

INSPECTION REPORT

KIRKLEVINGTON PRIMARY SCHOOL

Yarm, Stockton on Tees

LEA area: Stockton on Tees

Unique reference number: 111565

Headteacher: Mrs Y. Lloyd

Reporting inspector: Ms B. Pollard
OIN: 1838

Dates of inspection: 31st January – 3rd February 2000

Inspection number: 194383

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Forest Lane
Kirklevington
Yarm
Stockton-on-Tees

Postcode: TS15 9LX

Telephone number: 01642 781261

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Appropriate authority: Governing Body

Name of chair of governors: Mr. Martin Greenwood

Date of previous inspection: 5th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms. B. Pollard	Registered inspector	Under-fives	What sort of school is it?
		English	What should the school do to improve further?
		Geography	
		History	
Mrs. B. Moore	Lay inspector	Equal opportunities	Pupils attitudes, values and personal development
		English as an additional language	How well does the school care for its pupils?
			How well does the school work in partnership with the parents?
Mr. J. Taylor	Team inspector	Mathematics	How well are pupils taught?
		Information technology	How well is the school led and managed?
		Music	
		Physical education	
Mr. P. Tuttle	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Art	
		Design and technology	
		Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kirklevington Primary School is a modern, semi open-plan building in a pleasant rural setting. There are 142 pupils on roll and there is a 13-place nursery which children enter at the age of three. Attainment on entry is broadly average. The school draws on a wider catchment area than the village of Kirklevington and the majority of children come from homes in favourable socio-economic circumstances. There is just one pupil with English as an additional language and there are no pupils from minority ethnic groups. There are 18 pupils on the school's register of special educational needs which represents 13 per cent of the school's population and is below the national average.

HOW GOOD THE SCHOOL IS

This is a good school which obtains very good standards by the time children leave at age eleven. It provides high quality education through its good teaching and efficient management and it gives good value for money. There are some features of the school that are very good. The strengths of the school greatly outweigh its weaknesses.

What the school does well

- The very positive ethos promotes a stimulating learning environment that helps children to do their best, makes them feel valued and supports their excellent relationships.
- Standards in English, mathematics, science, art, design and technology, geography, history, music and drama are high by the time children leave the school because of the high expectations of staff and the demands made of pupils.
- Overall, teaching is good with around half that is very good or excellent; it is a particular strength in the nursery and reception class and in Key Stage 2, where it promotes good levels of learning and progress.
- Children are enthusiastic about their work and behave extremely well; the older pupils are especially good at working in teams.
- The quality and range of learning opportunities are very good and make a very significant contribution to pupils' personal development.
- The headteacher has a clear vision of what the school should be and has the wholehearted support of governors and staff in steering it towards the targets set.

What could be improved

- The standards of the faster learners in Key Stage 1 need to be higher in reading, mathematics and science; expectations are too low.
- The effectiveness of classroom organisation and pupil management in Key Stage 1 needs to be brought up to the same high level as in the rest of the school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1996 the provision for the faster learning pupils has improved considerably as shown by the very good results in National Curriculum tests and tasks at the end of Key Stage 2. There is still a weakness in this area in Key Stage 1.

There has been a significant improvement in monitoring teaching through a planned programme of classroom observation carried out by the headteacher. There are good procedures which inform

training needs and curriculum planning issues. The weakness in standards in Key Stage 1 has been identified and support and guidance provided but they have not yet had sufficient impact.

Curricular planning is now very good and adequate time has been allocated to foundation subjects.

Assessment has improved; there is now clear information on which to base teaching and learning and the needs of individuals are met more rigorously.

The strategies for literacy and numeracy, introduced since the last inspection, are having a positive impact on pupils' learning.

The quality of teaching is much better. In the last inspection it was judged to be sound, now it is good overall and very good in the nursery and reception class and in Key Stage 2.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	C	A	A	well above average A above average B average C below average D well below average E
mathematics	A*	A	A*	A	
science	A*	A	A	A	

The school's performance coded A* means that standards are in the top 5 per cent nationally. Five-year-olds reach the targets set for their age and often exceed them. At age seven, pupils' standards are average in reading, well above average in writing, above average in mathematics and well below average in science. At age eleven, standards are well above average in English and science and very high in mathematics. Trends over time are broadly in line with national trends. The work seen during the inspection confirms these standards. When compared with schools with similar intakes (based on the entitlement to free meals) standards are still well above average at age eleven. They are average in writing and mathematics and below average in reading at age seven. In all other National Curriculum subjects, including information and communication technology, standards are at least satisfactory in both key stages and they are good in art, music and drama. By the time children leave the school attainment is good in design and technology, geography and history. Standards in religious education match the expectations in the locally agreed syllabus. The school is meeting, and often exceeding, its targets for attainment by the time children leave. Standards are high enough at the end of Key Stage 2 but should be higher at the end of Key Stage 1, especially for the faster learners.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	A strength of the school; pupils are eager to work hard and do their best; they become very independent.
Behaviour, in and out of classrooms	Behaviour, in almost all situations, is very good; children respect others and enjoy excellent relationships.
Personal development and relationships	Very good; pupils become mature and responsible; they show initiative and a growing understanding of, and respect for, the values and beliefs of others.
Attendance	Very good; children enjoy coming to school.

A particular strength is the ability of the older pupils to work independently and show initiative.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Satisfactory	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

In over three-quarters of lessons seen teaching was good, very good or excellent. In seven per cent of instances it was unsatisfactory and in the rest it was satisfactory. The best teaching was seen in the under-fives and Key Stage 2. Particular strengths are teachers' good knowledge and understanding of the subjects they teach; lessons are varied and interesting and keep children well motivated; rigorous demands are made of pupils and expectations are high. The unsatisfactory teaching is in Key Stage 1 where weaknesses in classroom organisation and pupil management, and low expectations, sometimes result in pupils who could attain high standards marking time and getting bored. Due attention is paid to literacy and numeracy skills which are used effectively across the curriculum. Pupils make good progress in their learning in the under-fives and Key Stage 2 and satisfactory progress is made in Key Stage 1.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, relevant and, generally, balanced. It meets the needs of a wide range of pupils' interests and abilities. A good range of activities outside the statutory curriculum helps to broaden children's experiences.
Provision for pupils with special educational needs	The very good provision and support enable pupils with special educational needs to make good progress and they are well integrated into school life.
Provision for pupils with English as an additional language	Very good provision enables these children to learn quickly and take a full part in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Staff are good role models; there is a very effective policy; secure relationships are built through the many opportunities to work with others. Provision for spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	The care of pupils, through the educational and personal support and guidance, is very good.

There are effective links with parents and carers to consolidate and extend pupils' learning and information provided is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The excellent ethos has a major impact on learning. The monitoring and evaluation of school performance is used effectively to identify targets for improvement; this has had a strong impact on most areas but is not yet as effective as it could be in Key Stage 1.
How well the governors fulfil their responsibilities	Governors contribute substantially to the effectiveness of the school.
The school's evaluation of its performance	There is a good overview of the school's direction. The school is not complacent and is constantly seeking ways in which it can do better.
The strategic use of resources	Resources are used very effectively to raise standards.

