

INSPECTION REPORT

NEW YORK PRIMARY SCHOOL

Lanark Close, North Shields,
Tyne and Wear, NE29 8DP

LEA area: North Tyneside

Unique reference number: 108607

Headteacher: Mrs. L.A. Colthart

Reporting inspector: Mrs. E. Graham
16431

Dates of inspection: 4th to 8th June 2001

Inspection number: 230262

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Lanark Close,
North Shields,
Tyne and Wear.

Postcode: NE29 8DP

Telephone number: 0191 2006338

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. W. Oliver

Date of previous inspection: 29th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16431	Mrs. E. Graham	Registered inspector	Design and technology	What sort of school is it?
			Religious education	What should the school do to improve further?
11468	Mrs. J. Menes	Lay Inspector		How well does the school work in partnership with parents?
1550	Mr. M. Pinch	Team inspector	Science	How good are the curricular and other opportunities?
			Information technology	
			Geography	
			Under fives	
22667	Mrs. A. Firth	Team inspector	English	How well are pupils taught?
			History	
			Special educational needs	
			English as an additional language	
27384	Mrs. J. Stephenson	Team inspector	Art	The school's results and achievements.
			Music	How well is the school led and managed?
			Physical education	
31622	Mrs. L. Richardson	Team inspector	Mathematics	Attitudes, values and personal development.
			Equal opportunities	
25673	Mr. D. Smith	Team inspector		How well does the school care for its pupils?

The inspection contractor was:

Durham Local Education Authority

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	7
How good the school is	7
What the school does well	7
What could be improved	7
How the school has improved since its last inspection	8
Standards	8
Pupils' attitudes and values	9
Teaching and learning	9
Other aspects of the school	10
How well the school is led and managed	10
Parents' and carers' views of the school	11
PART B: COMMENTARY	12
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	12
Pupils' attitudes, values and personal development	14
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30 - 46

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

New York Community Primary School is larger than most primary schools and is providing an education for 245 boys and girls between the ages of 4 and 11, with a further 52 children attending part-time in the nursery. The school serves an area on the outskirts of North Shields of mixed tenure housing. There is a high level of movement into and out of the area and hence the school, at times other than the normal admission dates. Attainment on entry to the school is below average and well below in pupils' communication skills. There are 67 (25%) children on the school's register of special educational needs (SEN), which is above average. The majority of pupils with SEN have speech and communication difficulties, moderate learning or emotional and behavioural difficulties. Three pupils have statements of SEN, which is below the national average. A small number of pupils are from ethnic minority backgrounds. English is an additional language for 4 pupils. The proportion of pupils entitled to free school meals is 42.6%, which is well above the national average.

At the time of the inspection the head teacher had been in post for just 2 terms, in addition two members of the teaching staff were absent due to illness and therefore there were two supply teachers teaching in the school, one in reception and one in Key Stage 2.

HOW GOOD THE SCHOOL IS

New York Primary School provides a sound education for its children. It is in the process of rapid change as a result of new leadership. There are considerable strengths in the new management that gives it the potential for further improvement. Standards are below those achieved by pupils of the same age nationally, but the progress they are now making is good in Key Stage 1 and sound overall in Key Stage 2. However, standards in mathematics and science should be higher. Pupils presently reaching the end of both key stages are attaining levels in the core subjects closer to national expectations than previously. Teaching is satisfactory overall and good in the nursery and in Key Stage 1. However, standards of teaching in the reception year and in the middle of Key Stage 2 are less consistent than in the rest of the school, varying from good to unsatisfactory. This is largely the result of the difficulties arising from staff illness and has had a negative impact on standards in these year groups. The school provides satisfactory value for money.

