

## **INSPECTION REPORT**

### **ST PAULS CE AIDED PRIMARY SCHOOL**

Victoria Street, Newcastle upon Tyne

LEA area: Newcastle

Unique reference number:108502

Headteacher: Mr C Constable

Reporting inspector: Mrs M Hulme  
RgI's OFSTED Inspector Number: 3609

Dates of inspection: 16<sup>th</sup> – 19th October 2000

Inspection number: 224538

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: infant and junior

School category: voluntary aided

Age range of pupils: 3 - 11

Gender of pupils: mixed

School address: Victoria Street  
Newcastle-upon-Tyne

Postcode: NE4 7JU

Telephone number: 0191 2733667

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Appropriate authority: governing body

Name of chair of governors: Mr George Curry

Date of previous inspection: July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs M Hulme 3609	Registered Inspector	Areas of learning for children in the Foundation Stage	What sort of school is it? The school's results and achievements. How well are pupils taught? What should the school do to improve further?
Mrs J Madden 13450	Lay inspector	None	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr J Barley 4109	Team inspector	mathematics music	How well is the school led and managed?
Mrs E Cole 7531	Team inspector	art and design design and technology information and communication technology equal opportunities	
Mr D Earley 18344	Team inspector	English history English as an additional language	How good are the curricular and other opportunities offered to pupils
Mr R Perkins 27602	Team Inspector	special educational needs science geography physical education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is an inner city, Church of England voluntary aided primary school that serves the west of Newcastle. It is about the same size as other primary schools, with 253 pupils on roll that include 26 places in the nursery. The majority of children are white, with just under ten per cent from other ethnic groups. There are 28 children for whom English is an additional language (11 per cent) which is above average, but few are at the early stage of English language acquisition. At present there are no refugees or Travellers attending the school. The percentage of children on the special educational needs register, including those with statements, is 31 per cent, which is well above average. There are three who have statements and a group with emotional and behavioural problems. The children come from an area recognised as one with considerable social deprivation and very high, long-term unemployment. There are 168 pupils (66 per cent) known to be eligible for free school meals, which is well above the national average. Although a church school it strives to serve a neighbourhood community rather than a disparate religious community. Children enter the school with low expectations, lower than average abilities and poor social and communication skills. The new headteacher and governing body are determined to do their best for the children so that they can achieve as well as possible.

### **HOW GOOD THE SCHOOL IS**

This school is no longer one with weaknesses that require substantial improvement. It is now a good school where the energy and enthusiasm of the new headteacher are leading new developments that are changing its status. The school seeks continual improvement and refuses to tolerate complacency. The pupils now have very good attitudes to their work and behave well. The good quality of teaching is ensuring that standards are as good as they can be and there is appropriate support for those who need it. The effective teamwork, which includes staff and governors, provides the right educational direction for the school that results in a range of very good learning opportunities. Undoubtedly, this school is an 'oasis' in the midst of its community. This is achieved at mainly average to low costs. The school is providing good value for money.

#### **What the school does well**

- Overall, the quality of teaching is good and in almost half the lessons seen was very good.
- The headteacher provides strong leadership, gives a firm steer to the work of the school and is effectively supported by staff and governors.
- Children have positive attitudes towards school life and behaviour is good.
- The school is very good at developing pupil's spiritual and cultural awareness, moral understanding and social responsibility.
- Parents have very good views of the school, are satisfied with the education it provides and the care that is taken of their children.

#### **What could be improved**

- Pupils' performance in National Curriculum tests
- The monitoring role of curriculum co-ordinators
- The provision of a scheme of work and training for staff in physical education

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The present headteacher was not in post when the school was last inspected in July 1996. At that time the school was judged to be in need of substantial improvements to standards, quality of education, climate for learning, management and efficiency. There are virtually no features that remain as they were at the last inspection and the work undertaken has been encouraged and supported by the local education authority. Action has been taken to improve the culture associated with low expectation but the main work, in the last year, to improve standards has had little time yet to make an impact. The most recent test results show changes in pupils' performance, particularly in the younger classes, but the school recognises that it has a long way to go to see the improvements to standards that it wishes. The improvements in leadership, management and teaching are the most important factors that have resulted in the school's improvements. Fundamental changes to the school are the result of the very good improvements made since the last inspection. All key issues have been

addressed very thoroughly. Improvements in pupils' performance are harder to achieve but the changes in culture are slowly bringing this about. The school has good capacity to improve yet further.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E*	D
mathematics	E	E*	E	D
science	E	E*	E*	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Children enter the school with attainment that is well below what is expected for their age and have low expectations of what they can achieve. In the last two years there have been attempts to change this culture and the results of these changes are just beginning to raise standards in the school. In comparison with all other schools the performance of eleven-year-olds was well below average and in English and science where the comparative grade is E\*, the school's performance was in the lowest five per cent nationally. Standards compared with schools in a similar social area are still below average at its best. The Year 2000 test results for eleven-year-olds show that there has been some improvement, with a lower percentage failing to reach Level 4 in English. Forty-eight per cent reached that level, with 36 per cent last year. In science the percentage reaching Level 4 and above is broadly similar but the mathematics result was disappointing, as the percentage below Level 4 is slightly higher than last year, although a few children are now reaching the higher Level 5. Although the levels of attainment are still lower than the national averages the trends over time generally match national trends. The scores in tests this year are the highest that have been recorded at the school since testing began. The greatest success is seen with pupils who have entered the school since the culture change and that is more marked at Key Stage 1. There is an improved picture at the Foundation Stage, too, where despite the low attainment on entry the majority of children are reaching the early learning goals by the end of the reception year. No significant difference has been found between boys and girls or with any other group of pupils. The support provided for children with special educational needs or those for whom English is an additional language allows them to make progress at the same rate as others. The children are achieving as well as they can. Standards in all other national curriculum subjects are mainly satisfactory, which is an improvement since the previous inspection, when several subjects were judged to be unsatisfactory. In some subjects, such as art and design, children are achieving high standards, particularly in the younger classes.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Enthusiastic pupils work diligently and try to succeed.
Behaviour, in and out of classrooms	Mainly good. There was only one temporary exclusion in the last year. Any instances of unacceptable behaviour are dealt with effectively.
Personal development and relationships	The very good relationships that exist between teachers and pupils motivates most children to work hard and do their best. Children show good co-operation, take care of equipment and willingly take responsibility for tasks allocated by teachers.
Attendance	Satisfactory. Most children want to arrive punctually and come willingly to school.

The very good relationships that exist between children and all the adults working in the school have resulted in the very good attitudes that most have to school. This is a strength and forms the foundation for good learning. The good behaviour is a key factor in the sustained work and good efforts.



## TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good: in 96 per cent of lessons observed it was satisfactory or better. Just two lessons were unsatisfactory. There is a high proportion of very good teaching and four lessons were excellent. This is an improvement since the last inspection when only 78 per cent were satisfactory or better, less than four per cent were very good and 22 per cent were unsatisfactory. The teaching of English is never less than good and mostly very good in all classes. Overall, the teaching of mathematics is very good. This represents an improvement for both subjects. The implementation of National Strategies for Literacy and Numeracy has had a positive effect on the teaching of these subjects but teachers have requested more training to improve their skills in numeracy. They now feel more secure about teaching these subjects and are developing the technical knowledge, particularly in literacy, that is resulting in children's acquiring the essential skills they need. Teachers give priority to all children's having equal access to all learning opportunities in lessons and this is very good. Support staff are very well deployed and their efforts contribute positively to the progress that children make, particularly the youngest children, those with special educational needs and those who are just coming to terms with the English language. The right match of work to each stage of learning is now recognised as an important factor in providing for the needs of all children.

The teaching shows many strengths and few weaknesses. Particular strengths are good subject knowledge, very effective planning with clear objectives for learning, effective use of support staff, good management and discipline, good use of time and effective use of resources. Weaknesses were seen when the enthusiasm of the teacher resulted in noisy children and the organisation of activities planned only limited time for adult intervention, which resulted in squabbling about the use of resources. In a physical education lesson poor teaching resulted from a lack of subject knowledge and the use of an outdated scheme, which made it difficult for children to attain a level appropriate for their age.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There has been a significant improvement since the last inspection and the quality and range of learning opportunities are now very good.
Provision for pupils with special educational needs	Provision is good. The work designed especially for them, together with the additional adult support, enables them to make good progress.
Provision for pupils with English as an additional language	Overall, provision is good. Particularly good support is provided at an early stage and the contribution from parents enables children to make better progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, very good. The weaknesses expressed in the last report have been remedied. The new policy provides good guidance for staff about planning these aspects within the curriculum. The Christian ethos, very good staff role models and clear codes of behaviour help children develop spiritual and cultural awareness and a mature understanding of their moral and social responsibilities.
How well the school cares for its pupils	The welfare of the children is of paramount importance to the school. Staff show caring attitudes and the school does all it can to keep children from harm. The concern which adults show for pupils is based on the very good relationships that exist between them.

Parents and carers hold very positive views about what the school achieves for their children and the way in which they are involved. All subjects meet statutory requirements and the curriculum is enhanced by the very good range of extra-curricular activities, including visits and visitors to the school. The school has planned

improvements to meet the requirements of Curriculum 2000 and the school is aware that information and communication technology needs to be strengthened.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good leadership is provided by the headteacher. Key staff take their responsibilities seriously and make positive contributions to leadership but they need more involvement in monitoring teaching and learning.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They are well organised and use their expertise effectively.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance are good and the use of analysis is resulting in effective action.
The strategic use of resources	Good. Specific grants are used well to provide appropriately for children's needs. There is no waste and funds are put to the best possible use. The level of support staff is high but it ensures that children's needs are met when required.

