, there has been an improvement in the attitudes, behaviour and personal development of pupils since the last inspection.
20. **Attendance**
17. Attendance is good and above the national average. There has been an improvement in pupils' attendance since the last inspection. Almost all pupils arrive on time,

registration is conducted efficiently and a prompt start is made to lessons. This helps to ensure that pupils derive the maximum benefit from their time in school. Registration is used well to teach the social skills of courtesy and appropriate response.

21. **Quality of education provided**

21. **Teaching**

18. The quality of teaching across the school is satisfactory overall, with examples of good teaching seen in the reception year and in Key Stages 1 and 2. Ten per cent of teaching is very good, 40 per cent is good and the remainder is satisfactory. No unsatisfactory teaching was seen. The quality of teaching for children under five is good in 57 per cent of lessons and satisfactory in the remainder. At Key Stage 1, it is very good in 13 per cent of lessons, good in 29 per cent and satisfactory in the rest. At Key Stage 2, it is very good in 11 per cent of lessons, good in 42 per cent and satisfactory in the remainder. This similar picture across the school helps pupils to make steady progress during these primary years, with examples of good progress in some lessons across the curriculum and increases in the rate of progress at Key Stage 2.
19. The quality of teaching has improved since the last inspection. The significant weaknesses in teaching identified in the inspection report have all been addressed. This accounts for the rise in good teaching and the absence of unsatisfactory teaching. Led by the current senior management team the staff responded positively to the teaching issues identified. This has been achieved through the effective implementation of the school's well-structured monitoring and evaluation procedures. This focussed initially on classroom teaching and medium-term planning; it is being extended to include a scrutiny of pupils' work. The teachers raised their expectations of the pupils and set levels of work which were appropriate for pupils of all abilities, especially in English and mathematics. They improved their own subject knowledge, particularly in religious education. They clarified their lesson objectives and set more challenging tasks for pupils, particularly in English and mathematics. The success of this response was seen in the very good and good teaching observed during the inspection; for example, in a mathematics lesson very good progress was sustained because of the positive impact of the teacher's clear presentation and very good support through the use of judicious questioning. However, there are inconsistencies in some lesson planning, for example, identifying how work will be matched to the full range of pupils' abilities.
20. The quality of teaching of the children under five is good. The quality of teaching of personal and social development and mathematics is consistently good. Teachers have high expectations of children in these areas. Teachers are secure in their knowledge and understanding of the early years' curriculum. Good planning and very good pupil management support the good progress which most pupils make.
21. At Key Stage 1, the quality of teaching of literacy is good and at Key Stage 2 it is satisfactory. The quality of teaching of numeracy at Key Stage 1 is sound and at Key Stage 2 it is good. Teachers draw effectively on the national guidance and follow the suggested format for lessons appropriately. Opening class sessions are usually well prepared, the pace is brisk and teachers provide clear introductions to new work. The pace is maintained during group activities with appropriate work prepared for all pupils and directly related to the lesson focus. The end of lesson, summary sessions are

effective. Teachers use the lesson aims to reinforce pupils' learning, assess their progress and indicate how the work will be developed.

22. Across the curriculum, high quality teaching is characterised by teachers' enthusiasm, their lively motivation of the pupils and judicious use of praise. Teachers have a firm understanding of the content of their lessons which is demonstrated through their effective use of well chosen material to extend pupils' knowledge, skills and understanding. The clear planning for this high quality teaching builds carefully on previous work and indicates how this knowledge and understanding will be developed. They have high expectations of their pupils which are explicitly stated. For example, there is an insistence on the correct use of technical language. Their questioning reflects the pupils' full ability range and is well judged to assess pupils' understanding and further their learning. Teachers use pupils' contributions effectively to consolidate and develop their learning and that of others. Less successful teaching is characterised by a lack of consistency in the identification and use of assessment opportunities to note pupils' attainments and track their progress. Lesson introductions are overlong and there is an imbalance between the teachers' contributions and those of the pupils, and as a result the pace of the lesson slows. Lesson plans are briefly set out and there is a lack of clarity about how pupils of different abilities will be supported.
23. At Key Stage 1, the quality of teaching is good in English, religious education and music. For example, during work on 'This is the bear and the scary night', the teacher's lively introduction of the text and her effective use of questions helps pupils to engage with the story. In mathematics, science, history and physical education teaching is sound. At Key Stage 2, the quality of teaching is good in mathematics; for example, during an exploration of shapes the teacher's insistence on pupils' clear explanations of their findings and the use of appropriate mathematical language ensures they make good steady progress. The teaching of physical education and living things in science is good. In English, religious education, art, geography and singing in music, teaching is satisfactory. The quality of teaching of communicating in text and pictures in information technology is satisfactory at both key stages, but teachers' management and use of information technology to support learning across the curriculum is unsatisfactory. There was insufficient evidence to give an overall grading for the teaching of design and technology at both key stages, art and geography at Key Stage 1 and history at Key Stage 2.
24. Teachers and support staff relate very well to the pupils and sustain very good relationships with them. The caring manner in which the staff manage their pupils helps each of them to recognise how much they are valued. These are strengths of the teaching and enhance the quality of education for all the pupils. Across the school, teachers' explanations, their encouragement of pupils and their flexibility in teaching styles give good support to pupils' learning. Classroom routines are well established and help pupils to develop a sense of responsibility. All staff succeed in helping the younger pupils feel secure and this is reflected in the positive attitudes the pupils have to their work and the confidence with which they pursue set tasks.
25. Staff co-operate well and organise useful planning meetings as a result of which effective long- and medium-term plans are in place. Staff make effective use of their secure knowledge and understanding of the curriculum in this planning process. Short-term plans are more variable, those for English and mathematics are good. In religious education, information technology, art, history, geography, physical education and

music, lesson plans do not indicate how work will be matched to the full range of pupils' abilities, including those with special educational needs, or how work will be assessed; they are unsatisfactory. Although, during lessons, teachers use their discussions with pupils satisfactorily to assess their learning in these subjects, the results of these assessments are not used consistently to inform future planning and teaching.

26. The tasks which teachers provide for pupils with special educational needs are usually well chosen to match their capabilities. In most classes, particularly in Key Stage 1, teachers use the individual education plans compiled with the assistance of the special educational needs co-ordinator to plan small steps of learning which will enable both teacher and pupil to note clear progress. However, in a few classes the targets in the plans are not specific enough and the teacher provides only general support rather than meeting consistently the exact needs of each individual pupil. Where the school provides extra support to meet the targets in the individual education plan, it is variable in quantity, although always of good quality. In some year groups, class teachers receive very little assistance as they seek to carry out the planned programme. In other year groups, additional part-time teachers or assistants provide a level of support which is sufficient to make a considerable impact on the progress of these pupils.
27. The school's marking policy offers staff a unified approach in responding to pupils' work. It is appropriate and identifies the value of giving pupils guidance on how they can improve their work. This is an improvement since the last inspection. Its introduction has improved the quality of marking across the school and good examples were seen during the inspection. However, it is not consistently implemented within classes or across the key stages. The emphasis is on monitoring work to ensure that it has been completed, rather than offering pupils specific advice.
28. Although many teachers set useful homework tasks, in line with school policy, to support pupils' learning and encourage independent study, there is much variation across the school. Homework linked directly to lessons and formally recorded makes a positive contribution to pupils' learning. This is an improvement since the last inspection. Teachers of the younger pupils encourage parents to comment on reading homework through the provision of home-school reading records. This is a useful measure to involve parents in their children's learning. These views are reflected in those of the parents. Although parents are satisfied with the work their children are asked to do at home, they feel there could be greater consistency in the provision of homework across the school.

32. **The curriculum and assessment**

Curriculum

29. The curriculum for children under five is appropriately planned to take account of all areas of learning and there is planned progression into the early stages of the National Curriculum. Although this good, detailed planning system is well structured and builds successfully on previous learning, there is sufficient flexibility to meet the learning needs of all children. For example, sensitive attention is paid to pre-school experiences and cultural differences when children start school and this is reflected in curriculum plans. There is a strong emphasis on children's personal and social development and on improving their early literacy and numeracy skills to develop achievement across the curriculum and equip them with a useful foundation for Key Stage 1. There is a good

balance of adult-directed tasks and activities chosen and planned by the children which helps the children to learn to work effectively without supervision. Children with special educational needs receive good support and they have appropriate educational plans to support their learning.

30. For all pupils between the ages of five and eleven, all subjects of the National Curriculum and religious education are taught; the latter according to the local authority's agreed syllabus. The curriculum is broad, relevant and balanced. It complies with statutory requirements and meets the school's aims. This reflects a significant improvement since the last inspection, when the requirements for the teaching of religious education were not fully met. The curriculum provides a useful framework for successful teaching and learning and pupils are well prepared for the next stage in their education. There is an appropriately strong focus on literacy and numeracy, but a reasonable balance of time is also provided for other subjects of the curriculum. Art, design and technology, history and geography currently have a lower than average time allocation across both key stages. Staff have recognised the need for time to be reallocated in line with government's proposals for the revised primary curriculum; this is planned for next year. However, the composing aspect of music is currently under-represented.
31. The school provides an appropriate programme of personal, social and health education, including drugs education. Sex education is taught according to the school policy, mainly through science and religious education. Specific time is designated for personal, social and health education and these aspects are also interwoven through science, physical education, religious education and English.
32. Staff have worked successfully to implement the literacy and numeracy strategies and to follow the guidance detailed in their frameworks. Teachers' good planning for literacy and numeracy is clear, detailed and well structured and ensures pupils build effectively on their previous learning in English and mathematics. The implementation of the strategies has a positive impact on the quality of educational provision; for example, good opportunities are created for literacy and numeracy to permeate the wider curriculum. For example, the writing of imaginary dialogue in history and the use of measurement in design and technology. Throughout the school, the development of pupils' literacy and numeracy skills is strongly emphasised and sufficient time is allocated to improve pupils' performance in these key skills.
33. In most subjects of the curriculum, revised schemes of work are in place and give good guidance to teachers in their long- and medium-term planning, which is satisfactory. They plan step-by-step progress that is built upon as each pupil moves through the school. Science has recently become a major priority for development. A new scheme of work for science is in place and a systematic approach to monitoring has been introduced, but it is too early to judge their effectiveness. Schemes of work for design and technology, history and geography have all been reviewed and new guidelines implemented. With the opening of the new computer suite the information technology curriculum is under review. Other curriculum areas are due for revision next year, for example music. Planned changes over a specific time scale are entirely appropriate. Although subjects are taught separately teachers are generally successful in identifying links between subjects and provide pupils with opportunities to apply their skills across the curriculum; for example, art supports pupils' work in history and geography satisfactorily. Overall, there is a sound balance between activities to increase pupils'

knowledge and understanding and those which develop their skills. The exception is information technology which is not used effectively to support learning in other subjects.

34. The school maintains a register of special educational needs, complies with the national Code of Practice and meets statutory requirements. Provision for pupils with special educational needs is satisfactory, but there are a few weaknesses. These relate to the individual education plans written for these pupils. These plans describe the school's strategies for supporting pupils' progress towards stated targets. They are drawn up for all pupils requiring them. A revised format has been introduced recently and this is used well in most classes to plan for the needs of these pupils. However, there is still some confusion over how to record specific targets arising from the starting point of individual pupils. For example, targets containing words such as 'to improve' or 'continue to' do not enable the teacher to plan a programme of activities so that the pupil reaches a specific level of skill or knowledge. It is not always clear who is to be responsible for particular parts of the plan.
35. The aims of the school's equal opportunities policy are effectively implemented in all areas. All pupils have equality of opportunity and access to the curriculum. When required, the school effectively supports pupils for whom English is an additional language. Girls and boys are encouraged to take part in all activities.
36. The curriculum is enriched by a good and well-attended programme of extra-curricular sporting activities, including football, netball and cricket. The school takes part in a regional sports initiative and receives specialist coaching from local sports clubs. The opportunity for pupils to participate in these activities improves the quality of their education.
37. The curriculum is also enriched by visits to places of interest in the immediate locality such as Thornley Woods, local churches, the Stadium of Light, Beamish Museum, and the Hancock Museum. A residential week at Derwent Hill effectively extends the curriculum for Year 6 pupils and promotes more adventurous activities. Some good opportunities are provided to enhance the arts curriculum by visits to the school by a story teller, theatre groups and a variety of musical groups.