What the school does well

- Teaching and provision for children under five in the nursery is good and they make good progress as a result.
- Standards are rising in the core subjects in Key Stage 1 as a result of some good teaching, particularly in Year 1.
- The head teacher provides strong leadership for the school as a result of a careful analysis of its strengths and weaknesses. She is well supported by the governing body.
- The provision for children with SEN and those acquiring English as an additional language is good and encourages their full participation in the school.
- The school's provision for spiritual, moral, social and cultural education is good.
- Pupils enjoy coming to school and their attitudes to learning are good.

What could be improved

- Standards in mathematics and science at Key Stage 2 are not high enough.
- The quality of teaching and learning is inconsistent. It varies from very good to unsatisfactory.
- The monitoring programme and structures need to be improved so that outcomes improve teaching and learning.
- Subject leaders need to take more responsibility for raising standards and achievements in their areas of responsibility.
- Curriculum planning and assessment strategies need to make sure that work builds on what children have already learned.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997 and key issues were identified in important aspects of leadership and management of the school. Most of these issues have been addressed satisfactorily and the new head teacher has identified strategies for addressing those outstanding, particularly developing the role of subject co-ordinators. The school is now well placed to make further improvements. While standards overall have not improved as much as nationally, the additional support for literacy and numeracy in Key Stage 2 and the focused staff development programme to improve teaching, are beginning to have an impact, particularly for those pupils now at the end of Key Stage 2. The quality of teaching at the time of the last inspection was judged as satisfactory overall and there was a small proportion of unsatisfactory lessons and a small proportion of very good lessons. The proportion of unsatisfactory lessons is presently slightly higher, attributable in part to the temporary staffing arrangements in place to cover for illness in the inspection week. There is a much higher percentage of very good teaching than at the time of the last inspection.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	E	D	B	well above average A above average B
mathematics	D	D	E	D	average C below average D
science	E	C	E	D	well below average E

By the end of the foundation stage pupils have made good progress. However, from their below average starting point, many have not reached the required standards in the nationally agreed early learning goals.

In national tests in 2000 seven year old pupils attained standards which were below average in reading, average in writing and well below average in mathematics, when compared with pupils of the same age nationally. Standards are well above those of similar schools in reading and writing and in line with similar schools in mathematics. In the national tests for eleven year olds in 2000 pupils attained standards below the national average in English and well below in mathematics and science. Compared with similar schools these standards are higher in English but lower in mathematics and science. The school is on course to achieve the realistic targets set for this year's tests. Very challenging targets have been set for 2002.

Standards in information and communication technology (ICT), design and technology (DT), geography, music, art and physical education (PE) are in line with what is expected at age seven and eleven. Standards in religious education (RE) are above average at age seven and in line with what is expected at age eleven. Standards in history are in line with what is expected at age seven but below at age eleven. Pupils with SEN make good progress, as do pupils for whom English is an additional language. Progress is satisfactory in many subjects. Pupils enter the school with attainment that is below average and they leave with standards that are close to those expected for eleven year olds. However, in mathematics and science progress is unsatisfactory in Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school. They have good attitudes to their work and try hard.
Behaviour, in and out of classrooms	Behaviour is good overall, both in class and around the school. There is no evidence of oppressive behaviour or bullying.
Personal development and relationships	Pupils work and play together well. They are tolerant and patient and listen to others respectfully. Relationships are very good.
Attendance	Attendance is slightly below the national average for primary schools but it is improving.

The attitudes that children have towards the school are good. They get on well together and show tolerance and respect for the views and values of others. Attendance, although improving, is still lower than it should be.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall and there are elements of good and very good teaching which contribute to pupils' achievement. However, some teaching, particularly in Key Stage 2 and in the reception class is unsatisfactory and needs to be improved if pupils are to make appropriate progress. Some of this unsatisfactory teaching is attributable to the temporary staffing arrangements in place at the time of the inspection. Teaching in 91% of lessons is satisfactory or better and in almost half of them it is good or very good. Teaching in Year 1 is consistently good or very good and is a strength of the school. Teaching in the nursery is often good.