The school is well staffed, has good accommodation and is well resourced in most areas. The headteacher has a clear vision of the direction of the school which is shared with, and supported by, staff and governors. The school uses its finances wisely and is constantly striving to apply best value principles.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Behaviour is good • Staff are approachable. • Children make good progress and become mature and responsible • Teaching is good • Children are expected to work hard and achieve their best. 	<ul style="list-style-type: none"> • There are not enough activities outside school, especially competitive sports. • The school could work more closely with parents. • Leadership is not dynamic enough. • Homework varies.

Inspectors endorse the positive comments made by parents. The school provides a good range of extra-curricular activities considering its size and it intends to increase provision. Parents are kept well informed of children's achievements and progress and the school communicates a range of information through newsletters and curriculum evenings; staff are always willing to discuss parents' concerns and there is an open-door policy. The headteacher has a clear sense of direction and systematically monitors and evaluates the quality of education. During the inspection, many instances were seen of appropriate homework being given and followed up; it makes a significant contribution to the work in the classrooms.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The previous inspection judged standards to be high among the under-fives; average in English, mathematics and science at the end of Key Stage 1; average in English and mathematics but above average in science at the end of Key Stage 2. This inspection shows that standards have been maintained among the under-fives; at the end of Key Stage 1, they are good in writing and satisfactory in reading, mathematics and science; they are very good in all three core subjects at the end of Key Stage 2, where a considerable improvement has been made.
2. Children enter the nursery with broadly average abilities and nearly all reach the national targets by age five and many begin the National Curriculum. They do particularly well in personal and social development and develop very positive attitudes to learning. Other strengths include understanding and knowledge of the world and physical development. They begin the early stages of reading and writing and have good foundations for later work in the National Curriculum.
3. In the 1999 National Curriculum tests at the end of Key Stage 1, in English, most children reached the expected Level 2 in reading and their results are in line with national results but below the level achieved by schools with similar characteristics (based on the numbers eligible for free school meals). Standards in writing are better in that they are well above the national average for all schools and average in comparison with similar schools. The percentage of children attaining the higher Level 3 is average but could be higher. In mathematics, the attainment of pupils aged seven was above average when compared with all schools nationally and broadly in line with similar schools. In science, overall standards for the majority of pupils at the end of Key Stage 1 are well below the national average, although the percentage of pupils attaining the higher Level 3 is average. When compared with similar schools, standards for the majority are well below average, with standards achieved by the faster learners lower than expected. Closer examination of this cohort of 20 pupils shows that the overall number of pupils with special educational needs is larger than normal (15 per cent) and this had an effect on the overall results. The findings from this inspection show a similar pattern, with some weaknesses in reading, mathematics and science, especially among those pupils who learn faster than others.
4. In the 1999 National Curriculum tests at the end of Key Stage 2, standards were well above average in English, mathematics and science, when compared both with all schools and with similar schools. In mathematics, Year 6 pupils achieved particularly well in that their results were very high compared with national figures. The findings from this inspection show that standards are being maintained and pupils are achieving very well despite a higher than normal percentage (26 per cent) of children with special educational needs in the Year 6 class.
5. Trends in standards over the last three years show fluctuations attributable to varying numbers of pupils with special educational needs which has a significant impact on results in small cohorts. The overall trend in Key Stage 2 is in line with the national trend for improvement. The trend in Key Stage 1 is downward over the past two years. The school is monitoring carefully the performance of boys and girls and any early differences are smoothed out by age eleven. Good provision is made for pupils with special educational needs or English as an additional language and they make good progress.

6. The school is exceeding its challenging targets by the end of Key Stage 2. There is evidence to show that what was formerly considered to be a 'coasting' school is now good and there is no complacency over standards. Improvements are the results of better evaluation of teaching and learning (particularly in literacy and numeracy), additional literacy support, booster classes and a very successful science club aimed at the faster learners.
7. Particular strengths of pupils in English, mathematics and science include: reading, writing, research and debating skills; numeracy and problem-solving skills; understanding of physical processes and how the body works. In all these subjects, pupils use information technology well to find, collate and present information. There are weaknesses in Key Stage 1 for those children who are more capable than others; they do not apply their knowledge of punctuation to help them make sense of the text in their reading; in mathematics, their work is often too easy and they are not developing quick methods of finding answers; in science, demands are too low and concepts are not always secure.
8. In all other National Curriculum subjects, pupils are at least reaching appropriate standards for their age and in some instances they are achieving above what is expected. Standards in art, design and technology, geography, history, music and drama are good by the end of Key Stage 2 and this reflects improvements in attainment since the last inspection. The good literacy skills of pupils help them across a range of other subjects and they can carry out independent research using a wide range of resources. They can debate issues and argue from a point of view different from their own and this helps them to put historical events and actions in their appropriate context, to discuss the impact of people on the environment in geography and communicate their feelings through high quality artwork, musical activities and drama. In design and technology they are skilled at evaluating and improving their work. Standards in religious education are in line with expectations in the local agreed syllabus.
9. Pupils make good progress in nursery and reception and in Key Stage 2 because teachers' expectations are high and they are skilled at leading children through a structured programme of work that builds steadily on previous learning. Particular attention is paid to children who learn faster than others. They are identified in the nursery and are set specific targets to maximise their potential. In Key Stage 1, progress is satisfactory but it falters with regard to the faster learners and they reach a plateau because not enough activities that extend the initial task in the daily lessons are provided.
10. In all classes, the needs of those with special educational needs are addressed and they make good progress towards the targets in their individual education plans. Early identification, from baseline testing and precise goal setting, enables pupils to make good progress in literacy and numeracy skills. A particular strength is the school's success in pinpointing specific weaknesses and providing immediate support to meet these needs. Good use is made of the Additional Literacy Support (ALS) materials. A pupil with a statement makes very good progress towards the targets. The statement is clear, and the provision to meet the requirements of the statement is in place.

Pupils' attitudes, values and personal development

11. At the time of the last inspection, pupils were judged to have positive attitudes to work. This has improved, as pupils' attitudes to school are very good and are a strength of the school. Pupils' enthusiasm for their school is excellent, and this is reflected in the very good quality of

behaviour. Pupils behave very well in and around school; they work co-operatively and enjoy learning. From early in their school life in the nursery, children form excellent relationships with one another and with adults. They are courteous and very polite, very welcoming to visitors and eager to share their achievements with others.