Assessment

38. Assessment procedures for the under-fives are good. An effective system is in place to assess the attainment of pupils on entry, and it provides a good reference point from which progress can be measured over time. Good use is made of information gained from assessment to plan the next steps for learning for every child. Achievements made in the nursery and at home are valued and acknowledged by teachers.
39. At both key stages, long-term assessment procedures are good in English and mathematics. Teachers assess pupils' progress and keep appropriate records. Good use is made of the information to plan future learning across both key stages. Assessment procedures in science have recently been introduced to supplement national testing and it is too early to judge their effectiveness. Useful procedures are in place for most of the curriculum areas, with the introduction in history, geography and design and technology of assessment linked to adopted commercial schemes. However, there are significant weaknesses in assessment procedures in information technology, religious education, art, music and physical education.

40. In response to a key issue in the last inspection report, there is now a more consistent approach to assessment. An assessment, recording and reporting policy has been adopted which gives a shared understanding of requirements. Its implementation began with English and mathematics, then extended to history, geography and design and technology and now includes science. End of year assessments are now analysed and the information gained has been effectively used to identify and address weaknesses in curriculum areas. Further testing in both key stages yields information of pupils' progress and identifies and addresses areas of weakness. Teachers set targets which help pupils to improve. This has a positive impact on standards in English and mathematics.

44. **Pupils' spiritual, moral, social and cultural development**

41. Provision for pupils' spiritual, moral, social and cultural development is a strength of the school. It relates clearly to the school's aim to promote the intellectual, physical, spiritual, moral, social and cultural development of every child. The school's personal, social and health education policy makes a very good contribution to this work and the resource packs to supplement the requirements of the local authority's agreed syllabus provide effective support. This is a further improvement in the good provision reported on at the last inspection.

42. Through many well planned opportunities, children under five learn how to reflect and pray. They participate appropriately in school assemblies. They have opportunities to reflect on the world around them. Staff place a high priority on children's social development. They provide a secure environment and are particularly successful at helping children settle into the routines of school life. Good provision and teachers' high expectations in the reception class establish firm guidelines to promote good behaviour. Children under five are provided with a wide range of opportunities to work together. They respond well, take turns and share equipment appropriately. They discuss feelings and caring for others. Through religious education, they learn about Christian festivals and traditions, and about those of other faiths. They visit the local church and talk about weddings and baptisms. They enjoy stories, nursery rhymes and music.

43. Provision for pupils' spiritual development is very good. There are opportunities for prayer and silent reflection in the well planned daily acts of corporate worship and these make a positive contribution to pupils' spiritual development. Younger children enjoy watching seeds grow and gain a sense of wonder in the natural world. Religious education also makes an important contribution to this aspect of pupils' development. It offers pupils opportunities to extend their understanding of other religions and to reflect on their own beliefs and those of others. The school is successful in developing pupils' aesthetic awareness through literature. Pupils' creative writing shows that they are not only able to reflect on their own experiences, but also to empathise with those of others. In response to a story about 'Lucy's Bag' told by a visiting storyteller, Year 2 pupils describe how they would fill their bags with objects associated with feelings of 'happiness', 'sadness' and 'calmness'. "I would have a yellow ribbon to remind me of the sun and buttercups," said one child.

44. The school makes very good provision for the moral development of its pupils. Statements of the school's values are clearly displayed. These promote honesty, fairness and hard work. These values are shared with parents in an excellent booklet

which is circulated before their children start school. The ethos of the school is firmly based on respect and care for others. Staff provide good role models and set clear expectations for behaviour. As a result, pupils develop a clear sense of right and wrong. A discipline and behaviour policy is in place, and staff apply the agreed awards and sanctions consistently. They encourage pupils to take responsibility for their own behaviour by setting class rules. These demonstrate clearly the pupils' understanding of acceptable and unacceptable behaviour and are prominently displayed in each classroom. Staff help pupils to understand the importance of care and respect for the environment through well selected stories. Younger pupils discuss the plight of the animals when the man with the axe comes to cut down 'The Banyan Tree' and they write letters to 'Greenpeace' to ask for help. Teachers plan good opportunities to discuss a range of moral issues, such as bullying, through the careful selection of poetry and stories. Circle time, when pupils gather together to share experiences, provides further opportunities for pupils' feelings and concerns to be addressed in a secure atmosphere.

45. Provision for pupils' social development is very good. Throughout the school, teachers provide good opportunities for pupils to work together in small and large groups, and encourage them to value and respect one another's contributions. These opportunities help to develop pupils' self-confidence and their respect for other viewpoints. In one class, displays of certificates of 'Our Special People' are awarded to pupils on their birthdays. These highlight the qualities valued by their friends. Self portraits and writing celebrating the uniqueness of each pupil are displayed under the banner 'Together we make one class'. This helps raise pupils' self-esteem. The school welcomes all pupils and values the distinct contribution they each make. Adults are polite and courteous and provide positive models on which pupils can base their relationships. Pupils are helped to develop an understanding of society through opportunities to take responsibility and they respond well to this trust. In addition to routine classroom and school tasks, older pupils work in the secretary's office. During the pre-inspection parents' meeting, pupils who had recently left the school greeted parents and acted as assistants in the crèche. The school fosters the development of responsibility for others. Team games, musical activities, such as the 'Hallelujah Christmas Chorus', school productions and residential visits engender the idea of collective responsibility. Extra-curricular competitive team sports are encouraged to develop an understanding of fair play and sportsmanship. The school develops a sense of citizenship and community responsibility by encouraging pupils to contribute to charities and entertain senior citizens at Harvest and Christmas.
46. Provision for cultural development is good and is reflected in many areas of the curriculum. Pupils' appreciation of their own culture as well as the diversity and richness of others is promoted through literature, mathematics, music, geography, history and religious education. For example, pupils study the beliefs, celebrations and festivals of their own and other cultures. In mathematics, older pupils study the number systems of other cultures and learn about famous mathematicians of the past. In history, pupils learn about the development of our culture and their work has been enriched by visits to historical buildings and museums. Pupils listen to music and enjoy singing songs from other cultures. The school provides a range of books which reflect pupils' own and other cultures, but there are insufficient resources to develop pupils' appreciation of art from around the world. A visiting theatre company performing 'Shakespeare for Kidz', a musician demonstrating African music and dance, a visit from 'Brass Ho' and regular visits from 'Brassy Bits', a primary brass band, make good contributions to pupils' cultural experiences.

50. Support, guidance and pupils' welfare

47. The school provides very good support and guidance for its pupils. Parents acknowledged this at their meeting with the inspectors. All staff have a good knowledge and understanding of their pupils, look after them well and give generously of their time. The quality of relationships between pupils and staff is very good. Pupils relate well to their teachers and other adults and any concerns that pupils may have are dealt with sympathetically and with understanding. Teachers track pupils' progress satisfactorily over time through their useful analysis of national and standardised test results in English, mathematics and science. They use this analysis to help them plan for pupils' needs and in setting pupils' appropriate, individual targets in English and mathematics. Good and effective liaison with the nursery school results in a shared understanding of individual progress through the areas of learning. Very good provision is made to support the children as they transfer from one phase of education to another. Staff regularly review the useful support which they give to pupils with special educational needs. The pupils are supported effectively by outside agencies, with whom the school maintains good relations. All staff provide very good role models and the very capable midday support staff are fully involved in pupils' support, guidance and welfare. The very good liaison arrangements and sensitive planning between the adjacent nursery and the reception classes result in a very effective phased entry into school for children under five. A series of visits by teachers to the nursery and children to school allow good relationships to develop and help teachers to monitor pupils' progress. The children start initially for a period of part-time education before the school day is extended and they begin full-time. Parents agree that their children are given good support.
48. The school has consistent and very effective measures to promote discipline and good behaviour. This is a significant improvement since the last inspection. The personal and social development policy is based on the principles of mutual respect, consideration for others, good manners and the gradual achievement of self-discipline. Classes in Key Stage 2 negotiate class rules with their teacher in addition to the general school rules. No incidents of bullying were seen during the inspection, but if they occur there are effective systems in place to deal swiftly and sensitively with them. Pupils feel happy and secure in school and confident that they can confide in staff. The procedures for monitoring and promoting attendance and punctuality are very good and there is very good support from the education social worker who works with the school.
49. The school complies fully with the legal requirements on child protection and is very successful in promoting the health, safety and general well-being of its pupils. The school has a designated first-aid officer and there are other qualified first-aiders. The health and safety policy was reviewed recently and the governing body has carried out some risk assessments. No health and safety concerns were observed during the inspection. Security measures are very good and all staff are aware of their responsibilities. Support staff ensure that the building is bright and clean and this encourages pupils to respect and take care of their school and its property. The school's arrangements for the effective support, guidance and welfare of pupils make a very good contribution to the educational standards achieved.

53. Partnership with parents and the community

50. The information provided for parents is of very good quality and is attractively produced. The prospectus and the governors' annual report to parents are clear and informative. The school also produces information booklets about matters such as reading, writing, mathematics and sex education which parents find helpful. Meetings for parents to explain the implications of developments such as the literacy strategy have also been held; that for numeracy is planned for the spring term.
51. Parents have been invited to complete questionnaires expressing their views on the quality of education and information provided by the school, and their comments have been taken into account in updating the school's development plan. In response to the inspection questionnaire, 98 per cent of parents agreed that they find it easy to approach the school, and 91 per cent agreed that they are encouraged to play an active part in the life of the school. Satisfactory written reports to parents about their children's work are produced annually and parents have a formal opportunity to discuss their children's progress and development each term. Teachers discuss pupils' targets for development with their parents at parents' evenings. There is no whole-school approach to providing parents with advance written information about the work that their children will be undertaking, but this is an area identified for development. The school values the involvement of parents of children under five. Good dialogue and liaison are maintained through a home-school contact book and the reading record.
52. Parental involvement in their children's learning is good; and staff value the contributions they actively make. Parents are encouraged to support the school by helping out in classes and on school visits, and many do. Parental helpers in the classroom are given guidance on the tasks that are expected of them, which increases the value and quality of this additional support to pupils. One parent, who is also a governor, comes into school every week to play the piano for assembly. Parents are expected to enhance the quality of education by helping their children with work at home, and the school has a homework policy. Parents' completed questionnaires indicate a high level of satisfaction amongst most parents with what the school provides, but a minority have expressed their dissatisfaction with the provision. This highlights the inconsistencies in the school's implementation of its homework policy across the school. An active Parents' Association holds many social events with the prime intention of raising money for the school. A significant amount was raised towards the cost of equipping the new reception area and offices.
53. Parents of pupils with special educational needs are encouraged to work in close partnership with the school to meet their children's needs. A good example of this follows a programme of assessment carried out by a part-time teacher on pupils at the end of Year 1. The teacher then enlists the co-operation of the parents of pupils who are found to have special educational needs on a homework programme in the holiday before the start of Year 2. This is very good practice.
54. Links with the local community are very good. Brownies and guides meet in the school premises each week and senior citizens from the local area are entertained by pupils at events such as the harvest tea, where parents are invited to nominate friends or relatives to join residents of a local elderly persons' home. A popular and successful course on parenting skills is provided by the local college and held at the school. Staff from local cricket and rugby clubs visit regularly to provide coaching for pupils, and pupils visit the local area in connection with their studies in subjects such as geography and history. Pupils also visit the local church regularly, both for worship and in order to

enhance their knowledge of history and religion.