The levels of staffing and learning resources are good. The accommodation is good and in no way detracts from good teaching or children's achieving the best they can. The new headteacher is a strong leader who values the good support of the staff and governing body. Together they provide good direction for the work of the school. Their work has turned the school around and implemented many improvements but they are not complacent and know that there is still work to be done to improve standards and particularly pupils' performance in National Curriculum tests. The school provides satisfactorily for the principles of best value.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• children like school;</li> <li>• the school is well led and managed;</li> <li>• the school is helping children to become mature and responsible, to work hard and do their best;</li> <li>• the teaching is good;</li> <li>• they feel comfortable about approaching the school with questions or problems</li> <li>• behaviour is good</li> </ul>	<ul style="list-style-type: none"> <li>• sixteen parents wanted to see a more interesting range of activities outside lessons.</li> </ul>

Inspectors agree with parents' positive views. The range of extra-curricular activities is very good and children benefit from opportunities to visit places of interest and from the ways that visitors to the school add to the pupils' learning experiences.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Since the appointment of the new headteacher, just two years ago, the school has undergone several major changes and the results of those changes are just beginning to have an impact upon the standards in the school. On the evidence from lesson observations and from a detailed scrutiny of written work, standards are better than those indicated by the National Curriculum test results for 1999. There are clear indications that standards are improving, more noticeably in mathematics at Key Stage 1 and English at both key stages, but that improvement is not yet manifesting itself, to any great extent, in test results. Another factor affecting pupils' performance is the number of children, identified by the school as having special educational needs. Although it identifies needs, the school has to wait a considerable time to get children to the stage where additional support can be provided. For example, six children were identified as in need of assessments by outside agencies just before the inspection but the school has been told that it will take some time before this request can be carried out.
2. When children enter the school, their attainment is well below what might be expected for their age. They come to school with low expectations. The assessments undertaken by teachers, which begin when they visit the children prior to their starting school, show that results for the majority of pupils are lower than the Newcastle average and well below the national average. Parents assist teachers in making these assessments and a full picture is provided of their lack of skills in communication, numeracy and social development. They make good progress at nursery and this is built on by the reception class, resulting in a majority of children who are close to attaining the early learning goals they need by the time they begin National Curriculum work at Year 1. Given the low starting point this is no mean achievement
3. The National Curriculum test results for seven-year-olds in 1999 were below average when compared with schools in similar social areas. At that time, results for reading showed that almost half the children were below the acceptable Level 2. Results for writing showed a third were at that lower stage but in mathematics it was better, with less than 20 per cent at the lower level. There are no national tests for Year 2 children in science but the teachers' assessments show that 83 per cent reached Level 2 compared with 87 per cent nationally. However, no one achieved the higher Level 3.
4. At Year 6, the National Curriculum tests for 1999 show that English and science results were very low in comparison with the national average and mathematics was well below average. Although this improved when compared with schools in similar social areas, the subjects of English and mathematics were still below average and science was well below. In all subjects, well over half the pupils were unable to reach the acceptable Level 4.
5. By year 2000 the test results for seven-year-olds show some improvements. There are fewer children at the lower levels in reading and a slightly better percentage at the expected Level 2 (55 per cent). Of these, 10 per cent reached the higher Level 3. Results in writing are similar, with fewer children at the lower levels, more at Level 2 or above (70 per cent) and a slightly higher percentage at the higher Level 3. The better result is in mathematics, with 83 per cent reaching Level 2 or above and a big improvement for those reaching the higher Level 3 the improvement was by 13 per cent.

6. The year 2000 test results for eleven-year-olds show that there has been some improvement, with a lower percentage failing to reach Level 4 in English. Forty-eight per cent reached that level, compared with 36 per cent last year. In science the percentage reaching Level 4 and above is broadly similar but the mathematics result was disappointing, as the percentage below Level 4 is slightly higher than last year, although few children are now reaching the higher Level 5.
7. Although levels of attainment are still lower than the national averages when compared with all other schools, the trends over time generally match national trends. The analysis of results for 2000 compared with those in the last four years indicates that recent efforts are bearing fruit and beginning to affect pupil achievement. The greatest success is seen among pupils who have entered the school in the past two years and that it is more marked at Key Stage 1. This year the highest scores ever have been recorded.
8. The situation at Key Stage 2 is less clear and the school has looked at the analysis carefully to find the right conclusions and take action. The English results are the highest the school has achieved since testing began. The science results were as expected but in mathematics were lower than expected. When scores rather than levels were analysed the school found that in mathematics 10 per cent of pupils had just missed Level 4 and in science 20 per cent had just missed it. Teachers' assessments indicated that the test results did not represent the overall ability of Year 6 pupils. Teachers' investigations have shown that too many pupils had problems in transferring already acquired knowledge and action has been taken to build into the school development plan a whole-school policy of teaching problem solving skills. These older pupils are those least affected by the changes in culture and the headteacher has investigated whether the disparity between actual and expected performance of some Year 6 pupils is replicated through Key Stage 2.
9. No significant difference has been found between boys and girls or any other group of pupils. The more able pupils performed as expected at both key stages. More pupils with special educational needs (SEN) are achieving as well as they can and the school's efforts to match pupils' work by their stage of learning are having an effect. Those children for whom English is an additional language (EAL) are equally well supported until they have sufficient knowledge of the English language to work easily alongside others.
10. The school compares its own results with that of other schools to help its target setting. The headteacher feels it is important to know what can be achieved and how they can match up to the best schools in similar circumstances. Comparison with other schools locally and nationally does help the school to confirm issues and concerns. For example, the Key Stage 2 writing results were lower than those for reading across the country and not just at this school.
11. In all other National Curriculum subjects, some changes have been made and the school is still updating its practice to ensure that it is in line with the new Curriculum 2000 for Years 1 - 6. Before this term the requirements to cover all targets required in the National Curriculum had been relaxed owing to the implementation of the National Strategies for Literacy and Numeracy. This school, in line with all other primary schools, is now extending its work. Standards in all other subjects are broadly satisfactory and show improvements since the previous inspection, when the subjects of design and technology, information technology, geography, history and music were judged to be unsatisfactory.
12. In some subjects, such as art and design, standards at Year 2 are much higher than nationally expected and this is an improvement too since the previous inspection. Children work

practically and imaginatively with a wide range of techniques such as drawing, painting, printing, modelling and collage. Some particularly outstanding work has been produced in Year 1, seen when children made some initial drawings in charcoal before creating their own interpretation of the 'Angel of the North'.

13. The school has implemented the new Foundation Curriculum for nursery and reception pupils and standards here are in line with those expected for their age.
14. Within timetable constraints it was not possible to see any lessons at Key Stage 1 in design and technology or history and no lessons were seen at Key Stage 2 in art or geography. However, where possible, displays, written work and discussions with pupils assisted judgements made about standards. No judgements are made about religious education since the school is a Church of England Aided school and subject to a denominational report.

### **Pupils' attitudes, values and personal development**

15. Pupils' attitudes to the school are very good, an outstanding improvement since the last inspection, when they were unsatisfactory. Pupils clearly enjoy attending the school and settle quickly and well to each school day. During lessons observed the majority of pupils were enthusiastic, motivated and willing to talk about what their work. Good teaching in most classes, allied to the effective use of praise and encouragement, boosts confidence and increases pupils' effort. Pupils with SEN, or EAL, are completely integrated into the life of the school, working with confidence and motivation.
16. The behaviour of most pupils is now very good. They are courteous, and show respect for the school and its resources. When moving around the school they are quiet and purposeful, say 'please' and 'thank you', and hold open doors for adults and other pupils. During outside breaks, pupils play well together and share equipment such as skipping ropes, rugby and soccer balls. There was no evidence of aggressive behaviour during the inspection, and boisterous play was well under control. Pupils are entirely clear about the behaviour guidelines operating in the school, and know that any misdemeanours are the result of their own choice to flout these guidelines. Parents are pleased with behaviour and support the Christian values on which it is based. There have been three short-term exclusions from the school during the last year and there has been a positive response to this action.
17. Relationships are now very good because of the strong mutual trust between pupils and teachers, who welcome the opinions of pupils. This was particularly apparent in a class assembly, where pupils felt confident enough to speak clearly and with well-organised ideas in response to teachers' questions. Similarly, relationships among pupils are very good and trusting, as seen in a personal development session where children sat in a circle and spoke openly with thoughtfulness and sensitivity. Pupils collaborate well in all areas of the curriculum, working constructively in pairs, larger groups and teams, and developing maturity, independence and self-confidence.
18. Children's personal development is progressing well. They help in the day-to-day routines in the classroom, dealing with class registers, and clearing away and replacing equipment. They now have increased responsibilities through the formation of the school council. This body, mentored by the headteacher, chooses monitors and helpers for lunchtimes. Monitors give out rewards and warnings, answer the telephone at lunchtimes, and look after younger pupils. Older pupils help younger ones with their reading, with mutual benefits. There is a lack of oppressive

behaviour in the school; this results from the social and moral expectations and good supervision by the staff. Pupils are clear that if they feel intimidated, they have to speak to an adult immediately.

19. Attendance has improved since the last inspection. The greatest improvement is in unauthorised absence, which is now well below the national average. Most children want to arrive punctually and come willingly to school.

## **HOW WELL ARE PUPILS TAUGHT?**

20. There has been a considerable improvement in the quality of teaching since the last inspection. At that time the overall teaching was sound, with 22 per cent that was unsatisfactory. Although there were some good lessons teaching in one in eight lessons was unsatisfactory at Key Stage 1 and in a quarter of lessons was unsatisfactory at Key Stage 2. Those problems no longer exist. Now more teaching is judged to be very good or excellent and far less unsatisfactory teaching. Overall, the quality of teaching is good: in almost half the lessons observed it was very good and in four lessons it was excellent.
21. The teaching of children at the Foundation Stage is good, overall. It has improved since the previous inspection when it was judged to be sound. There is still a nursery class and a reception class but both now have a teacher and nursery nurse, who work closely together. The criticisms made about the teaching in the nursery have been remedied. Both classes now provide a stimulating place for children to learn. Relationships are very good and there is particularly good intervention from adults. However, one lesson was unsatisfactory when the teacher's enthusiasm led to high noise levels and the organisation of activities, planned for only very minimal intervention by adults, resulted in squabbling about the use of resources.
22. The teaching at Years 1 and 2 is good, overall. In almost half the lessons seen it was very good. No lessons were unsatisfactory. This again is a considerable improvement on the previous inspection when one in eight lessons was unsatisfactory.
23. Overall, the teaching at Key Stage 2 is very good. In over half the lessons it was very good and in two was excellent. This is a marked improvement on the previous inspection when only one in six lessons was good and a quarter of the lessons were unsatisfactory. There was just one poor lesson at this stage, in physical education, where the teacher's lack of subject knowledge and the use of an outdated scheme made it difficult for children to attain a level appropriate for their age. The scheme for physical education is the only one that has not yet been updated to provide good guidance for teachers but there are plans to remedy this weakness.
24. The good teaching is having a very positive impact on children's learning. In almost every lesson observed there were very good relationships between the teacher and the children. This motivated children to want to learn and they made good efforts to complete work and do it well. In one literacy lesson for Year 2 and 3 pupils the teacher began by sharing her very clear planning with the children, which gave them a clear understanding of what was expected of them. They set to work quickly and smoothly. The teacher used her good subject knowledge of texts and alphabet letter sounds very effectively to enable the children to extend their reading skills. The use of praise and encouragement and the way she valued their contributions, by listening and responding, sensitively increased their confidence and helped them to sustain interest and concentration. For example, the children volunteered information about the text and related it to their own lives. The teacher's careful deployment of support staff allowed the effective use of assessment to probe children's understanding of the text and level of writing

skills. This enabled pupils to be guided to the next steps to be taken to make good progress. These children worked well when not under the supervision of the teacher and were most willing to co-operate with others. The factors that made this lesson so successful were the very good relationships and management of the class and that the pupils were very clear about what was expected of them. This resulted in very good attitudes to work and pupils who were willing to make the efforts to learn.