In the majority of lessons, teachers show good levels of subject knowledge, they manage pupils effectively and time and resources are well used to help pupils make sound progress. Where teaching is least effective, teachers do not have secure enough subject knowledge to help them explain concepts clearly to pupils; activities provide insufficient challenge for more able pupils; and assessment is not used well enough in planning work to match pupils' needs. Much of the unsatisfactory teaching results from teachers new to the school being unfamiliar with the content and delivery of aspects of the National Curriculum and the school's procedures for managing pupils' behaviour. In very effective lessons, teachers have high expectations of their pupils; they are encouraged to think for themselves; they share the objectives for the lesson so that pupils are clear about what they are to do and they help them see how successful they have been in the concluding session of the lesson. The teaching of pupils with SEN is good because teachers and support staff work in partnership to meet their needs. Pupils for whom English is an additional language are well supported and they make good progress. The skills of literacy are taught satisfactorily across the school but the teaching of numeracy skills is not as effective due to the slow implementation of the National Numeracy Strategy. However, this is being addressed by intensive staff development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided by the school is satisfactory. In addition to meeting statutory requirements, pupils' personal, social and health education are effectively addressed and a wide range of out-of-hours learning opportunities is provided.
Provision for pupils with special educational needs	Good provision enables children with SEN to make good progress.
Provision for pupils with English as an additional language	Good provision through good quality support helps these children to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good and continues to be a strength of the school.
How well the school cares for its pupils	Good. The school provides a safe, secure and caring environment.

The school provides a satisfactory range of learning opportunities with a strong emphasis on literacy and numeracy. The curriculum is enhanced by a good range of additional activities. Provision for pupils' personal development and health education is good. The school is working hard to build a strong partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides good leadership. She is well supported by the acting deputy head teacher.
How well the governors fulfil their responsibilities	The governors are very supportive of the head teacher. They are fulfilling their statutory responsibilities.
The school's evaluation of its performance	This is under-developed. The monitoring programme is at an early stage of implementation and the management role of the subject co-ordinators is not clearly defined.
The strategic use of resources	Satisfactory use is made of resources. The head teacher is successful at securing extra funding and this has helped to support a small deficit budget and allow progress towards addressing identified priorities. Principles of best value are increasingly being used and applied to the use of the budget and performance data.

The head teacher and governors provide good leadership and manage the adequate staffing, accommodation and learning resources efficiently. However, the school is at an early stage of having in place systematic processes for evaluating its own performance.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school.• The progress their children make.• The good teaching.• The quality of the leadership and management.• The school expects the children to work hard and do their best.• The school is helping their children become mature and responsible.	<ul style="list-style-type: none">• The range of activities outside lessons.• The amount of work their children do at home is variable.

The inspection team agrees with the parents' positive views. It found a good range of activities, outside lesson times, available to pupils. The school provides some opportunities for pupils to complete work at home. It notes that there is some inconsistency in the use of reading diaries across the school.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class during the autumn term of the year in which they are five. Most have come from the school's nursery on the same site. Their attainment is below average overall based on formal assessments made at this time. Many pupils' communication skills are at a low level. In reception class, the majority of pupils are working at a level below that expected nationally. These pupils are unlikely to achieve the standards expected by the nationally agreed early learning goals by the time they enter Year 1.
2. At the age of seven, the percentage of pupils achieving the expected level in the national tests for 2000 in writing was close to the national average. In reading, standards were below those which are typical for seven year olds and for mathematics they were well below. However, when results are compared to similar schools the picture is more favourable. In reading and writing, results are well above the average and in mathematics they are in line.
3. Over the past four years the results have generally shown an upward trend, although results in 2000 dipped. Inspection evidence shows that pupils are currently achieving standards in reading and writing that are in line with what is expected nationally, although standards in mathematics continue to fall below the national average for their age group. There are no significant differences between boys and girls.
4. At the age of eleven, results in the national tests are below the national average in English and well below average in mathematics and science. When compared to similar schools, results are above average in English and below average in mathematics and science. The results for English show a significant improvement over the previous year. However, results in both mathematics and science show a decline. The overall trend of improvement over time is below that shown nationally. Pupils are currently achieving standards in English, mathematics and science that are below national expectations. However, pupils presently reaching the end of Key Stage 2 are attaining levels closer to national expectation. There was no significant difference in the performance of boys and girls.
5. In the last inspection, standards were judged to be satisfactory. Standards at Key Stage 1 have improved. At Key Stage 2 standards in English have improved slightly, although achievement in mathematics and science are unsatisfactory. The head teacher, on appointment, recognised this immediately and the focused support, training and setting, particularly for mathematics, is beginning to take effect. Standards in ICT have remained satisfactory. The creative use of the local educational technology centre is having a positive impact on standards. Standards in DT, geography, music, art and PE are in line with what is expected. In RE, younger pupils achieve good standards and older pupils achieve average standards. Standards in history are at national levels in Key Stage 1 but they are below at Key Stage 2.
6. The school has set very challenging targets for standards to be reached in both English and mathematics.