55. Links with the nursery, which shares the site with the school, are very good and continue after the children have moved to the school. For example, they continue to have use of nursery resources at lunch times. There is good liaison with the two main secondary schools to which pupils transfer, including visits to the school by secondary school staff and the opportunity for pupils to spend two days at their new school prior to their transfer. Links are also developed through 'The Saturday Club' which is organised by the local secondary school and focuses effectively on English for Years 5 and 6. It is a positive and popular feature of curriculum extension and co-operation between schools and it has a direct and beneficial impact on standards. Staff hold useful curriculum meetings with teachers from the secondary schools to help them in their planning for pupil transfer. This is a significant improvement since the last inspection. Personal, social and health education are well supported throughout the school by the school's good links with the health authority. Police and fire brigade personnel visit regularly to talk to pupils, and the minister from the local church is a frequent visitor to the school, where he also conducts regular assemblies. Pupils also support the church by holding collections at services; and local charities also benefit from pupils' efforts.
56. There are also very good links with the local business community. One local firm has donated a number of surplus computers and several have made generous donations towards the cost of the school's participation in the national finals of the 'Kwik Cricket' competition at Trent Bridge. This indicates that the school has continued to develop its links with business since the last inspection and sustained good relationships with local firms. All these activities enrich the children's experiences and effectively promote their personal development.

60.

60. **The management and efficiency of the school**

60. **Leadership and management**

57. The school benefits from the outstanding leadership and management of the headteacher and the positive and decisive role played by the senior management team and governors. They are well supported by the staff and together they give clear direction and purpose to the school, which is founded upon a commitment 'to develop the full potential of every child' and raise the pupils' standards of attainment. The quality of educational provision has improved since the last inspection, particularly in teaching. This is a significant outcome of the headteacher's initiation of effective procedures for the monitoring and evaluation of teaching and learning. Their planned introduction has contributed directly to the significant rise in standards in English and mathematics, evidenced in the most recent national test results and improved classroom practice. The staff and governors are addressing successfully all key issues from the last inspection. The school is well placed to sustain improvement and raise standards further.
58. The senior management team has introduced annual standardised testing, and the key stage co-ordinators have undertaken a structured approach to the analysis of their outcomes and those of the national tests. This approach assists the school in tracking pupil progress and planning effective strategies to support learning; such as, setting for English and mathematics and the provision of some additional, targeted support for pupils with learning needs. This has been consolidated by the appointment of a basic

skills manager to promote effective teaching strategies, analyse test results and identify areas for further development. Although this is a recent appointment, the success of this management initiative is seen in the improved teaching and attainment in mathematics. The analysis of testing has also assisted the school in target setting and enabled it to set realistic targets for the coming year. The key stage co-ordinators' most recent analysis indicates that the school is likely to reach these appropriate targets, which emphasises the improvement the school is making.

59. There are good levels of formal and informal consultation between the staff and governors and all work purposefully to sustain the school's very good ethos. The roles of the headteacher and governing body in determining the strategic direction of the school's development are clearly understood and effectively carried out. The governors are conversant with the work of the school through their planned visits, and discussions with co-ordinators and their curriculum presentations to the governing body. The governors have active committees for curriculum and policies, personnel, and finance and premises to which appropriate responsibilities have been delegated and through which they monitor school development and engage with staff as well informed critical friends. The governing body has built a structured and systematic approach to its monitoring of standards by analysing nationally organised and school-based test results. All statutory requirements are met, including the provision of daily acts of worship. The governors receive regular reports and professional advice from the headteacher which inform their decision-making and they have every confidence in her day-to-day management of the school.
60. Each of the teachers has responsibility as a curriculum co-ordinator and is provided with an appropriate job description which is approved by the governing body. They offer support and advice to colleagues within their areas of responsibility and play a significant part in the monitoring and evaluation of curriculum planning. The phased introduction of the monitoring of teaching and scrutiny of pupils' work began with the English and mathematics co-ordinators. The important contribution that made to raising standards has informed the developing role of co-ordinators in the monitoring of teaching and now includes the science co-ordinator. Inspection evidence suggests some clear improvements in the teaching of science. The early years co-ordinator has clearly identified appropriate priorities for development including the monitor of teaching and learning; the school has planned to address this next year. Leadership of the early years is satisfactory.
61. To oversee the increasing numbers of pupils with special educational needs, the school has recently appointed a second co-ordinator. Each co-ordinator is responsible for one key stage. Much time and energy have been devoted to ensuring that their roles and responsibilities are clear. Both co-ordinators have good levels of expertise and experience. However, they have insufficient time away from their direct class teaching responsibilities and consequently, they are unable to exercise direct oversight of the day-to-day operation of staff working with pupils with special educational needs. They have begun to monitor the individual education plans produced by class teachers, noting major weaknesses to be corrected. They have not yet progressed to a more precise analysis of the strengths and weaknesses of the provision for these pupils and its impact on their progress. The policy statement for special educational needs has been reviewed and revised recently. It provides a sound basis for the development of this area, but gives insufficient guidance on the criteria for inclusion on the special educational needs register. It also omits to include criteria for evaluating the success of

the school's work with pupils with special educational needs.

62. The school's clearly expressed, relevant aims and values are agreed, understood and regularly reviewed by all the staff and governors. They usefully inform the work of the school. The aims are strongly supported by parents. In reply to the pre-inspection questionnaire, 92 per cent of parents agreed that the school's values and attitudes have a positive effect on their children. The aims provide a clear focus for the school's well-structured development plan, which is properly agreed and implemented by staff and governors. It is a two-year plan, which sets realistic but challenging priorities for the whole of this period and includes detailed action plans for the current year. The priorities have been drawn, in part, from the outcome of the headteacher's innovative surveys of pupil and parent opinion. The implementation of the plan is monitored effectively by the headteacher and governors' committees.
63. This systematic approach to planning has developed the school's commitment to improvement and informed its preparations for the implementation of both the National Literacy and Numeracy Strategies. The school's positive approach to the implementation of the strategies resulted in effective introductory planning. The senior management team's decision to pilot each strategy before national implementation and enable the staff to review their experience over time secured their full implementation on the required dates. This well-judged decision enabled the staff to enter training with experience of the strategy behind them. Its success was reflected in the most recent national test results for English and mathematics.
64. The leadership and management of the headteacher, staff and governors contribute effectively to the very good attitudes, behaviour and relationships within the school. These aspects and the good management of equal opportunities make a significant contribution to the school's very good ethos which guides and nurtures each of its pupils. This is reflected in the views of parents: 98 per cent state that they find it easy to approach the school with problems, 93 per cent believe the school keeps them well informed about their children's progress and 87 per cent agree that the school achieves good standards of behaviour.
68. **Staffing, accommodation and learning resources**
65. The school has an adequate number of teachers who are suitably qualified and experienced to teach the primary curriculum. There are two specially qualified members of staff appointed to co-ordinate the provision for pupils with special educational needs, and the early years' teachers are appropriately qualified to teach young children. They are well supported by a nursery nurse. During the inspection, a nursery nurse student gave effective support. The staff form a well integrated team which is committed to the school's aim of raising standards.
66. Arrangements for the professional development of staff are good. Pending the outcome of the national review of teacher appraisal, the headteacher has established an effective programme which involves sharing good practice by monitoring teaching. It is appropriately linked to the priorities identified in the school development plan. The local education authority has supported the school's senior management team in classroom observations focused appropriately on the implementation of the National Literacy and Numeracy Strategies. Both the literacy and numeracy co-ordinators are fulfilling their roles effectively by attending courses and transferring their knowledge and skills to staff

through in-service training. They provide good models through their own practice and sensitive guidance to staff. A member of the school's senior management team is a 'key teacher' for mathematics. She gives demonstration lessons to teachers and supports the teaching of basic skills. The school's arrangements for staff development are highly focused and demonstrate its commitment to improving the quality of teaching and raising standards of achievement. An induction programme for newly qualified teachers is in place and there are good procedures for the induction of new support staff.

67. Learning support assistants are appropriately qualified. They make a valuable contribution to the quality of educational provision. [J2]Three additional literacy support assistants have recently been appointed and trained to help pupils' learning and achievement. [J3]The nursery nurse is appropriately trained and makes a significant contribution to the work of the reception classes. Most staff who work with pupils with special educational needs have high levels of expertise and this has a significant impact on securing the pupils' good progress. The work of staff with responsibility for administration, premises, cleaning and lunchtime supervision is effective; they are well informed about procedures, and their work contributes to the efficient running of the school.
68. The school site is spacious, but the relatively open perimeter means it is subject to vandalism. The local authority is proposing to erect a boundary fence to help the school address this issue. Teaching accommodation is satisfactory. The school is well maintained and cleaned to a high standard by the caretaker and cleaning staff. This standard of care and the good quality of the displays of pupils' work demonstrate the high value placed on providing an effective learning environment. The classrooms are rather cramped for the pupils at Key Stage 2. Storage facilities are variable, and specialist rooms are not always conveniently placed, due to the age and layout of the buildings: such as the library and the teachers' resource room. Accommodation is adequate to deliver an early years' curriculum, but classrooms are cramped and there are large areas of paint flaking from the walls.
69. The two key stage buildings have enclosed garden areas which greatly enhance curricular opportunities, especially for environmental studies. The school has three adequately sized playgrounds. One for younger pupils is attractively marked out for simple games and that for older pupils is marked out for team games. The third playground is currently not in use because of lifting tarmac and health and safety concerns. The school field is spacious and supports outdoor sporting activities well. The recently refurbished information and communication technology suite is very well laid out and equipped.
70. Resources for learning are satisfactory and have improved since the last inspection. Some equipment for science, musical instruments, gymnastic apparatus, and the number and quality of computers are good. The range and quality of recorded music and information technology programs are unsatisfactory. There are insufficient programs for pupils with special educational needs. Recent purchases are useful additions to the learning resources for children under five, but resource provision remains unsatisfactory overall. The variety of fiction and non-fiction books is limited and there is a lack of good quality, role-play clothing. The school library is housed in a good sized room, but the number of books is limited and its simple classification system inhibits pupils' learning of the Dewey system and the development of useful library skills. As travelling between school buildings is difficult, access to the library is restricted for

younger pupils and this has an adverse effect on their opportunities to develop early library skills and undertake personal study.

74.

The efficiency of the school

71. Financial and administrative routines are good, and the school runs smoothly. The school retains the services of a local authority finance officer to support the headteacher and the school secretary, whose duties include the collation of all financial information. This ensures that the governing body and headteacher have ready access to up-to-date information and that the headteacher is relieved of routine financial administration. The very efficient day-to-day organisation and administration procedures make a positive contribution to the school's very good ethos.
72. The school's financial planning is good. The headteacher and governors are aware of its value in predicting likely school income over the next few years. They monitor projected pupil rolls, track local housing developments and review local population changes for their impact on the school. The staff undertake internal curricular audits to help determine the school's priorities. The school development plan directly informs the setting of the budget. This provides the school with a good basis for development within the context of long-term financial planning. The governing body monitors financial trends and investment patterns effectively through its systematic overview of budget reports. The governing body sets appropriate spending limits for individuals, and reviews cost-effectiveness measures regularly. All the recommendations of the most recent auditor's report have been implemented to enhance further the clear and concise records and good standard of financial administration identified in the report.
73. An important contribution to the maintenance of good standards at Key Stage 1 and the significant improvement in English and mathematics at Key Stage 2 has been made by the effective deployment of staffing at both key stages and setting at Key Stage 2. Accommodation and learning resources are generally efficiently used. Funding for professional development is appropriately linked to school priorities, and staff use their training well to develop their practice in line with stated school policies. This is particularly evident in the quality of the management of the implementation of both the literacy and numeracy strategies and in the teaching of mathematics. Effective use is made of educational visits and borrowed artefacts to support pupils' learning. Although limited, resources are used well in reception. The nursery nurse and nursery student are well deployed. Learning resources are frequently shared to maximise use. Teachers borrow "Big Books" from the teachers' centre, and borrow books from the library to extend resources.
74. Local authority and additional school funding for pupils with special educational needs is managed satisfactorily to provide additional support staff and specialist resources. The school uses funding allocated to support pupils with special educational needs appropriately. The staff target this support sensibly for maximum effect at specific points in the school. However, they do not examine the effectiveness of this provision. For example, few pupils appear to make sufficient progress to move down a stage on the special educational needs register or to be removed from it altogether and the school has not analysed the reasons for this. All special grants have been spent wholly and exclusively for eligible purposes.
75. Taking into account the pupils' good start in reception, their sustained good standards at

Key Stage 1 and the improving standards in English and mathematics at Key Stage 2, pupils' very good attitudes to work, their very good behaviour and their good attendance, together with the improved standards of teaching balanced against slightly above-average unit costs in an area of social deprivation, the school gives good value for money. This represents an overall improvement in efficiency since the last inspection report and confirms the continued good practice in financial management and administration reported on then. The specific financial issues raised in that report have all been resolved satisfactorily.

