

INSPECTION REPORT

SIMONSIDE PRIMARY SCHOOL

Jarrow

LEA area: South Tyneside

Unique reference number: 108698

Headteacher: Mr J R Purvis

Reporting inspector: Mrs A Dawson
11608

Dates of inspection: 27 – 30 June 2000

Inspection number: 198941

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Glasgow Road Jarrow Tyne and Wear
Postcode:	NE32 4AU
Telephone number:	0191 4898315
Fax number:	0191 4838500
Appropriate authority:	Governing body
Name of chair of governors:	Mr J Hutchinson
Date of previous inspection:	8 - 12 - 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Anna Dawson	Registered inspector	Under fives.	The characteristics and effectiveness of the school; the school's results and pupils' achievements; key issues for action; leadership and management;
Sylvia Bullerwell	Lay inspector		Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.
Pamela Weston	Team inspector	Special educational needs; mathematics.	
Therese Kenna	Team inspector	English as an additional language; English.	
Stuart Russell	Team inspector	Art; music; physical education.	Teaching and learning.
Graham Martin	Team inspector	Geography; history; religious education.	Quality and range of opportunities for learning.
Stephen Butterfield	Team inspector	Science; information technology; design and technology.	
Agnes Patterson	Team inspector	Equal opportunities.	

The inspection contractor was:

Chase Russell Limited
 85 Shores Green Drive
 Wincham
 Northwich
 Cheshire
 CW9 6EJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
 Inspection Quality Division
 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Simonside Primary school is a larger than average school, situated in Jarrow on the edge of a large housing estate. The school is part of an Education Action Zone and is successfully working on several projects with parents and their children to raise pupils' attainment. There are 356 children on roll, 182 boys and 174 girls. Additionally there are four part time nursery aged pupils who attend the unit for the hearing impaired. There are two pupils who have English as an additional language. This is below average. There are 115 pupils on the school's register for special educational needs, two of whom have statements of special educational needs. This is above average. There are two units within the school for hearing impaired pupils. There are three pupils in the Early Years Unit and 11 pupils in the junior unit who are hearing impaired. All these pupils have statements of their need. The majority of the pupils attend a nearby nursery before starting school and enter the school in the year in which they will become five; with language, mathematical and social skills, that are well below average. These characteristics of the school are similar to those previously reported.

HOW GOOD THE SCHOOL IS

This is an effective school because the quality of teaching and learning are good. The pupils enter school with attainment that is well below what is normally expected for children of four. By the age of 11, they are attaining above average standards in art and music and average standards in English, mathematics and science. In comparison to pupils in similar schools, pupils do well. They achieve standards in English and mathematics above those being achieved by pupils in similar schools and well above average in mathematics by 11. The school is very well led and managed and there is a firm resolve to raise standards and to meet the needs of all pupils. The school provides good value for money.

What the school does well

- Pupils achieve above average standards in art and music.
- Children achieve well and attain average standards in English, mathematics and science by the time they leave school.
- Pupils under five, pupils with special educational needs and those with English as an additional language make good progress.
- The headteacher is an excellent leader. He gives strong direction to the work of the school. He is supported very well by a hardworking deputy headteacher, senior management team and staff.
- The quality of teaching and learning is good throughout the school.
- The provision for pupils who are hearing impaired is excellent and these pupils make very good progress.
- The behaviour of most pupils is good. The majority of pupils want to learn and to do well. This is reflected in the good relationships within the school.

What could be improved

- The standards achieved by the 11 year olds in information and communications technology. These are below average.
- The behaviour of a small minority of pupils is unsatisfactory and their attitudes to work are poor.
- There is inconsistency in the balance of subjects on some weekly timetables, where pupils spend too long on some subjects taught as topics and not enough on others.
- The attendance of a small minority pupils is unsatisfactory.
- There are many parents who do not support sufficiently their children's learning at home.
- Personal and social education for all pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the previous inspection in 1997. At the time of the last inspection, the school had serious weaknesses. This is no longer the case. There is very good improvement in standards in English, mathematics and design and technology where standards have risen from below average to average. However, standards remain below average for 11 year olds in information and communications technology. This is similar to the last inspection. There is good improvement in the quality of teaching and learning throughout the school. The school has successfully implemented the National Literacy and Numeracy Strategies. There is very good improvement in the school's procedures for assessment of the pupils' progress in English and mathematics but this is still being developed across the school for some subjects. Curricular provision is improved, particularly for pupils with special educational needs and pupils under five. The school

has improved its partnership with parents and published information for parents that now meets the statutory requirements.

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	E*	E	E	B	well above average A above average B average C below average D well below average E
Mathematics	E*	E	D	B	
Science	E	E	C	A	

In the 1999 National tests, pupils attained standards well below average in English, below average in mathematics and average in science. The inspection finds an improvement this year in English and mathematics for pupils aged 11. In lessons pupils do well and achieve average standards in English, science and mathematics and above average standards in art and music. Although pupils achieve average standards in information and communications technology by the age of seven, their standards are below average at 11. The school has set challenging targets for further improvement and is exceeding them. Over the past three years attainment has risen and in 1999 the trend for improvement in the school test results has kept pace with the national trend. In design and technology, geography, history, physical education and religious education standards are average. Pupils under five make very good progress in their personal and social development and good progress in other areas of learning. Pupils with special educational needs make good progress and those who are hearing impaired make very good progress towards their set targets. Those pupils with English as an additional language make good progress. The school implemented the National Literacy and Numeracy Strategies very well. It has put effective strategies into place and set challenging targets to raise further the attainment of the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are keen to learn and enjoy their work.
Behaviour, in and out of classrooms	Most pupils behave well in and around school. The majority listen attentively and concentrate well in lessons. However, there is a small but significant minority who are disrespectful to staff and disruptive in lessons.
Personal development and relationships	Relationships between pupils and adults are good overall. There is satisfactory provision for pupils' personal development.
Attendance	Attendance is satisfactory for most pupils and the school is working appropriately towards targets to improve the attendance of a small minority of pupils who do not attend school regularly.

The school has a positive approach towards encouraging good behaviour, good attitudes to work and the self-esteem of the pupils. Consequently most become confident and independent learners and most have good attitudes to learning and behave well. However the rewards and sanctions are not consistent. Neither are they fully supported by all parents. Consequently pupils do not always follow the school code of conduct. In this respect, the strategies for promoting good behaviour are not as effective as they could be, particularly for a small minority of disruptive pupils. There are a few pupils who do not regularly attend school. This adversely affects their attainment and progress.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	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.

The quality of teaching is good and a major strength of the school. In one per cent of lessons it is excellent, in 23 per cent it is very good and in 38 per cent of lessons it is good. In a further 38 per cent it is satisfactory. There was no unsatisfactory teaching observed. There is little difference in the quality of teaching throughout the school. There is good teaching for pupils under five. The teaching for pupils with special educational needs is good and it is very good for pupils who are hearing impaired. The basic skills are taught well. In subjects, the teaching of art, music, literacy and numeracy are strengths. Teachers' planning is good and there is effective shared teaching in the Early Years unit and Year 1. Teachers collaborate well together to plan the curriculum and teaching is particularly successful where links have been made with other subjects and where teachers have used teaching methods from the national strategies. However, information and communications technology are insufficiently planned across the curriculum. There is some imbalance on the weekly timetables where some subjects are over represented in the planning of topic work. Pupils find it difficult to sustain concentration on one topic during long sessions and the balance of other subjects is restricted for short periods of time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is good provision for literacy and numeracy and for pupils under five. The school ensures a rich curriculum by effectively linking subjects together as topics. Pupils' learning is enriched by frequent visits to the locality. Visiting speakers make a positive contribution to the pupils' learning.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. They are supported well and make good progress. The pupils under five make good progress, particularly in their personal and social skills. There is excellent provision for those who are hearing impaired. They receive skilled support and teaching and are very well integrated into school life.
Provision for pupils with English as an additional language	There is good provision made for pupils in the school who have English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is satisfactory provision for pupils' personal development. The school makes good provision for their spiritual and cultural development and satisfactory provision for their moral and social development.
How well the school cares for its pupils	The school cares for its pupils effectively and gives them sound personal support and guidance. There are very good procedures for assessing and monitoring pupils' attainment and progress which is used well to guide curriculum planning. There are satisfactory procedures for promoting good behaviour and monitoring and improving attendance.

The school has a good partnership with parents. The vast majority of parents are appreciative of the work of the school, particularly the progress their children make. A small number of parents regularly help with small groups of pupils in school and with their children's learning at home, which contributes positively to pupils' attainment and progress. However, there are many parents who are not involved in the work of the school. They are not supportive of the behaviour policy or in helping their children with their learning at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. There is excellent leadership from the headteacher who leads the school with the common purpose of raising standards. The headteacher, deputy headteacher and the staff work effectively together to achieve their challenging targets and the aims of the school.
How well the governors fulfil their responsibilities	The governors are supportive of the school and have a good understanding of its strengths and weaknesses. They receive good information from the headteacher and work well with him to meet the school targets. They fulfil effectively their statutory duties.
The school's evaluation of its performance	The school evaluates its performance and monitors its strengths and weaknesses very well to improve standards. The headteacher and the staff evaluate teaching and learning successfully to improve the quality of education provided.
The strategic use of resources	The accommodation is good. The school makes good use of the building, time, staff and the budget to help all children learn.

The school has successfully identified its strengths and weaknesses. The headteacher has effectively delegated roles and responsibilities so the staff work collaboratively together as a team to improve standards and set challenging targets for improvement. There is very good management of pupils with special educational needs including the pupils who are hearing impaired and there is good management of those for whom English is an additional language. There is good management of pupils under five. The governors take good care to ensure the school gets the best value in relation to its expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents are pleased that their children make good progress and achieve well • Most parents say their children enjoy coming to school and are expected to work hard • The majority of parents feel that the quality of teaching and learning is good. • Parents feel comfortable in approaching school to talk about issues concerning their children. • Parents are pleased that the school is helping their children become mature and responsible. 	<ul style="list-style-type: none"> • Some parents would like more information about the curriculum and how to help their children with their homework. A few parents would like their children to receive a more appropriate amount of homework • A few parents would like homework to be given during the week instead of at the weekend. • Some parents would like more extra curricular activities for their children.