7. Pupils make satisfactory progress overall as they move through the school. Standards achieved in Year 1 are good and pupils make rapid progress. This is directly related to the high quality teaching. Pupils' progress across the rest of the school is inconsistent. They make good progress, achieving sound standards in Years 2 and 6. However, progress in remaining year groups is sometimes unsatisfactory, particularly in mathematics and science, where work does not always challenge pupils sufficiently.
8. In some unsatisfactory lessons taught by supply teachers, standards of achievement were low because work was not matched to prior attainment and class control was poor.
9. Pupils make good progress in reading and writing and by the end of Key Stage 1 many of them can write in simple sentences using a growing sense of punctuation, and can spell common words correctly. Most read competently. They can decipher unfamiliar words using strategies they have been taught and they correct themselves when they make mistakes. Progress in Key Stage 2 is less even due to the inconsistencies in the quality of teaching in English. However, by the end of Key Stage 2 most pupils are attaining levels in reading and writing close the national expectations. They can write an extended piece in a range of forms, sometimes using the computer. They understand and use the conventions of language effectively in their own writing.
10. Progress in speaking and listening in Key Stage 1 is hindered for some pupils by their limited range of vocabulary and a tendency to mispronounce everyday language. The school works hard to address this and by the end of Key Stage 2 the majority of pupils are able to sustain concentration and listen for extended periods. Most express themselves clearly.
11. In mathematics the majority of pupils make satisfactory progress in Key Stage 1 but many still have not reached the nationally expected level by the time they are seven. Most pupils work competently with number and more able pupils have a good command of concepts of space and shape. Although pupils experience investigational work, pupils of all abilities achieve below nationally expected levels in this aspect of mathematics.
12. By the end of Key Stage 2 many pupils continue to work confidently with number. They have developed further understanding of properties of two and three-dimensional shapes and can draw and interpret a range of graphs and charts. However, overall progress has been slower than it should be especially in developing their investigative and problem-solving skills. This has been due to a number of factors including staff absences, the slow implementation of the National Numeracy Strategy and the resulting lack of teachers' confidence in teaching numeracy.
13. In science pupils make satisfactory progress in Key Stage 1 and by seven they are able to test, observe and discuss their findings. Their scientific knowledge is satisfactory for children of this age. Pupils presently in Year 6 have continued to make progress in gaining knowledge over a wide range of topics but their ability to apply scientific methods, set up their own experiments and solve problems is lower than might be expected for eleven year olds. In these aspects of science progress is unsatisfactory for the majority of pupils.

14. Pupils with SEN in both key stages make good progress. Provision is good and they achieve well in lessons because work is appropriately matched to their abilities. Pupils with English as an additional language have access to very good support. They make good progress and by Key Stage 2 are fully integrated into the school community.