25. One of its greatest strengths of the teaching is the very good planning. There is a consistent approach to the way that teachers plan lessons. They have clear ideas about what children are to learn and plan appropriate activities to achieve their objectives. In the best lessons these objectives are shared with children, who then have a good understanding of what they are to achieve by the end of the lesson. In a mathematics lesson with Year 3 and 4 pupils the teacher had planned a challenging mental session involving children in counting forwards, backwards, multiplying and dividing. The lively and enthusiastic approach by the teacher maintained their interest and several ways of making the same teaching point had been planned in order to consolidate the learning. The excellent relationships that existed enabled the teacher to really challenge the pupils without their feeling threatened and the rapid pace moved them on quickly to the main session in the lesson. The teacher had planned to teach children about angles that were bigger than or less than a right angle. The introduction reminded them of the assessment of the previous day. The use of the '*right angle eater*' immediately captured their interest, they were enthusiastic and keen to answer. The combination of very good relationships, effective class management and work that was carefully planned for each stage of learning enabled the good progress made in this subject.
26. Some teachers are inspirational and have the gift of making children feel that they are capable of producing great work. They know their children well and plan to provide work that will excite and enthuse them to make their greatest efforts. An art lesson for younger children focused on the use of knowledge and skills required when making and responding to sculpture. Some charcoal drawings of the Angel of the North sculpture had already been produced, showing work of a very high standard. Now they were to make their own and, in groups, they were discussing how they made their armature, the frustrations encountered and what went well. Again, the very good relationships that exist made the children keen to respond to this very high challenge and there was a high level of concentration and participation. The teacher questioned the children skilfully to assess their progress and moved them on quickly to the next stage of work. The support staff understood their roles well and were as enthusiastic as the children. This lesson was a wonderful example of how the provision for pupils' spiritual and cultural development is part of curricular planning.
27. Teachers are keen to learn from visiting specialists and capitalise on their skills when they are available. Two music lessons were seen in which the school was using 'On the line' project with assistance of a music consultant who led the sessions. The teacher used the consultant's good subject knowledge, effective planning and pace of the lesson to sustain children's interest. They were fully absorbed in the activities and participated with great enthusiasm and enjoyment, particularly to the music of Cuba. In one lesson children were introduced to the music of the Shetlands, Spain, France, England and Africa. During unaccompanied singing they maintained the tune and rhythm well showing a good level of concentration and effort. Their co-operation in performing a rhythmic ostinato resulted in very positive comment from the teacher, which encouraged them to greater efforts. These lessons, too, were good examples of provision for children's cultural development. The teachers' use of this project allows children in different parts of the world on the meridian line, to share the same musical experience.

28. Teachers make good efforts to link subjects so that children can reinforce the knowledge and skills learnt in one subject with those learnt in another. A history lesson for Year 6 pupils was planned effectively to use the period of the ancient Greeks to enhance their understanding of writing from different perspectives. The teacher's objectives were shared with pupils, who then knew what was expected. Pupils listened to the story of a battle between the Greeks and Persians. The teacher made effective use of her subject knowledge to help pupils understand how historical perspectives may be represented differently. She matched the group work well to pupils' stages of learning, with some concentrating on accounts of the battle, others retelling it as a view of an Athenian and others extending this last task to take account of the Spartan viewpoint. The teacher's high expectations were evident as she set quite challenging tasks, time limits and results expected. Her frequent interaction ensured that all remained on course and pupils worked productively. The very good relationships and management of the class resulted in good behaviour and conscientious work when not directly supervised. This very successful lesson extended and reinforced both English and history skills and, in raising pupils' awareness of different cultures of this period, made some provision for their cultural development.

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

29. Overall, the quality and range of learning opportunities are very good. This is an improvement on the findings of the previous inspection. The school does what is required in the teaching of the National Curriculum and has made well-considered priorities in preparation for the introduction of the new Curriculum 2000 and the new Foundation Curriculum for children under five. There is a very good range of well-planned and interesting learning opportunities to meet the needs, interests and aptitudes of all pupils, including those pupils with EAL and SEN. The school places a well-balanced emphasis on the teaching of literacy and numeracy and is taking advantage of the current guidance of the Qualifications and Curriculum Authority (QCA) in its planning of such subjects as information and communication technology (ICT), history, geography and art. There are schemes of work (except for physical education) that provide good guidance for staff. All pupils have equal access to all areas of the curriculum and have equal opportunities to succeed in them.
30. The school makes very good provision for personal and social education. Provision for sex education is within the context of caring relationships and there is promotion of healthy lifestyles and choices. Education about the use and misuse of drugs is well provided for in science
31. The school makes good provision for pupils with SEN. There is a good level of support and adults who work with the children make sure they get on with their work and complete a task. The provision of individual education programmes is appropriate for their stage of learning and helps them to progress at the same rate as others in the class. Provision for pupils with EAL is good. The school makes effective use of the services of the local education authority agency to support its own work with these pupils, including use of a bilingual support assistant who provides effective support for younger pupils. A newly allocated teacher works with older pupils to provide good individual support. EAL pupils are very well integrated into the life and work of the school and make good progress.
32. The school makes good use of the specialist skills of staff in order to enhance pupils' learning - for example, in art and drama. It has implemented the National Literacy Strategy successfully, improving the teaching of literacy skills. The more recently introduced National Numeracy Strategy has been securely implemented and the teaching of numeracy skills is improving. The



school provides a good range of opportunities for pupils to use their literacy skills in other subjects. For example, in Year 3 pupils use their skills in note taking and extracting key points from text in order to compare different kinds of snakes in scientific work, and use similar skills in researching and comparing Roman and Celtic homes in history. In worship, Year 6 pupils make good use of their knowledge of metaphors in order to deepen their understanding of spiritual poetry and passages from the Bible. Pupils make satisfactory use of mathematical skills in other subjects. For example, in Year 2, scientific work on forces requires pupils to measure distance travelled and record their data on charts. In Year 5 computer work pupils calculate measurements in making a map of the school site.

33. The school provides a very wide range of activities outside lessons in order to enrich the curriculum. These include such activities as drama, computer clubs, football, a girls' awareness group, art, rugby, basketball, netball, cricket, athletics, singing, guitar and a homework club. In a similar way pupils extend their knowledge and understanding by making visits to such places as Beamish Museum, Segedunum Roman fort, the theatre, the beach and the River Coquet. Such visits extend learning; for example, pupils develop their problem solving and co-operative skills during the residential visit to the Lake District. Visitors to the school help to extend the curriculum and include theatre groups, the local police and fire services and the school nurse.
34. The school makes very good links with the local community in order to enhance pupils' learning. For example, pupils' understanding of scientific processes was increased as part of the education and business partnership scheme. This scheme also facilitates the use of volunteers to help pupils to develop literacy and computer skills. Play workers are used very effectively to help pupils learn how to play meaningfully. Pupils visit local churches and the cathedral. They make use of the ICT facilities at a nearby football club and receive sports coaching from local teams. These provide pupils with suitable role models, reinforcing the need for dedication and punctuality. The school has good links with partner institutions such as playgroups and secondary schools. Transfer arrangements to ensure that pupils move smoothly between schools are good.
35. Provision for spiritual, moral, social and cultural development is very good. This is a significant improvement on the findings of the previous inspection. The school has worked very hard and successfully to develop this aspect of its work and to link it closely with curricular planning. This has helped to enhance the quality of pupils' learning. There is a strong Christian ethos that creates a foundation for the development of children's attitudes and values within the school community.
36. Provision for spiritual development is very good. The school very successfully provides pupils with knowledge and insights into values and beliefs. This is enhanced by the strong Christian ethos of the school and by the way in which the school shows that it values and respects all pupils and adults who come into the school and the contributions they make. Moments of reflection are offered, sometimes through personal prayers written by pupils themselves. Pupils develop a sense of excitement and wonder about the past through the way that stories of the Old Testament are recounted and through visits to such places as Hadrian's Wall where they imagine what it was like to be a soldier. In art they express their imaginative and creative thoughts in sculpture and colour and in whole-class discussion speak confidently about their feelings. Pupils appreciate poetry and are moved by what they read. They are encouraged to reflect on their gifts in writing stories and appreciating the work of others.
37. Provision for moral development is also very good. The principles which distinguish right from wrong are very actively promoted through the school's very clear behaviour policy and practice.

Behaviour is good. The Primary Pathways scheme, launched with the help of a local professional rugby club, rewards pupils for good behaviour, attendance and punctuality and is instrumental in promoting high standards. There is a high expectation of good behaviour to which pupils respond positively. They are trusted to behave with honesty and decency, which they do. Adults provide good role models and the school actively promotes a respect for others and for truth and justice.