The inspectors agree with the positive views of the school held by the parents. A small number of parents feel their children do not get enough homework. They do not always know how to help their children learn at home. While the amount may vary between classes it falls within the normal range expected nationally for pupils of this age and is appropriate. The school needs to address the parents' views on homework being given only at the weekend. Staff work hard to provide a good range of extra-curricular activities, including educational outings and residential visits.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. For pupils aged 11, the results of National Curriculum tests in 1999 show that attainment in English was well below the national average. In mathematics attainment was below the national average and in science, pupils' attainment was in line with the national average. In comparison to similar schools, pupils' attainment was above average in English and mathematics and well above average in science.
2. Pupils achieved well and attain above average standards when compared to pupils in similar schools in English, mathematics and well above average standards in science. Targeted support and strategies for improving pupils' attainment are having a positive impact. In English, pupils found writing at length difficult at both key stages even though attainment has clearly improved from last year. In English less curricular time and staff training have been spent on the development of writing than on reading because the main focus in literacy for the school has been the improvement of reading skills. However, writing has been specifically prioritised for improvement this year and attainment has risen. In mathematics there has also been good improvement in attainment from last year and the methods and strategies that have been employed from the National Numeracy Strategy are helping to raise attainment. Pupils did better in science than in English and mathematics in 1999, this was because they had good subject knowledge. Attainment at the age of 11 fluctuates from year-to-year because of widely varying composition of the cohorts of pupils.
3. For pupils aged seven, the results of the 1999 National Curriculum tests and assessments for in pupils aged seven, show that pupils' standards in reading and writing were below average. In mathematics and science they were average. In comparison to similar schools, pupils achieved well above average standards in mathematics and above average standards in reading and writing.
4. The majority of pupils currently aged seven and 11, achieve average standards in English, mathematics and science in lessons. The implementation of the National Literacy and Numeracy Strategies is helping to raise standards. This is a significant improvement from the results of 1999 and reflects the hard work and commitment of the staff.
5. Trends over the last three years indicate that the improvement in pupils' national test results is now broadly in line with the national trend. The school has made very good improvement to its curricular provision and the quality of teaching from the last inspection. There is a focus on setting targets for improvement and the school is beginning to set targets for individual pupils. The school is on course to achieve the challenging targets that it has set to raise attainment further.
6. Pupils do well where the school has prioritised curricular initiatives and where there is detailed guidance, such as in literacy and numeracy lessons. This has a positive impact on teaching and pupils' understanding of reading, writing and mental mathematics.
7. Overall in English, pupils' achieve well throughout the school. Their skills in speaking, listening and reading are average throughout the school. Pupils listen well and enjoy reading. Most pupils are confident in speaking by the ages of seven and 11 although some have difficulty in speaking and writing at length about their work. In writing, pupils' attainment is just below average by the age of seven but average by the time they are 11.

Most enjoy writing poetry and stories and punctuation is generally accurate. However, information and communications technology is not as frequently used as it should be in pupils writing and research.

8. In mathematics, pupils throughout the school achieve well to attain average standards. By the age of 11, pupils are confident in using numbers to 1000 when solving problems. They are developing mental strategies well and can successfully draw graphs and explain their work. By the age of seven, pupils have acquired effective strategies for mental arithmetic as they work with numbers to 100 and beyond. They count in multiples of two, five and ten. However insufficient use is made of information and communications technology in pupils' work.
9. In science, most pupils achieve well by the ages of seven and 11 to attain average standards. The teaching motivates the pupils to investigate and find their own solutions to problems. By the age of 11, they know about the properties of light and study solids dissolving in water. Between the ages of five and seven, pupils investigate the similarities and differences between animals. However there is some lack of challenge presented for a few higher attaining pupils in Key Stage 1. Consequently, there is under-achievement and these pupils do not achieve levels higher than basic national expectations for the average seven year old. Infrequent use is made of information and communications technology.
10. Pupils aged seven attain average standards in information and communications technology. Between the ages of seven and 11 pupils make insufficient use of information and communications technology in their everyday work. Hence by the age of 11, many lack in confidence in applying their skills to their work and their attainment is below average. In the last report, standards were average for pupils aged seven but below average for pupils aged 11. Since then there has been satisfactory improvement in resources and the development of the subject. However, the impact of additional resources and some staff training has not yet had sufficient impact in the school to raise standards by the time pupils are 11.
11. In religious education, pupils' attainment at the ages of seven and 11 is in line with the expectation of the locally agreed syllabus and pupils achieve satisfactorily. By the age of 11, pupils are aware of the importance of respecting belief. They know some of the similarities and differences between the major world faiths.
12. Pupils aged seven and 11 do well to achieve above average standards in art and music since with the introduction of the National Literacy and Numeracy Strategies, there is less time to spend on these subjects than previously. Both subjects, art and music, are well established in the school. In other subjects, pupils attain standards normally expected for their age.
13. Since the last inspection there has been a significant improvement in English and mathematics where standards were below average at 11. In science standards are similar to those reported previously. In art and music the school has maintained standards which are above average. In design and technology pupils attain average standards. This is a good improvement from below average standards reported previously. In information and communications technology although standards within the school are improving, pupils' attainment at 11 is below average. This was the case at the time of the last inspection. In other subjects of geography, history, physical education and religious education standards are average and similar to those reported previously.
14. There is a wide range of attainment when children enter school. Most have had nursery education and start school with skills in language, mathematics and personal and social development that are well below that normally expected for children of this age. The

children achieve well and make very good progress in personal and social development to achieve the nationally expected targets for five year olds. In language and literacy, mathematics, knowledge and understanding of the world, physical and creative development and physical development children make good progress to achieve just below the expected national targets by the time they are five. A small minority of children achieve them and a very few exceed them. The children with special educational needs are identified early and make good progress towards their set targets. Those children who have English as an additional language receive good support and learn well. Between the ages of five and seven, pupils continue to make good progress in the core subjects of English, mathematics and science. Most pupils are challenged effectively and achieve well in their learning. They achieve average standards in English, mathematics and science by 11 years of age. Least progress is made in information and communications technology where standards are below average by the time pupils are 11. Overall there are no significant differences in progress between boys and girls or classes.

15. Pupils with special educational needs and the pupils with English as an additional language make good progress. Pupils needing additional or specialist support are identified early and set appropriate learning targets. A good number of these pupils are achieving level 3 or above by the end of time the time they are 11 in English, mathematics and science. The pupils in the two units for hearing impaired pupils make overall very good progress. This is because of the very good teaching which enables a fast pace of learning to take place. The younger pupils are integrated effectively into the mainstream classes with very good teaching support. The older pupils are either integrated into the mainstream classes or taught English and mathematics within the units, whichever is most appropriate to their needs. This provision ensures all pupils are suitably challenged. The pupils have a positive attitude to their work and develop their self-confidence very well. Pupils with hearing impairment benefit from the excellent standard of care provided by staff and from the good relationships which exist within the school. There has been good improvement from the last inspection where these pupils made satisfactory progress.

Pupils' attitudesHome, values and personal development

16. Most pupils' attitudes to school are good. They enjoy coming to school and begin the day with well-established registration routines. The majority of pupils show enthusiasm for their lessons throughout the day. In response to the good teaching they receive, they are keen to answer questions and participate in lessons. Most enjoy a range of after school activities and play in sports competitions. A drama group is hoping to raise funds for school and entertain family and friends with their production of a musical, 'Robin Hood'. However, a small number of pupils display a poor attitude to school. They do not always concentrate on what they should be doing or listen to the teacher when required. This slows the pace of the lesson for all pupils and limits the progress of others in the class.
17. Most pupils behave well in and around school. Pupils work well together in pairs and small groups during lessons. The well-established school routines and teachers' good management skills contribute to a calm and orderly learning environment. Pupils treat school property with care and handle equipment and materials properly. However, a small minority of pupils display challenging behaviour in lessons. They show a lack of respect to staff and other pupils. This is also noticeable during lunchtime. There have been three fixed term exclusions this year.
18. Pupils' personal development is satisfactory overall. There is a good level of trust between staff and most pupils. Relationships between the majority pupils are also good. They work well collaboratively in lessons and in games such as rounders. Most are sensitive to the feelings of others and work well together. However there are a few who show a lack of respect to the staff and other pupils. There is no specific time allocated on

the timetables at present where pupils can discuss and reflect on the consequences of their behaviour.

19. Pupils are involved in raising funds for charity. Their latest effort raised a substantial amount of money for a children's charity. All ages are given simple duties, such as register monitors, which they fulfil sensibly and well. Pupils from Year 6 operate the overhead projector and music during assembly and help in the office at lunchtime. The 'house system' where pupils are awarded points for achievement encourages positive relationships between older and younger pupils. They support each other at events, such as sports day. Pupils learn well from visits around the locality and visitors who talk about their experiences. These are well related to lessons. This contributes effectively to the pupils' concept of citizenship.
20. Pupils' attendance is satisfactory overall. Some pupils receive certificates for full attendance. However, a few pupils have consistently poor attendance. This adversely affects their progress. Others take holidays during term time. This results in the overall percentage attendance of the school being below the national average. During this school year unauthorised absence has risen above the national average.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good and a major strength of the school. It is good for the under fives, in Key Stage 1 and in Key Stage 2. There has been good improvement in the quality of the teaching since the last inspection. No unsatisfactory teaching was observed during the inspection. In one per cent of lessons, teaching is excellent. In 23 per cent of lessons, it is very good. In 38 per cent of lessons, teaching is good and in another 38 per cent, it is satisfactory. The quality of learning is similarly good throughout the school with the same proportions of excellent, very good, good and satisfactory learning.
22. The good quality of teaching is not confined to particular subjects or age groups but is spread fairly evenly across age groups and in most subject areas. The teaching of basic skills such as literacy and numeracy, art, music and the teaching of the hearing impaired, which are well established in the school, are particular strengths. Good adherence to the teaching methods advocated in the National Literacy and Numeracy Strategies, have helped the teachers to improve the quality of their work. The effective use of assessment procedures in literacy and numeracy to monitor pupils' attainment and progress, have impacted positively on teachers' expectations of their pupils and raised standards. Teachers have particularly high expectations in art and music where standards are high throughout the school. The teaching of information and communications technology suffers from a lack of application of information and communications technology skills across the curriculum at Key Stage 2.
23. Lesson planning is good. There is collaborative planning between year groups that pools ideas and makes the most of the school's educational resources. Having identified the learning objectives for their lessons, the teachers often discuss these learning objectives with their pupils so that the pupils can see what new knowledge and understanding they are expected to learn. In this way, the pupils can assess their progress towards their teachers' expectations of them and understand what they need to do to improve. This is most effective when the teachers share success criteria with their pupils, sometimes writing this clearly on the board for them to see. This year the school has imaginatively experimented with different ways of timetabling subjects so that the teachers may have flexibility in the way they plan to deliver the school's schemes of work. As a result, the school is successful in giving its pupils a broad and balanced curriculum over the year. A few timetables on some weeks, however, have blocked subjects too much. This has resulted in a restricted curriculum which is too narrow on some timetables.