79. **PART B: CURRICULUM AREAS AND SUBJECTS**

79. **Areas of learning for children under five**

76. The children in reception make a good start to their education. Their attainment on entry to the reception class is below average. By the time they are five, the majority of pupils have made good progress overall, and they attain average standards in line with national guidelines for personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. Children with special educational needs make good progress and attain standards consistent with their previous attainment. All pupils make a smooth transition to work on the National Curriculum.

Personal and social development

77. The majority of children reach the national expectations for personal and social development by the time they are five. They make good progress, and grow in confidence and independence through carefully planned opportunities. Children confidently ask and answer questions in front of others. They demonstrate independence in dressing, and when selecting an activity. They display responsibility in the way they look after their belongings and tidy up after an activity. They respond very well to the rules and routines and know what is expected of them. They move around the school in an orderly manner. Children learn to behave well, and develop a sense of right and wrong. They participate well in assembly and respond appropriately to reflection and prayer. Children develop appropriate concentration skills. They focus on an activity and listen attentively for increasingly extended periods of time. They relate well to one another, learn how to share resources and take turns. Children are happy at school, and respond well to the secure learning environment created for them. Teaching in this area of learning is a considerable strength and liaison between nursery, home and school is very effective. The personal and social needs of all the children are accurately identified, and routines are firmly established. As a result opportunities for learning are effectively and sensitively provided. This ensures good progress. Teachers are swift to seize unplanned opportunities to draw children's attention to the natural world around them, for example, the appearance of a rainbow, a new baby in the family or fish swimming in the aquarium. All adults in reception are very good role models for the children, whom they treat with courtesy, care and respect.

Language and Literacy

78. The majority of children make good progress and reach the national expectations for language and literacy by the age of five. Children develop speaking skills well through the many wide-ranging opportunities planned for them. They respond confidently to stimulating questions which extend vocabulary and encourage them to speak clearly in sentences. They learn to listen carefully to the teacher and each other. They respond readily to instructions. They listen attentively to stories and poems, and talk about what they have heard. Children satisfactorily develop an interest in books and an enjoyment of literature. Interest is restricted by the limited range of "Big Books", poetry and inviting story books. Children develop early reading skills effectively. Higher-attaining children know that books have authors, and stories have a beginning and an end. Children see the relationship between print and pictures. They all talk about the events of the story, and higher-attaining children make simple predictions about what might happen next.

They discuss which parts of the story they prefer and give good reasons. They recall the story of "Goldilocks and the Three Bears" in such detail that it successfully supports learning in mathematics. For example, it helps children to order correctly objects of different sizes. Children are introduced to letter sounds and letter names systematically. They are at the early stages of developing writing skills which they practise through formal and informal opportunities. They know how to hold a pencil and copy their name with increasing accuracy. A very small minority of children can write their names independently. Children express ideas through play writing, with recognisable letters beginning to emerge. Teachers have a good understanding of the teaching of language and literacy, and good knowledge of how young children learn. They plan systematically and thoroughly, and effectively link curriculum areas to consolidate learning. Their high expectations enable pupils to make very good learning gains in developing listening and speaking skills. Satisfactory teaching of reading reflects the satisfactory progress which the children make.

Mathematics

79. The majority of pupils make good progress and, by the age of five, reach the national expectations for mathematics. They sing songs which successfully help them to consolidate their knowledge of numbers. Children investigate mathematics through the very many well-structured activities planned for them. They make pictures using circles, squares and triangles. They recognise simple patterns in number, shapes and simple puzzles. They accurately repeat patterns using two colours. Through a well-planned and very enjoyable opportunity in the hall, children understand and carefully follow directions to place themselves on, in, under, over and around, the big toys. Children recognise, match and order numbers accurately to three. They play with three skittles, readily counting how many they knock over and accurately noting the remainder. They count numbers to 10 and a small minority count beyond that. They recognise larger numbers in their everyday lives. They understand the difference between big and little, tall and small, and long and short. Through the stimulating story, children accurately match spoons, bowls, and chairs to the comparative sizes of "The Three Bears". They talk about what they have discovered, using appropriate mathematical language. The quality of teaching is consistently good. Teachers build systematically onto what has previously been learnt in a step-by-step way. They are very thorough in their approach and use every opportunity to reinforce mathematical learning throughout the school day. They intervene well to assess progress and move the children forward in their learning. Good team work involving the classroom assistant allows teaching groups to be smaller. Teachers make good use of the resources they have. However, there is a shortage of colourful, stimulating mathematical equipment.

Knowledge and understanding of the world

80. By the age of five the majority of children make good progress and reach the national expectations in this area of learning. Children know that the sun is a source of heat and light in the day, and that the moon and stars light up the night sky. They accurately identify and discuss the source of light from a range of pictures including a lighthouse, a street light and a fire. They are aware of the dangers of fire. They concentrate intently on a walk around school, accurately identifying sources of light. They discuss appropriately the purpose of a variety of lights and switches. They know that a teddy bear is not alive because it cannot eat, sleep, move, go to the toilet, breathe or bleed. They identify correctly the main features of weather, and keep a daily weather chart.

They know that they wear different clothes to suit different weather conditions. They make weather symbols using geometrical shapes. They explore a broad range of everyday materials and use a wide range of tools with care. Children carefully build models with large and small construction sets. They excitedly prepare for a picnic. They make sandwiches, carefully decorate biscuits, satisfactorily colour invitations and decorate tablecloths. They are introduced to the computer, and quickly learn to use the cursor as a control mechanism. They are introduced to a programmable toy and accurately programme forward, backward, and turning movements. Through simple yet thoughtful resources, they estimate the number of steps the toy makes with a fair degree of accuracy. The quality of teaching is good. Teachers have high expectations and make demanding challenges through direct teaching. Good knowledge and understanding of this area of learning have a significant impact on children's progress. Appropriate provision is made for children to investigate the world around them. Coloured acetates, mirrors, reflective shapes and a kaleidoscope effectively stimulate curiosity. Teachers do well to use the limited space for investigative activities. There is, however, a shortage of adult intervention to fully support learning through children's own investigation.

Physical development

81. The majority of children make satisfactory progress and attain the national expectations in their physical development. Children continue to make satisfactory progress using wheeled toys because they share nursery resources at lunch times. They balance and steer the toys appropriately, and are aware of safety. They display appropriate co-ordination skills. During lessons in the hall, children display satisfactory control of their body movements. They walk, tiptoe, jump and hop, and a small minority skip steadily. They practise these skills in large and small spaces and modify their movements accordingly. They respond well to differences in pace and direction. They move fairly rhythmically in response to music. Through the well-structured programme provided and using a variety of tools, children develop appropriate skills such as cutting, gluing, writing and painting. The quality of teaching is satisfactory. Through systematic planning, children make satisfactory progress which builds successfully on prior learning. Gains made in physical development consolidate learning effectively in mathematics and effectively support the development of listening skills.

Creative development

82. Most children make good progress overall and reach national expectations in this area of learning. Children enjoy role-play and learn about everyday situations in an imaginative way. They enjoy dressing up and pretending to cook and clean. Steady progress is inhibited by inadequate resources. There is a lack of consistency in adults' intervention in their play, to appropriately question and support learning. Dressing-up clothes are currently being replaced, and good quality stimulating resources are missing. Children paint imaginative pictures and investigate colour. They print using a variety of shapes. They explore and appropriately select a variety of textures when making collage pictures. Good opportunities are extended for children to explore sound through a wide variety of untuned percussion instruments, and they make good progress. They sing a range of songs with a good sense of rhythm. They enthusiastically sing action songs and accompany themselves using untuned percussion accurately. Children identify many of the instruments by name. They increase and decrease volume appropriately, and respond readily to being still. The teaching in this area of learning is

mostly satisfactory and occasionally it is good. Very good management of children in music allowed the lesson to move at a brisk pace and children made good progress. Good provision of a wide range of percussion instruments stimulated children's exploration and response to sound. Children's work is valued and well displayed.

86.

English, mathematics, science, information technology and religious education

86. English

83. By the end of Key Stage 1, in the 1999 national tests for seven-year-olds, the percentage of pupils who attained the national standard for their age (Level 2) was above the average in reading and well above the average in writing. Although almost one in four pupils attained at the lower level (Level 2c) in reading and writing, and the percentage of pupils attaining at the higher level was well below the national average, these results are an improvement on the school's 1998 National Curriculum tests for pupils at the end of Key Stage 1. When compared with similar schools, pupils' performance was well above average in reading and writing.
84. By the end of Key Stage 2, in the 1999 national tests for eleven-year-olds, standards of attainment in English were below the national average at the expected level (Level 4) and below at the higher level (Level 5). Over the three years from 1996 to 1998 standards of attainment at Key Stage 2 have improved. This is reflected in the year-on-year improvement in the results of the National Curriculum tests. The percentage of pupils who attain the national standard, Level 4, has risen steadily. The latest results show that this improvement has been sustained, with a greater proportion reaching the higher level. About one in five pupils achieve Level 5. There is no significant difference between the achievement of girls and boys at either key stage.
85. Inspection findings indicate that pupils of all abilities, including those with special educational needs, at both key stages make satisfactory progress overall. Progress improves rapidly towards the end of Key Stage 2, and in Year 6 it is good in almost all aspects of English. A significant minority of pupils enter school with low levels of language and literacy and are on the school's register of special educational needs. There is high quality support from learning support assistants and this enables these pupils to make sound progress throughout the school. The differences between the inspection findings and the results of the 1999 national tests is explained by the fact that they each refer to a different group of pupils. Also, the group to which the tests relate was much smaller in size and the achievement of a very few pupils has a significant impact on the overall percentage of the group attaining at each of the levels.
86. By the age of seven, pupils' standards of attainment in speaking and listening meet national expectations. Younger pupils listen attentively to their teachers reading stories and poems and express their enjoyment by joining in orally with familiar texts. They retell their favourite stories and use the illustrations to recount their experiences to a range of audiences. As they move through the school, pupils listen with growing attention and concentration, and sustain more prolonged conversations with teachers and peers. They use language effectively to explain, enquire and compare. They are quick to recognise rhyming words in poetry. They present their work at the end of the lesson and gain confidence in speaking to a wider audience.
87. There is a similar picture at the end of Key Stage 2. By the time pupils leave the school at the age of eleven, standards in speaking and listening are in line with national expectations. The majority of pupils speak fluently and express their ideas coherently. They share ideas and offer one another advice. They state their opinions articulately and justify their views confidently. Teachers encourage pupils to use appropriate,

specialist vocabulary and this has a positive effect on pupils' ability to express themselves accurately.