Pupils' attitudes, values and personal development

15. The good attitudes and behaviour reported in the last inspection have been effectively maintained.
16. Throughout the school pupils enjoy taking part in lessons, they settle quickly and listen to their teachers, many have an earnest approach to their learning. They follow the teachers' guidance and try hard to improve their knowledge and skills. This was particularly evident in a Year 2 PE lesson when pupils carefully adjusted their actions after watching demonstrations by the teacher and other pupils. In a Year 6 music lesson pupils built on the teacher's guidance and the response of other pupils to develop their understanding in a new and challenging aspect of their work. Pupils' response to questions is generally good, younger pupils are eager to answer and many of the older pupils respond readily through the use of individual white boards in mathematics lessons for example. Pupils' attitudes to learning during independent and group sessions are good, they concentrate, stay on task and apply themselves well. Work rate during these sessions is sometimes slow because teachers do not always set and maintain a good pace throughout the lesson, pupils sometimes lack an appropriate sense of urgency.
17. Behaviour is good in a large majority of lessons. Pupils follow well-established routines, they know what is expected of them and most try hard to comply. In a few lessons the behaviour of a minority of pupils has a negative impact on the learning of the rest because teachers have to stop activities, explanations or discussions to restore an appropriate learning atmosphere. The most frequent disruptions during the inspection occurred in lessons taught by some temporary teachers and in lessons where pupils with recently identified behavioural difficulties are just beginning to receive the support they need. Pupils' behaviour out of lessons is good, most move around the school in an orderly manner, they come to and leave assemblies quietly. Behaviour during break and lunch times is good, play is generally constructive and pupils have sound levels of self-control. There were examples of pupils showing very good awareness of the consequences of their actions on others for instance when a boy in Key Stage 2 apologised immediately on seeing that his carelessness could have caused injury to others. Pupils in Years 3 and 6 behaved in an exemplary manner on a visit to the local technology centre. No pupils were excluded in the year prior to the inspection.

18. Relationships between pupils are very good; this is a strength of the school. Pupils enjoy each other's company and are interested in what others have to say. They are attentive while others are explaining or demonstrating in lessons and assemblies. They include others in their play and care for each other. For example, pupils in a Year 1 class took care to look after a child with an injured arm. Pupils work and play well in mixed groups and there was no evidence of oppressive behaviour or bullying during the inspection. Relationships between pupils and adults are good. The vast majority of pupils are polite and courteous; they open doors without prompting and show genuine appreciation to adults who help them. Pupils trust the adults in the school and they have confidence in their ability to provide a safe, caring and positive atmosphere. Most pupils are confident with visitors, they are friendly and open, entering into conversation willingly. Almost all pupils show respect for teachers and other adults at the school. Their respect for the values and beliefs of others is promoted well.
19. Pupils respond positively to opportunities for their personal development. For example, Year 3 pupils who had been involved in an art and technology project with Northumbria University spoke confidently to an audience of parents and visitors and were proud of their work. In lessons, pupils of all ages use equipment carefully, they collect and return materials properly and keep their workspace tidy. Pupils of all ages carry out their responsibilities very well. In the nursery they take turns to pour drinks and get biscuits ready. Older pupils operate the overhead projector in assemblies and return registers to classrooms. Through the Eco Club the oldest pupils seriously consider ways to improve the school's use of resources and take part in discussions about improving playtime facilities.
20. Pupils with English as an additional language mix very well with their peers, they take a full part in the range of activities the school offers. Almost all are keen to learn and take advantage of the good support there is for them and they are well integrated in lessons and during playtimes.
21. Pupils' attendance at the school has improved since the last inspection, although it has not matched the rate of improvement in primary schools nationally. Unauthorised absence occurs rarely. The school provides parents with clear directions as to informing the school when their children are unwell and parents are conscientious in their response. The Education Welfare Officer visits the school regularly and is involved at an early stage when problems arise.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching is satisfactory overall and there are elements of good and very good teaching which contribute to pupils' achievement. However, some teaching, particularly in Key Stage 2 and in the reception class is unsatisfactory and needs to be improved if pupils are to make appropriate progress. Some of this unsatisfactory teaching is attributable to the temporary staffing arrangements in place at the time of the inspection. Teaching in 91% of lessons is satisfactory or better and in almost half of them it is good or very good. Teaching in Year 1 is consistently good or very good and is a strength of the school. Teaching in the nursery is often good.