24. Teachers provide good support, employing successful strategies for pupils with special educational needs throughout the school. Pupils with English as an additional language are also well supported. Work is well planned to match each pupil's individual targets and good use is made of support staff. There is a part-time teacher who teaches selected pupils on a half-termly basis. Great care is taken to monitor the timetables so that pupils with special educational needs do not miss essential learning. Pupils who are withdrawn for literacy and numeracy follow a similar lesson plan to that of their classmates when they are withdrawn from class. Staff know the pupils well and work effectively as a team. All the set work is adapted to take account of the varying abilities of the pupils whilst providing an effective challenge. In the units for the hearing impaired pupils the quality of teaching is very good with some excellent teaching observed. The teachers' facial expression, tone of voice and clear signing, enables the pupils to develop a high level of concentration to follow the lessons. As a result of very good lesson preparation, the pupils learn very well. The use of resources is excellent. For example, in a literacy session, a signed-video telling a story of 'The Train Ride', was initially used which was then reinforced by the use of a big book.
25. The quality and use of ongoing assessment of the pupils attainment and progress in lessons, is good. It results in effective planning for different ability groups. This is notably so in literacy and numeracy lessons. It is not the case in science at Key Stage 1 where there is insufficient challenge for the more able. This results in pupils' achievement in science reaching only national expectations rather than the higher levels that some Year 2 pupils achieve in English and mathematics. The teachers of the under fives make good use of baseline assessment to provide pupils of different abilities with appropriately challenging work from an early age. In the classrooms of the under fives and in Year 1, there is well organised team teaching that enables teachers to teach to their strengths and to share ideas and resources effectively.
26. Most pupils respond well to the teaching and put effort into their work. They apply themselves, concentrate and persevere. However, the teaching of well-planned and ambitious lessons is sometimes obstructed by a few unresponsive pupils who through disobedience during practical sessions, distract the teachers from the principle task of delivering their well-prepared lessons and hinder other pupils from learning. A similar criticism was made in the last report. At present the school does not have an effective solution to dealing with this problem that involves everybody involved with the pupils; teachers, support staff and parents.
27. The school has an appropriately balanced homework schedule. Good examples were observed of the use of homework to reinforce or extend learning; for example, through reading at home or completing written tasks begun in lessons. In one literacy lesson where the pupils had been studying how to present an argument convincingly in writing, they were so enthused by the teaching that they wanted to take home their work to finish. The teachers used this enthusiasm very well to promote effective learning through homework. One issue that was raised with the Registered Inspector at her meeting with parents was homework. Although generally agreeing that homework is appropriate, a few parents expressed the wish that their children should have a more appropriate amount of homework and in particular that homework should be spread across the school week rather than be given mainly at the weekend. The inspectors would agree with spreading homework across the week but consider that the amount of homework given is within the national expectation.

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

28. The school generally offers a broad and balanced curriculum which is relevant to the learning needs of all pupils. There are weaknesses, however, in the provision for the application of information and communications skills across the curriculum at Key Stage 2.
29. The curriculum for the children under five is well planned, covering all of the required areas of learning expected for this age group. Opportunities for pupils to develop their physical coordination could be provided for better with more frequent access to outdoor activities and use of large outdoor toys on the outside play area, when the area is properly developed. The important basic skills of literacy and numeracy are emphasised strongly for the children under five. As are the development of their personal and social skills. In this way, the teachers of these children lay a firm foundation for future learning. A particularly good feature of the provision for children under five is the way in which these children are given the confidence to develop their writing skills. Overall, the curriculum for children under five has improved significantly since the last inspection.
30. For the children aged five to seven and seven to 11 the curriculum is satisfactory overall. However there are some shortcomings. The needs of higher attaining pupils are not sufficiently met in science at Key Stage 1, where the curriculum is not planned effectively for these pupils to attain at a higher level than that usually expected. For the seven to 11 age group lessons for some subjects, such as science and design technology, are planned over long blocks of time on some timetables, which do not provide a balanced programme of work in all subjects for the pupils during the course of a week. In information and communications technology, the curriculum lacks depth and does not provide sufficient opportunities for pupils at Key Stage 2 to use their skills within other subjects. In design and technology, however, where standards were below average at the time of last inspection, there has been an improvement in standards and in the overall curriculum provision.
31. In both key stages, the school has implemented the literacy and numeracy strategies and its associated planning, well. Staff are beginning to use the national guidance for the development and coordination of the curriculum which is helping to raise standards. Consequently, a good expectation of what pupils should achieve is evident in teachers' planning. This has a positive impact on pupils' attainment. There is clear improvement since the last inspection. A particular strength is the emphasis placed on developing pupils' writing and numeracy skills. From their analysis of school assessments and data, teachers identified these areas for improvement.
32. The requirement to teach religious education according to the locally agreed syllabus is met as are all other statutory requirements for the curriculum and assessment. Appropriate and satisfactory arrangements are in place for health and sex education and for teaching pupils about the dangers of the misuse of harmful substances such as drugs and alcohol. Local support services such as the school nurse make a helpful and welcomed contribution to these areas of the pupil's personal development.
33. The school makes good provision for pupils with special educational needs, and for those with hearing impairment, it is very good. All the pupils have access to the full range of the curriculum. The recommendations of the Code of Practice for pupils with special educational needs are fully implemented. Teachers make very good use of pupils' work programmes and targets when planning work for individuals. This is clear evidence of the school's very good commitment to equality of access and opportunity for all pupils.

34. A good range of extra-curricular activities is well supported by staff and pupils. The football and netball clubs are well attended by girls and boys alike and the girls' football team was very successful in a recent local tournament. The pupils who attend the recorder club talk with pride about what they have learned to play. The choir and drama club are currently working very hard to prepare for a performance of 'Robin Hood'. The curriculum is enriched by visits from many local organisations and individuals, such as the Seagull Theatre group, the local police force and by the staff of a 'Roman Fort'.
35. The school makes good provision for the pupils' spiritual and cultural development and satisfactory provision for their moral and social development. Good acts of worship and close links with local churches contribute well to the spiritual development of the pupils. They progress in their awareness of the fundamental issues of life as they encounter religion and how it affects peoples' lives.
36. Provision for moral development is sound. The school has clear guidelines for behaviour and conduct around the school and disputes between pupils are dealt with firmly but sensitively. Generally, the school gives pupils clear guidance on what is right or wrong but, where the school's discipline policy is not consistently enforced, a minority of pupils in some classes cause interruptions to lessons.
37. There is satisfactory provision for the pupils' personal and social development. Good links with the community give pupils a sense of their own and the school's place in society, but the opportunities to take on responsibilities for helping their teachers and each other are limited. However, a minority of pupils who have poor attitudes to work and behave badly in lessons do not take sufficient responsibility for their behaviour and are inconsiderate of the needs of others. At present the school has insufficient strategies for the development of personal and social skills such as a 'circle time', where moral and social issues can be discussed and the school code of conduct is reinforced.
38. The opportunities for pupils' cultural development are good. Visiting artists, performers and dancers, such as a Zimbabwean tribal dance group, teach the pupils about the diversity of tradition in their own and other cultures. Visits to local factories help the pupils to appreciate the strong tradition of craftsmanship in their own town. In worship, pupils learn about St. Bede and the long history of Christianity in their area. By providing this variety of cultural experience, in art and music for instance, gives the pupils an enjoyment of the richness of life.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school provides an appropriate level of care for all its pupils. Staff know their pupils well and provide effectively for their needs, including those from the hearing impaired unit and pupils on the special educational needs register. In particular, pupils from the two units benefit from their very good integration into the mainstream classes. All support is very well planned to take account of the provision outlined in the pupils' statements of special educational needs. The school makes good use of visiting specialists. There are very effective and consistent procedures for placing pupils on the register for special educational needs. These are known to all staff. They are effectively implemented by the coordinator for special educational needs in collaboration with the class teachers. Pupils' targets are reviewed regularly and when necessary further assessment and advice is sought from outside agencies. Class teachers are responsible for the daily needs of pupils with special educational needs and keep comprehensive records of achievement and pupil files, including pupils' annual report to parents. These provide a very good record of each pupils' personal achievements and academic progress through school. Staff use this information well to give effective support and guidance in raising pupil's attainment. The school planning of the curriculum ensures that teachers plan work

to meet pupils' needs over the year. However, in a range of lessons there is some imbalance for some subjects in the weekly timetables for topic work where some subjects are over-represented and pupils find it difficult to concentrate on one topic for long periods of time.

40. The school has very good procedures for assessing and monitoring pupils' attainment and progress. By analysing assessment information the school has a clear idea of pupils' strengths and weaknesses in English, mathematics and science and has prioritised what needs to be improved so that pupils can achieve better. The use of assessment information to guide the planning of the curriculum, particularly in English and mathematics is a strength of the school. Pupils who need extra support with literacy and numeracy are given good additional support. Challenging targets for groups of pupils and individual pupils are now set on a regular basis for numeracy and literacy, but not so far for science at Key Stage 1. Comparisons between what has been achieved in similar schools and in schools nationally have been made. This has provided targets to work towards. Significant improvement in national test and assessment results are clear evidence of a greater challenge and higher expectation of pupils' work.
41. In English and mathematics there are good arrangements for assessing pupils' progress in learning from day-to-day and though the year. In some classes each pupil has personal targets for learning. The pupils respond well to this and it has a positive impact on the personal development as well as their attainment and progress. In science assessment procedures are currently being developed to increase pupils' attainment, particularly at Key Stage 1 where no pupils achieved level 3 in the 1999 assessments. In other subjects, teachers assess pupils regularly but there is a lack of consistency in procedures throughout the school. Subjects co-ordinators are working on systems of assessment which will effectively track pupils progress throughout the school. Teachers use assessment information well on an informal basis to determine when work has not been completely appropriate for pupils and alter their planning accordingly. The use the school makes of assessments is enhanced through effective teamwork. For example, there is a series of regular meetings with senior management, subject co-ordinators and year group meetings. There is a good induction programme for pre-school children which includes helpful booklets and home loan packs, including games and reading, writing and mathematical activities. These arrangements help children to start their school life with confidence.
42. Pupils work and play in a safe and secure environment. The school follows the Local Education Authority's guidelines for health and safety. There are appropriate procedures in place for the identification of risks to pupils' health or safety. Effective procedures are in place for monitoring and addressing any issue of child protection and administering first aid. However, the school does not keep a record of visitors to the building. In the event of an emergency, when evacuation of the building is needed, there is no way to accurately account for everyone in school. This is especially dangerous because the premises are so very extensive and many people are in the building at one time.
43. The procedures for personal support and guidance to pupils are satisfactory. Personal, and social education is not taught as a separate subject which helps pupils to be increasingly independent, self confident. Health education, which includes sex education and teaching about the misuse of drugs, is included in topics of the science curriculum. The school makes good use of the local police and the school nurse to assist in the teaching of personal and social subjects. Religious education and assemblies make a positive contribution to the teaching of social and moral issues. However, there is less emphasis in the curriculum on teaching the pupils about taking responsibility for their actions.