88. Standards of attainment in reading are average by the end of both key stages. By the end of the year in which they are seven, most pupils read accurately and with sound understanding, but with limited fluency and expression. Lower-attaining pupils read highly predictable texts with repetitive vocabulary and supportive illustrations. They use their knowledge of initial letters and their sounds and the illustrations to help them read unknown words. Average-attaining pupils segment words into syllables, identify little words within big words and use the structure of the sentence to determine the type of word needed to make sense. All pupils enjoy looking for rhyming words in 'This is the Bear' stories; a few higher-attaining pupils differentiate between onset and rhyme. These pupils read more confidently, correct themselves, read on and re-read to clarify meaning. They talk enthusiastically about the books they read, recalling the storyline well, talking about the characters and explaining what they like or dislike about them. 'I like this book *'George's Garden'* because its about flowers and the pictures remind me of the seasons'. They understand the way non-fiction books are organised and identify the contents page and index. By the time they leave the school the majority of pupils [J4]read with fluency, accuracy and understanding. Higher-attaining pupils use good phrasing when reading aloud, and deduce information and ideas from the text.
89. Most pupils make sound progress in reading and successfully develop their ability to read accurately, fluently and with understanding. They continue to build upon their reading skills and develop a widening range of strategies to make sense of what they read. Higher-attaining pupils pay attention to punctuation and read with greater expression. Most children use their knowledge of the alphabet to locate information in dictionaries, but they make insufficient progress in developing their research skills. Access to the library is restricted for younger pupils because of difficulties passing between the buildings; this limits their opportunities to develop independent study skills.
90. Younger pupils read accurately from a published reading scheme of progressively more demanding texts and consolidate their skills by reading texts at similar levels of difficulty. They also read from library books that are colour-coded to indicate broad levels of reading difficulty. At present there are insufficient good quality books for pupils of all ages to explore a wider range of literature and to become familiar with authors and illustrators. Many parents give valuable support by reading with pupils in school and most pupils read regularly to their parents. This has a positive impact upon standards.
91. In order to build upon the achievements of the pupils who are not yet ready to move away from simple story lines, the school continues to teach basic literacy skills directly. Teachers and support staff use good quality support materials in Years 3 and 4 and this is effective in accelerating pupils' phonic, spelling, reading and writing skills. This programme also benefits pupils who have special educational needs related to literacy. The pupils are set for English in Years 4 and 6. This enables teachers to focus effectively on specific learning objectives that are better matched to the needs of all pupils.
92. Pupils' appreciation and understanding of literature and poetry are enhanced in whole class and group reading sessions. By the time they are eleven, they have studied a good range of challenging texts including extracts from *'David Copperfield'* by Charles Dickens, *'The Pied Piper'* by Robert Browning, extracts from *'A Midsummer Night's*

Dream' by William Shakespeare and 'Treasure Island' by Robert Louis Stevenson. Higher-attaining pupils are familiar with some significant contemporary and well-established authors, but they lack guidance in choosing challenging books for personal reading that consolidate the skills developed in class sessions.

93. Standards in writing are average at the end of both key stages. There are some examples of high quality writing in Year 6. Pupils are given a sound start in the development of independent writing skills. They write in a range of styles and for a variety of purposes. They make satisfactory progress as they move through Key Stage 1. This is evident in the display that shows the development of writing through the key stage. By the time pupils reach the end of the year in which they are seven, pupils write well about their personal experiences. They use their knowledge of how stories work to develop their own writing. They respond imaginatively to 'Not Now Bernard' and 'Kipper's Party', using the characters and incidents from the stories as starting points for their own writing. Pupils write invitations to, and reply to invitations to 'Kipper's Party'. They make lists, label maps of their journey to South Shields and print instructions. Pupils learn about the structure of non-fiction texts. For example, they read and write recipes, focusing on the verbs at the beginning of the sentence. A few higher-attaining pupils use a range of verbs, such as 'take', 'butter' and 'spread' as they give instructions for making sandwiches. They sequence events clearly, write accurate short sentences, and simple words are spelt correctly. A few higher-attaining pupils write lively stories with increasing attention to detail and with correctly spelt common words. Their work is generally neat with letters printed and correctly formed, but handwriting is inconsistent.
94. At Key Stage 2, [J5]pupils continue to build upon their early skills and generally make satisfactory progress. Progress improves as pupils move through the key stage, and during Year 6 it is often good. Pupils write for a range of purposes including letters, stories, reports, biographies, instructions, and poetry and for a range of audiences. They recognise the main features of fiction and non-fiction texts and use them in their own writing. In Year 6, pupils studying 'A Midsummer Night's Dream' create their own poems on 'The Magical Forest' in response to Oberon's speech: "I know a bank where the wild thyme grows". They write imaginatively in rhyming couplets with a strong sense of rhythm. In response to reading 'The Elephant's Child' from 'The Just So Stories', they emulate Rudyard Kipling's style to compose their own stories. They rewrite stories as plays, creating dialogue and giving stage directions, for example, the conversation between the pirate and Doctor Livesay in 'Treasure Island'. They produce writing that is appropriately organised, and edit it to improve quality and accuracy.
95. Pupils have a satisfactory knowledge of punctuation, but they do not always apply it accurately. The standard of presentation in books is variable, but there are some good examples of well-presented work displayed around the school. Pupils have found it difficult to learn the school's copperplate style of handwriting introduced shortly before the last inspection and standards of handwriting remain variable. Pending a review of handwriting, the school has recently introduced a simplified cursive style in Key Stage 1, with the copperplate capital letters introduced in Year 2. Standards in spelling are broadly in line with expectations.
96. Throughout the school, teachers provide good opportunities for pupils to consolidate and extend their literacy skills throughout the school day and pupils generally make good use of these skills in other subjects. Younger children write instructions for making 'Joseph's coat of many colours' in design and technology and, in religious education,

talk about Mary Jones' feelings as she journeys for her Bible. Older pupils sequence and label life cycles in science. There are particularly good examples of pupils using and extending their literacy skills in history and personal, social and health education. Pupils in Year 3 write imaginary dialogues between Roman soldiers, and pupils in Year 5 write persuasively to entice people to join the Jarrow marchers.

97. Pupils enjoy English and their attitudes to work are good. They are enthusiastic about all aspects of the subject. They are active participants and contribute ideas and comments during discussions. They listen attentively to their teachers and peers in discussions, respecting one another's viewpoints. They demonstrate a keen interest in books. In the Literacy Hour they settle quickly to their tasks and concentrate on their work. They are clear about the class routines. For example, they do not disturb the teacher during guided reading or writing because they have a clear understanding about what they should do if they complete their work or encounter difficulties. They work independently when required and co-operate and share ideas well when working in groups on such activities as writing poems and play scripts. They behave very well in class and this helps to create a good environment for learning.
98. Overall, the quality of teaching at Key Stage 1 is good and at Key Stage 2 it is sound. There are both good and very good examples of teaching at both key stages. Teachers take due account of the literacy framework in their planning and apply the principles well. In the most successful lessons, teachers focus on the learning objectives and the activities that follow are closely linked to these objectives; their lesson planning is good. The review time at the end of lessons is used effectively in helping pupils to consolidate and extend their learning. These good features enable the pupils to sustain steady progress. Lessons have a clear structure, pupils are well managed and resources are well prepared. 'Big books' and enlarged texts are used appropriately and group work is matched to pupils' differing levels of ability. Where teaching is very good, the teacher has a good command of English and an enthusiasm for books. High expectations and the use of skilled questioning to assess pupils' knowledge, to confirm their understanding and to exploit the literary possibilities of the text were consistent features of these lessons and a significant factor in contributing to pupils' good progress. Good use is made of assessment procedures to inform planning and teaching. In order to improve pupils' comprehension skills, teachers in Year 6 require them to reflect on the information given in the diary 'Tomorrow is a Great Word', to interpret and evaluate it, and respond by applying it to their own experience.
99. Teachers make satisfactory provision for pupils to use their information technology skills to support their writing, but there are too few opportunities for pupils to develop these skills in other aspects of English, such as collating and analysing information. The school has a good marking policy, but it is not consistently implemented across the school. There are some very good examples of teachers' marking giving written feedback to the pupils on what they have achieved and what they need to do to improve their work. Parents and pupils are aware of the targets for future learning which are pasted into the front of their English books. Pupils also evaluate their own work and set personal targets for improving the standard of their work. Most pupils take reading books home and many teachers ask their pupils to learn and practise spellings. Since the last inspection, the school has introduced a brief policy for speaking and listening which outlines the aims and objectives for this aspect of English.

103. **Mathematics**

100. Inspection evidence indicates that, by the end of Key Stages 1 and 2, pupils' attainment is in line with national averages and they make satisfactory progress throughout the school. Pupils with special educational needs attain standards consistent with their previous attainment and they make satisfactory progress.
101. National Curriculum assessment results at the end of Key Stage 1 in 1999 showed that almost all pupils reached the expected Level 2. About one in five pupils reached the higher Level 3. These results represent an improvement on those of 1998, when nine pupils in every ten reached Level 2 and nearly one in five reached Level 3. They also compare well with the results of similar schools. The differences between the inspection findings and the results of the 1999 national tests are explained by the fact that they each refer to a different group of pupils. Also, the group to which the tests relate was much smaller in size and the achievement of a very few pupils has a significant impact on the overall percentage of the group attaining at each of the levels.
102. In the 1999 tests for eleven-year-olds, nearly seven in every ten pupils achieved Level 4, the level expected for this age. This was the same as results nationally and represented a considerable improvement on the 1998 results, when only four out of 10 pupils achieved the expected level. One pupil in six achieved the higher Level 5 in 1999. This improvement can be attributed to consistently good teaching, to effective use of the new numeracy framework and to the good attitudes and motivation of the pupils.
103. By the end of Key Stage 1, pupils understand which numbers are odd and which are even. Most know the total obtained by adding any two single-digit numbers, but are less confident when subtracting a single-digit number from 20. Pupils count on or back in twos or tens and know which numbers are multiples of 10. Some higher-attaining pupils add two-digit numbers successfully. Most pupils draw lines of a given length and measure in centimetres accurately. They know the names and describe the properties of common two- and three-dimensional shapes. Higher-attaining pupils recognise the symmetry in these shapes and identify the number of faces, edges and vertices. Pupils successfully apply their knowledge when questions are presented in the form of a problem and in the investigations they carry out.
104. There is steady progress throughout Key Stage 1; and in some classes progress is good. For example, pupils in Year 1, including those with special educational needs, make good progress in recognising and using numbers up to 20 and in counting forwards and backwards in twos. Some pupils in Year 2 make good progress as they decide whether the total of the spots on one or two dominoes is odd or even. Higher-attaining pupils in this age group find some tasks easy and on those occasions their progress is only satisfactory.
105. Pupils at the end of Key Stage 2 mostly have a secure knowledge of addition and multiplication facts. They add, subtract, multiply and divide numbers competently and are beginning to convert between fractions, decimals and percentages. They understand prime numbers, squares and square roots. However, pupils demonstrate only moderate levels of numeracy. When they are asked to calculate orally, their responses are rather slow. They do not estimate answers with a high degree of accuracy. Some lower-attaining pupils use multiplication facts well, giving correct answers to questions such as 'What is one third of an hour?' or 'What is two thirds of

24?' Pupils use calculators effectively in problem-solving tasks, such as discovering two consecutive numbers with a given product.