12. The personal development of pupils is very good. Pupils take responsibility for some of the daily routines and they undertake their tasks with quiet efficiency. This ready involvement in the life of the school is highlighted through the older pupils working independently and using their initiative to write and produce drama activities and a school newspaper. They have developed strong skills in working together as a team listening to, and respecting, one another's views and ideas.
13. The attendance figures for the school are well above the national average and there are no exclusions.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching has improved since the last inspection, when it was judged to be sound. It is now good overall. Out of the total number of lessons seen, 4 per cent of teaching was excellent, 47 per cent was very good, 24 per cent was good, 18 per cent was satisfactory and 7 per cent was unsatisfactory. It is very good in the nursery and reception classes and in Key Stage 2, where some excellent lessons were observed, and satisfactory in Key Stage 1. A key issue in the last inspection was the need for more accurate assessment of pupils' progress and the use of this to match the level of the work more accurately to their abilities. This is now good in the under-fives classes and Key Stage 2, where it has had a significant impact on the attainment of all pupils; particularly the faster learners whose standards are now well above average. While assessment is undertaken in Key Stage 1, it is not used effectively enough to plan lessons which match the abilities of the faster learners and inspire them to concentrate and work hard.
15. There are many strengths in the teaching in the under-fives and Key Stage 2. In all lessons, teachers show very good understanding and knowledge in the way they present and discuss their subject and very imaginative ways are found of maintaining children's interest in the nursery. In Key Stage 2, in a science lesson about the circulation of the blood in the human body, the teacher's explanations in response to complex questions posed by the pupils enabled them to learn how blood is oxygenated through the capillaries and alveoli of the lungs.
16. The teaching of basic skills is also very good. By the end of a literacy session with Year 5 pupils, the interesting tasks, carefully matched to the clear learning objectives, taught pupils how to use commas in a more sophisticated way. Very good learning was seen in Year 6 when calculators were used to prove that the addition of negative numbers results in a larger negative but the subtraction results in a smaller negative or a positive number. The teaching of basic skills is less secure in Key Stage 1; for example, in oral and mental work in numeracy few questions were posed to extend the skill and knowledge of pupils beyond place value of numbers to one hundred, odds and evens and tables of two, five and ten when some were clearly capable of working out more difficult sums; in reading sessions, although pupils understand the purposes of punctuation, they are not applying them when reading text and so lack expression.
17. Teachers have very high expectations of pupils in the under-fives and Key Stage 2 but it is a weakness in Key Stage 1. The high expectations of teachers at Key Stage 2 are underpinned by

the mutual respect adults and pupils have for one another which results in all pupils striving hard to do their best in an atmosphere devoid of any inappropriate behaviour. Teachers always have another task planned for those who finish quickly. They are skilled at steering pupils in the right direction when there is something they have not understood or if they need to take their learning further, as seen in writing lessons where input from teachers improves the content and style of stories. In Key Stage 1, although written plans for lessons are good in identifying learning objectives, the tasks are often mundane and fail to awaken enthusiasm for learning. For example, in a numeracy lesson, pupils spent long periods drawing clock faces and pictures of events in a school day and too little in learning how to tell the time; in a science lesson pupils failed to engage in their tasks for long periods and in a reading session more time was spent changing books than reading them. Expectations in this key stage are particularly low for faster learners. This is linked to inaccurate assessment of pupils' current levels of learning. The fact that they are often given work to do that is too easy results in some of them behaving inappropriately on occasions.

18. The use of time, support staff and other resources is a strength of the teaching. The well trained and experienced learning support assistants are well briefed before lessons and are used especially effectively to support pupils with special educational needs and other slower learners. In this they show very good skills and, collectively, make a significant contribution to pupils' learning. Pupils with special educational needs were able to play a full part in an excellent Year 6 drama lesson and a physical education lesson owing to the high quality of this support. Through this, they and others learned how everyone can contribute towards a common aim such as group acting and playing games. Teachers' plans ensure that pupils with special educational needs, or with English as an additional language, are well integrated into all lessons and their learning needs are met. Occasionally they are taught for part of a lesson in small groups, which gives them more opportunity to answer and pose questions. In some cases, progress is so good that pupils are removed from the special educational needs register. The school makes good use of the local education learning support service and the 'raising achievement and performance team' input to help in identifying needs. Other specialist outside agencies give added support.
19. Lesson time is used very efficiently in lessons with older pupils. They are regularly given time targets to work to and the briskness of the pace ensures they are productive and work at a good rate. Material resources are well deployed and pupils have been taught how to access them and use them sensibly. The use of over-head projectors is particularly good, especially when used to display written work for literacy, project the face of a calculator to teach about its functions and involve pupils in playing games such as *Blockbuster* to consolidate their learning. Now that a computer networking system has been established and the school is 'on-line', teachers are making more and more use of information and communication technology in pupils' learning.
20. The very good teaching, particularly in literacy and numeracy, helps pupils to know what they are doing, how well they have done and how they can improve. Through teaching which trusts them to work hard and do their very best they are taught to learn and think for themselves. The very effective use of homework also enables them to extend their learning beyond school. Pupils' progress is good in the under-fives classes and Key Stage 2 and satisfactory in Key Stage 1.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

21. The curriculum provided for pupils of all abilities is good. It is broad and generally balanced. The national 'desirable learning outcomes' for children under-five are used in planning the effective curriculum in the nursery and reception classes and Key Stages 1 and 2 follow the statutory requirements of the National Curriculum and religious education. Due emphasis is placed on the National Curriculum core subjects of English and mathematics, while still providing time for adequate coverage of science, information and communication technology, religious education and all foundation subjects. This is an improvement on the previous inspection where an imbalance was found in foundation subjects as well as discrepancies in subject time allocation. The school has worked hard and successfully addressed issues on curriculum development and equality of access is very good.
22. Provision for pupils with special educational needs (SEN) is very good. Pupils have full access to the full range of curriculum activities and individual educational plans focus on literacy and numeracy targets for pupils' development. Differentiated work, teacher support and both in-class auxiliary support and withdrawal groups are used to good effect. The programme for a pupil with a statement of special educational need is fully implemented and the quality of support is extremely good. A child with English as an additional language is very well integrated into school life and made significant progress during the week of the inspection.
23. Literacy and numeracy are integral parts of the school's curriculum and are taught most effectively. National Curriculum test results at the end of Key Stage 2 show that this is having a positive impact on pupils' learning. Pupils with SEN are provided with additional literacy support and their progress is good. The school has adapted the recommended national guidance schemes of work for the mixed age classes to ensure coverage and progression in each of the subjects.
24. The school offers a good range of extra-curricular activities. There are clubs for science (for the older faster learners), music and a school band. Football training across all age ranges is provided. Plans are in place to start a science club and tennis coaching for younger pupils and a drama club for the oldest pupils. Some Year 6 pupils have already established drama interests and are rehearsing their version of the Wizard of Oz. The school also involves itself in football in the community and Top Sport initiatives. Over 40 per cent of parents who responded to the questionnaire sent out before the inspection are dissatisfied with the provision for after-school clubs, especially competitive sports, and the school intends to respond positively to parents' requests for more extra-curricular activities. A good range of out-of-school visits is organised by teachers to extend pupils' knowledge and understanding of topics. Visits to Pickering Castle, Carlton Outdoor Centre, Beamish Museum and Eden Camp are but a few from a wide variety of visits and visitors organised for pupils.
25. Provision for pupils' personal, social and health education is very good. There are helpful policies in place for health, sex and drug education. The school makes effective use of the school nurse in teaching sex education and drug awareness.
26. There are very good links with the community and neighbourhood primary and secondary schools as well as higher education institutions. The school is involved in a local 'improving schools' initiative and has access to both human and material resources to extend pupils'

educational experiences. Actors from *The Yellow Earth Group* worked with pupils in drama lessons and staff from the local secondary school teach science activities.