38. Provision for social development is, again, very good. In classes children are taught to co-operate with others and are encouraged to relate well to one another. The school provides useful opportunities for pupils to interact with a range of adults, including clergy, sports people, play workers and parents. Pupils are given a very good range of opportunities to take responsibility, such as older pupils acting as monitors at lunchtime and helping younger pupils with reading practice. The younger pupils help to give out books and resources and clear away after practical activities. The school council gives pupils a real voice in the life of the school and members successfully monitor and promote good behaviour. The range of extra-curricular activities and the provision of residential experiences help pupils to develop their social skills and to understand different situations in everyday life. The school has useful links with a rural school in Northumberland that help pupils to appreciate communities different from their own. Pupils visit the local community centre to sing for senior citizens and they contribute towards those less fortunate than themselves. For example, funds from harvest festival produce are used to help Dr Barnardo's Homes and the pupils send shoeboxes of gifts to children in Romania.
39. Provision for cultural development is very good. The school provides a very wide range of opportunities for pupils to appreciate their own cultural traditions. For example, pupils draw and make a sculpture of the Angel of the North and have produced a tile mural based on the millennium. As part of the music curriculum they learn local songs such as 'Blaydon Races' and 'Bobby Shaftoe'. They produce a mural based on pupils' perceptions of Newcastle and celebrate the achievements of the local professional football club. In the United Kingdom Week project, pupils have an opportunity to learn about a wider range of their own cultural traditions. Pupils, parents and staff take part in local activities, such as a procession to launch a regeneration project, and are involved in a competition to design a logo for a new community initiative. The nursery participate in an annual competition sponsored by the mayor as part of a celebration of Newcastle and the school makes good use of local Roman and Victorian history which are part of its cultural heritage. Pupils visit the Discovery Museum to research Newcastle's industrial and shipbuilding past and explore the quayside and the River Coquet to compare contrasting aspects of the local culture. Provision for pupils to learn about the richness and diversity of other cultures is not as well developed. In their work in history, when they study ancient Greece, and in geography when they study village life in India, pupils become aware of how other cultures are different from their own. A music project is being used well to make pupils aware of other cultures as schools in five different countries on the meridian line celebrate each other's musical heritage. The school provides opportunities for pupils to learn how Christian festivals are celebrated in other countries throughout the world. It takes advantage of opportunities for pupils to learn about the traditions of pupils in the school who share a different cultural heritage. Good opportunities, such as Africa week, involved parents in making African food. African Christians visited the school to lead worship and other opportunities helped children to appreciate African art and listen to African stories from a professional storyteller.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

40. Children are happy to come to school. They are full of enthusiasm, and the teachers help them to overcome any problems or fears they may have. The care for pupils is now very good, in direct contrast to the previous inspection report when it was judged to be unsatisfactory. The school provides an orderly place for children to learn. They are all individually very well known, especially by their class teacher and the headteacher. All aspects of care are designed to maximise the learning of each child. If their needs are met, the school believes they will be more able to concentrate on their work with the minimum of distractions.
41. Child protection issues are important to both staff and parents. All staff receive regular comprehensive training and are clear about the school's procedures. Similarly, health and safety are an integral part of the smooth running of the school. All teachers are aware of their individual responsibilities. The school is checked every day by the caretaker, termly meetings deal with outstanding items, and governors and the Local Education Authority undertake the annual risk assessment jointly. The school has fully-trained first aid staff and equipment is easily accessible.
42. Good use is made of a range of outside specialists from both the public and private sector such as educational psychologists and the EAL specialists. The dental service checks the children's teeth annually, and there is access to the community paediatrician through the school nurse. Teachers from a private peripatetic music service give individual instrumental tuition.
43. The school is very aware of parents' wish that their children be better equipped for life than they themselves were and as a result, the majority of parents are keen to ensure that their children arrive on time for the start of the school day. This is supported by the good monitoring of attendance undertaken by the school and parents are contacted immediately if pupils are absent without notice. Some parents take their children on holiday during term time, but any child absent for longer than the permitted two weeks is removed from the school register. A punctuality reward system for pupils builds through the year and a shield is presented to the winning class. This termly build-up is clearly displayed in the school's reception area.
44. Children entering the nursery take part in a well-planned induction. Staff visit all the pre-school locations and make home visits to begin the assessment process in a secure home setting. Entry into the nursery is staggered and pupils stay for the full day but if this is found not to suit some children, a more flexible approach is introduced.
45. The good behaviour in school is strongly supported by very good classroom management based on assertive discipline, clear rewards and sanctions, and the constant monitoring and supervision of pupils around the school. Targets for each class are chosen weekly and awards build up to a special end-of-year prize sponsored by British Airways as part of the local Business Partnership. The prizes and certificates have a very high profile around the school. Behaviour is closely monitored throughout the school day, with the smallest quarrel dealt with immediately. Behaviour and work is checked daily in accordance with agreed targets, and parents are involved in the signing of a daily report, checking homework and talking to their children about their progress. Bullying is not tolerated and the school council decided that any bullying incidents observed would be reported immediately to the headteacher. Bullies are now regularly called to the school council to account for their actions.
46. The assessment and monitoring of the personal development of pupils are good. Extensive records are kept and class teachers negotiate targets for pupils' development. These are a constant source of reference. The school has very thorough and comprehensive systems for assessing pupils' work, which is a considerable improvement since the last report. Teachers

analyse results very carefully and make good use of them in order to plan their work. They are working hard to develop these analyses to set detailed targets for children to achieve. A good example of the way assessment information is used was the action taken to help children transfer already acquired knowledge into solving problems and these skills are now part of a whole-school teaching policy. At present there is no formal assessment of foundation subjects except that used for reporting to parents, but a system is to be implemented as part of next year's school development plan.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. Parents are extremely pleased with the school. For example, responses to the questionnaires show that they know their children like the school, that it is well led and managed, and that their children become mature and responsible. They also judged that the good teaching and the hard work of pupils ensured that children made good progress. Parents felt well informed about what happens, and that the school works closely with them. They were of the opinion that behaviour in the school is good, and that pupils receive the right amount of homework. The school is very keen to forge a relationship with parents, and has appointed a community worker to act as link between school and home. Based in the school, next to the parents' room, she is able to liaise with them before and after school, make social home visits and work with pupils on individual concerns.
48. Information for parents is wide-ranging and of good quality. The Information for Parents document is updated annually and provides a very clear picture of the school, with its statement of intent setting out the Christian ethos of the school. Parents meet their children's teacher to formally discuss progress and can request interim progress reviews with teachers if they require them. The headteacher also talks informally to parents daily before and after school, in the reception area. The annual report for parents of nursery pupils is of the highest quality, providing a detailed and knowledgeable picture of each child. Other reports meet statutory requirements and give detailed information on what pupils can do and what they have achieved. Most provide some information on how parents can further help pupils to improve. In addition, a monthly newsletter sets out information about activities, projects and events for the whole school. Consultation is seen as important and a recent questionnaire to parents has provided valuable planning information on such matters as attendance, behaviour, pupils' learning, homework, and on being kept up to date with events in the school.
49. There are weekly *Funshops* designed to inform parents about their children's literacy skills and to enable parents to work with their children at home. A very similar programme aims to promote information about mathematics learning across the age ranges. Parents work informally with their children in the classroom. Parents of pupils with special educational needs are invited to a termly discussion about their children's progress. At the pre-inspection meeting a parent spoke highly of the school's efforts to help her child: these included speech therapy, assistance with physical education and swimming, and the provision of a wheelchair for those times when it was necessary. Parents help in the classrooms with reading or craft groups, under the direction of the teacher. Others help on school visits or on trips to the swimming baths.
50. The partnership with parents is dynamic and evolving, providing a secure base for further development.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

51. The previous inspection report judged the leadership and management of the school to be unsatisfactory. They lacked rigour, purpose and direction. Since the appointment of the new headteacher there has been a dramatic change and the leadership and management of the school are now good. There is a clear sense of direction, a rigorous monitoring of teaching and learning and a sense of purpose that is shared by everyone involved in the school. The headteacher is giving a very strong steer to the work of the school, supported well by his deputy, other key members of staff and by a well-organised and supportive governing body. The aims of the school are to provide an excellent education for all within the strong framework of the Christian faith. These aims are explicit in every aspect of the work of the school.
52. In the last two years the headteacher has embarked upon a rigorous policy of monitoring the quality of teaching. Every teacher has been observed for numeracy, literacy, and religious education and, to a lesser degree, science. Targets for individual teachers have been set and monitored in a successful attempt to improve the quality of teaching, particularly in numeracy and literacy. These observations and targets are duly recorded in each teacher's file and already the headteacher has established an effective system of performance management well ahead of the required date.
53. During this relatively short time, the headteacher has identified many key areas for development and, with the support of co-ordinators, has produced policies, which have been implemented successfully throughout the school. One subject remains to have its policy updated and the lack of this is hampering teaching in some classes. One of the first priorities was to ensure that pupils had the right attitude to learning and as a result the Learning Behaviour Management Policy was introduced which has led to a change in pupils' attitudes to work and school. The policy is monitored annually and is implemented consistently by all staff in the school. Similarly, an Attendance Policy was introduced and the fact that the school's average attendance is now close to the national average is testimony to its success.
54. The school is fully committed to improvement. There is clear evidence of what it can do but it is a school that knows what it has to do to carry on improving. Through careful and detailed analysis of National Curriculum tests and other relevant assessments the school is able to set precise targets for different groups of pupils and for year groups. It has recognised through this process where weaknesses in teaching have occurred and has remedied them. It has made necessary adjustments to the curriculum in order to improve standards and the results of this are evident in Key Stage 1 and are just beginning to appear at the upper end of the school. Evaluations of how well it is improving and how well pupils are progressing are recorded.
55. The chair of governors has made considerable efforts to attract other governors with the appropriate skills and areas of expertise to help the school move forward. The governing body now has a good and improving knowledge of the strengths and weaknesses of the school. They are valued by the headteacher for the support they offer but are always prepared to act as a critical friend and offer challenging questions. They fulfil all their statutory duties and are making a valid and appreciated contribution to the strategic direction of the school.
56. All staff have negotiated job descriptions which detail their responsibilities, including the subjects for which they provide leadership and other aspects such as special educational needs. Although there has been some monitoring of teachers in some subjects, not all the co-ordinators are involved in this process and further delegation is now required. The school has recognised this and further development of the role of co-ordinator is included in the school development plan. The senior management team meets regularly to evaluate progress towards targets and once a year they hold a conference to extend their management skills.