23. Teaching in the foundation stage ranges from unsatisfactory to very good, with the good and very good teaching being in the nursery. The nursery staff support the development of the whole child. They use praise effectively and plan activities to ensure that co-operative learning takes place in pairs and in groups. The nursery is a highly organised place of learning with a good range of imaginative activities to spur the children on in their learning. Adults working with children monitor and assess each child's needs to ensure that independent learning skills are encouraged. They teach sensitively and use praise effectively. This good quality teaching results in consistent progress for all children, including those with SEN or with English as an additional language. Teaching is less satisfactory in the reception class, children are not always fully engaged in activities appropriate to their ability levels and the National Literacy and Numeracy Strategies are not used effectively enough.
24. Teaching in 59% of the Key Stage 1 lessons is good or very good. In these lessons activities are interesting and challenging. Pupils are encouraged to think for themselves within well understood routines. Lessons move at a brisk pace that helps to maintain pupils' interest and concentration. Teachers are knowledgeable about the subjects and ensure that children know what they are to learn in the lesson. For example, in a well planned and organised English lesson that followed the structure of the National Literacy Strategy, the teacher demonstrated and extended pupils' knowledge of book structure through effective and well-directed questions. She made good use of resources and incorporated effective paired tasks. The teacher's confident delivery and varied approach was based upon sound subject knowledge. The needs of more able pupils were well catered for by a good match of questions and challenging tasks. In good lessons classroom assistants are used effectively to secure learning and to support those who are less able. The pace of lessons is suitably brisk and pupils are given time to reflect and practice what they have learned. In a less successful lesson the teacher's use of spoken language did not provide a good model for the pupils and although the teaching objective for the lesson was displayed it was not written in language that all children could understand.
25. At Key Stage 2 the quality of teaching is inconsistent, varying from unsatisfactory to good. The better teaching is in Year 6, where lessons are generally characterised by effective management of pupil behaviour, appropriate use of time and effective questioning. Lessons in Year 3 were also suitably planned and organised. For example, in a lesson relating to collecting and recording evidence pupils were given time to reflect on their work and the teacher posed challenging questions. A good pace was maintained and the teacher's level of expectation was appropriate for all groups of children. In this lesson the teacher's good subject knowledge assisted pupils' learning. Sometimes teachers do not have secure enough subject knowledge to enable them to explain concepts clearly to pupils. For example, in a mathematics lesson in Year 5 the teacher was too hesitant when the main activity was introduced. The teacher did not effectively demonstrate how to express number facts in different ways. As a result only the highest attaining children could fully understand what was meant. There is some good teaching in Year 5. This was supported by the effective use of an additional teacher. He acted as "scribe" to the class teacher as they worked jointly to develop pupils' skills of analytical writing before working with a less able group of children outside the classroom. However, too often the completion of low-level tasks such as colouring in, cutting and sticking, provides insufficient challenge and does not extend pupils' understanding effectively. Written tasks across different subjects are not always well marked, comments sometimes indicate low teacher expectation. Satisfactory lessons in Year 4 were appropriately planned, delivered with pace and incorporated challenge for all groups of children. However, in the same year group unsatisfactory teaching related to difficulties experienced by a temporary teacher in the

management of pupil behaviour. Time spent on discipline reduced the time spent on explaining tasks or tackling new learning. Where teaching was deemed unsatisfactory the teacher, new to the school, was unfamiliar with the content and delivery of major aspects of the National Curriculum and in understanding approaches to behaviour management advocated by the school.