27. The school's mission statement places great importance on pupils' spiritual, moral social and cultural education and the provision is very good. Pupils develop their spiritual awareness in music, drama and religious education lessons. They are given opportunities to reflect on their experiences and develop self-knowledge through areas of the curriculum, school assemblies and extra-curricular activities. This is an improvement since the previous inspection when limited periods of reflection were found. The daily collective acts of worship meet statutory requirements. They are mainly of a Christian character and make a very good contribution to pupils' personal development. Many spiritual, moral and social considerations are explored with the pupils.
28. The school cultivates a very good moral code promoting principles which, as well as teaching right from wrong, also teach good citizenship. The attitudes and behaviour of pupils in lessons and around the school are very good, showing the effectiveness of this moral code. This is an improvement since the previous inspection.
29. Provision for social development is very good. Relationships between teachers, support staff and pupils and among pupils themselves are excellent. There is a strong sense of community and co-operation. Opportunities for social development are provided in lessons, as seen in an excellent drama lesson during which pupils interacted extremely well, listening to one another's views and expressing appreciation for efforts. Pupils extend their social awareness by performing in public such as singing or drama productions. A performance of *Bugsy Malone* is reported by parents to have been very good.
30. There is very good provision for pupils' cultural development which, again, is an improvement on the previous inspection. Pupils learn about their own culture, as shown in the work older pupils undertake in their study of Yarm, in their geography lessons. In religious education lessons, pupils learn about other cultures and beliefs of major world religions. Pupils in a Year 1/2 class are learning in their art lessons about the culture and traditions of the Maori people in New Zealand by producing colourful masks. A major contribution to pupils' cultural development was provided during the Creative Arts' Project. Pupils interacted with a visitor from Japan who explained the tradition of a tea ceremony as well as other oriental traditions and a legacy of this is the Japanese garden in the school's grounds.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. Since the last inspection this aspect has improved considerably and it is now a strength of the school. Teachers know and understand their pupils very well; procedures for child protection and for ensuring pupils' welfare are very good. The care of pupils through the educational and personal support and guidance is very good. Effective procedures are in place to ensure that all the related matters of health, safety, security and first aid are dealt with to a high standard.
32. The school now has effective assessment practices to identify how well pupils are making progress and maintains a wide range of informative records of pupils' achievements, which are, generally, used effectively to set targets for learning for all groups of children. Most parents pronounced their satisfaction with the information they are given on how well their children are doing. Procedures for monitoring and supporting personal development and for the monitoring

and improving of attendance are very good. The successful implementation of the behaviour policy, which is carefully monitored, results in generally very well behaved pupils. The very effective support provided by staff makes a positive contribution to children's well being, and enables pupils to take full advantage of the educational opportunities offered.

33. The school provides excellent care and provision for a pupil with a statement of SEN. All the requirements of the statement are met and regular reviews are carried out. The experienced and dedicated auxiliary support works closely with the pupil, parents, teachers and outside agencies to ensure good quality support. This positive and supportive role has been very effective in developing the pupil's independence and preparations are in place for transfer to the secondary school. The school's assessment procedures and policy are in accordance with the Code of Practice. Where good progress is made, pupils are removed from the register and even then they are still monitored.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. Since the last inspection report the school's partnership with parents has continued to be good. Information provided for parents has improved and is now very good. There are effective links with parents and carers to consolidate and extend pupils' learning. Although, according to the parental survey, the majority of parents are satisfied with the school's provision of after-school activities a significant number criticise the lack of competitive sporting activities. The vast majority of parents are happy with the standards and progress made by children and they feel able to approach the school with any concerns. There are a minority, however, who are less happy with aspects such as homework, the parental partnership, leadership and information on how well their child is doing; however, at the meeting for parents held before the inspection most parents expressed their satisfaction with these aspects. Inspectors were given a positive view of the school by parents spoken to during the inspection and an after school science club was very well attended and makes a good contribution to the high standards in this subject at the end of Key Stage 2. The school is willing to listen to parents and is happy to engage in discussion over any complaints or suggestions. All but one parent state that their children like school.
35. A home school agreement is in place. Reports about children's progress are very good and parents find them very informative as they highlight not only children's strengths but also where they need to improve. There are termly meetings to discuss the progress of pupils and parents were given the opportunity to attend a meeting about literacy. Parental contribution to children's learning is good as parents help with homework and support school activities. There is a very supportive parents' association which raises valuable funds, all of which are spent on educational resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. Leadership and management are good. The headteacher has a clear vision of what sort of school this should be and works hard to ensure that all pupils achieve their best and try to do better. The vision is shared by governors, who support the right policies for improvement and development, and staff who reflect critically on what they can do to improve learning and develop more effective ways of teaching. Leadership and management were judged to be sound in the last inspection report. They have improved significantly since then and are now good, with the role of the governors and the efficient use of funding very good features. The high standards

of attainment and achievement and the very good teaching in the under-fives and Key Stage 2 bear witness to the quality of the leadership.

37. The governors contribute substantially to the effectiveness of the school. They have good knowledge of its strengths and weaknesses and are very active in shaping the direction of the developments. They work closely with the headteacher and staff, ensuring that statutory requirements are met, in preparing improvement plans and in securing the best possible use of its financial resources. The joint agreement to employ an additional learning support assistant to improve the literacy skills of Year 3 pupils earlier this school year is a good example of this co-operation. They have established best value for money principles, carefully linking spending with educational priorities for instance, in the recent consultation to identify ways of saving on energy and water which will bring significant savings that can be used for other purposes.
38. The monitoring and evaluation of teaching and the school's performance were identified as a weakness in the last report. Monitoring performance has improved considerably and there are now good procedures for analysing results in National Curriculum tests and the personal development of pupils. This has been used well in the current school improvement plan to identify areas for development and targets for raising standards. The headteacher monitors the quality of teaching and this informs training needs and curriculum planning issues. She is supported by effective subject co-ordinators who are knowledgeable about their roles and keen to develop their subjects. This has also identified the current weakness in the standards of attainment of some of the pupils in Key Stage 1. Although action has been taken through support and training to improve the situation, it has not been decisive enough to raise standards to the levels of the other key stages in the school.
39. The school has a good special educational needs policy which meets statutory requirements. The co-ordinator with responsibility for special needs is experienced and very effective in her role. The newly appointed governor has experience of the requirements of the Code of Practice. The governing body fulfils its statutory requirement in reporting annually to parents on the provision, progress and funding for special needs and this is an improvement on the findings of the previous inspection. Identification, provision, assessment of progress and overall management are very good and are strengths of the school.
40. The school has good accommodation and is well resourced in most areas. The shortage of equipment to support the teaching of the monitoring and sensoring elements of the information and communication technology curriculum is currently being addressed. The school is well staffed with a range of well qualified and experienced teachers who are supported effectively by learning support assistants in providing an appropriate age-related curriculum. Good use is made of their expertise - for example, through the specialist teaching of music and science. The need for further training in the teaching of numeracy and information communication technology has been recognised and this will take place in the near future. Effective use is made of new technology in administration and management. The day-to-day running of the school, in which the head is supported by an extremely efficient secretary, is very good.
41. By the time pupils leave the school, their standards are well above average in the core subjects of English, mathematics and science when compared to similar schools. The school is not complacent and is constantly seeking ways in which it can do better - for example, through its current commitment to improve the achievements in information and communication technology. It consults widely when considering changes or spending decisions: for instance, it involves pupils and parents in setting targets to improve performance and the local authority about a