57. The school development plan is well focused on appropriate targets and funds are allocated accordingly to support those targets. The governors monitor the budget regularly and receive regular financial reports to keep them informed. Specific grants such as those for pupils with special educational needs are used effectively to support their learning and additional funding from the school budget is used to ensure that those who need the support get it, regardless of whether outside agencies have had time to assess their needs. At the time of inspection the school needed assessments for six pupils but the outside agency was not flexible enough to provide the support that the school needed. An able and efficient administrative officer, who works tirelessly to support the headteacher and staff in their work, also monitors budget progress. She is a proficient administrator and has attended several training sessions to keep up to date with developments. Attendance is now recorded electronically. The school office is linked to the Internet and to the Local Education Authority and receives much information easily.
58. The suitably qualified teachers have a range of expertise and experience to teach the National Curriculum and Foundation Curriculum and despite the loss of the music specialist the school has made good temporary provision. Procedures are in place to support the newly qualified teacher, who is just completing her first year at the school. Arrangements for the induction of new staff are good. Appropriate training and opportunities to observe other teachers are provided. All staff work very closely as a team, are very supportive to new staff.
59. Of particular note is the work of the support staff, who are effective in supporting teachers and contribute positively to the progress children make, particularly in the early years, and with SEN and EAL children. They form an integral and valued part of the school team.
60. The accommodation is good. The modern building is well cared for by a very pleasant, hardworking caretaker who takes great pride in keeping the school in good condition. He is extremely vigilant and does all he can to keep the premises from being vandalised. Despite the extreme security measures around the school building, the interior is a pleasant, stimulating place for children to learn and has additional spaces for children to work outside the classroom. One of these spaces, the library, is not used as well as it might be. Much of the time it is used for small group work and is not conducive to pupils' using it freely for research and personal study. This makes it difficult for pupils to improve their skills in using library classification systems, particularly in the junior classes. The outside play area is small and there is a lack of grassed space for ball games in physical education but the school does the best it can.
61. Resources for learning are at least adequate and sometimes good. However, some subjects lack some essential resources. Information and communication technology needs more computers and an appropriate range of programmes to support learning. Following the installation of the network the school has planned to cost the development of a computer suite based on information from the audit of resources against the new scheme of work. Geography lacks sufficient Ordnance Survey maps and aerial photographs.
62. The governing body and the headteacher are concerned to give good value for money. They consult parents and staff when appropriate and through the school council are able to seek the opinions of the pupils. However, they recognise that they are at a relatively early stage of considering challenge, comparison and competition.
63. The leadership and management of this school are now very secure. The very good leadership of the headteacher, supported well by key staff and governors and with the backing of parents,

will ensure that the school moves forward steadily. The improvements already achieved now need consolidation. The school is beginning to make strides in improving standards and has the determination and ability to continue the quest with rigour. This is a school driven by a shared vision and a strong Christian belief that they can only glorify God by providing an education which, academically and socially, enables all children to achieve beyond their expectation.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

64. To build on the improvements achieved over the last two years the school should now take action to
- **further pupils' performance in National Curriculum test results;**
  - **extend the monitoring role of curriculum co-ordinators, as planned, to enable the monitoring of teaching and learning in all subjects**
  - **provide a scheme of work, guidance and training for staff on how to teach physical education that are in line with the requirements of Curriculum 2000.**

### **OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL**

65. When compiling the action plan the school should give consideration to some minor aspects that are listed below:
- extend the use of the library to support personal study and provide more opportunities for children to use library skills
  - extend the range of resources where there are shortages, as in ICT and geography



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	42	36	9	2	2	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	227
Number of full-time pupils eligible for free school meals	15	152

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		68

English as an additional language	No of pupils
Number of pupils with English as an additional language	28

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	25

### Attendance

#### Authorised absence

	%
School data	5.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
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	19	17	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	11	15
	Girls	11	13	14
	Total	19	24	29
Percentage of pupils at NC level 2 or above	School	53	67	81
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	16
	Girls	13	14	14
	Total	22	26	26
Percentage of pupils at NC level 2 or above	School	61	72	83
	National	82	86	87

*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	14	11	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	6	7
	Girls	6	4	5
	Total	9	10	12
Percentage of pupils at NC level 4 or above	School	36	40	48
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	4
	Girls	6	5	5
	Total	10	11	9
Percentage of pupils at NC level 4 or above	School	40	44	36
	National	68	69	75

*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	1
Black – other	0
Indian	0
Pakistani	22
Bangladeshi	0
Chinese	2
White	176
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	3	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)	9.3
Number of pupils per qualified teacher	24
Average class size	28

#### **Education support staff: YR– Y6**

Total number of education support staff	10
Total aggregate hours worked per week	155

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	30

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

### ***Financial information***

Financial year	1999
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	£
Total income	447118
Total expenditure	417039
Expenditure per pupil	1675
Balance brought forward from previous year	22414
Balance carried forward to next year	52493

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	258
Number of questionnaires returned	111

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	2	2	1
My child is making good progress in school.	55	36	4	1	5
Behaviour in the school is good.	45	46	4	3	3
My child gets the right amount of work to do at home.	45	37	9	4	6
The teaching is good.	61	32	1	1	5
I am kept well informed about how my child is getting on.	57	32	8	2	2
I would feel comfortable about approaching the school with questions or a problem.	58	34	7	0	1
The school expects my child to work hard and achieve his or her best.	63	30	3	0	5
The school works closely with parents.	54	34	6	1	5
The school is well led and managed.	64	30	1	0	5
The school is helping my child become mature and responsible.	59	34	5	0	2
The school provides an interesting range of activities outside lessons.	35	40	10	5	11

## **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**

66. When children enter the nursery the majority have limited skills in literacy and numeracy and poor social skills. Assessments undertaken by teachers, with parental help, before children start school are helpful in estimating starting points. Later assessments made in the first few weeks at school show that children's scores are below both local and national averages. Teachers then know where to start and provide practical and play activities that will extend children's knowledge, understanding and skills to lay a foundation for the National Curriculum at Year1.
67. Although many children have low starting points, the new foundation curriculum planned for them enables the majority to make good and often very good progress as they work towards the early learning goals. By the end of nursery they have started to attain such goals as enjoying books, listening to stories and counting to ten. During their year in the reception class they make sound and sometimes good progress as they work towards attaining all the early learning goals ready for the National Curriculum. The majority of children achieve well and reach this stage, attaining most skills, in all the areas of learning.

#### **Personal, social and emotional development**

68. Children succeed in attaining a satisfactory stage in their personal, social and emotional development by the end of the reception year. The school succeeds in providing experiences and support that enable children to develop a positive sense of themselves. The quality of teaching in this area of learning is good. Both teachers and nursery nurses establish constructive relationships with children and their families that take account of differences and expectations. They find ways of giving positive encouragement to children, with adults acting as positive role models. Parents are encouraged to stay in the nursery until their children feel settled. One parent stayed for many weeks until her child knew sufficient English words to feel secure and cope without her. The parent worked closely with the teacher, enabling the child to experience the play activity that others enjoyed. In the nursery and reception class, teachers plan opportunities for children to work alone and in small and large groups. They provide positive images in, for example, books and displays that challenge children's thinking and help them accept differences in ethnicity, special educational needs and disabilities. There are opportunities for play that acknowledge particular cultural backgrounds and ethnic diversity is valued. For example, the home corner in the nursery has dolls of more than one ethnic type and a range of dressing up for role-play encompasses non-western clothes. Good attitudes to learning are given time to grow by teachers. In the nursery children show curiosity, have a strong impulse to explore and are interested in new experiences. By the time they leave the reception class they continue to be interested, excited and motivated to learn but they can also maintain attention, concentrate and sit quietly when appropriate. When children start school they have to begin to accept the needs of others and often need support to share toys and equipment but by the end of reception they understand what is right, what is wrong, and why. Teachers involve children in agreeing on codes of behaviour and taking responsibility for their implementation. Teachers make decisions about when to intervene to support and guide children by observing their strengths and encouraging them to take the initiative in their learning. This results in children who learn to dress and undress independently, manage their own personal hygiene and select and use activities independently. The activities and opportunities that teachers provide for children to share experiences from different parts of their lives with

one another encourage talk about the reasons for similarities and differences. Teachers ensure that all children have the support to participate in discussions and are listened to carefully.

### **Communication, language and literacy**

69. In the nursery children are working towards the early learning goals for communication, language and literacy. Although some children are at the appropriate stage for three-year-olds there are many more who are not competent and enter school without the key skills and confidence they need. The home visits and assessments made by teachers have increased their awareness of what children can do and work begins immediately to provide learning opportunities that include communication, speaking and listening in a variety of situations, reading a range of books and encouraging writing for different purposes. Although this is begun at the nursery stage it is built on at the reception stage, resulting in a majority of children who succeed in laying a good foundation for National Curriculum. Overall, the teaching of this area of learning is good. In the nursery, the teaching is very good and in the reception class it is competent and occasionally good.
70. There is particularly good teamwork in both classes and it is very evident that teachers and nursery nurses understand that adults need to listen carefully to children and develop close relationships with them in an affectionate atmosphere. In play, children are given the chance to imagine experiences and recreate them. In the nursery children are not yet at the stage where they can handle changing into dressing up clothes so the teacher carefully provides swathes of varied fabrics to suggest different dress. However, at the reception stage they use their imagination well and bring their classroom hospital to life as they take on the roles of doctors, nurses or patients, who are all appropriately dressed. The teachers know that young children's learning is not compartmentalised. A love of books and stories, rhymes and poems and a growing interest in rhyming, alliteration, sounds and words arises from both planned and incidental work. Children are learning that reading in English is from left to right and they begin to recognise favourite phrases. For example, in nursery the teacher has made large captions and uses a soft toy to encourage them to follow the text as they sing 'Bertie, Bertie Bloomer has a warm red coat' and they gain confidence as they sing with staff and answer simple questions. By the reception stage children are becoming familiar with the routines of literacy hour. They use the text of the large reading books with stories such as 'Peace at Last' and everyone joins in such favourite phrases as 'I can't stand it'. At this stage in the year the reception children are still learning to extend their concentration and the teacher has to use all her skills in devising games to maintain their interest in hearing and saying letter sounds. Teachers work well with parents who are extending their interest in how children learn. In some instances children are able to make faster progress when a parent is helping the teacher. For example, a child who was unable to speak English when starting school made very good progress when teacher and parent worked together on expressing thoughts through painting. The child, clinging to mother for security, would only paint with one hand and took five days to complete the task. Her picture, complete with a phrase in her home language and in English, is an achievement that necessitated the efforts of both adults. The completion of this task has encouraged the child to learn English words and make sense of the activities offered in the classroom.

### **Mathematical development**

71. Mathematical development is very well planned and children are given opportunities to sort, count, match, seek out patterns, work with numbers, shapes, space and measures. In the nursery, children are still working towards achieving the mathematical skills they need but by the end of the reception year the majority have laid a good foundation for the National Curriculum.

Overall, the quality of teaching mathematical development is good. Apart from planning a range of mathematical activities, the adults make good use of opportunities to talk using mathematical vocabulary as children play or take part in normal daily activities. However, they take care to encourage children to use their own ways of describing what they see or touch. In the nursery, snack time is used to encourage children to count how many bottles of milk are left and they match a picture of the right quantity, with some brighter children finding the appropriate numeral to match the picture. When offered biscuits they may describe them as 'round' or 'a circle' or even 'like wheels'. Every opportunity to count and consolidate gains in knowledge and understanding is seized by teachers. Effective use is made of birthdays; children have great enjoyment in counting and blowing out candles before describing what has been done. All adults participate well in play and encourage children's mathematical development. Such questions as "How many patients do you have?", "Are any of those shapes the same?" or "How many are left in the bed?" bring a ready answer. Other comments, such as, "What a lot of beads you have there" help to establish mathematical ideas and enable the teacher to introduce new language and encourage discussion.