26. There is not yet an effective whole-school approach to assessment. Marking varies between classes and subjects. Several teachers provide supportive comments on some work, but pupils are not given clear targets to raise standards. Assessment opportunities are not identified in short-term planning nor is there evidence that evaluation of lessons informs future planning.
27. The school effectively uses medium-term planning provided by both the National Literacy and Numeracy Strategies as a basis for short-term planning, although some aspects of individual education plans (IEPs) were not incorporated into daily plans. The planning is evaluated by subject leaders and recommendations for improvements are made. The school has recently introduced long-term planning based on national schemes of work to ensure breadth and balance. This has yet to be evaluated to ensure that pupils acquire new knowledge and skills progressively.
28. The National Literacy and Numeracy Strategies are in place in the school. The implementation of the literacy strategy has had the benefit of strong subject leadership, provision of a structured training programme and additional time allocation to support improvement in literacy skills. As a result the school is making progress as staff become more secure in understanding technical aspects of the framework. This is not so in the case of the numeracy strategy. There is inconsistent delivery across the school and lack of subject knowledge has been identified as an area for development. The school has recently introduced a programme to ensure that the teaching of basic skills is carried out systematically throughout the school.
29. Teachers' use of time, resources and support staff is satisfactory. Teachers work in close partnership with classroom assistants. Support teachers give effective help to pupils with SEN. They often work with them during group work and are sensitive to their needs. The school meets its statutory requirements for those pupils with SEN. Pupils have additional literacy support and follow a structured work programme delivered by trained classroom assistants. Time is managed effectively with assistants used at specific points in the lesson. The partnership of teacher and support teacher works best when they complement each other's work as in a Year 5 lesson where the support teacher used his own personal experience of working in rain forests to encourage and motivate pupils. Pupils with English as an additional language are well supported and make good progress. There are systems in place to identify and target pupils with additional learning needs rather than simple language needs. Pupils quickly develop language skills and make appropriate progress across the curriculum in line with that of other pupils. The school ensures that all pupils are included in all aspects of education.

30. Overall, the management of pupil behaviour is good, particularly in the nursery and in Key Stage 1. More challenging behaviour is displayed in Key Stage 2. Here effective teachers use a range of different strategies to maintain standards of behaviour. This allows the rest of the class to concentrate on the lesson. Pupils are attentive and well behaved in lessons. Their interest is engaged from the start and their enthusiasm is channelled into productive learning. In other classes, where teachers are unfamiliar with the children and school procedures, they do not control behaviour effectively. In these classes some pupils cause low-level disruption that interferes with other pupils' learning and leads to unsatisfactory progress.
31. The school does provide some opportunity for pupils to complete work at home. In Year 6 effective strategies have been introduced by the teacher to ensure that the pupils are encouraged to read regularly at home. However, reading diaries are not used consistently across the school. Teachers' planning does not identify consistently opportunities for homework activities that would consolidate work done or prepare for future learning.

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

32. The school provides a satisfactory range of learning opportunities for pupils in Key Stage 1 and Key Stage 2. In the foundation stage, they are very good in the nursery and satisfactory in the reception class. The statutory requirements of the National Curriculum and demands of the locally Agreed Syllabus for RE are met and overall the breadth and balance are suitable for the needs of the school. There is, quite rightly, a particular emphasis on literacy and numeracy. However too little emphasis is placed on opportunities for pupils to carry out investigations and solve problems in science and mathematics. The use of ICT is developing effectively. It is currently dependent upon good support through a local technology centre, because of a lack of equipment in the school.
33. There are policies for all statutory subjects and these are undergoing review. In order to ensure appropriate coverage of the National Curriculum and continuous development of knowledge, skills and understanding, the school has recently adopted nationally recommended schemes of work. However, these have yet to be fully established and adapted to the organisational structure of the school to ensure continuity in learning. National strategies for literacy and numeracy are being implemented and, as yet, are more familiar to some teacher than to others. The school has a good policy and guidance for personal, social and health education. Sex education is not formally provided but the school is taking steps for the school health visitor to address this issue sensitively in an appropriate context. Provision in these areas is enhanced through common understandings amongst all staff and parent helpers.
34. Provision for pupils with SEN is good. Full access to the curriculum for all pupils is recognised as important by the school and quality of opportunity in all areas of learning and social activity are ensured.
35. Provision for pupils who have English as an additional language is good and they have access to the full range of the curriculum including literacy and numeracy.