range of budgetary matters. The parental survey showed that pupils are very happy at school and feel that they are valued as individuals. It uses its finances very efficiently and gets the best deal for expenditure. In these respects it is constantly striving to apply best value principles.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. The school should:

- (1) Improve the standards of the faster learners in Key Stage 1 in reading, mathematics and science by:
 - (a) raising expectations of performance;
 - (b) providing activities that extend the initial tasks of lessons;
 - (c) encouraging pupils to work harder.

(paragraphs: 7, 9, 14, 47, 48, 54, 61, 63, 69)

- (2) Bring the standard of teaching in Key Stage 1 up to the high levels of that in the rest of the school by:
 - (a) providing training and support for the development of classroom organisation so that all groups receive appropriate input;
 - (b) providing training and support for the development of pupil management so that children do not become bored and restless and do not waste time.

(paragraphs: 14, 16, 17, 38, 50, 51, 58, 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	47	24	18	7	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	129
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	18

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	6	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	10	10
	Girls	6	6	6
	Total	13	16	16
Percentage of pupils at NC level 2 or above	School	81 (96)	100 (100)	100 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	7
	Girls	6	6	6
	Total	14	14	13
Percentage of pupils at NC level 2 or above	School	88 (100)	88 (96)	81 (96)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	4	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	3	3	3
	Total	15	15	15
Percentage of pupils at NC level 4 or above	School	94 (67)	94 (78)	94 (94)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	3	3	3
	Total	15	15	15
Percentage of pupils at NC level 4 or above	School	94 (78)	94 (89)	94 (89)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	142
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21.5
Average class size	23.6

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	65.5

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	289,016
Total expenditure	284,408
Expenditure per pupil	1,789
Balance brought forward from previous year	5,678
Balance carried forward to next year	10,286

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	36	1	0	0
My child is making good progress in school.	36	55	8	0	1
Behaviour in the school is good.	41	57	1	0	1
My child gets the right amount of work to do at home.	23	55	20	2	0
The teaching is good.	33	52	8	1	7
I am kept well informed about how my child is getting on.	25	55	18	2	0
I would feel comfortable about approaching the school with questions or a problem.	56	38	4	1	0
The school expects my child to work hard and achieve his or her best.	40	42	16	0	2
The school works closely with parents.	27	39	27	4	2
The school is well led and managed.	34	31	19	10	6
The school is helping my child become mature and responsible.	35	56	4	0	4
The school provides an interesting range of activities outside lessons.	11	40	20	24	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

43. A baseline assessment, carried out soon after children start in the nursery, shows that they enter with a wide range of abilities but are average overall. By the time they are five years of age, in the reception class, almost all have not only reached the national targets for the age-group but many have begun the early stages of the National Curriculum. They achieve particularly well in the areas of learning known as personal and social development where they become confident, independent children with very positive attitudes to learning; knowledge and understanding of the world, where a good range of experiences helps them to make sense of the world around them and to appreciate their part in it; and in physical development, where they can share space safely with others and gain mastery over tools and implements that help them write and make models. They begin the early stages of reading and writing and numeracy and secure foundations are laid for later National Curriculum work. In their creative development they experience a wide range of activities and begin to learn the appropriate techniques for music-making, painting, collage, printing and drawing from direct observation.
44. The previous inspection judged standards to be high among the under-fives and the findings from this inspection show that standards have been maintained.
45. The quality of teaching is very good overall in the nursery and reception classes and there are no significant weaknesses. Teachers work very closely together and the joint afternoon programme where the two classes share a unit broadens the children's experiences. Although a supply teacher was taking the reception children during the inspection, the way in which she was inducted into the school helped to quickly establish excellent relationships with children and their learning has not suffered. Teachers are knowledgeable and confident in all the six areas of learning. Lesson plans are very informative and detailed, with objectives for learning clearly focused on the needs of individuals as a result of extensive assessments carried out on every aspect of the curriculum. This helps teachers to structure the learning so that children make steady progress towards the goals set for them. The imaginative approach to the setting up of activities and the stimulating and exciting displays in the classrooms ensure that children are interested and this aids their concentration as it makes learning fun. Children work hard, enjoy their tasks and establish very secure relationships.

ENGLISH

46. Standards in English are very good by the time pupils leave the school at age eleven, both in comparison with national figures for all schools and when compared with schools with similar characteristics. Children are very well prepared for their entry to secondary school, as they are independent learners with a very extensive range of literacy skills. The National Literacy Strategy has been successfully implemented.
47. The previous inspection judged standards to be average at seven and eleven, with reading above average by the end of Key Stage 2 but with the higher attaining pupils being insufficiently challenged. The results for 1999 show that the school's results have improved and it is having considerable success in making greater demands of the faster learners in Key Stage 2. There is still a weakness in this aspect in Key Stage 1.