106. Pupils' knowledge of space, shape and measures is good. They describe two- and three-dimensional shapes using appropriate mathematical vocabulary, explaining, for example, precisely how a rhombus differs from a kite or parallelogram. They construct triangles accurately, using protractors and rulers. Their knowledge of different types of symmetry is good and they work with co-ordinates in all four quadrants. Work in data-handling is of a satisfactory standard. Pupils have a basic understanding of probability, but have not yet progressed to expressing this in percentage terms. Through practical work, such as finding out the height of pupils in Year 6, they learn how to group data appropriately. Their understanding of a wider range of graphical representation is limited, but further development is planned within the school's numeracy strategy.
107. Pupils make sound progress through the whole of Key Stage 2, but towards the end of the key stage, progress becomes more rapid. The way in which pupils are grouped for mathematics lessons varies according to the year group and this has some effect upon the progress they make. In Year 5, pupils are not grouped into sets but taught in smaller mixed-ability classes as the Year 6 pupils in these two classes join other Year 6 pupils for mathematics lessons. This enables teachers to give more attention to individual pupils. When tasks given to all pupils are similar, more-able pupils make only satisfactory progress. The arrangements in Year 6 enable consistently good progress to be made. Year 6 staff skilfully match tasks to the exact needs of their pupils, providing a challenging programme that enables them to make good progress.
108. Throughout the school, pupils have very positive attitudes to their work in mathematics. Behaviour is consistently good. Pupils enjoy answering questions and confidently explain the reasons why they have chosen a particular solution to a problem. Whether working on their own or in co-operation with others, they settle quickly and enthusiastically to the tasks they are given. Year 1 pupils enjoy the challenge of more advanced work, such as counting backwards in steps of two, three or four and recording their results. Sometimes pupils do not take enough pride in their work, presenting written work rather untidily.
109. The quality of teaching in Key Stage 1 is satisfactory, but with many good features. In Key Stage 2 the quality of teaching is good. In the school as a whole, two thirds of lessons were judged to be good. Teachers make effective use of the numeracy framework to provide well-structured lessons in which direct teaching of the whole class, of groups and of individuals plays an appropriate part. Most teachers have a good level of subject knowledge and use this well, for example, in the display and use of relevant mathematical vocabulary in each classroom. Teachers question skilfully, ensuring that all pupils participate in the mental session with which each lesson begins. In good lessons, such as those observed in Year 3 for instance, work proceeds at a brisk pace, yet pupils' errors are dealt with in a sensitive way. A notable strength is the quality of management of pupils' behaviour, which teachers always expect to be good. Many teachers make good use of homework tasks to consolidate learning that occurs in school. Expectations of a high standard of work are more variable. On a few occasions, some higher-attaining pupils are not given difficult enough work. Teachers do not use information technology systematically to support pupils' learning.
110. In the best lessons, a clear and logical progression is evident in the information

presented, tasks are interesting and appropriate for all pupils, and the teacher circulates well, questioning pupils to increase their understanding of the mathematics involved in the task. In a lesson for Year 5 pupils, for example, all these characteristics were present and the teacher introduced advanced vocabulary, such as 'adjacent faces', in such a way as to ensure that all the class fully understood.

111. The school has developed some very good strategies to promote the improvement of work in the subject. It has implemented the numeracy framework well. Good use is made of assessment procedures to inform planning and teaching. The co-ordination of mathematics is very effective. The co-ordinator has been given time to carry out an excellent monitoring exercise in both key stages to examine the effectiveness of the teaching taking place. Her own considerable teaching expertise has been disseminated through regular lessons in which she teaches another class with the support of the class teacher. As a result numeracy supports pupils' learning across the school, for example, measurement in design and technology and using graphs in geography.

Science

112. Inspection evidence indicates that pupils attain standards broadly in line with national averages at the nationally expected level (Level 2), but below at the higher level (Level 3) by the end of Key Stage 1. Their progress during the key stage is satisfactory. Pupils with special educational needs attain standards consistent with their previous attainment and their progress is satisfactory. This indicates that standards have been sustained since the last inspection. Pupils assessed by their teachers during the 1999 national assessments of seven-year-olds, and attaining the average level, achieved standards below national averages in comparison with all schools and in line with national averages in comparison with similar schools. Pupils' attainment at the higher level was well below national averages in comparison with all schools and with similar schools. The variation in results from one year to the next reflects the differences in the range of abilities in the groups of children admitted to the school each year.
113. By the end of Key Stage 2, pupils attain standards below the national averages at both the expected level (Level 4) and the higher level (Level 5), and their progress across the key stage is unsatisfactory overall. This indicates a fall in standards since the last inspection. Pupils with special educational needs attain standards consistent with their prior attainment and their progress is broadly satisfactory throughout the key stage because they receive useful additional support from their teachers and support staff. Pupils' results in the 1999 national tests for eleven-year-olds were well below national averages in comparison with all schools and with similar schools. Pupils' results at the higher level were below national averages in comparison with all schools and with similar schools. The variation in results year-on-year reflects the differences in the pupils' range of abilities in each year group.
114. The school is now giving a higher priority to science and this has resulted in the improvements seen during the inspection at both key stages. The school's priorities include the systematic analysis of test results, the adoption of a good, structured scheme of work to help teachers in their planning and the introduction of the monitoring and evaluation of planning and teaching. The introduction of the literacy strategy has had a beneficial effect on the quality of pupils' recordings and this is reflected in the improvements seen. The school has recently improved provision for pupils to undertake investigations and all aspects of science are covered. During the inspection there was

an emphasis on the study of plants and animals. Teachers provide few opportunities for the use of information technology to support pupils' learning.

115. At Key Stage 1, pupils work co-operatively in pairs to discover how plants grow and produce seeds. They use microscopes carefully to examine seeds and study their structures. Their simple observation skills develop appropriately, and they read attentively about the life cycle of the sunflower. Pupils predict outcomes when objects are placed in water, and when conditions for growing plants are varied. They know about the frog's life cycle. They study how animals grow and change, and sort different animal types by what they eat. Their progress is satisfactory.
116. At Key Stage 2, during lessons, pupils build satisfactorily on their learning about living things and sometimes make good progress, particularly at the end of the key stage. This is not sustained in other areas of science throughout the key stage and progress is unsatisfactory overall. There are inconsistencies in most pupils' understanding of some concepts such as forces. Only a small minority of pupils work confidently at the higher level. Year 3 pupils examine cross-sections of vegetables and fruit and draw their impressions. They investigate what happens when green plants are deprived of light. In Year 4, pupils research the habitats of different animals, for example, the baboon, the magpie and the owl. Year 5 pupils study food chains, such as those that link the hawk, thrush and slug. They predict what will happen when salt is dissolved in water and a few understand 'saturated solutions'. Year 6 pupils examine the need to eat a varied diet to stay healthy. They study the effects of low, medium and high levels of activity on muscles and consider the role of the heart and the circulatory system. Pupils know the location of the heart, understand 'pulse', 'artery' and 'vein' and understand the critical need for oxygen. The majority of pupils do not have a satisfactory understanding of a fair test or how to collect evidence in a systematic way or plan their own investigations. Their understanding of electricity and forces is unsatisfactory.
117. Most pupils' attitudes to their work in science are very good. All enjoy science, especially when tasks involve active learning and investigative work, such as checking pulse rates after different activities in physical education. Pupils listen carefully to their teachers and to each other, and work together in a helpful, co-operative way. Many work well independently.
118. The quality of teaching of plants and animals is mainly good and is having a positive effect on pupils' improving standards of attainment in this area. This reflects the priority now given to supporting teachers and monitoring their work in science. Sound planning is supported by carefully researched knowledge and understanding of subject content, for example human physiology. Teaching styles are effective in stimulating pupils' interests. Control and discipline are always good, and the brisk pace of lessons is well sustained. Assessment procedures have only recently been introduced and it is too soon to judge their effectiveness. The teachers' active participation in investigations motivates pupils and they respond enthusiastically. The studies of electricity and forces are not covered effectively, especially at Key Stage 2. The school recognises this and has planned appropriate training for staff to support them in their teaching.
122. **Information technology**
119. By the end of Key Stages 1 and 2, the attainment of most pupils is below national expectations in almost all aspects of information technology and pupils' progress is

unsatisfactory throughout the school. The exception is in using information technology to compose stories, communicate ideas and store and retrieve information. In these areas the pupils attain national expectations by the end of each of the key stages; their progress is satisfactory across the key stages. Pupils with special educational needs attain standards consistent with their prior attainment in using information technology to type stories and compose pictures and they make sound progress in these areas. However, they attain standards below those expected in all other aspects and their progress in these areas is unsatisfactory. This indicates a fall in the standards noted in the last report.

120. At both key stages, pupils use competently a range of information technology equipment including audio-tapes, video-tapes, a digital camera and, for older pupils, calculators. Although they use a narrow range of programs to produce and communicate their ideas in text and pictures, they do so successfully. They undertake suitable tasks to improve their computer capability. For example, they type and edit their stories directly to the screen. They use a keyboard effectively, handle a mouse correctly and successfully print their own work. The opportunities for pupils to make use of information technology are restricted to this narrow range of experiences which do not provide an adequate development of the necessary skills and understanding to reach expected standards. Pupils do not discuss the advantages and disadvantages of using information technology. They do not have sufficient opportunities to use information technology to help them sort information and analyse it appropriately, to control equipment effectively, or to explore decision making within a range of different situations. Consequently, their progress is unsatisfactory and they attain standards below national expectations in these areas.
121. Throughout Key Stage 1, pupils develop their simple communication skills satisfactorily. They type and correct short pieces of work on screen in discussion with others. With help they choose coloured text to highlight specific information and print their own work. For example, they display their simple party invitations and stories of the life of Buddha. They compose simple pictures to the screen.
122. Across Key Stage 2, pupils build satisfactorily on these early skills in communicating ideas in text and pictures and they make sound progress in these areas. Pupils in Years 3 and 4, individually and in groups, type play scripts directly to screen and edit the text before printing it. For example, one group set out their ideas for 'Bean Bag Football' in carefully organised text which highlighted equipment, rules and procedures. They demonstrate increasing skills in printing their own work for their individually designed pop-up books. Pupils in Years 5 and 6 develop their abilities to use simple graphics programs to design and print individual covers for their topic files. Pupils successfully undertake simple research activities using CD-ROMs. For example, they use information and illustrations from a basic program to enhance their studies of the world's major rivers.
123. At both key stages, pupils enjoy working with computers and talk positively about using familiar programs. They work co-operatively and they are patient when sharing resources. Pupils who are confident in the use of computers readily support those less proficient. They are sensitive to safety issues and exercise care in handling equipment.
124. It was not possible to see a range of lessons during the inspection, but the teachers' management of information technology was observed and their planning scrutinised.

Only the teaching of typing text directly to the screen and communicating information was observed. This is satisfactory at both key stages, but the management of other aspects is unsatisfactory. Teachers do not use information technology effectively to support learning across the curriculum. Their planning is unsatisfactory. It does not show how information technology will be used in other subjects and this adversely affects pupils' attainment and progress in information technology. Throughout the school pupils do not engage with a broad range of programs and experiences to reach expected standards. Teachers' lesson planning is briefly set out, giving only the learning objective and an outline of activities. Consequently, the use of information technology to support work across the curriculum is unsatisfactory and reflects teachers' lack of confidence in its use. Teachers compile few records of pupils' achievements in information technology. They do not assess pupils against National Curriculum targets; assessment is not informing planning and teaching.

125. The school is aware of the need to raise standards in this subject and has implemented appropriate plans to meet this requirement. Computers are set up in each classroom and a new computer suite was opened just before the inspection, but the range and variety of programs are limited and this is having an adverse effect on standards. The school has a published clear policy statement and adopted a good commercial scheme to help teachers with their planning. The co-ordinator has developed a useful support programme for staff and devised an appropriate skills checklist to assist in recording pupils' achievements. Appropriate phased training for staff is planned and well-structured, formal monitoring of classroom practice is agreed for the spring term. Although many of these initiatives are now in place, they have yet to work through the school and it is too early to judge their effectiveness.