72. By reception stage the teacher plans to relate work closely to the National Numeracy Strategy and correctly introduces mental sessions, class work and time for group or individual work. All this is done within the requirements of the foundation stage curriculum. There is interest in how children solve problems and the teacher uses such strategies as deliberately giving a wrong number in counting and asking how this can be put right. The use of a programmable toy was linked to technology as children attempted to make it move forward along a number line by one pace and checked their accuracy by counting. Children are encouraged to extend problems - for example, 'Suppose we wanted to move it forward two paces instead of one' and make sure that they are secure about the order of numbers before asking what comes after or before each number. Occasionally, the organisation of where activities are sited, such as noisy ones next to quiet ones, leads to distractions and the level of excitement generated by the teacher results in very noisy children who lose concentration. There are good mathematical displays in classes and shared spaces that reinforce learning and children use these to explain what they have learned.

### **Knowledge and understanding of the world**

73. In this area of learning the children develop the crucial knowledge, understanding and skills they need to help them make sense of the world. This area lays the foundation for their later work in such National Curriculum subjects as, science, history, geography, design and technology and ICT. Nursery children are working towards the early learning goals they need and by the end of the reception stage most children will have reached a satisfactory level. Teaching is good and the nursery nurses and other support staff make particularly effective contributions to the standards children attain. The planning gives priority to activities based on first hand experiences that encourage observation, exploration, problem solving and discussion. The importance given to adults helping children communicate is a factor in the successful outcomes. At reception stage the use of objects for children to explore and investigate how they have changed since they were babies results in a celebration of what they can do now. 'Brainstorming' ideas and making pictures of what they can do extend their creative development. Learning to recognise and name parts of the body is reinforced with singing games such as, 'if you are a boy touch your nose'. Children work with a range of materials in their activities (for example, wet and dry sand, coloured and clear liquids) and they begin to understand design work from using a variety of joining methods and materials. Children have daily access to a range of computers and are beginning to develop skills in controlling the mouse to make things happen on the screen. Some children are beginning to understand that a

computer must be shut down properly and the nursery nurse has introduced them to keyboard skills. For example, children typed their name and were learning which key to use to make a capital letter at the beginning. One brighter child discovered the use of the delete button and deliberately spelt her name incorrectly so that she could use it when correcting. Teachers are particularly aware of the needs of children with EAL - for example, as children begin to investigate the uses of everyday technology the teacher wants children to name everyday objects and develop the vocabulary to talk about them and their uses, she knows that within the class there are some children who will lack the ability to do this task. Although some are able to name an object and state its use using one-word answers or short stilted phrases others will not have the vocabulary to name an object. The EAL supporting adult gives these children the confidence to talk in a familiar group and listen to one another. She is skilled at encouraging them to try and explain their decisions on how an object works.

### **Physical development**

74. Children reach a satisfactory stage in their physical development by the time they reach the end of reception year. There is a good understanding by all staff that this area of learning helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Staff plan sufficient space, indoors and out, to offer appropriate physical challenges. There is good provision outdoors, where daily use of a range of climbing and balancing apparatus provides plenty of time to explore, experiment and refine movements and actions unhurriedly. It is a safe, well-planned and well-resourced place to learn. Sessions in the hall encourage children to move individually or as part of a group. In the one session seen during the inspection, children were helped to make a physical response to such stories as *'We're going on a bear hunt'* and to express feelings as they moved or danced. In classes, staff provide a quantity of small objects to handle and children enjoy posting objects, using construction toys, threading beads and acquiring the skills to control tools that enable them to cut, join and draw and write successfully. Although they are encouraged to share there is sufficient material to enable them to work alongside one another co-operatively.

### **Creative development**

75. The creative development area of learning includes art, music, dance, role-play and imaginative play. Children are reaching satisfactory standards and teaching is good, overall. Opportunities for these activities were provided each day and in the nursery children had already made a good start in working towards the early learning goals. Progress was evident as children began to develop confidence in mixing paint at nursery and then talked, at reception stage about what combinations of colour resulted in secondary colours. They learned about the autumn colours in nursery and attempted leaf printing. In the nursery they are gaining confidence in group singing and experiment with the sounds made by percussion. By reception they have opportunities to play a percussion instrument and learn how to use it correctly. They listen carefully and know how to distinguish between different kinds of sound, using their own words to describe the sounds they hear. By making this activity into a game the teacher maintains interest and extends concentration. There were imaginative suggestions about what sounds were made and phrases such as 'like Santa's sleigh bells' and 'like the clock on hickory dickory' were used. Very occasionally teaching was unsatisfactory when noise levels became too high and the organisation of activities planned for only very minimal intervention by adults, resulting in squabbling about the use of resources. Teachers use role-play activity very successfully to draw upon imagination and originality. It progresses from the home corner in the nursery, where children were playing out their roles in a child's birthday party, to hospital play at



reception. They particularly use this area of learning to encourage and develop the skills and knowledge that children need to express their creativity.

## **ENGLISH**

76. By the end of both key stages pupils' attainment is in line with the levels expected nationally in speaking and listening, reading and writing. By the end of Year 2 there has been an improvement in speaking and listening and writing since the previous inspection, when standards were below those expected nationally. By Year 6 there have been improvements on the findings of the previous inspection in all three aspects of English. The findings of this inspection show an improvement on the 1999 results of the National Curriculum tests. At that time the results in reading and writing for Year 2 children were well below average and even when compared with schools in similar social areas they were still below average. The Year 6 results were very low and stayed below the national average for similar schools. The 2000 National Curriculum test results at both key stages show a significant improvement and reflect the school's own analysis of assessments and targets for improvement.
77. There are clear indications of an improving trend resulting from the school's hard work. This has been notable in such areas as the use of its analysis of assessment data to plan suitable work for pupils of all abilities and in the school's successful use of the literacy strategy in order to help raise attainment. Improvement has been further supported by the careful monitoring of teaching and learning, which has led to improvements in these areas, and by the shared commitment of teachers and support staff to improve standards. The school's successful implementation of a learning behaviour management policy has undoubtedly helped achieve the good behaviour that is so necessary in raising standards.
78. The quality of teaching at both key stages is never less than good and is mostly very good. This is a significant improvement on the findings of the previous inspection. The quality of learning is correspondingly never less than satisfactory and mostly very good. This is a significant feature in the raising of attainment in English at both key stages.
79. Most teachers use their very good subject knowledge very effectively to deepen pupils' understanding. For example, in Year 6 the teacher carefully explained the use of metaphors and active and passive verbs so that pupils confidently described their functions and gave examples orally and in writing. In Year 4 the teacher's clearly explained knowledge of story structure helped pupils organise their own stories with a beginning, middle and end.
80. Teachers are competent at teaching reading skills, including the use of letter sounds. They are very effective: children develop a secure foundation upon which to build their reading and make good progress in extending their reading skills as they move through the school. For example, in Year 2 the teacher used her clear understanding of how to teach vowel blends in order to extend pupils' knowledge, and in Year 1 the teacher carefully explained strategies for dealing with new or unfamiliar words, so that pupils increased their skills. In Year 6 teachers ensure that pupils encounter a variety of texts and develop their understanding, so pupils enjoy reading, describe characters and plot clearly and predict outcomes thoughtfully.
81. In its analysis of assessments the school has identified aspects of writing as areas for development. As a result of this, writing standards have improved, particularly at Key Stage 1. In all classes pupils write more confidently and are extending their range of writing as they understand its function for different purposes. For example, Year 2 writing included well-

punctuated instructions for playing a game, interesting stories and imaginative rhyming poems about dinosaurs. Year 4 writing related to reporting for newspapers. At Year 6 the writing was accurately punctuated, contained sensitive responses to work by Dickens and compared Shakespearean and modern language. In all classes teachers encourage pupils to develop high standards in their handwriting so that by the time they leave school it is generally well presented, fluent and joined.

82. Teachers take advantage of every opportunity to develop pupils' speaking and listening skills so that as they move through the school they become more confident when talking and listen attentively. For example, at Year 2 children speak clearly and respond carefully to other pupils' views. When working in pairs they discuss their responses to text. By Year 5 their careful listening results in confident organisation of ideas when discussing approaches to instructional writing. EAL pupils are supported well in their early use of English at nursery, reception and Year 1. School staff and a bilingual support assistant from the Local Education Authority Agency work together in achieving this. Older pupils are well supported by school staff and a support teacher from the Ethnic Minority Achievement Grant agency provides some individual work. These children make good progress as they move through school.
83. Teachers plan their work very carefully and often this is shared with the class so that pupils know clearly what is expected. In a Year 5 class it helped pupils to improve their skills in instructional writing. Teachers have high expectations and challenge pupils to extend their understanding. For example, Year 3 pupils are expected to write appropriately punctuated dialogue and in Year 2 they write clear instructions for playing a game. Teachers carefully prepare work that is suitable for pupils of different abilities. This was clearly seen in a Year 4 class where children were given tasks with differing degrees of difficulty when planning a story with alternative endings so that all were challenged to extend their skills. In Year 5 higher achieving pupils are expected to produce interesting dialogue with accurate use of speech marks and punctuation. Provision for pupils with SEN is good and work is closely related to targets set in individual education plans. Good use is made of the skills and advice of the special educational needs co-ordinator and teachers deploy classroom support staff effectively in supporting these pupils.
84. Relationships are very good and teachers value and welcome the contributions made by pupils. This means that children are confident and know that their efforts will be respected by teachers and by one another. Teachers have high expectations of pupils' behaviour and manage their classes very effectively. Daily assessments and the marking of pupils' work are used effectively in order to clarify difficulties and guide pupils on the next steps to be taken. Teachers use homework effectively to support the work in class.
85. Teachers succeed in making pupils' work interesting. They capitalise on such opportunities as annual book week, visits from storytellers and children's pen pals in local businesses. The school has worked hard to develop a culture where pupils are eager to read and enjoy their reading. Most pupils use their literacy skills well in other subjects of the curriculum so that their learning is reinforced. Such activities include devising their own questions in science work on food chains or retrieving information about Anne of Cleves when researching historical texts.
86. Most pupils show a growing understanding of and skill in using contents and index in retrieving information from reference books. However, their skills in using a library classification system are weak and opportunities for pupils to conduct independent research using the library are limited.

87. The subject co-ordinator is very knowledgeable and enthusiastic and supports staff effectively in developing positive approaches to English throughout the school. Good direction is provided, the subject is well organised and teaching and learning monitored to improve standards.