48. By the end of Key Stage 1, most children reach the expected Level 2 in National Curriculum tests in reading and their results are in line with national results but below the level achieved by similar schools. Standards in writing are better, in that they are well above the national average for all schools and average in comparison with similar schools. The percentage of children attaining the higher Level 3 is average but could be higher. Children read fluently and they can describe articulately what is happening, or what might happen, in a story. They learn to print, legibly, stories with a beginning middle and end, using increasingly accurate spelling of common words. Those pupils who learn at a faster rate than others are marking time and they are underachieving because insufficient demands are made of them - for example, although they understand the use of punctuation they do not apply this knowledge when reading aloud and they do not independently use their phonic skills to tackle unfamiliar words.
49. By the end of Key Stage 2, pupils are achieving high standards in all aspects of English, which include speaking and listening, reading and writing. They are particularly good at expressing opinions and debating issues, carrying out independent research using a wide range of sources, writing imaginative stories that maintain the interest of the reader and they read extensively for pleasure and for learning. The school is very successful in developing the potential of the faster learners and the percentage of those reaching the higher National Curriculum Level 5 in National Curriculum tests is well above average. Drama is a particular strength and the Year 6 pupils can, independently, write their own plays, rehearse them and perform them to an audience. They use information technology very well to produce a school newspaper. English is a strength in Key Stage 2.
50. The overall quality of teaching and learning in Key Stage 1 is satisfactory but there are some unsatisfactory features, particularly in reading sessions where some children spend more time exchanging books than reading and they are not applying the skills taught in the literacy hour to their independent work. Teaching is very good overall in Key Stage 2, and some of it is excellent. There are no significant weaknesses. In both key stages, lessons are prepared thoroughly and detailed plans highlight what children need to learn. A wide range of materials and carefully chosen resources provide an incentive for children to stay at their tasks and the older ones rise to the challenges generated by the high expectations of staff by working hard and making very good progress. In Key Stage 2, teachers seize every opportunity to reinforce previous learning in literacy across a range of subjects such as history, information technology and science and they are particularly skilled at questioning children to check their understanding and help them to formulate their ideas. In Key Stage 1, expectations for the faster learners are too low and suitable extension work is not always provided, so they reach a plateau in their progress. Learning is affected by unsatisfactory classroom organisation and pupil management skills and there is evidence of children becoming bored and restless by undemanding tasks. In both key stages due attention is paid to those with special educational needs and they make good progress because of the very good support they receive.
51. The co-ordination of English is shared between a teacher in each key stage. In the long-term absence of the Key Stage 1 co-ordinator the monitoring of English is not as prominent as in Key Stage 2. The headteacher undertakes classroom observations and provides feedback to staff on teaching and learning but there is a need to take more decisive action to address the weaknesses in Key Stage 1 achievement, which although satisfactory overall, is not as high as in the rest of the school.

MATHEMATICS

52. The 1996 inspection judged standards to be average in both key stages. There has been much improvement since then, particularly in Key Stage 2. In the 1999 National Curriculum tests the attainment of pupils aged seven was above average when compared with all schools nationally and broadly in line with similar schools. The results for eleven-year-olds were very high in comparison with all schools and well above average compared with similar schools. The inspection evidence confirms the high standards in Key Stage 2 and average standards in Key Stage 1. In Key Stage 2, the school has successfully dealt with the issue in the last report regarding the under-attainment of faster learners but has not yet achieved this as satisfactorily in Key Stage 1.
53. The National Numeracy Strategy has been implemented and an appropriate amount of lesson time is being spent on oral and mental skills, learning correct vocabulary and explaining methods of finding answers.
54. The lessons in Key Stage 1 are not pitched at a high enough level for faster learners. Most Year 2 pupils have a good understanding of the place value of numbers to 100, can count in twos, fives and tens, understand odds and evens, use mathematical names for common two- and three-dimensional shapes and record information on simple graphs to communicate their findings. However, many seven-year-olds have a limited range of short method skills, such as doubling, halving and partitioning, to find answers quickly, are not confidently explaining their methods of finding answers and, although they have worked with numbers beyond 100, do not read, write and order them accurately.
55. This is in contrast to Key Stage 2, where numeracy skills are good across the age range and very good by the time pupils are eleven. Most multiply and divide decimals mentally by 10 or 100 and explain the results, reduce fractions to simplest forms, understand percentage, know their tables, carry out long multiplication, use protractors to measure angles accurately and interpret information presented on graphs and charts to find answers. Mental and oral work, and using and applying mathematics, are very good features. Pupils are confident when explaining their reasoning and are developing their own strategies for solving problems. These achievements relate to National Curriculum targets, which are higher than those for eleven-year-olds.
56. The quality of teaching is very good in Key Stage 2 and satisfactory in Key Stage 1. The key to the very good teaching is that teachers are very adept at assessing pupils' work and know exactly what to teach next to enable them to learn more. They have very good subject knowledge and lessons are brisk and purposeful in improving pupils' knowledge, developing ideas and increasing understanding. Lessons on shape and angles in Year 6 showed all these qualities when learning was extended to the use of arcs of a circle for drawing triangles and methods of finding the size of angles along straight lines and those radiating from a point. There are excellent pupil and adult relationships which result in learning proceeding at a good pace, pupils showing interest and concentration and having the opportunity to learn and think for themselves. The shape dictionary work in a Year 5 lesson was very good in this respect, with pupils working well in groups defining words such as *congruent*, *vertices*, and *sphere*.
57. Teachers use resources extremely well. That was seen, for example, in the Year 4 lesson projecting a *Blockbuster* game to teach and consolidate learning of rounding numbers; and in a lesson about negative numbers in Year 6 when calculators were used to prove that the addition of negative numbers result in a larger negative number and subtraction in a smaller negative or

positive answer. Learning support assistants are very effectively deployed, particularly in supporting pupils with special educational needs and slower learners. Teachers make sure that they are well briefed and their support is closely linked to the learning objectives, and tasks are set which enable these pupils to make good progress.

58. There are some weaknesses in the teaching in Key Stage 1. While learning objectives are clearly identified there are low expectations of the pupils' capabilities, particularly of the faster learners in Year 2. The ineffectiveness of teaching methods, in creating interest, setting tasks that inspire the pupils to concentrate and the management of pupils once they are on tasks, sometimes leads to low levels of learning. For example, most of one lesson was spent drawing clock faces and pictures and writing sentences about events in the school day and very little was achieved about learning to tell the time. The faster learners found the work too easy and nothing was planned to extend their learning.
59. Mathematics is a strength of the school in Key Stage 2. The lack of good techniques for teaching oral and mental mathematics and setting stimulating tasks is an obstacle to the pupils in Key Stage 1 reaching the same high standards. The use of information and communication technology to support teaching is improving. Some good use of this was observed in number programs teaching pupils how to count, match and order numbers and writing commands to draw mathematical shapes on a screen.

SCIENCE

60. The previous inspection found that standards for science at the end of Key Stage 1 were in line with the national average and those at the end of Key Stage 2 were above the national average.
61. Results of the most recent assessments, in 1999, show that overall standards for the majority of pupils at the end of Key Stage 1 are well below the national average, with standards achieved by faster learners broadly average. When compared with similar schools, standards for the majority are well below average, with standards achieved by the faster learners below the expected level. Closer examination of this cohort of 20 pupils shows that the overall number of pupils with special educational needs is larger than normal and this had a marked effect on the overall results. Findings from this inspection are that at age seven the majority of pupils are broadly in line with the national average in science. However, faster learning pupils will need to be set higher challenges if they are to achieve their full potential and to reach above the national average. Pupils in Years 1 and 2 have a good knowledge of the different ways they can move or stop objects by pushing, pulling or using friction. However, they do not understand that these actions are forces and thus they fail to learn this scientific concept.
62. Results of the most recent National Curriculum tests for the end of Key Stage 2, in 1999, show that standards are well above the national average. Standards for the faster learners are also well above the national average. When compared with similar schools, standards are above average and those of the faster learners well above average. Findings from this inspection show that standards by the end of Key Stage 2 are in line to be well above the national average, with the faster learners also being well above the expected levels for higher attainers. Younger pupils in this key stage are developing a very good knowledge and understanding of the main organs of the human body through research in books and through the Internet and they are eager to discuss their findings. Older pupils in this key stage extend their learning and can accurately describe the main functions of the most important human and plant organs. They have a good knowledge of

the human circulatory system and through measuring their pulse rates determine, with some accuracy, the number of heartbeats during a full lifetime. Pupils in Year 6 demonstrate, in their writings and diagrams, that they have a good understanding of the aspects of the physical processes in electrical circuits. They use keys well in identifying and grouping animals using observable features. Science is a strength in this key stage.