44. There are satisfactory procedures for promoting good behaviour. Most pupils follow the school code of conduct. However the sanctions and rewards are not always consistently applied by the staff or supported by the parents. This results in a limited impact on a minority of pupils who consistently display poor attitudes and behaviour in school.
45. Procedures for monitoring and improving attendance are satisfactory but not fully effective. Good attendance, behaviour and good work are promoted during achievement assemblies when pupils receive certificates. Public recognition from staff and pupils encourages others to do their best to attend. The Education Welfare Officer visits school each week to check attendance. However, there is a minority of pupils who do not attend regularly. This has an adverse impact on their learning.
46. There is very good improvement in the procedures for assessment since the last report. In other areas this aspect of the curriculum is broadly similar to the last report.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The majority of parents are happy that their children like school and are making good progress. The school has high expectations and is helping their children to become more mature and responsible. The quality of the teaching and learning is good in their opinions and they feel comfortable approaching the school with any problems. The inspection team agrees with parents' positive views of the school. A small minority of parents would like the school to provide a more interesting range of activities outside of lessons. They would prefer regular weekly homework rather than homework set for weekends. A few parents would like to more information on how to help their children with work at home and more appropriate amounts of homework.
48. The quality of information parents receive is satisfactory. At the time of the last inspection the school prospectus did not comply with statutory requirements and did not contain sufficient information for parents. This now meets statutory requirements. It is now a useful document, informing parents about school organisation and how subjects of the curriculum are taught. It stresses the importance of parental support and partnership in matters of behaviour, safety and attendance.
49. The majority of parents have signed the home/school agreement. Parents receive annual reports about their child with clear indications of individual strengths and weaknesses. Parents of pupils with special educational needs are kept fully informed and involved in the progress their children make. They are invited to discuss their individual education plans and are well equipped to provide additional support at home when it is needed. All parents receive half termly newsletters. However, the information provided about the curriculum is not always comprehensible and this limits the contribution that parents can make to the work of the school and their children's learning.
50. There has been good improvement in the links that exist between parents and school, since the last inspection. The school is making progress in helping some parents to be involved in their child's learning. The Education Action Zone initiative is making a significant contribution to parents' awareness of how to help their child; through Partners in education, the Pacer project and Parents' Numeracy project. For example, parents of reception children are invited into school to work with staff and children. This involves making packs of games to be taken home. These are specifically targeted at raising levels in numeracy. A small group of parents and friends are actively involved in helping at school and give good support. They hear readers, help on visits, organise the library, give talks to classes about experiences that are related to topics that the pupils are studying, and raise funds to buy resources. This involvement makes a positive contribution to

children's learning. However, there are many other parents who are insufficiently involved in their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher with the senior management team provide good leadership and management of the school. The school places a high priority on raising standards in English, mathematics and science and developing the confidence and achievements of individual pupils. The headteacher provides excellent leadership and is committed to moving the school forward. He is ably supported by a hard working deputy headteacher. Most parents are pleased with the way these aims are reflected in their children's achievements.
52. The governors work effectively with the school on a day-to-day basis. Many are either regular visitors or work on the premises and informally monitor curriculum developments. They are all fully involved in the school development plan and monitor the progress of the school, through their various committees. The school development plan is an effective tool, based on raising standards. There are regular reviews and projections are set and carefully costed for this year and next. The governors have a good awareness of the major strengths and weaknesses of the school and seek best value for money before committing to expenditure and receive good information from which they make informed decisions about the future. Statutory requirements are met.
53. The headteacher ensures that all pupils have equal opportunity to participate in all school activities. There is good management of English as an additional language. The management of pupils with special educational needs and the hearing support units is very good. Good use his name of baseline assessments data and test information to identify pupils with special educational needs and to set challenging targets in good quality individual education plans which are frequently reviewed and updated. In the two units for pupils with impaired hearing, set work is carefully integrated into the curriculum. The experienced staff ensure that pupils are very well supported both in the units and when they are integrated into the mainstream school. They also provide very good support for pupils' out of school activities.
54. There are effective induction procedures in place for staff that are new to the school. All members of staff have professional development interviews and are appraised on their work and professional requirements by the headteacher within the spirit of the new requirements for performance management. Their needs for in-service training are carefully prioritised according to the priorities of the school as well as their personal needs. The roles and responsibilities of the staff are delegated very well according to the principles nationally recommended for the management of the curriculum. Most teachers have at least one area of subject responsibility and carry out their responsibilities with enthusiasm. The coordination of art and music are excellent. In other subjects it is good. There is good management of the children under five. The staff have formed an Early Years Unit and are working effectively as a team towards developing the curriculum according to the new requirements of The Early Learning Goals for the coming September. All the staff have a good knowledge of the Desirable Learning Outcomes as well as the beginnings of the National Curriculum. They share their expertise and resources efficiently as they alternately take groups of pupils for their daily activities.
55. The headteacher takes the leading role in day-to-day management and works closely with the deputy headteacher. The headteacher regularly monitors the quality of teaching and the standards achieved by the pupils in their work. Teachers plan successfully together and informally share their expertise. The basic skills are taught well overall. Co-ordinators and teachers work effectively together in planning teams. Since the previous

inspection, teachers guided by their analysis of data on pupils' performance have raised their expectations of what pupils can achieve, particularly in English, mathematics and science. They have worked hard together to raise their attainment and encourage pupils to achieve well by time they leave school. This has resulted in better quality teaching and provided pupils with a greater challenge than previously. However, they do not have sufficient time to monitor their subjects across the school. The school is successfully raising attainment, meeting and exceeding its targets and children achieve well. This is evident in the very good improvement that has taken place since the previous inspection.

56. There is a good working ethos within the school and most pupils are hardworking and want to succeed. This is marred by a small group of pupils who seek to be disruptive in the school. In this respect these pupils do not have a clear understanding of the rules or choose to ignore them and the staff are not always consistent in the management of these pupils and the application of sanctions for poor behaviour.
57. The accommodation is good and it allows the curriculum to be taught effectively. The outdoor facilities are spacious. There are large hard surfaced areas for pupils, which have been enhanced with seating, and flowers and a large playing field. The accommodation for children under five is adequate, both indoors and outdoors. There is sufficient space and a good working surface for practical work and outdoor play. However this is not at presently undeveloped. The accommodation is effectively used and very well maintained and cleaned by the caretaker and premises staff. The caretaker makes a significant contribution to improving the accommodation outside of his normal duties for instance by making book boxes and shelving for the pupils in Key Stage 1. School lunches are very good and provide the pupils with a nourishing midday meal.
58. Learning resources in most subjects are satisfactory, both in quantity and quality. They are good in English, mathematics, art, history, music and for pupils with special educational needs. Resources are satisfactory for children under five, science information and communications technology, design and technology, geography, physical and religious education.
59. Financial planning is approved by the finance committee and then is taken to the full governing body. The school has a broadly average income per pupil. The present reserves are diminishing from the school budget as the school incurs high staffing costs for colleagues who are absent through illness. Budgetary considerations restrict the amount of time that co-ordinators can monitor their subjects across the school. The specific grants the school receives to support pupils with special educational needs are used effectively and for the designated purpose. All other monies designated for specific purposes such as staff training are spent appropriately.
60. The day-to-day administration of the school is good. The school administrative staff has a good understanding of both the school and the Local Education Authority systems. She makes an effective contribution to the smooth day-to-day running of the school. The last audit of the school was in 1991. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The governors, headteacher and staff should:

- (1) Raise pupils' attainment in information and communications technology in Key Stage 2 by:
 - (i) providing training for staff in information and communications technology;
 - (ii) increasing the time pupils spend on tasks using computers;
 - (iii) developing the use of information and communications technology in other subjects;
 - (iv) planning the systematic teaching of skills into the scheme of work and using the assessment of pupils' skills to inform lesson planning.
(Paragraphs: 10,30, 88, 91, 95, 100,127,128)
- (2) Improve the quality of teaching and learning by:
 - (i) putting into place more effective strategies for the management of pupils' behaviour;
 - (ii) providing in-service training for all members of staff on behaviour management and sharing the expectations of the school with pupils and parents to secure the consistent application of behaviour management.
(Paragraphs: 16,17,18,26, 37, 43, 44,56, 86, 94, 117, 137)
- (3) Further extend the partnership with parents by:
 - (i) extending the initiatives funded through the education Action Zone;
 - (ii) providing more information to parents how to help their children learn at home; (Paragraphs: 27,47,49,50)
- (4) Balance the weekly timetables so that all pupils are taught the full range of subjects during the course of a week. (Paragraphs:23,30, 39)

Although this is not a major issue to address, the governors, headteacher and the staff should consider the following points for inclusion in their action plan:

Continue to develop strategies to improve attendance and encourage parents to be more involved in their children's learning. (Paragraphs: 20,45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	23	38	38	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	358
Number of full-time pupils eligible for free school meals	143

FTE means full-time equivalent.

Special educational needs	Y4 – Y6
Number of pupils with statements of special educational needs	21
Number of pupils on the school's special educational needs register	130

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	29	19	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	26
	Girls	15	15	16
	Total	38	38	42
Percentage of pupils at NC level 2 or above	School	79 (80)	79 (74)	88 (90)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	26
	Girls	15	17	17
	Total	38	42	43
Percentage of pupils at NC level 2 or above	School	79 (79)	88 (84)	90 (78)
	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	27	24	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	19
	Girls	18	15	18
	Total	33	33	37
Percentage of pupils at NC level 4 or above	School	65 (49)	65 (44)	73 (57)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	19	20
	Girls	18	16	19
	Total	30	35	39
Percentage of pupils at NC level 4 or above	School	59 (57)	69 (52)	76 (63)
	National	68 (N/A)	69 (N/A)	75 (N/A)

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	4
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	300
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	5	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)	19
Number of pupils per qualified teacher	19
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	141

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	627,219
Total expenditure	607,288
Expenditure per pupil	1,664
Balance brought forward from previous year	541
Balance carried forward to next year	20,472

Results of the survey of parents and carers

Questionnaire return rate: 18 per cent

Number of questionnaires sent out	365
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	50	6	0	0
My child is making good progress in school.	49	45	3	3	0
Behaviour in the school is good.	35	52	6	2	5
My child gets the right amount of work to do at home.	22	42	29	6	2
The teaching is good.	47	41	3	5	4
I am kept well informed about how my child is getting on.	42	32	18	6	2
I would feel comfortable about approaching the school with questions or a problem.	59	32	0	6	3
The school expects my child to work hard and achieve his or her best.	52	42	5	0	1
The school works closely with parents.	33	44	15	8	0
The school is well led and managed.	34	45	15	3	3
The school is helping my child become mature and responsible.	38	48	8	3	3
The school provides an interesting range of activities outside lessons.	21	36	23	11	9

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

62. The majority of children attend a nearby nursery school. They leave the nursery to enter full time education in one of the two reception classes in the year in which they will become five. The initial assessments undertaken by members of staff indicate that there is a wide range of attainments on entry to school but most children start school with levels of skill in language, mathematics and personal and social development well below that normally expected for children of this age. The children achieve well and make very good progress in personal and social development, and good progress in language and literacy, mathematics, knowledge and understanding of the world, physical and creative development and physical development. Most reach the standards expected in personal and social development. In other areas, the majority of children achieve standards, which are just below the nationally expected learning targets by the time they are five years of age. A small minority achieve them and a very few exceed them. The children with special educational needs make good progress towards their targets, especially in their personal and social development. Fifteen of the 51 children on roll are just five or still under five.

Personal and social development.