## **MATHEMATICS**

88. Evidence from lessons observed and from the scrutiny of pupils' work indicates that standards are in line with national expectations in both key stages. This represents an improvement on last year's National Curriculum test results for seven and eleven year olds. It is more consistent with other test results that the school has conducted, which also show that pupils should be performing at a higher level than indicated by national test results. In attempting to find answers to this problem the school has carefully analysed past test papers and has found a noticeable weakness in pupils' ability to transfer knowledge and understanding to new situations. Consequently, a new programme of study and thinking skills has been initiated in an attempt to overcome the problem.
89. The performance of last year's seven-year-old children showed a marked improvement: the percentage achieving lower attainment was much reduced whilst those achieving the higher level was much improved, from 0 per cent last year to 13 per cent this year. The school was very disappointed with the performance of Year 6 pupils because the percentage who achieved Level 4 or above was down on the previous year. However the percentage of those reaching the higher level increased from 0 per cent to 7 per cent. In both key stages these results are similar to results at the last inspection.
90. Emphasis is being given to number work in the infant classes and pupils are becoming increasingly confident in recall of number bonds and multiplication facts. They are able to count in two, fives and tens both forwards and backwards and can identify missing numbers in sequences. Pupils are competent in using standard metric measures and are able to estimate sensibly before measuring. By the time they are eleven pupils are multiplying numbers by 10, 100, and 1000 confidently. This was seen in the Year 6 class, where, pupils completed a follow-on exercise involving such skills, and reducing the time they took by half. Pupils were also displaying a good understanding of probability and could use a line of probability accurately. In a Year 5 class pupils had learned to use and interpret coordinates in the first quadrant.
91. Overall, the teaching of mathematics is very good. In Key Stage 1 it ranges between good and very good, while in Key Stage 2 the range is between excellent and good. In both infant and junior classes there was no unsatisfactory teaching was seen and no lesson was judged to be less than good. This represents a dramatic improvement since the last inspection, which found teaching to be broadly sound.
92. Lessons are well planned and contain clear learning objectives, which in the best lessons are shared with the pupils, thus giving clear purpose to the learning and allowing pupils to understand why they are learning. Planning is consistent and all teachers are using the National Numeracy framework effectively, beginning with a brisk mental session. These are very popular with pupils who respond to the challenges with enthusiasm, enjoyment and a great deal of effort. This was clearly seen in the Year 6 lesson referred to earlier, where the teacher set the challenge and pupils were well motivated to improve their own performance.
93. The teachers know the children very well and have very good relationships with them. This enables them to modify their approach and challenge for each pupil and to know the best way to

encourage each individual. In the very best lessons teachers have very high expectations both of pupils' behaviour and of their effort and subsequently discipline is of a generally high standard, as are standards of presentation. Some classes contain pupils who display poor behaviour but teachers apply the agreed behaviour management policy very effectively and never allow the behaviour of the minority to impede the learning of the majority.

94. Teachers are very careful to ensure that new learning builds securely on that already known and understood. This was seen in the Year 2 and 3 class who had measured in previous lessons using non-standard units. They had established the faults with this system and in the lesson observed began using the standard metric units of length. All teachers show particular skills in their questioning techniques and are able to ask the appropriate questions to increase learning and to clarify any misunderstanding, thus ensuring that the learning process is continuous. Clear time limits are set and this means that maximum use is made of the time available, with children moving on to the next stage quickly. The lessons all finish with plenary sessions, which are used every effectively to assess the learning and to reinforce the main teaching points. These sessions were most effective when teachers returned to their original learning objectives and asked pupils whether they thought they had achieved them.
95. The role of co-ordinator is being shared at the moment as an interim measure as one teacher passes the responsibility over to another. Both teachers have a good understanding of the numeracy strategy and both are determined to continue to raise standards. They both welcome the national initiative and are confident that it is helping teachers become more confident in their teaching and this, combined with the careful analysis and target setting, will lead to further improvements in the test results.

## **SCIENCE**

96. Evidence from lessons observed and from the written work provided indicates that standards are in line with that expected for age at seven and eleven. Although the National Curriculum test results were well below average for eleven-year-olds the standards in this subject are better than those of the science tests. The results for 2000 show that now there are seven per cent reaching the higher Level 5 which is an improvement on previous years. When scores rather than levels were analysed, it appeared that 20 per cent had just missed Level 4. Teachers' assessments indicated that the test results did not represent the overall ability of Year 6 pupils. Investigations have shown that too many pupils had problems in transferring already acquired knowledge and action has been taken to provide a whole-school policy of teaching problem solving skills. Demanding targets have been set and booster classes are planned for this year's borderline Level 4 children. Inspection evidence indicates that there has been continuing improvement at Year 2 over time and it is likely this trend will continue into the junior age classes.
97. In lessons there is evidence of continuity and progression in the subject. Younger children have been learning about forces and movement. They benefited from an opportunity to go outdoors and feel the effects of the wind before taking part in experimental work to make a sailing boat. Their knowledge and understanding of forces was built on and by Year 2 they had learned to predict, test and measure. They used a model vehicle and set up a test to see how far it would travel from a ramp. Children measured the distance and recorded results on a chart. They then discussed if this was a fair test.

98. By Year 3 there is an expectation that pupils will use their already acquired knowledge and skills but so early in the term required a recap about pushing and pulling. In trying to give a definition of a force they understood that only the effects can be seen. They found it fun to predict what would happen and the principles of cause and effect were understood from an experiment using a rubber band to propel a model car. Discussion was an important factor in observing cause and effect at Year 4 as children mixed various materials with cold water and tried to determine what would result. Older pupils have linked their science work to a 'Keeping Healthy' scheme as they studied the functions of the heart and blood vessels. By Year 6, pupils are studying interdependence and adaptation with reference to the food chain and producers and consumers.
99. Teaching is generally good. The teachers' planning and their management of pupils and resources are particularly good. In a Year 1 lesson, the teacher's questioning techniques were highly refined. She gave very positive feedback to children's responses. All lessons seen followed a similar pattern. In each lesson the teacher effectively demonstrated an experiment before discussing the results. For example, in a Year 3 class the teacher coaxed from the children the definition of the meaning of force by using skilful questioning. Very good learning was evident in both these lessons: it was typified by very good preparation and use of equipment, knowledge of the subject, enthusiasm for learning and very good relationships with teachers. Above all it was the high but appropriate pace of the lessons that enabled pupils to maintain their interest in lessons seen. Good opportunities were provided to practise fair testing, as when Year 2 children had to predict, test and measure the distance various model vehicles would travel when released down a slope. Recording was always well presented. There was good application of numeracy skills as in a Year 3 lesson when pupils were involved in measuring the distance vehicles travelled down a slope where objects were propelled by an elastic band.
100. Leadership for the subject is good and the confident and enthusiastic co-ordinator, who monitors children's work as well as the teaching, continues to work hard at achieving high standards. Scrutiny of pupils' work by the senior management team is enabling aspects of the school development planning to support teaching and learning to good effect. The introduction of the QCA Scheme of Work has been a major factor in improving teachers' knowledge, understanding and confidence in the subject.

## **ART AND DESIGN**

101. Since the previous report, there has been an improvement in art at Key Stage 1. Then, standards were in line with that expected nationally: however, now pupils' attainment is above average. By the end of Key Stage 1, pupils work practically and imaginatively with a wide range of techniques such as drawing, painting, printing, modelling, and collage. They make a good range of artefacts by sketching their ideas, cutting and gluing materials onto paper and card before finally completing the decoration. Most have a good understanding of pattern, some print logically in rows, others deliberately randomly to cover the paper, and some experiment with turning their 'block' through several degrees. In a Year 1 lesson on the place of public sculpture, pupils confidently and competently created their own interpretation of the 'Angel of the North' and examples of other sculpture in large scale, three-dimensional form. The initial drawings in charcoal were of very high quality and well presented; such young pupils' work is outstanding.
102. Judgements on attainment by the end of Key Stage 2 can be derived only from a scrutiny of pupils' sketch books, a discussion with some Year 3, 4 and 6 pupils and examples of pupils'

work relating to other subjects - for example, photographs and displays in history. Pupils' attainment on that basis is satisfactory. However, throughout Key Stage 2, art is too closely linked to design and technology, with a large amount of work to support topics rather than a gradual build up of knowledge and skills. The continuity and progression of pupils' progress are not as well defined as they might be. The quantity and quality of work are on the low side. Pupils use an appropriate range of materials, tools and techniques, showing increasing accuracy to detail in drawing, as seen in self-portraits and Greek vases. Their knowledge and evaluation of a range of work by different artists are sound.

103. It was possible to see only two lessons at Key Stage 1 and none at Key Stage 2 so no overall judgement is made about the quality of teaching. However, in the two lessons seen, teaching was very good in one and good in the other. Teachers have high expectations of what pupils can achieve. This has a direct impact upon raising standards. The quality of relationships between teachers and children is good and at Years 1 and 2 children have very good attitudes to work. They respond well to new tasks, settle quickly and eagerly and persevere for long periods. Most take pride in their work. They co-operate very well from an early age and are complimentary about one another's work. They are confident to experiment and happily work together in pairs or small groups. Behaviour is good. Resources are good and used effectively by teachers. Throughout the school, displays of pupils' drawings, paintings and three-dimensional art create an attractive environment. Teachers deploy support staff effectively and ensure that pupils with special educational needs and those for whom English is an additional language have the support they need for those children to work at the same rate as others.
104. The school now needs to find ways of extending the influence of the co-ordinator so that her skills and the best practice are shared with other teachers.

## **DESIGN AND TECHNOLOGY**

105. Since the previous report, when standards were below average, there has been an improvement in attainment in design and technology at Key Stage 2. It was not possible to see any lessons in Years 1 and 2. Three lessons were observed at Key Stage 2, and a visiting teacher was teaching a Year 6 lesson. Inspection evidence, including discussions with pupils, indicates that attainment has improved and is now broadly in line with that expected. However, throughout Key Stage 2, the subject of design and technology is too closely linked to that of art, with a large amount of work to support topics, rather than a gradual increase in learning in the subject itself.
106. There is insufficient evidence to judge the overall quality of teaching in design and technology but in the lessons seen it was satisfactory. The co-ordinator is aware that the full breadth of study, as required by the new National Curriculum orders is not yet in place but has already produced plans to ensure that it will be very soon. Teachers have appropriate knowledge and understanding of the subject. They deploy support staff appropriately and pupils with special educational needs and those with English as an additional language are enabled to progress at the same rate as others. As pupils move through the school, teachers make opportunities for them to use their skills in other areas of the curriculum, but too much emphasis is placed on supporting a project and insufficient on developing knowledge, skills and understanding of the subject. Resources are satisfactory and most are accessible to the pupils.