63. Since the previous inspection, standards at the end of Key Stage 1 have been maintained and by the end of Key Stage 2 they show an improvement. Progress through Key Stage 1 is satisfactory and through Key Stage 2 it is good. Pupils with special educational needs make good progress throughout the school. Faster learners' progress in Key Stage 1 is unsatisfactory but in Key Stage 2 it is good.
64. Teaching is good overall. In half of the lessons it is very good. The best teaching was seen in Key Stage 2. In these very good lessons, teacher's planning is very detailed; teachers have a very good knowledge of the subject, use quality resources well and have high expectations of pupils, challenging them with good questions to develop their scientific skills and knowledge. In the unsatisfactory teaching, although the lesson introduction and conclusions were sound, pupils are allowed to spend periods without attending to their tasks and the teacher expectations of pupils' work rate is low. Faster learners are not extended and they show frustration.
65. The co-ordinator is well qualified in science and uses her expertise to teach other classes in Key Stage 2. She provides good extra-curricular opportunities in the form of a science club.

ART AND DESIGN AND TECHNOLOGY

66. In the previous inspection report, standards in art and design and technology were found to be in line with national expectations. During this inspection there was insufficient opportunity to inspect these subjects in detail because they were not a focus for the work of the school. However, from the few lessons seen, the analysis of pupils' work and teachers' planning there is evidence to show that standards have improved in both subjects. In art, which is a strength of the school, they are above expectations at the end of both key stages and in design and technology they exceed expectations by age eleven.
67. Pupils in Year 2 draw good self-portraits using shade and colour. They design and make Maori masks, selecting a variety of colours to give effect. Teachers modify their planning to accommodate the visit of a specialist artist who introduced pupils, throughout the school, to the techniques of brass rubbing. This was a great success, with pupils learning about the technique of 'ghosting' and heavier rubbing to gain the desired effect.
68. In design and technology, Years 1 and 2 use construction kits to build bridges following their initial designs. Their finished bridges are tested for strength but they do not record their findings to determine the match with the designs nor do they write about changes they make to modify their constructions to give added strength. They successfully design and make models of human figures with moving parts. Pupils in Key Stage 2 plan, design and then draw or weave ideas of futuristic buildings following a millennium theme on the future of their village. They evaluate their finished work and write about the suitability for purpose and reach good standards.
69. Teaching in Key Stage 1 in design and technology is satisfactory, with effective introductions and plenaries but expectations set for pupils are not high enough and they are not given

opportunities to record their evaluations. No judgement could be made about the overall teaching of pupils in Key Stage 2 as no lessons were seen. However, from the analysis of pupils' work it is evident that teachers' planning and teaching methods lead to successful outcomes. No art lessons were observed in either key stage but there is evidence from displays of pupils' work of the effective application of a wide range of techniques which point to good teaching.

70. Co-ordination of both subjects is good and a particular feature is the school's involvement in a creative arts project 'Beyond the Bamboo Curtain'. This project was self-financed through community, business and school fund-raising activities. Actors, and a visitor from Japan, worked with pupils throughout the school and the results were very successful.

GEOGRAPHY AND HISTORY

71. No lessons were seen in geography or history in Key Stage 1 and no geography lessons were seen in Key Stage 2 as the subjects were not a focus for learning during the week of the inspection. Judgements are therefore based on analysis of pupils' work, displays in school and teachers' planning and assessment. Standards in history are satisfactory at the end of Key Stage 1 and above average by the end of Key Stage 2. In geography, standards are good at the end of Key Stage 2 in pupils' ability to analyse and discuss reasons for settlements and how and why they grow or decline. There was insufficient evidence on which to make a judgement at Key Stage 1.
72. In both subjects, a particular strength is the way in which pupils at the upper end of the school can carry out research into topics. They apply the skills they have learned in the literacy hour to retrieve information from books, CD-ROMs and the Internet. They are able to use their ability to understand text to extract relevant information, turn it into notes and then transform it into various formats to communicate their findings to others. They are very good at showing empathy with others and this enables them to view historical events from an unbiased perspective and helps them to understand why people act as they do.
73. The previous inspection judged standards in geography to be in line with national expectations at Key Stage 1 and above them at Key Stage 2. In history, standards were in line with national expectations at the end of both key stages. The evidence from this inspection shows that standards have been maintained and in history they have risen at Key Stage 2.
74. No teaching of geography was observed but in the history lessons seen in Years 4, 5 and 6, teaching was very good. Teachers' plans are detailed and the learning objectives for lessons are shared with pupils who know what is expected of them. There are very effective links with literacy work so that children use their note-taking and information retrieval skills confidently to research their topics. A strength of the teaching is the encouragement and training given to pupils in collaboration and this results in a more rigorous approach to the research as pupils share the burden of collecting and dealing with a wide range of material. Pupils' very good command of language and extensive vocabulary help them to analyse evidence, interpret findings and draw suitable conclusions, as seen in their work on the Tudors where they were interpreting portraits of Henry the VIII painted at different times of his life. The carefully structured approach to learning fostered by teachers enables the Year 6 pupils to carry out independent research into the Victorians which covers a wide spectrum of life in those times. The involvement of the school in the Village Millennium Project, which is a local initiative designed to predict how the village might look in the future, gives purpose and relevance to classroom work in geography.

INFORMATION TECHNOLOGY

75. Standards in information and communication technology (ICT) were in line with national expectations at the time of the last inspection.
76. The evidence of this inspection shows this level has been maintained by seven-year-olds but eleven-year-olds, while having similar levels of achievement in some aspects, have reached higher standards in communicating and handling information. There is some under-achievement in using technology in modelling techniques - for example, to find answers to alternative methods of performing a task - owing to the present lack of resources. The school is currently addressing this shortage.
77. By the age of seven, pupils enter text and print out their work. They know how to change the size of print and how to use the cursor to correct spellings. They know how to access and use simple programmes for drawing and colouring characters from a favourite book and understand how to select options working on number challenges. They have learned how to program a floor robot to make it move specific distances in various directions, how to use listening centres and recognise remote controls and know how they are used for unlocking cars and controlling televisions.
78. By the age of eleven, many pupils use information technology in a range of contexts across the curriculum. This is particularly good in communicating and handling information. The newspaper currently being produced by Year 6 incorporates the use of text and pictures and shows sensitivity to the needs of the intended audience. Web sites about newspapers have been accessed to learn about important things such as column setting and the role of the editor. Pupils have had expert teaching on the use of a digital camera and how to incorporate text with pictures. Success has been achieved in writing a set of commands to draw shapes on computer screens and seeing if they produce the desired effect. Good use has also been made of the Internet and compact disc resources to find information for example, about life in the Victorian era.
79. Very little direct teaching was seen during the inspection. However there is clear evidence of ICT assuming more and more importance in planning lessons. It has a high priority in the school's current improvement programme; a very good action plan has been written and funding allocated to support the improvement of resources and training of teachers. A draft scheme of work is in place which addresses all elements of the curriculum and, when fully implemented, should provide continuity and progression of learning as pupils move through the school. The recent installation of a school network and access to the Internet have already led to more use being made of ICT as a tool for learning.