63. Children achieve very well and make very good progress in their personal and social development to achieve standards normally expected for children of this age. The children are happy, very well behaved and enjoy learning. They respond enthusiastically to the range of exciting activities prepared for them each day. Most quickly settle into the routines of the unit and get on with one another as they share in a wide range of activities. The children concentrate well to achieve their tasks, especially when they are supported and encouraged by their teachers and other adults. They take turns in sharing resources such as the computer and abide by rules of small group games such as snap. The children listen well to instructions but are less skilled at talking about what they are doing. They show increasing levels of concentration as they work hard to complete their tasks and take pride in their work. Personal and social skills are planned well into all day-to-day activities. Children are independent in making choices of activities and tidy their resources effectively at the end of each session.
64. The quality of teaching is good. The routines and expectations of the unit are clearly understood by the children and provide a secure framework for working. The staff consistently and frequently reinforce the need for good manners, sharing and caring for others. The children are happy and confident. They respond well to the firm but gentle and caring interventions from the staff.

Language and literacy

65. There is a wide range of children's attainment on entry to school but most have language skills which are well below that normally expected for children of this age. The majority achieve well in their learning to attain standards just below those expected nationally in reading, writing, and speaking and listening skills by the age of five. Children with special educational needs are identified early, receive effective support and make good progress towards their set targets. A few of the children achieve the learning outcomes and a few fall well below them.
66. The school sets a high priority on the development of language and literacy. Most children make good progress. Where children are involved in activities that are directed

by a member of staff they make good progress in speaking skills, as they are encouraged to talk about their experiences. Staff then give children confidence in speaking by, introducing new vocabulary for instance or extending children's understanding. For example, in a discussion about the story of 'Charlie's Checklist', children respond well to the questions asked and their knowledge and understanding of letter sounds and the sequence of the story are extended as they are asked to recall the beginning, middle and ending of the story and identify words beginning with 'ch'. Approximately one third of the children recognise and know the names of all letters of the alphabet. They are beginning to identify rhyming words in stories and know and read some simple two and three letter words. The more able children are beginning to read simple sentences with help. The children enjoy participating in role-play in the fire station. Resources for early reading and literacy are of good quality and the children enjoy looking at books. Children and parents are encouraged to take books home each week which supports the development of literacy skills. This makes a good contribution to developing positive attitudes towards books and reading. In their writing, most are developing good pencil control. The curriculum is well planned for children to write for a variety of purposes and audiences. The use of new technology by the staff to demonstrate writing skills is particularly effective. The higher attaining children are writing sentences independently. Most words are recognisable, even though the spelling may not be correct. However a small group of children are at the very early stages of reading and writing. Children have very good relationships with each other and members of staff. They have positive attitudes to learning and enjoy their activities. They take care of their resources as they handle books carefully and tidy up.

67. The quality of teaching is good overall. This is because the staff know the children well and the frequent praise they give motivates the children to learn. Activities and resources are always very well prepared. Where the teaching is good staff take every opportunity to consolidate what the children know and then extend their language and speaking skills with the introduction of new ideas and vocabulary.

Mathematical development

68. On entry to the school, although there is a wide range of attainment, for most it is well below that normally expected. The majority of children make good progress in mathematics and achieve well. By the time they are five most attain just below the national outcomes for children of this age. A small number achieve the national standards and a very small number fall well below them.
69. The majority of children count, sort and recognise numbers to ten and count to twenty. A range of counting experiences is planned across the curriculum and children enjoy reciting and singing some well-known number rhymes. The more able pupils are beginning to double small numbers. Most children recognise basic shapes of square, circle, rectangle and triangle and recognise repeating patterns of two shapes or colours. Those with special educational needs and English as an additional language make good progress toward their targets. The children enjoy mathematics and have very good attitudes to their work and persevere for a good amount of time on their chosen tasks. The quality of teaching is good. The staff intervene effectively to promote mathematical thinking. Tasks are well planned and organised and where teaching is good, staff work hard to promote children's thinking and learning. For example, as children begin to solve simple problems vocabulary such as 'bigger than' and 'smaller than' is reinforced. When estimating numbers of smarties in a box or the number of objects on a picture, children understand that estimation means a good guess. Most with additional help are beginning to record their work. The curriculum is well planned to the National Numeracy Strategy and children enjoy the advocated practical tasks and activities.

Knowledge and understanding of the world

70. On entry to school most children have limited knowledge and experience of the world beyond family life. They achieve well in gaining knowledge and understanding of the world to attain just below the national standards by the age of five.
71. The visits to the local shops and places of interest and the visitors into school such as the local services such as the firefighters extend the children's understanding of the wider world. These experiences provide a good foundation for historical, geographical, scientific and technological learning. For example, children have visited a farm, the beach and have been on a nature walk during the past year. The celebration of major festivals such as the Chinese New Year, contribute effectively to the children's growing multi-cultural awareness. The children confidently make use of technology. They accurately control simple programmable floor robots and use the mouse with good control to use a range of programs to support their learning. For example, they count, match and sequence pictures. The staff and the children use the new technology of an interactive writing board effectively to write stories. Children enjoy learning. They share the equipment carefully and are learning to take turns fairly.
72. The quality of teaching is good in this area of learning. A wide range of opportunities is provided for the children to explore the world around them and to ask questions. The staff provide positive role models for good behaviour and attitudes to work. The children follow their example well and are sensitive to others' needs such as when they take turns at the computer, or playing games, which makes a good contribution to their personal and social development.

Physical development

73. Children make good progress in their physical development and achieve well. The majority attain just below the expected learning outcomes anticipated by the time they are five. The work carried out in this area helps the children to gain confidence and control in physical movement. While children have experience of planned physical activities in the school hall twice a week, the provision for outdoor play and activities is limited. At playtimes the children know and respond well to the routines and use the playground sensibly being aware of the space around them and the needs of others. This helps them to work together in an effective and safe manner. When working on tabletop activities, children are able to join construction apparatus successfully to make a model and use scissors and small apparatus with increasing control. Children's behaviour is good. In one lesson observed, they successfully worked in pairs to roll and catch balls at different speeds and from various distances.
74. The quality of teaching was good in the one activity observed for developing skill and coordination when rolling a ball. The children respond well to practise and improve. However, there are insufficient opportunities for outdoor activities and developing skills such as balancing and climbing. The school has recognised that this area of the curriculum needs further resourcing and are planning regular outdoor activities to include opportunities for pupils to develop creative and imaginative as well as their physical skills when the designated area is properly developed.

Creative development

75. Children achieve well in this area of their learning and make good progress. Most achieve the expected learning outcomes by the time they are five.

76. The children make good progress in this area of learning and the majority achieve the levels of skills, which are expected of them by the age of five. There is a good range of creative activities available for the children. They use their imagination through art, music and stories. The children's paintings have detailed features that display levels of skill appropriate for children of this age. They use paint and other materials well to create a range of interesting pictures such as paintings of sunflowers inspired by the work of Van Gogh. Daily role-play in the class fire station provides good opportunities to extend children's imagination as they play out the actions of the various roles of fire fighter, telephone operator or those needing to be rescued. The play provides equal opportunities for boys and girls and successfully promotes positive gender roles. The children enjoy singing songs they have learned for a school assembly.
77. Teaching is good for this area of learning. Staff capitalise effectively on opportunities to extend children's creativity by taking on a role and extending pupils' thinking and vocabulary.

The curriculum

78. There is very good curriculum provision made in the two teaching rooms which make up the Early Years Unit for children in the reception year. The workshop room has provision for purposeful investigational and practical activities. The classroom is where the more formal teaching of the curriculum such as literacy and numeracy take place. This organisation effectively allows all the children to share resources and activities which are appropriate to their individual attainments. As part of the Education Action Zone initiative, the staff have successfully been involved with other teachers in the local area in planning provision for purposeful play activities and opportunities for parents to assist in their children's learning at home. For example, children take home stories, games and puzzles, which parents share with their children to further their mathematical and language skills. This initiative is successful in giving specific direction of how parents may help their children. This has a positive impact on children's attainment and progress.

Teaching and learning

79. The quality of teaching is good. The early years unit is staffed by two full time teachers and two part time nursery nurses who alternately teach groups of pupils in both rooms. They work effectively together to group and teach the children according to their needs with some additional help from parents. The organisation allows for planned time for groups of children of all ages to work on specific skills. All children learn together well. The staff effectively plan interesting and exciting tasks for the children which helps to promote children's imaginative play and thinking. As a result the children are motivated and interested and learn well with good quality resources. Those children with special educational needs and English as an additional language are identified early and make good progress. They are well provided for and are integrated successfully into all lessons. For example, all the children are taught some sign language which they use well during assemblies so that the hearing impaired pupils will understand. Effective links are made between different areas of learning, which sustains pupils' interest and gives depth and meaning to learning. For example in their topic on 'People Who Help Us', children take on roles of fire fighters in the role play area and make a program for the programmable robot to move forwards and backwards to put out imaginary flames in order to save the children from a fire. They learn songs and present an assembly to parents about people who help them. There is a good emphasis of literacy and numeracy, and the children respond well to a wide range of activities which will extend their thinking and learning. However, the use of the outdoor area is undeveloped. Procedures for the assessment and recording of children's progress are good. The initial assessment of children's attainment is used well to group the pupils for work, which is well matched to their needs.

Assessments of their progress in learning knowledge and skills from activities are recorded and used effectively to plan further work. However, there is no overall detailed recorded assessment of individual children's progress towards the nationally expected targets. The staff have identified this area for development in the near future. There is good management of the early years and there has been good improvement since the last report. The quality of teaching has improved, teachers' planning and the curriculum provision are improved.

ENGLISH

80. The results of the 1999 National Curriculum tests show that by the age of 11, pupils' standards of attainment are well below the national average. Though they are above average in comparison with similar schools. By the age of seven, pupils' attainment is below the national average, but is above average when compared with similar schools. Over the past three years there has been improvement in test results at both key stages.
81. By the age of 11, the current Year 6 pupils are attaining levels expected in reading, writing, speaking and listening. Their handwriting and presentation of work are good. By the age of seven, pupils' attainment in reading speaking and listening is at the level expected for their age. It is below the level expected in writing.
82. Since the last inspection report, the early introduction of the Literacy Hour is having a positive effect on the standards throughout the school, particularly in reading. Standards in the last report were judged to be unsatisfactory in reading and writing at Key Stage 2. There was some unsatisfactory teaching. Where the quality of teaching was unsatisfactory expectations were low and motivation was insufficient. In contrast, there is now marked improvement. Pupil's attainment at the end of both key stages has improved. This reflects a good improvement in the quality of teaching which is a result of the close monitoring of teaching, in-service training and well defined and co-ordinated management structures.
83. Pupils throughout the school achieve well and make good progress in speaking and listening. Most respond well in discussions. When talking about the characters in "Good night Mr Tom" and their feelings towards each other, they express themselves very clearly and articulately, using cues to understand any new vocabulary. Most are confident when answering questions; pupils have good ideas, and can talk about the benefits of using bullet points and headings for effect, when designing campaign leaflets. However, some pupils find it difficult to speak at length about their work. By the age of seven pupils make good progress in speaking and listening skills, attaining average standards overall. A positive feature of many lessons is how well the majority of pupils concentrate and listen. They answer questions well and are able to retell the important features of the story when reading to an adult. The majority are confident when speaking to each other and to adults. Many children under five speak and communicate clearly when addressing a full school assembly with invited parents present. They also "sign" simple songs ensuring the inclusion of hearing impaired pupils. Pupils in the hearing impaired unit are learning by watching a signed-video of the story of "The Train Ride" and then they read the book of the same story. At a "show and tell" class assembly Year 2 pupils describe articles of interest which they have brought into school, while their fellow pupils listen attentively.
84. Pupils' achievement in reading at both key stages is good and they make good progress. Most can read books fluently with expression and discuss their favourite authors and stories. However, a small minority of pupils at the age of 11 has insufficient confidence to express themselves at any great length. Standards in reading are average by the ages of seven and 11. By the age of 11, pupils read from an increasing range of books. Pupils

know that there are different types of authors and are able to express their preferences for different kinds of stories and poetry. Pupils have a good understanding of different forms of poetry. For example, studying “Haiku”, they are able to construct their own poems in the same style. By the time the pupils are seven, most have a good knowledge of frequently used and familiar words, they read with expression and understanding. Pupils know the roles of the author and illustrator and the functions of the contents and index pages. They enjoy reading a range of texts both for information and pleasure. Pupils in the hearing impaired unit learn to sign their reading books and are adept at doing so.