## **GEOGRAPHY**

107. From a limited evidence base of two lessons and a small amount of pupils' work standards appear to be broadly in line with national expectations.
108. No overall judgement can be made about the quality of teaching. In the two lessons seen the quality of teaching was satisfactory in one and excellent in the other. One teacher was knowledgeable, confident and taught with good pace, the children responded with enthusiasm. The images created by the teacher describing an island holiday made the children feel that they were almost there. It was inspirational. This teacher also made good use of homework by involving them in questioning parents about their own island experiences. The other lesson with a group of children of similar age was less successful. This lesson was characterised by less confidence, an over-concern with correcting minor misdemeanours and a slower pace. This resulted in the children's enthusiasm waning and a loss of interest. The teacher was not at ease with the content of the lesson and had low expectations of work based on an island as many children had never seen an island. Pupils' responses were excellent when teaching was excellent. Children who could have been disruptive listened spellbound and made good gains in knowledge and understanding.
109. Overall teachers' planning is thorough and resources are plentiful and well used but there is a shortage of Ordnance Survey maps and aerial photographs. Good value had been derived from the links with a school in Harbottle, a village in rural Northumberland, which have enabled pupils to study contrasting locations. The co-ordinator provides good leadership and has recently produced a report for staff and the governors on planning, teaching and learning.

## **HISTORY**

110. During the inspection, no lessons were seen in Years 1 and 2. However, from the limited evidence available the standards were satisfactory. By the end of Key Stage 2 pupils' attainment is in line with what would be expected for pupils aged eleven. This is an improvement on the findings of the previous inspection.
111. Since no Year 1 or 2 lessons were seen no judgement can be made about the overall quality of teaching but in those lessons seen at Key Stage 2 it was very good. This is an improvement on the findings of the previous inspection.
112. Teachers plan their work carefully and link it clearly with what has gone before so that pupils know what is expected of them during the lesson. For example, Year 4 pupils built securely on their existing knowledge of Henry VIII when they researched information on Anne of Cleves. Teachers have very good subject knowledge of historical periods and of the use of historical skills. They explain matters clearly so that pupils understand that the past is represented in different ways. This was seen happening very effectively in a Year 6 class learning about the background to the battle of Marathon. Teachers use questions well to prompt pupils to think deeply. For example, the teacher challenged pupils to describe aspects of their visit to Segedunum Roman fort. This extended their understanding of methods of historical enquiry and increased their knowledge of life styles in the Roman army.
113. Relationships are very good and this encourages pupils to pose and answer questions confidently. For example, pupils in a Year 4 class confidently extended their research and speaking and listening skills when expressing opinions about the marriage of Henry VIII and Anne of Cleves because they knew that what they had to say would be valued and respected. Teachers use ongoing assessment very well in order to guide pupils to the next steps to be taken. For example, in Year 3 the teacher moved from group to group checking on their

understanding of how to select and record information about Celtic and Roman lifestyles so that their research skills would be improved.

114. Teachers work hard to make pupils' study of history interesting. Visits are arranged to places such as Beamish Museum and Newcastle Castle. Effective use is made of such resources as portraits and texts about life in the Tudor period and interesting stories and illustrations about the lives of Greeks and Spartans. Pupils use photographs of pottery illustrating lifestyles in ancient Greece. They wear Roman clothes and handle armour and watch video recordings illustrating the lives of Romans and Celts. This helps pupils to increase their knowledge of events, people and changes in the past and extends their understanding and use of historical methods of enquiry and interpretation.
115. Teachers effectively plan work that is suited to of different abilities so that pupils are all challenged to increase their knowledge and understanding. For example, when comparing Roman and Celtic dwellings, pupils in Year 3 were given different tasks with different levels of support involving teachers and classroom support assistants. There was evident awareness of the needs of EAL pupils.
116. The co-ordinator works hard to organise the subject, update support staff and plan the transition in the teaching of history for Curriculum 2000. She has a very clear idea of the direction to be taken by the subject in order to raise attainment.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

117. Standards have improved considerably since the last inspection, when they were judged to be below average across the school. By the end of both key stages, children's attainment is in line with that expected for their age. Pupils use ICT in a growing range of activities and in several subjects, such as literacy, mathematics and art
118. There is some variation in children's achievement in Key Stage 1. This is due in part to the teachers' awareness of when ICT helps get the job done more quickly than by hand. A very good example in Year 1 occurred when the children said that they preferred to record their survey of '*How I come to school*', using the computer so they could do both a Venn Diagram and a Pictogram within minutes. Year 2 pupils effectively created their impression of a Mondrian painting by using the computer to link different sized rectangles together, moving them into position and filling the shapes with several different colours.
119. There is greater variation in achievement at Key Stage 2. Although attainment is satisfactory overall, some aspects are weak: these relate to handling information, (particularly data handling), using simulations to explore things such as music making and exploring a wider range of information resources, such as working with others to search the Internet. In Year 5 and 6, pupils are more confident in word-processing and graphics. They can produce a well-presented text using such facilities as varying letter shapes and style in what they are writing. For example; Year 5 pupils estimated and measured, with a good degree of accuracy, in constructing a plan of the school. In this activity they made good progress in knowledge, continued to refine their skills in mouse control and identified which drawing icons were the best to use.
120. The overall quality of teaching is at least satisfactory at both key stages. Teachers' knowledge of ICT and how to use it well in lessons has improved considerably. This has given them more confidence to plan lessons which are effective. Their expectations of what pupils can do and



how they use support staff and resources to best advantage contribute to that effectiveness. Pupils learn with an increasing degree of confidence and competence. Their attitudes to the use of computers are good. They mostly behave well and show great care for the hardware. Pupils support one another very well, seeking and offering advice in ways that are not intrusive. SEN and EAL pupils are given the opportunity to use computers to supplement their progress but greater use is made of ICT in the classes of younger children. They use it to improve recognition of letters by their shape and the sounds they. A few teachers effectively use a digital camera to record pupils' achievements. The facility for using the Internet is limited and this valuable resource is not being used widely across the school – either by pupils or staff. Consequently, pupils are unfamiliar with and the use of e-mail to correspond. Few pupils bring computer experience from home to school and so teachers cannot build on previous experience.

121. Co-ordination of the subject is satisfactory. Resources have improved. The school has deliberately placed computers of the same type in all classes to overcome the previous wide range of types and ages but the ratio of computer to pupils is below that recommended. Although there is an adequate range of software programs, these are almost the same for all ages of pupils, in word-processing and data handling. This provision does not sufficiently allow for continuity and progression of the necessary ICT skills for pupils. However, even the very youngest children are developing skills with adult assistance. The school recognises the need to increase resources.

## **MUSIC**

122. Standards in music are in line with those expected by the end of both key stages and this represents a major improvement since the last inspection, when music standards were judged to be below expectations in both key stages. This is particularly good since the school has lost its music co-ordinator to a promotion and does not have the expertise of a music specialist on the staff. To overcome this, teachers have begun to use the new national scheme of work to guide them and are making good efforts to reduce their use of a commercial scheme used previously. The school has also employed the services of a music consultant who is being particularly effective in delivering an exciting project called “On the Line”, which involves listening to and singing songs from different countries on the meridian line. The pupils are participating in this throughout the school with energy and total enjoyment and the scheme is making a very good contribution to the pupils' cultural development.
123. By Year 2, children sing with great enthusiasm and are familiar with songs from different cultures. When singing unaccompanied they manage to keep time and concentrate on the rhythm very well. They express their feelings for African music and their comments show how carefully they have listened. In older classes, pupils show a good understanding of ostinato. They have a good ability to perform and create music using different parts of their body. By Year 6 pupils identify the structures used in songs as they listen to a wide range of music including hymns, popular songs and those from other cultures. Listening skills are used particularly well to extend learning.
124. In all lessons observed the quality of teaching was very good. This is a considerable improvement since the last inspection, when teaching ranged in quality from unsatisfactory to good. Lessons are well planned and engage the pupils' interest from the word go. The pace is very good and pupils' interest is maintained by the enthusiasm and challenge provided by the teachers. The music consultant is bringing a good understanding and knowledge of music to the school and teachers are learning by his example. The good teaching means that children's attitudes to the subject are very good. They are engrossed in the activities and show very good

concentration and effort. The enjoyment is obvious as pupils sing and dance or do actions to the songs from different countries.

125. Teachers manage children well and behaviour in all music lessons is very good but particularly marked in the large group when all the juniors come together. Generally, discipline is not a problem because the pupils are totally absorbed by the activities and challenge set, but when some minor misbehaviour occurs it is dealt with quietly and effectively in line with the agreed policy without any detriment to the learning or progress of other pupils. Teachers are particularly good at choosing appropriate music for pupils to listen to, as in a Year 6 lesson where pupils were studying the musical structure of hymns and pop songs. Similarly in a Year 2 and 3 class pupils listened carefully to the policeman's song from Gilbert and Sullivan which caused great amusement and interest.
126. Despite the difficulties the school faces, the provision for music is good and enhanced by a singing club, recorder club and guitar club. A music and drama performance is performed every year and a carol concert is held each Christmas.

## **PHYSICAL EDUCATION**

127. Owing to timetable constraints it was possible to see only three lessons of physical education and so no overall judgement can be made on standards achieved or on the quality of teaching. In one of the three lessons, the quality of teaching was very good, in one it was good and in one it was poor. In the best lesson the teacher was knowledgeable and confident and the lesson was demanding, and showed lively activity and good coaching skills, which generated satisfactory levels of achievement. In the poor lesson none of these elements was evident and pupils were engaged in only three minutes of activity during the whole lesson: the dress of both the teacher and some of the pupils was not suitable for a physical education lesson. This is in conflict with school policy and may present a risk to health and safety.
128. One of the main reasons for the variable quality of the lessons is the outdated guidelines for teacher. The co-ordinator recognises this and plans for the development of physical education and the review of the scheme of work in line with the general move towards the new Curriculum 2000.
129. Swimming has been a regular part of the physical education programme and the majority of pupils achieve satisfactory standards. Outdoor facilities for teaching games and athletics are restricted by the lack of large grassy spaces but the school does the best it can. The subject is enhanced by the provision made by various local sporting organisations such as Newcastle United Football Club and Newcastle Eagles Basketball Team, who provide annual community coaching. The more able footballers and netball players have the opportunity to play some inter-school matches against other schools.