MUSIC

80. Achievement in music has improved considerably since the last inspection, when it was judged to be sound. Although no lessons were seen in Key Stage 1, standards in those seen in Key Stage 2 showed levels of achievement above average and well above average for approximately 30 per cent of eleven-year-olds. Music is now a strength of the school and enriches many aspects of school life. Achievement is particularly good in performing and composing.
81. Pupils in Key Stage 1 were observed singing hymns tunefully during assembly. They try hard to improve their control of breathing, dynamics, rhythm and pitch. In the whole-school lesson they

made a good contribution to the thoughtful singing of hymns such as *Lord of the Dance* and *Carpenter, Carpenter*. Year 3 and Year 4 pupils can compose music to match words, phrases and sentences and they show knowledge of the names of percussion instruments such as *tambours* and *claves* and the importance of rhythm and syllables in translating words into music. Older pupils play recorders as a class by ear and from simple notation. The majority of them perform confidently and accurately and many show a good understanding of musical notation. Some pupils apply their skills successfully in playing other wind instruments. Eleven-year-olds have a very good knowledge and understanding of the various instrumental families of the orchestra. They understand the importance of tuning instruments and, through developing listening skills, know how a dominant family is used in a piece of music to convey mood and feeling for example, strings in *The Hall of the Mountain Kings*.

82. Teaching is very good and one excellent lesson was observed. Music is taught throughout Key Stage 2 by one teacher who has particular expertise. Lessons are exciting, taught at a good pace, inclusive of all pupils and rich in opportunities. The teacher makes very good use of questioning and opportunities which occur incidentally to improve pupils' knowledge and understanding - for example, the way to tune a cello before a performance. The excellent relationships result in very good behaviour and wholehearted participation by all pupils. The teacher's knowledge and understanding of the teaching of music are extremely secure and the careful planning ensures that there is good continuity and progression in learning as pupils move through the school.
83. The subject is enriched by school performances such as *Bugsy Malone*, Christmas concerts and links to other subjects such as recorder playing in Tudor times. Listening to the works of great composers in assembly provides opportunities for musical appreciation. There is a school band and several groups of pupils learning instruments and this provision is greatly enhanced by the involvement of peripatetic music teachers. The school also joins with other schools on musical occasions.

PHYSICAL EDUCATION

84. Pupils continue to achieve the satisfactory levels reported at the last inspection. There has been some improvement - for example, in outdoor pursuits which are now taught during residential weekends at Carlton and through the use of orienteering facilities in local parks. The school also has a good programme to teach swimming to pupils in Years 1 and 2 into which is built additional lessons for those who are still non-swimmers at the age of seven. It results in most pupils being able to swim unaided, competently and safely for at least 25 metres by the time they leave the school.
85. The main activity seen during the inspection was dance. Younger pupils were observed using dance to interpret the story of *The Pied Piper of Hamelin*. In this they learned to use rhythm, body shape, posture and varying speed of movement. Lessons involving older pupils, in a theme linked to World War II and one on rock music from the 1950's provided good evidence of continuity and progression. Older pupils display greater agility and fluidity of movement and the ability to adapt their body actions to complicated rhythms. A minority of pupils show above average achievement, although the lack of emphasis on posture before starting and finishing a sequence detracted from the overall performance. In the games lesson seen, Year 6 pupils displayed good skills in throwing, catching and aiming. They have a good understanding of games tactics such as attack and defence, how to work as a team and the importance of rules. The school's participation in the 'Top Sports Project' has helped to widen the range of games

skills taught. Most pupils have average skills and understanding in games but a number are above average.

86. Teaching is good. Lessons are well planned and there is emphasis on periods of vigorous activity, the short-term effects of exercise on the body and safe practice. Lesson content is strong on enjoyment, promoting enthusiasm and linking physical education with other subjects. Pupils are well managed and teachers use lessons successfully to develop self-esteem by the careful selection of pupils to demonstrate. Good knowledge and understanding of the aims of physical education are shown in the way teachers ensure that, by the end of each lesson, pupils have had a range of opportunities to practise and extend their physical skills. In the games lesson for example, the replacement of a bean-bag by a quoit introduced a further element of difficulty in throwing and catching.
87. There are some extra-curricular activities to enhance the provision during lessons. These include football and athletics and participation in the Middlesbrough Football Club project 'Football in the Community'. There are future plans to introduce short tennis and Kwik Cricket.

RELIGIOUS EDUCATION

88. In the previous inspection, standards in religious education at the end of both key stages were found to be line with expectations in the locally agreed syllabus. Evidence from the one lesson seen, scrutiny of pupils' work, teacher'' planning and a study of the display of pupils' work indicates that standards have been maintained.
89. Pupils in Key Stage1 show in their writings that they have a sound knowledge of the story of creation. In Key Stage 2, pupils build on their good knowledge of the Old Testament, when they learn about the story of Samuel, Saul and David. They write about being a Christian, showing a good understanding of the work of Mother Teresa in helping the poor. Pupils show, in their writings, that they have a secure knowledge and understanding of Sikhism. They know the importance of the founder of this religion and write about the events in the story. Younger pupils in this key stage show a sound understanding of the features to be found in a Christian church. They also display an appropriate knowledge of the Hindu deities. Others improve their knowledge and understanding of Judaism when they learn about the importance of the synagogue and its features. Some pupils do not take sufficient care in presenting their finished work. Pupils with special educational needs make good progress with extra help from their class teachers and supporting auxiliaries.
90. Teaching in the one lesson seen was satisfactory. The school makes good use of specialist speakers to enhance pupils' experiences and learning but there should be higher expectations of pupils' written responses in terms of presentation. The work seen shows that pupils make sound progress in developing an understanding of both Christianity and other world religions. The work covered is in line with the requirements of the locally agreed syllabus.
91. The headteacher is co-ordinating the work of religious education during the absence of the appointed co-ordinator. Religious education is seen by the school as underpinning the school's ethos, which is based on Christian principles and having tolerance and empathy for other people's beliefs and points of view. Religious education makes a valuable contribution to the pupils' spiritual, moral, social and cultural development and the daily acts of worship are an important part of the religious education curriculum.