85. Pupils’ attainment in writing is below average at the age of seven, and average at the age of 11. They achieve well and make good progress by the age 11. Pupils’ achievement is good in spelling and handwriting at both key stages. By the time the pupils are seven they form their letters correctly and write legibly. They have good knowledge of the sounds of letters and spell correctly the most commonly occurring words. Most write in sentences, punctuated with full stops and capital letters, and are beginning to consider the audience that they are writing for. However, many have difficulty in writing at length. By the time pupils are 11 most write well using a wide range of vocabulary. For example, Year 6 pupils write convincingly about how they might have felt as an evacuee meeting Mr Tom for the first time in “Good night Mr Tom”. In Year 5 pupils reading “The lady of Shallot” wrote very descriptive diaries charting the last hours of her life from her point of view. Pupils extend the purposes for which they write. Letters written by pupils in Year 5 request information about wild life conservation, prior to the study of a science topic. They design posters and campaign leaflets to protest against the building of a ‘fictional’ local by-pass. This work is of good quality and is extended effectively as a homework project. Initial versions of most writing are re-drafted, with plans made for paragraphs prior to writing them and all work is well presented.
86. The quality of teaching is good throughout the school. Since the early introduction of the national Literacy Hour and the extensive training undertaken by the teachers, all pupils have made good progress. This is having a positive effect on standards. Teachers have good subject knowledge which they use well to frequently review and assess pupils’ progress. The teachers hold high expectations of pupils’ work and provide effective challenges for them. Most pupils have good attitudes towards all aspects of English. They are eager to learn and enjoy their work. Most pupils behave well in lessons, however minorities of pupils in some classes demonstrate challenging behaviour and unsatisfactory attitudes to their work. Most pupils work well in small groups and respect the views of others. The use of the initial assessment in order to group pupils in the early years, and the use of team teaching in Year 1, greatly improves both the qualities of teaching and learning because the work is well matched to the individual attainments of the children. Teachers are skilled in questioning and engage all pupils well in discussion. Teachers have good knowledge of their subject. Staff have been well trained and use their time effectively in the Literacy Hour. Resources are also effectively used. Marking is satisfactory, and frequently includes encouraging remarks. The lower attaining pupils learn well from the contributions of others. They also benefit from lessons that are well matched to their needs with clear learning objectives. Pupils with special educational needs make effective contributions to class discussions and make good progress in relation to their learning targets. Hearing impaired pupils also make good progress, particularly when supported within the class by an adult signing.
87. The teaching of pupils with special educational needs is good enabling them to make good progress. The teaching of pupils with English as an additional language is also very good, ensuring that they too make good progress. The teaching of pupils with hearing impairment in the special units, where they are learning to sustain attentive listening and to read and to sign, is excellent and these pupils make excellent progress.

88. There is very good co-ordination and management of the subject. The deputy head teacher is acting as co-ordinator during the long-term absence of the English co-ordinator. The effective use of a subject management team ensures continuity in the management of the subject. All staff work well together in order to implement the National Literacy Strategy throughout the school. Teaching, planning and assessment are regularly monitored by the subject management team, teachers in individual years regularly meet to plan and assess across the two classes, and teachers in Year 1 and in the reception classes successfully share groups of pupils for teaching literacy. Challenging targets have been set for future improvement and these are closely monitored. The governor responsible for literacy is very involved at all stages; she regularly attends the subject team meetings and helps support the Literacy Hour in classes throughout the school. Resources for English are good overall. The quantity and quality of books to support literacy are good and the books have been well chosen. The school makes effective use of library loans to supplement its resources. The library has an appropriate range of non-fiction books that support individual research at both key stages. The range of fiction books is also appropriate, though many used by Key Stage 2 pupils are worn and in need of replacement. Insufficient use is made of information and communications technology in pupils' research and in the development of their reading and writing skills.

MATHEMATICS

89. The results of the 1999 National Curriculum tests for 11 year olds show pupils' attained just below the national average. Pupils aged seven achieved just about the national average. When these results are compared with schools having pupils from a similar background; pupils achieve standards above average by the age of 11 and well above average by the age of seven. Over the past three years, results in the national tests have shown a steady improvement by the age of seven and a marked improvement by the age of 11.
90. Standards in mathematics are similar in this school year to those in the 1999 tests and assessments. Pupils aged seven and 11 are attaining average standards. Attainment is average in number work, pupils' skills in mental work are developing well across the school. Pupils throughout the school achieve well. This is an improvement since the last inspection. The school's decision to adopt elements of the National Numeracy Strategy a year early, has had a positive impact on the development of strategies for teaching. This is evident where the school has concentrated on sharpening mental skills and focused on developing mathematical language
91. By the age of 11, most pupils are confident in addition, subtraction, multiplication and division when using numbers to 1000. They have begun to use long multiplication and use and apply mental strategies effectively and with increasing confidence to solve problems. They use Imperial Measures as part of their history theme on 'World War 11' and convert Imperial Measures from metric. In this way the pupils are able to work out the cost of a 'refugee party' menu. Most pupils can accurately draw angles to the nearest degree and can rotate shapes through 90, 180 and 360 degrees, with one pupil showing his understanding by deciding to rotate through 315 degrees. They can tabulate the results of surveys in graphical form, although there was little evidence of the use of information and communications technology to make bar charts and line graphs. Higher attaining pupils can explain the differences between these and other forms of graphs. The pupils including those of below average attainment show a good understanding of multiplication facts to 10.
92. By the age of seven, the majority have a secure understanding of the value of two digit numbers. They can add and subtract in tens and units to one hundred, with more able pupils able to work beyond one hundred. Pupils' mental skills are developing well, a

good example of this was when the pupils solved problems to do with sports teams of five players who appeared in a picture. They were able to quickly calculate that there would be 15 players in 3 teams. They show a good mental recall of 2, 5 and 10 times tables. When designing Rangoli patterns their skills and understanding of translation, rotation and reflection are demonstrated very well.

93. The quality of teaching and learning is good. Pupils learn well because the teaching is good. Teachers have good subject knowledge and the pupils are usually suitably challenged. On occasion the higher achieving pupils are insufficiently challenged, as for instance, more able Year 5 pupils who could calculate time duration mentally. These pupils were not given an activity which didn't involve using a number line to assist. Teachers give clear explanations and this supports the pupils' learning. Lessons are well planned and teachers are developing their skills at asking questions that build on pupils' previous learning and understanding. In Reception and Year 1 there is good team teaching taking place with pupils set according to their curricular needs. Throughout the other year groups pupils are grouped by ability within their own class. All these arrangements enable the work set to be of an appropriate level to enable the pupils to remain on task, to be well motivated and to extend their learning. The staff know their pupils well and systematically assess their progress, consequently, all pupils including those with special educational needs and those with impaired hearing make good progress.
94. Relationships are good in all classes with most pupils wanting to learn and to give of their best. The majority approach their individual work conscientiously, setting it out quite neatly. They concentrate well within a purposeful working atmosphere using their prior knowledge and the lesson input to achieve the objectives of the task given. When asked to explain their calculations most do so confidently. More able pupils can answer questions set to them orally with good mental agility. However there a minority of pupils with poor attitudes to learning who behave badly and disrupt the learning of others.
95. The subject is very well co-ordinated. There is a mathematical curriculum team who work together effectively to ensure that the planned curriculum is appropriate. Teaching and learning is benefiting from the introduction of the National Numeracy Strategy. In particular there have been marked improvements in standards obtained by pupils in Key Stage 2 and this is because of good teaching and very good leadership developed since the last inspection. Mathematics is used appropriately across the curriculum. For example when pupils draw graphs of their science experiments or measure their plans and materials in design and technology. However, information technology is insufficiently used in pupils' learning.

SCIENCE

96. The results of the 1999 National Curriculum tests for 11 year olds show that pupils attained average standards. Over the past three years, results in the national tests have risen significantly and are now in line with national expectations. In teacher assessments, pupils aged seven achieved average standards. However, no pupils aged seven attained a higher level 3, which is well below the national average of 20 per cent.
97. Pupils currently aged seven and 11 achieve well to attain average standards and most make good progress in their learning. There is appropriate coverage of the curriculum including the provision of investigative work. This is a good improvement from the previous report where pupils' ability to design and conduct simple experiments were below expected levels. However the higher-attaining pupils are under-achieving by the end of Key Stage 1.

98. By the age of 11 pupils make good progress in their understanding of key scientific concepts and satisfactory progress in experimental and investigative science. They have a good knowledge of the properties of light and reflection and understand how shadows are formed. They have undertaken work on dissolving and know that a greater volume of water increases the rate of dissolving. Pupils can construct line graphs to illustrate their results. In their study of materials, they know that metals are good thermal conductors whilst wood and plastic are good insulators. The work provides an effective challenge for less able pupils and those with special educational needs make good progress.
99. By the age of seven, pupils can identify similarities and differences in living things. They record effectively their findings. Most pupils make good progress. However, the work lacks sufficient challenge and scientific depth for the higher attaining pupils. Pupils with special educational needs and those for whom English is an additional language make good progress in their learning throughout the school.
100. In both key stages, pupils make appropriate use of their literacy and numeracy skills. They use numeracy skills to support their learning in science, for example when they read tables, take measurements and check temperatures. The use of information and communications technology within science is underdeveloped.
101. The quality of teaching is at least satisfactory in all lessons. The majority of teaching in Key Stage 1 is satisfactory with 33 per cent which is good. Teaching is satisfactory in Key Stage 2. Teachers show a sound understanding of the subject and make use of correct scientific vocabulary and effective questioning. Teachers prepare lessons well and appropriate use is made of resources. In the best lessons, for example in Year 1, the teacher made effective use of resources such as a tuning fork and a 'slinky' to demonstrate how sounds are made. Where teaching is less successful, but nonetheless satisfactory, all pupils are engaged in the same level of work and the lesson lacks pace. In both key stages, teachers have good relationships with pupils and most pupils behave well. Pupils have good attitudes to their work, showing interest when engaged in scientific experiments. They are able to show concentration and work well collaboratively.
102. The subject is being well managed, with an appropriate policy and scheme of work now in place. Staff are effectively supported by the coordinator. This is a clear improvement on the position outlined after the last inspection where planning and management of the subject too often resulted in unsatisfactory choice of lesson content. The school has worked well to effect this improvement and has raised the profile of investigative science as part of the curriculum. The work undertaken has had a clear impact on the attainment of pupils, particularly for those aged 11. Teachers' planning of the subject is monitored by the co-ordinator. Continuous assessment procedures are not yet in place to monitor pupils' progress. The coordinator has no release time to monitor the quality of teaching and learning in science across the school. Resources are adequate and are well organised. The overall provision for science shows a good improvement since the last inspection and the standards achieved by pupils are rising.