129. **Religious education**

126. By the end of Key Stages 1 and 2, pupils' attainment is in line with the expectations of the local authority's agreed syllabus and they make satisfactory progress throughout the school. Pupils with special educational needs attain standards consistent with their prior attainment and they make sound progress during both key stages. This is a significant improvement since the last inspection.
127. At Key Stage 1, pupils learn about Jesus and they have a good knowledge and understanding of the reasons for Christian festivals such as Harvest, Christmas and Easter. They understand that a church is a special place for Christians, and recognise the special features of their local church. Pupils know that the Bible is special to Christians, and are familiar with well-known stories from the Old and New Testaments. They discuss the books that are special to them, supporting their choice with sound reasons. They know that the Sabbath is significant to the Jews just as Sunday is special to Christians. Pupils learn about the 'Eightfold Path' of Buddhism and consider how rules are important in society. They identify ways in which they and others help those less fortunate than themselves.
128. At Key Stage 2, pupils increase their knowledge and understanding of Christianity. They understand that there are several denominations in the Christian tradition and explain the basic differences between Methodist and Anglican beliefs. Their class books show well-presented work relating to Christian signs and symbols, including the rosary, candles, the cross and vestments. They readily and confidently discuss ways in which Christians understand God, drawing effectively on their previous learning. Pupils learn

about Sikhism, and gain knowledge of Sikh artefacts and the importance of the Sikh book "Guru Granth Sahib". They compare key elements of both religions. Knowledge gained from historical studies of Greek and Roman deities is used effectively to broaden the discussion.

129. Pupils' writing shows that satisfactory progress is made over time throughout the planned curriculum. Pupils build successfully on their prior learning and make satisfactory progress in their knowledge and understanding of Christianity, Judaism and other major world faiths. Teachers guide pupils effectively to reflect on what they learn, and relate it to their everyday lives. For example, pupils in Year 6 make good progress comparing different religions and exploring the implications for believers. At Key Stage 1, pupils increase their understanding of church symbols satisfactorily by inviting the vicar to school and learning about the significance of his vestments. At Key Stage 2, pupils make satisfactory progress studying stories through references to Biblical texts. They study the 'Ten Commandments', consider the broad definition of being a good neighbour and reflect carefully on thanking others.
130. Pupils respond well in lessons across both key stages. Their behaviour is consistently good. Pupils are usually interested and attentive. They concentrate well and are confident enough to share their views in front of others. They take a pride in the presentation of their work. This is an improvement since the last inspection, when a minority of pupils at Key Stage 2 were found to lack interest and consequently underachieved.
131. The quality of teaching across both key stages ranges from satisfactory to good, but mostly it is good. Teachers are secure in their knowledge and understanding of the subject, and this is a significant improvement since the last inspection. Teachers' expectations of pupils are good. They involve pupils well in discussion, and value their views and opinions. They manage pupils well. They are skilled at asking probing questions which extend learning and promote reflection. Teachers know their pupils well, and direct questions at a level appropriate to individual abilities. Lesson planning is very briefly written and does not reflect the full range of pupils' abilities. There are no formal assessment procedures in place. Religious education makes a good contribution to the spiritual, moral, social and cultural development of pupils throughout the school. Close attention to the agreed syllabus effectively guides medium-term planning, which is currently building into a scheme of work. Overall, the curriculum has improved significantly since the last inspection. However, information technology is not used to support pupils' learning.

135. **Other subjects or courses**

Art

132. Because of timetabling arrangements it was not possible to observe lessons at Key Stage 1. Consequently, it is not possible to reach judgements on the quality of teaching. Evidence was collected from displays, portfolios, samples of work and sketchbooks. Teachers' planning was examined, discussions held with pupils and staff, and resources were inspected.

133. During both key stages all pupils, including those with special educational needs, make sound progress. They follow a broadly balanced course outlined in the school's curriculum entitlement plan, through which they steadily improve their acquisition of knowledge, skills and understanding in most aspects of art. They use a range of media in two dimensions, but three-dimensional work is less well developed.
134. At Key Stage 1, pupils investigate marking techniques of hatching and blending. They draw pictures of the seaside with some attention to detail and frame their pictures attractively with sand. They observe spiders' webs and paint their observations with some delicacy. They continue to explore the environment and mix autumn colours to print with sponges and leaves. They use paper to learn to weave and then develop these skills using twigs and wool. There are good examples of pastel pictures in which pupils have adapted some of the techniques used by Monet and Cézanne for their own work.
135. At Key Stage 2, pupils build steadily upon these early experiences. In Year 3, they make attractive collages of plants using seeds, paint and textiles. Year 4 pupils study some of the more famous portraits of Tudor monarchs, which supports their work in history. They combine pencil, pastel and textiles satisfactorily to make their own pictures in response to these portraits. Responding to the pictures of Lowry, older pupils draw charcoal sketches reflecting their impressions of the figures. There are also good examples of charcoal sketches of the demolition of the school building displayed in the library. Year 6 pupils observe and make good progress in developing their observational skills and recording the effects of light and shade on cylindrical shapes. They develop their understanding and responses to the methods and ideas of others and use sketchpads purposefully to improve the quality of their work.
136. Pupils enjoy art and respond with very good levels of concentration. They watch the teachers' demonstrations carefully and try to apply the skills to their own work. They talk about their work, make suggestions for improvement and are proud of their achievements. They collaborate well, for example, with an artist to make a striking banner as part of the Sunderland Schools' 'Banner Project'.
137. At both key stages, teachers make good use of work in other subjects to help pupils develop their imaginations and respond creatively to the world around them. They use art effectively to make a positive contribution to pupils' spiritual, social, moral and cultural development. For example, they make and decorate comedy and tragedy masks as part of their work on the Greek civilisation. They encourage pupils to reflect upon their work and to share their ideas and skills.
138. At Key Stage 2, the quality of teaching is sound and there are good features. The school's priority this term is the development of pupils' observational skills. Teachers give appropriate emphasis to the teaching of drawing skills through direct instruction and demonstration and ensure that pupils have good opportunities to practise these skills and to develop new techniques. Teachers intervene sensitively during lessons and help pupils to improve their work and make sound progress, but there is no systematic approach to assessment to record pupils' attainment and track their progress. The adoption of a new scheme of work based on a commercial model has been identified as a priority in the school development plan. The present scheme does not give teachers sufficient guidance to plan the acquisition of skills over a series of lessons. As a result, although the brief lesson plans identify the learning objective and activities to be

covered, they do not identify the progression of skills, where assessment will take place or how the full range of pupils' abilities will be catered for. Good examples of a range of pupils' work are kept in portfolios, but procedures to assess pupils are not in place.

Design and technology

139. Because of timetabling arrangements it was not possible to see any lessons in design and technology during the inspection. Discussions were held with the co-ordinator, teachers and pupils, and previous work and displays were scrutinised. Strengths in the subject have been sustained since the last inspection. Useful assessment procedures are in place. Pupils at both key stages display thoughtful design and evaluation skills. They are proud of original constructions, and much of their work gives strong support to other subjects. They draw effectively on their literacy skills during the planning and evaluation of their models; and on their numeracy skills when measuring. Displays of finished objects enrich the quality of the school's learning environment. A good variety of materials are used, and equipment is handled with increasing skill. Higher-attaining pupils are challenged to make their own designs and evaluations. Design and technology skills develop well, for example, when pupils design and make a book with moving parts.
140. Progress in design and technology is sound for all pupils, including pupils with special educational needs. At Key Stage 1, pupils in Year 1 weave patterns using autumn colours effectively. Pupils in Year 2 design and make 'Joseph's coat of many colours', experimenting with paper before using cloth. They make careful instruction guidelines and evaluate their effectiveness. Pupils design and print repeating patterns to use when making their own Christmas wrapping paper. At Key Stage 2, pupils build satisfactorily on these skills to select appropriate resources to make well-presented folders on bread. They strengthen structures, such as houses and bomb shelters, from written plans and evaluate them. Year 3 pupils' interesting work with healthy food links closely with their work in science. When making their favourite sandwiches pupils are deeply engrossed in selecting different breads from a range which includes garlic pitta bread and Irish soda bread. Pupils in Year 4 design, make and decorate packages for different home products. Pupils in Year 5 examine how different types of biscuit are made and they plan the making of cookies and crackers with strawberry, orange, chocolate and mint. Pupils display keen interest in the practical experiences of design and technology and cheerfully discuss their completed work with visitors.

Geography

141. Because of timetabling arrangements only a few lessons in geography were observed during the inspection. The scrutiny of previous work and displays, and discussions with the co-ordinator and staff, confirm that the school has improved in most areas of geography since the last inspection.
142. All pupils, including those with special educational needs, make sound progress throughout the school. Pupils develop mapping skills gradually from the use of simple plans and maps of the locality. In Year 1, pupils complete a description of their walk to Concord. At Key Stage 1 pupils investigate the seaside and what people do when they are on the beach. They write a piece entitled 'I live in Washington' and they know the difference between a village, a town and a city. Most have completed a treasure hunt on 'Five Island'. At Key Stage 2, pupils complete a graph of how their parents go to

work, especially in the local area. Pupils in Year 3 study rain gauges and changes in the wind. Year 5 pupils consider issues such as "Should the village high street be closed to traffic?" Pupils identify mountains and rivers in Great Britain; for example, Year 6 pupils study the River Wear. They understand the water cycle, and study the source, tributary, meandering and estuary of a river. Pupils use their numeracy skills effectively when measuring, working with graphs and analysing data.

143. Most pupils enjoy the work in geography. They are always keen to take part in discussions and to answer questions and they display enthusiasm for planned activities. Pupils work well together with good levels of concentration and their behaviour and relationships are very good. They are very enthusiastic about the subject, work hard and persevere.
144. The quality of teaching in geography at Key Stage 2 is satisfactory. Teachers are successful in tackling global issues, such as the importance of water as a world need. Teachers' subject knowledge is well researched and they encourage their pupils to draw appropriately on personal experiences. The teachers' classroom management and organisation secure good control and discipline. The lessons move at a brisk pace. In some lessons higher-attaining pupils and pupils with special educational needs receive challenging work to meet their needs in investigations and surveys. However, there is a lack of consistency in lesson planning. Good quality half-termly planning takes place in year teams and is assessed well by the headteacher and subject co-ordinator. Useful assessment procedures are in place. Teachers introduce pupils successfully to other cultures through geography and increase their awareness of their own surroundings. Development plans to extend high quality visits and field trips are linked to the good contribution which the subject makes to pupils' spiritual, moral, social and cultural development. Teachers make good use of the school's limited book stock to encourage pupils' research and promote their literacy skills. Teachers do not use information technology effectively to support their teaching. Pupils' experiences are restricted to using basic programs for simple research.

History

145. Few lessons were seen in history during the inspection because of timetabling arrangements. The examination of previous work and displays around the school, and discussions with the subject co-ordinator, confirm that the school has maintained strengths in history recorded at the last inspection.
146. Across Key Stage 1, pupils, including those with special educational needs, make satisfactory progress. Pupils gain an awareness of chronology through studying the characteristics of modern toys and comparing them with toys used by their teachers' parents. One teacher demonstrated, to the enthusiastic appreciation of pupils, how her mother whipped a top. Throughout Key Stage 2, pupils make steady progress in history. They make sound progress in understanding changes brought about by time, and in understanding the features of a range of past societies. Pupils actively search for evidence about life in different eras. They build effectively on their previous learning. In Year 3, they are aware of the dress, weapons and armaments of Roman Britain. Year 4 pupils study the life and actions of Henry VIII. Year 5 pupils research old Sunderland and the families who lived then. The Blitz, doodlebugs and gas masks captivate these pupils. They imagine how evacuees must have felt when separated from their parents.

147. Pupils show considerable interest in history. They take an active part in discussions, respond readily to questioning and enjoy visits to historic sites. Older pupils appreciate the enjoyment and fears of people from different times and backgrounds, and are aware of social pressures during times of war. Pupils have a clear understanding of and interest in history and, across the school, they present their work well.
148. At Key Stage 1, the quality of teaching of history is satisfactory; in the one lesson seen at Key Stage 2, it was good. Teachers have a secure knowledge of the subject and their scheme of work and medium-term planning cover National Curriculum requirements. Useful assessment procedures are in place which are linked to the new scheme of work. Resources are used well and often made by teachers themselves in year teams. Teachers encourage pupils to search at home for old photographs and objects. Lessons are always conducted at a good pace, largely due to pupils' enthusiasm. On a few occasions higher-attaining pupils and pupils with special educational needs are encouraged to extend their learning with work matched to their needs. However, there is a lack of consistency in lesson planning across the school to ensure the full delivery of the subject. Information technology is used satisfactorily to support pupils' historical writing, but opportunities are not developed to extend the use of information technology, for example using programs that recreate past times.
149. Teachers use visits to places of historical interest effectively to bring the subject to life. Good subject management supports the interest and commitment of staff well. The subject's programme of work is closely linked to literacy development. The local authority's library service is used well to provide books for pupils to read. The school's library book stock for pupils to use in research is insufficient, and artefacts are not readily in place for pupils to recognise and value. Teachers use their personal artefacts effectively to promote an interest in the recent past, such as photographs of their grandparents and their possessions.

Music

150. Pupils, including those with special educational needs, make good progress through weekly lessons at Key Stage 1. In Year 1 they know that sound is caused by vibration and explain how different instruments make their sounds. They control instruments confidently, producing notes of varying duration. Listening skills are well developed. For example, most pupils detect with a good degree of accuracy when a particular sound ceases. By the end of the key stage, pupils reproduce a steady pulse initiated by the teacher, using conventional instruments, parts of their body or their voices.
151. Pupils' progress, including that of pupils who have special educational needs, throughout Key Stage 2 is unsatisfactory overall. Music lessons are planned for alternate half terms. This lack of continuity leads to unsatisfactory progress, except in singing which benefits from the weekly hymn practice; progress in singing is satisfactory. In Year 4, pupils sing with good articulation of words, but pitch and tempo lack accuracy. They know the names of some percussion instruments and use them to play loud and soft sounds. Throughout the key stage pupils make satisfactory progress in listening skills. For example, they listen carefully to a hymn tune and identify the point at which it stops. They have a good sense of rhythm, reproducing complex clapping rhythms accurately. Singing is pleasant with reasonably accurate pitch, but words are not clearly enough enunciated. Pupils find it difficult to discriminate between and describe the pitch of even widely separated notes played on chime bars. Their

knowledge of famous composers and of musical instruments is limited. Composing is under-represented throughout the key stages.

152. Most pupils participate well in music lessons, including those, such as hymn practices, which involve the whole key stage. In most classes, behaviour is very good. An example of this was observed in a Year 1 class where each pupil was asked to play an instrument at the moment at which they ceased to hear the previous note. Pupils held their instruments still and silent with no necessity for the teacher to remind them to do so. The capacity to listen with such good concentration varies considerably, however. In some Key Stage 2 classes, pupils sometimes show embarrassment when asked to sing as a class.
153. At Key Stage 1, the quality of teaching is good. At Key Stage 2, the teaching of singing is satisfactory. All teachers teach music to their own classes, but their expertise varies considerably. In good and very good lessons, teachers adopt a clear and confident style. Some lesson planning ensures that features such as the physical arrangement of the pupils helps all to participate well and make good progress, but across the school there are inconsistencies in lesson planning. Teachers are usually very good at controlling their pupils. The best lessons proceed at a brisk pace, yet include sufficient time for pupils to practise using instruments. Teachers use the correct musical vocabulary, so that pupils acquire new words easily. They make suggestions to help pupils to progress satisfactorily in skills and techniques, such as asking them to use the same instrument to make a longer sound. One effective lesson was a hymn practice for a whole key stage. The teacher, well supported by a volunteer parent at the piano, provided lively and varied activities which included clapping rhythms and singing songs in two parts. No time was wasted, with the pupils singing a hymn as they left the hall.
154. The co-ordinator for music has a very positive influence on the work in Key Stage 1 but no time to monitor what happens in Key Stage 2. The school is awaiting new national guidance before reviewing its use of a commercial scheme. Assessment and record-keeping in the subject are insufficiently developed. Teachers do not know what a class has previously learnt or which individual pupils require more advanced activities if they are to progress further. There is a good range of musical instruments, from a range of different cultures, but the variety of tapes and compact discs for pupils to listen to is narrow. The school has few computer programs to develop music and teachers do not use information technology to support pupils' learning.

Physical education

155. At both Key Stages 1 and 2 a balanced programme of activities is provided in games, gymnastics and dance. In addition, swimming and athletics are undertaken at Key Stage 2. Pupils cover adventurous activities during their well organised and eagerly anticipated annual residential visit to Derwent Hill Outdoor Activities Centre. They take part in abseiling, orienteering and gorge scrambling. During the inspection, because of timetabling arrangements, gymnastics were seen at both key stages and games and swimming were seen at Key Stage 2. Teachers' planning documents and photographic records were examined and discussions held with pupils, teachers and the curriculum co-ordinator.
156. Throughout Key Stage 1, the progress of all pupils, including those with special educational needs, is satisfactory in gymnastics. During Key Stage 2, all pupils,

including those with special educational needs, make good progress in gymnastics and games.

157. At Key Stage 1, pupils plan and perform simple activities competently and demonstrate increasing agility and control. They move sensitively, showing a developing awareness of space and of other pupils. They follow instructions carefully and display emerging, satisfactory skills in linking simple movements. For example, Year 1 pupils change carefully between different modes of travel and Year 2 pupils demonstrate increasing stability as they develop a short sequence of simple floor movements. At Key Stage 2, pupils build effectively on these early experiences to further improve their good skills in balancing and linking activities. They also develop well their control and kicking of a ball. For example, Year 4 pupils improve the precision of their performance, the higher-attaining pupils in their use of both sides of their feet to control a ball, the average-attainers over increasing distances and the lower-attainers in greater consistency. Pupils plan their performances with care and refine their actions after experimentation and the helpful feedback from their teacher and other pupils. For example, Year 6 pupils improve the smoothness of their transitions between balanced positions by ordering their sequence so that one leads logically into the next.
158. Across both key stages, pupils' responses are positive and their enjoyment is obvious. They change quickly and quietly into appropriate dress. Pupils listen carefully to instructions, perform energetically and are keen to succeed. They are well behaved and sustain good relationships through which they encourage and support each other. They confidently explain their planning, readily volunteer to give demonstrations and display sensitivity in evaluating the work of others.
159. The quality of teaching at Key Stage 1 is sound and at Key Stage 2 it is good. The good teaching is characterised by the consistency with which pupils plan their work, practise their ideas and reflect on their own work and that of others. This secures the pupils' good progress by ensuring that they develop their skills appropriately and build effectively on their performances. All teachers have a clear understanding of the skills to be developed and many of them have the confidence to demonstrate the appropriate standards expected. They give clear instructions, supported by useful pupil demonstrations and the simplifying of activities to ensure success for all. Teachers engage pupils in energetic programmes and maintain a brisk pace to their lessons. Their interventions are useful in moving pupils on to the next stage in their work, but there is no systematic approach to assessment to record pupils' attainment and monitor their progress. Across the school teachers' lesson planning is briefly set out and does not identify where assessment will take place or how the full range of pupils' abilities will be catered for.
160. A useful contribution to the school's good physical education curriculum is made by the school's annual sports day and the provision of well supported extra-curricular activities which include netball, soccer and cricket. Locally organised, mixed, competitive sports, including swimming, are an integral part of the school's programme and in this the pupils have enjoyed some success, notably in 'Kwik Cricket', when the school reached the national finals at Trent Bridge.

Swimming

161. The inspection of this school included a focused view of swimming which is reported

below.

162. There was insufficient evidence on which to judge the progress of pupils and their attainment by the end of Key Stage 2 as the school has not retained previous records.
163. In the one lesson seen the Year 3 pupils made good progress because of the high quality teaching of the instructor. He planned activities for the full range of pupils' abilities and conducted his well-structured lesson at a brisk pace. He made effective use of well-chosen pupil demonstrations and comments to improve the pupils' performance and develop their learning.
164. Pupils display increasing confidence in moving in the water. They are keen to succeed and tackle the demanding challenges by working hard throughout the lesson. The higher-attaining pupils improve their stability in the water and the efficiency of their leg movements. Average-attaining pupils display increasing confidence in holding their head back, looking upwards and extending the distance they cover. Lower-attaining pupils display developing confidence in the way they respond to new tasks and refine their movements. All pupils show high levels of involvement and a readiness to improve.
165. Pupils respond positively to swimming and their enjoyment is obvious. They listen attentively and eagerly volunteer to answer questions or give demonstrations. Their behaviour is very good and they sustain energetic performances in response to the instructor's expectations. They work well together, showing awareness of the needs of others. They work effectively on their own and in pairs. All pupils are pleased with their success.
166. Good use is made of a learner pool for non-swimmers. Its location and that of the larger pool ensure maximum use of the available time for swimming. Teachers are clear about and effective in their supporting role. There is insufficient evidence to judge the effectiveness of the school's provision and its organisation of single-term sessions for each of the first years of the key stage. The school does not have a systematic approach to the recording of the pupils' attainment or the assessment of their progress.

170.

170. **PART C: INSPECTION DATA**

170. **Summary of inspection evidence**

167. A team of seven inspectors carried out the inspection. Eighty-three lessons or parts of lessons were observed, as well as assemblies, registration periods and playground sessions. Twenty-six pupils read to the inspectors and a full range of pupils' work was scrutinised. Teachers' planning notes and records of pupils' work, together with individual education plans and statements of special educational needs, were examined. Discussions were held with staff, including the special educational needs co-ordinator, the chair of governors, the governor with responsibility for special educational needs and other representatives of the governing body. School documents were read, including financial, curriculum, management and special educational needs papers and minutes of governing body meetings.
168. A meeting was held before the inspection to provide parents with an opportunity to

express their views about the school and to find out about the inspection process. Ten parents attended it. The inspection team also considered 77 completed questionnaires and the written observations accompanying them.

172. **DATA AND INDICATORS**

172. **Pupil data**

| | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|---------|---|---|--|---|
| YR - Y6 | 335 | 1 | 101 | 91 |

172. **Teachers and classes**

172. **Qualified teachers (YR - Y6)**

| | |
|--|------|
| Total number of qualified teachers (full-time equivalent): | 14.7 |
| Number of pupils per qualified teacher: | 22.8 |

172. **Education support staff (YR - Y6)**

| | |
|--|------|
| Total number of education support staff: | 4 |
| Total aggregate hours worked each week: | 83.5 |

| | |
|---------------------|------|
| Average class size: | 25.8 |
|---------------------|------|

172.

Financial data

| | |
|--|---------|
| Financial year: | 1998-99 |
| | £ |
| Total Income | 575,659 |
| Total Expenditure | 557,299 |
| Expenditure per pupil | 1,570 |
| Balance brought forward from previous year | -12,287 |
| Balance carried forward to next year | 6,073 |

172. PARENTAL SURVEY

Number of questionnaires sent out: 335
 Number of questionnaires returned: 77

Responses (percentage of answers in each category):

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school | 21 | 70 | 8 | 1 | - |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 42 | 56 | 2 | - | - |
| The school handles complaints from parents well | 18 | 57 | 16 | 5 | 4 |
| The school gives me a clear understanding of what is taught | 21 | 70 | 5 | 4 | - |
| The school keeps me well informed about my child(ren)'s progress | 32 | 61 | 3 | 4 | - |
| The school enables my child(ren) to achieve a good standard of work | 32 | 64 | 3 | - | 1 |
| The school encourages children to get involved in more than just their daily lessons | 22 | 55 | 19 | 4 | - |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 22 | 58 | 9 | 10 | 1 |
| The school's values and attitudes have a positive effect on my child(ren) | 23 | 69 | 5 | 3 | - |
| The school achieves high standards of good behaviour | 23 | 64 | 9 | 4 | - |
| My child(ren) like(s) school | 43 | 48 | 6 | 3 | - |