ART

103. Pupils attain above average standards by the ages of seven and 11. They achieve well and make good progress. The school has successfully maintained the high standards that are recorded in the previous inspection report.
104. The high expectations of the subject leader and her very good knowledge and understanding of the subject, are reflected in the breadth of artistic opportunities provided for the pupils, the effective teaching, high standards across the school and the pupils'

enthusiasm for this subject. The notable feature of the consistently good teaching, is its imaginativeness. This catches and maintains the pupils' interests. For instance, Year 2 pupils studied sand under microscopes, noticed that it is made up of many grains of different shades and represented this through colour mixing. In Year 6, the pupils explored perspective by studying a painting by Brughel. Using clay they represented this two-dimensional work in three-dimensions. While doing this they further developed their skilfulness with clay-tools and in using slip to blend pieces of clay. This was a good development of work done in Key Stage 1. There too the pupils have the opportunity to use clay and Year 1 pupils were observed successfully making sunflowers shapes out of clay. These young children confidently talked about their work and could relate it to displays of sunflowers in the department. At present the school does not have a kiln. The pupils' work is fired at the local comprehensive school.

105. The pupils' attitudes to art are good. Good quality pencil drawings done on visits to the seaside by both infants and juniors, illustrate concentration and perseverance. This is also reflected in sensitive pastel drawings of everyday objects by Year 6 pupils that show good appreciation of space, form and tone. This is seen again in their observational drawings of seed heads and the appreciation of patterns in the seed heads.
106. Art contributes very well to the attractive and stimulating appearance of the school. The display of pupils' work across the curriculum is imaginative. Pupils are proud of it and this contributes positively to their attitudes to their work. The confidence that the pupils gain from art also contributes well to their personal development. In addition, it adds significantly to their cultural and spiritual development. In a Year 6 lesson, for instance, a calm atmosphere pervaded. Within this peaceful atmosphere the pupils were able to reflect on their work and study the finer points of famous artists' works. Art lessons are sometimes combined with the opportunity to listen to music. This proves to be very successful in producing a creative ambience.
107. Lessons were seen in both Key Stage 1 and Key Stage 2. The subject is taught well in both key stages and the pupils make consistently good progress. Six lessons were observed. The teaching ranged from satisfactory to very good and was overwhelmingly good. One of the reasons why the pupils learn well in art is their enthusiasm for the subject. They apply themselves whole-heartedly and their learning is thorough and rapid. The lessons are in the main practical and this appeals to the pupils. Also they feel that they are likely to succeed in producing something that they can be proud of. This likelihood of success is motivating and consequently the pupils apply themselves. Lessons are well prepared with all necessary materials readily to hand. The materials and books that the school provides for the pupils to work with, are of good quality. Within this positive atmosphere, the teachers skilfully encourage the pupils to criticise their own and other pupils' work in a way that results in improvement. The whole process benefits from the generally good standards of behaviour in art lessons where the teachers are free to concentrate on their pupils' achieving high standards and the pupils are free from distractions to apply themselves creatively to their work.
108. Comprehensive portfolios of the pupils' work were available for inspection. These portfolios reflect the excellent leadership that is given to this subject. They record through coverage of the different elements of the subject and show that at both key stages, pupils' achievements are assessed and monitored. At present, the subject leader and the staff team that co-ordinate art, are investigating ways of efficiently recording their assessments of pupils' progress in this subject.

DESIGN AND TECHNOLOGY

109. Pupils attain average standards and make satisfactory progress in their learning. This is a good improvement from the previous report where standards were below average.
110. Between the ages of seven and 11, the pupils develop and extend their earlier skills. Year 6 pupils join fabric parts and use decorative techniques to achieve a well-constructed and finished slipper. They identify which parts support and strengthen shelters such as the playground bike shed. Pupils record their evaluations using labelled drawings. They can construct model shelters using differing joining techniques to make a frame prior to covering with materials of their choice. Year 4 pupils can make electrical switches that work in different ways using simple classroom materials such as aluminium foil and paper clips. They are able to apply what they have learnt to design and make a battery-powered light. Between the ages of five and seven, pupils use a variety of construction sets, malleable materials and card and boxes to make a range of models and artefacts. Pupils in Year 2 are able to use basic sewing techniques to join fabric pieces effectively to make puppets. They add features to their puppets using appropriate techniques and materials. Pupils are able to make clearly labelled drawings of the puppets. They can make simple evaluations of their finished puppet against the design criteria.
111. No design and technology lessons were seen at Key Stage 1 during the inspection. Evidence was gathered from a range of sources such as teachers' planning, discussion with staff and a scrutiny of pupils' previous work. There is insufficient evidence to form reliable judgements about pupils' response or teaching. Pupils' progress across Key Stage 1 is satisfactory. The quality of teaching and learning is satisfactory in the majority of lessons observed at Key Stage 2. In 33 per cent of lessons it is good. Pupils with special educational needs make good progress. Teachers show a sound understanding of the subject and make use of correct vocabulary and effective questioning. Teachers prepare lessons well and appropriate use is made of resources. In the best lessons, for example in Year 6, the teacher has good subject knowledge of the skills and techniques involved in construction. Pupils are challenged effectively. Opportunities are given for pupils to assess both their own work and that of others. The pupils throughout the school are enthusiastic about the subject and enjoy making models and artefacts. Most concentrate for sustained periods and behave well. Pupils support each other cooperatively. They handle tools and materials with care.
112. The subject is well established across the school. There is good coordination, which has been assisted by the implementation of national guidelines. The detailed guidance has had a positive impact on pupils' progress and standards. The co-ordinator has no release time to monitor the quality of teaching and learning in design and technology across the school. Continuous assessment systems are not yet in place to assess pupils' design and technology skills. Resources are adequate and well organised. The overall provision for design and technology shows a good improvement since the last inspection and the standards achieved by pupils are rising.

GEOGRAPHY

113. By the ages of seven and 11 pupils attain average standards. In both key stages pupils make good progress and they achieve well in comparison with their knowledge on entry to the school. Standards were similar at the time of the last inspection.
114. By the age of 11, pupils know how to locate countries on a world map and they can compare and contrast other countries with Britain. They can identify various physical features of the natural and man-made landscape and their knowledge of weather systems

is sound. By investigating airline routes, Year 4 pupils can plan refuelling stops on journeys from London Heathrow to Calcutta, India. They show that they know the points of the compass by explaining the direction of flight between these two cities.

115. By the age of seven, pupils learn about the area they live in and what amenities it has. They know that a community like theirs needs; for example, shops, a library, a church and a doctor's surgery. From a walk around the local streets, they can position these buildings and the local telephone and post boxes on a simple plan of the area. Visits to local country parks help the younger pupils to compare their homes in town to nearby rural areas
116. Eleven year olds can name the major mountain ranges of the world. In one good lesson, they gathered information from various sources to find out if particular mountain areas are suitable for leisure pursuits, taking into account climate, access, terrain and other important factors. Pupils talk with fond memories about their residential visit to the Lake District and recall much about their own challenging leisure experiences in this mountain terrain, such as climbing The Old Man of Conistone.
117. The quality of teaching was satisfactory in four lessons observed and pupils generally respond well. Where teachers make their expectations clear and the activities are relevant and interesting, pupils listen and work well, although in one lesson a minority of pupils spoiled the lesson for other pupils by being inattentive and unresponsive about the task set. Pupils with special educational needs and those with English as an additional language make good contributions to lessons when they are effectively supported.
118. Long term and medium term planning for the subject give teachers a sound base from which to plan their lessons. The subject is monitored and developed well by the co-ordinator. As yet, although teachers keep their own records, there is no system for recording pupils' progress in the key skills, although the subject development plan addresses this need as an area for future improvement. Teachers have access to a satisfactory bank of books, maps and other resources and they make good use of visits out of school to give the pupils a better knowledge of the wider world.

HISTORY

119. By the ages of seven and 11, pupils achieve well and make good progress to attain standards normally expected for pupils of this age. Standards were similar at the time of the last inspection.
120. By the age of 11, the pupils achieve well and make good progress and by the end of the key stage they attain the standard expected of children of their age. They learn about the impact of World War II on Britain and its particular effects on their own area, such as from bombing of shipyards. They empathise well with the experiences of children who were evacuated and they learn the effects of the war on ordinary men and women. Through role-play, such as when acting out a night time scene in an air-raid shelter, they learn how people kept their spirits up by singing songs and playing games during the blitz. Pupils respond well to such opportunities to learn about history from direct experience.
121. By the age of seven, the attainment of pupils is similar to that of other seven year olds. They know about how people lived in the past and can retell stories about well known historical characters. They achieve well and good work comes from comparing the leisure time experiences of people from different times. The pupils learn, for example, that people wore different clothes for leisure, that they travelled to places in different

ways and that they used their leisure time at the seaside both for different and similar activities to us today.

122. Discussions and extended writing about what they have experienced and learned in role-play make a good contribution to the pupils' literacy skills. In one good lesson, Year 6 pupils produced thoughtful writing about the effect of World War II on the role of women in society. In another lesson, Year 5 pupils used an interactive CD-ROM computer programme to good effect when they compared the ancient and modern Olympic games.
123. Overall, the standard of teaching is satisfactory. Teachers plan their lessons from standard guidance documents now in use in many schools. The themes covered in planning are appropriate to the demands of the National Curriculum and provide pupils with a good range of interesting topics to stimulate their interest. In good lessons, pupils listen well, show interest in the topic and enjoy discussing the information they read in books. They talk with interest about artefacts they have brought in from home, such as a gas attack warning rattle, and they speak with pride about family members who can recall their own experiences of the war years.
124. The curriculum for history is developing well under the leadership of the co-ordinator. Resources and artefacts of good quality have been bought and stored in such a way that they are accessible to all teachers. Some older resources need archiving and replacing with more stimulating materials. Good use is made of project loans from the lending library.
125. At present, while teachers have their own records for assessing pupils' progress, there is no system throughout the school for assessing or recording how well the pupils have learned the skills of historical enquiry throughout the school. There is good management of the subject and the co-ordinator is addressing the need for whole school assessment and recording procedures. She is gathering work from each year group to develop a file of work, that can be assessed and reviewed by teachers, as the benchmark standard for the year group they teach. However, there is little time to monitor the subject.

INFORMATION TECHNOLOGY

126. Pupils attain average standards by the age of seven, achieve satisfactorily and make satisfactory progress in their learning. By the age of 11, pupils attain below average standards and make unsatisfactory progress because their command and use of information and communication technology skills are limited.
127. By the age of 11, pupils are able to use a sensor to monitor water temperature. They can use that information to produce line graphs. A significant majority lack confidence in exploring information and communications technology menus and using tools within programs. Their skilfulness with and use of information and communications technology across the curriculum are limited. Younger pupils in Key Stage 2 are developing appropriate knowledge, understanding and skills. A good example was seen in Year 3 when pupils using a simulation were aware that it allowed the user to make choices. By the time pupils reach the age of seven, they are able to demonstrate appropriate confidence when using the computers. Pupils' ability to retrieve and store work and to communicate using graphs is satisfactory. The youngest pupils gain effective control of the mouse through practice with appropriate programs. They are able to recognise that a device such as a Roamer responds to commands. They can use this device as part of their mathematics lesson to develop their skills of estimation.

128. Little direct teaching was observed at Key Stage 1. Evidence was gathered from a range of sources, such as discussions with pupils and staff, scrutiny of pupils' previous work and observation of pupils working at computers. Some lessons were observed at Key Stage 2. Teaching is satisfactory at both key stages. Where pupils were seen to receive instruction, teachers give appropriate support and good levels of encouragement. Pupils in turn demonstrate an interest in the tasks. Insufficient opportunities are available for pupils to use information and communications technology to support work in other curriculum areas such as science. Pupils' attitudes to learning are good. They have positive attitudes to the subject and work collaboratively. Pupils behave well when working on computers and handle equipment with care.
129. Classrooms for pupils aged seven to 11 have Internet connections. The school has had a significant amount of computer hardware given as part of the Education Action Zone initiative. On average, the school has one computer per class and strives to further improve its provision.
130. The co-ordination of the subject is good. The co-ordinator promotes positive leadership and a significant amount of curriculum development has been generated in a short period of time. The scheme of work offers teachers support in providing a progressive programme for the teaching of specific skills. Assessment procedures are not yet in place to assess such skills. The co-ordinator has no release time to monitor the quality of teaching and learning in the subject across the school. Staff are effectively supported by the coordinator and plans are well advanced for formal training using 'New Opportunities' funding. Satisfactory progress has been made in the subject since the last inspection. The school has been successful in raising attainment in most of Key Stage 2. Standards of attainment by the age of 11 are still below average. Progress has been made in remedying the weaknesses identified in its resources. The resources are now satisfactory because of the acquisition of additional computers and software for control and modelling.

MUSIC

131. Pupils attain above average standards by the ages of seven and 11. They achieve well and make good progress. Despite cuts in curricular time available for music in order to allot more time to literacy and numeracy, the school has successfully maintained the high standards that are recorded in the previous report.
132. In junior assembly, all the juniors sing well. They do this both accompanied and unaccompanied. They can maintain two-part songs, successfully relating their contribution to that of other performers and fitting their part into the whole. When the pupils were singing a hymn, they interpreted the music's mood to good effect, creating a spiritual atmosphere. Both music lessons and assemblies contribute very well to the pupils' spiritual, cultural and personal development. Eleven year olds confidently and accurately sing solos and duets. This was very well illustrated by those pupils in the choir who were practising a musical production that they will perform publicly. The choir includes both boys and girls who are equally keen about singing together and in parts. During choir practice, the pupils' behaviour was very good. They were committed to the task and enthusiastically worked with one another, the teacher and the adult volunteers who were there. Consequently the teacher was able to concentrate on achieving high standards rather than on maintaining order. As a result of her very good teaching, the pupils learned quickly and made very good progress in the short time that the choir were together practising.
133. In relation to their age, the standards of performance are similarly good at age seven and throughout the infant stage. Like the juniors, they confidently sing a variety of songs.

Sometimes these are accompanied and sometimes unaccompanied. Whether or not, the pupils sing tunefully and with obvious enjoyment.

134. The performing and composing elements of the pupils' musical education and the opportunities that the school gives them to listen to music and enjoy it, are woven together effectively. A strength of the provision for music at this school is that it gives 'hands on', or practical experience, of music to all its pupils irrespective of their gender, age, aptitude or special educational needs. This was excellently illustrated in a recorder lesson for Year four pupils that was 'signed' so that deaf pupils could take part and learn to play the recorder. Standards achieved in this lesson were high. As well as playing simple tunes accurately, the pupils knowledgeably referred to the treble clef, note value and symbols such as the repeat sign.
135. Both infants and juniors are given good opportunities to listen to and appreciate a wide range of music and to make their own. For instance, in a Year 5 lesson, learning developed from listening to bagpipes, on to appreciation of musical pitch, tone and texture, to making their own instruments and playing a piece of music that had four parts. At Key Stage 1 the pupils compose their own tunes. Then they go on to devise their own ways of recording these tunes so that they can be accurately reproduced. Musical theory develops through the school so that by the end of Key Stage 2, the pupils can discuss music confidently in musical terms.
136. The pupils make good progress throughout the school because the musical opportunities that are planned for them catch their interests, build on one another and are achievable in the time available for the subject. Very good use is made of assemblies and extra-curricular activities to add to the musical curriculum of the pupils. The high standing that the school gives to this aspect of the pupils' creativity is evident in the very good quality of the instruments that are provided for their use and in the careful way in which these instruments are looked after. The teachers are very willing to teach potentially difficult concepts to their pupils and find great support in doing this, from the subject co-ordinator who is able to devise practical ways to develop understanding. This very good knowledge and understanding of the subject by the co-ordinator and the effective way in which she shares it with her colleagues, is a major reason for the high standards that the pupils achieve. The subject is excellently led.
137. Judgements on standards and progress at the end of Key Stage 1 made on the pupils' performances in assemblies. Because of timetable arrangements, no lessons were observed. Six lessons were observed at Key Stage 2. All were at least satisfactory, two good and two very good. Overall the teaching at Key Stage 2 is good and the pupils are learning well. An over-riding characteristic of music teaching at this school is high expectations. This is seen not only in the expectations of the co-ordinator but in the aspirations of all the teachers to teach effective lessons so that their pupils will achieve high standards. The teachers challenge their pupils and devise successful practical activities through which they can come to understand the lesson being taught. However, the teaching of these well-planned and ambitious lessons is obstructed by a few unresponsive pupils who through disobedience during practical sessions, distract the teachers from the principle task of delivering their well-prepared lessons and hinder other pupils from learning. A similar criticism was made in the last report.
138. Music gives the pupils opportunity to be well involved in the life of the community. This contributes very well to their social development. Last Christmas, for example, the school's Christmas Carol Service was a community event involving the local comprehensive school's brass band. The service was 'signed' for the deaf and broadcast on local television. Visitors to the school, such as Indian and Zimbabwean performers, contribute very well to the pupils' appreciation of music beyond European traditions.

PHYSICAL EDUCATION

139. Seven lessons were observed; six at Key Stage 2 and one with a Reception Class that included mainly five year olds. The quality of the pupils' work was also discussed with the teachers and pupils. The pupils achieve well, make satisfactory progress and attain standards typical for their ages. In the aspects of the subject that were observed, the school has maintained the standards that were reported by the last inspection.
140. As it is summertime, most of the physical education lessons observed were games or athletics. Junior pupils play striking and field games such as rounders and take part in a range of in athletics, including the long jump. They rise to challenges, willingly practising and improving on their performance. When they are doing this they accept their teachers' criticisms of their work and use these to improve their standards. They assess their own and other pupils' performances and use these assessments to improve the quality of their work. They strike balls skilfully and send and receive them accurately by hand and foot. Reception class pupils can control big balls correctly, dodge one another in games of chase and move about with balance and control. The last report criticised the pupils' swimming abilities as unsatisfactory. To address this, school has re-arranged its swimming provision so that pupils now may learn to swim sooner. The school reports that this has been a successful initiative but because swimming was not on the timetable during the inspection, so no direct assessment of its effectiveness could be made.
141. The quality of the lessons seen ranged from satisfactory to very good and was good overall. During lessons the pupils learn well. The best lessons are challenging and make demands on the pupils that engage their whole attention, physically, mentally and socially. All the pupils enjoy physical education and enthusiastically take part. They are energetic and try hard to succeed or win, if the game is competitive. In a very good lesson that involved jogging long distances and sprinting towards the finish, the pupils responded very well, putting great concentration, perseverance and effort into their work. They generally work well in teams, pairs or individually. They play safely. Most respond willingly to instructions and observe the rules. Teachers diligently insist that rules are kept, pointing out that without them there cannot be a team game. This contributes well to the pupils' moral development and their appreciation of the point of laws.
142. The school takes part in local sporting fixtures such as boys' football, girls' football and netball. They are successful in these events. Extra-curricular activities are worthwhile sessions that contribute well to the pupils' physical education. They are well organised and led by teaching and support staff. Both boys and girls attended the football club, which is in keeping with the character of this school where its pupils enjoy genuine equality of opportunity. Through teamwork, the subject makes a good contribution to the pupils' social development. Residential visits enable the pupils to take part in adventurous activities.
143. The subject is well led. The co-ordinator takes a lead in providing extra-curricular activities and enabling the pupils to take part in local sporting occasions. Through careful curricular planning which the co-ordinator monitors, he ensures that the pupils receive their curricular entitlement. He also maintains an appropriate range of equipment to enable the scheme of work to be delivered well.

RELIGIOUS EDUCATION

144. Pupils achieve well and by the ages of seven to 11, they meet the expectations of the locally agreed syllabus. These standards have been maintained from the previous inspection.
145. By the time they are 11, pupils know that there are many different faith cultures in the world. They understand that different faiths all have essential principles, many of which are similar to those we find in Christianity. The quality of teaching is satisfactory. In one lesson, Year 5 pupils learned about the festival of Purim and tasted traditional food eaten during this festival. A good lesson in Year 4 explored the Christian principle of caring for others. Pupils responded thoughtfully to this opportunity to discuss their experiences of being cared for, and to think about how they can show care for others in need. The ways in which Christians depend on their faith to overcome fears was discussed well by Year 6 pupils, who learned that John Bunyan explored this, and other themes, in 'Pilgrim's Progress'. This was a good example of relating religious education to the writing we find in English literature.
146. Visiting speakers help the pupils to have a wider understanding of Christianity and other faiths. The pupils talk with enthusiasm about their visits to the local church and about the visits of the parish priest to their school to teach them about Christian worship. They also gain much knowledge and understanding from a parent who comes to talk to them about her Muslim faith.
147. Resources for the subject are satisfactory. The subject co-ordinator is keen to promote in-service training for teachers to increase their knowledge of world faiths and their confidence to teach about them. The subject development plan shows a commitment to this priority.