36. A good range of additional activities is available to pupils during and after the school day. These are organised over a year and include opportunities for pupils, particularly in Key Stage 2, to enhance their learning and social development. New Yorkers is a club that effectively assists in integrating children from the nursery into the main school building and the reception class. There are activities that promote sport and music together with special events such as visits from theatre groups and a school band from Scotland. Sports include athletics, gymnastics, netball and football, which are open to both girls and boys. Activities out of school hours also include “booster” groups run by teachers and cover curriculum subjects. Pupils visit local attractions and places of interest and a residential visit is planned for the next school year.
37. The school has sought to develop good links with the local community and agencies. It is actively involved in the ECO Schools’ Scheme, Healthy Schools, Safer Communities and has received funding from the Community Initiatives Fund. The school has also forged close and successful links with the local technology college and university, with whom bridging programmes have been developed. This wide and useful range of connections serves to enhance curriculum provision and provide a powerful addition to pupils’ learning.
38. Alongside and within the subject curriculum the school successfully provides a caring and secure environment which is promoted through a well developed programme of personal, social and health education. This is designed for pupils to exercise choice, responsibility and citizenship and as well as pervading the curriculum is practised during sessions such as circle time.
39. There is good provision for pupils’ spiritual, moral, social and cultural development and it is a strength of the school.
40. Spiritual development is good. Pupils are given time to reflect in assemblies and lessons and are helped to consider their feelings about other people’s actions and things that happen. Collective worship is well organised and clear emphasis is given to personal feelings and aspirations. The school supports charities through which pupils are helped to understand the beliefs and circumstances of others.
41. Moral development is good. Pupils’ views and work are valued throughout the school. A good ethos is developing which is supported by clear values and expectations that are well promoted through the life of the school. Pupils are encouraged to acquire a sense of fair play, learn to share and know right from wrong. They have a strong awareness of each other and the things that they do.
42. Social development is good. Opportunities such as out-of-school activities provide pupils with experiences through which to extend their personal and social understanding. Pupils play together, help each other and form good relationships. In this staff provide good role-models. Pupils are encouraged to consider environmental issues both locally and in the wider community.
43. Cultural development is good. Pupils are provided with opportunities to appreciate the beliefs and traditions of their own and other cultures. Pupils engage in making music, visiting theatres and museums and studying their own locality. A wider cultural dimension is provided through the good range of pictures and artefacts about traditions and beliefs held by different faiths that is prominently displayed in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school is effective in the support and guidance it provides for pupils and in ensuring their well-being. Staff know individual pupils well and pupils generally enjoy coming to school and they are happy and confident when they are there. This is reflected in the good behaviour shown by nearly all pupils in each key stage. Children enjoy good relationships with each other and are confident in approaching staff and in talking openly to visitors. Overall, the school's arrangements for pupils' health, safety and welfare are satisfactory.
45. The school deals with most health and safety issues in a thorough manner. Health and safety checks and risk assessments have been conducted throughout the school on a regular basis, with the exception of the check on electrical equipment, which is outstanding. Three members of staff have been trained in first aid and the school has a medical room with appropriate medical equipment. A medical policy is in place with clear procedures that are followed well. All significant injuries are recorded in the school accident book and are notified to the parent. The head teacher has overall responsibility for health and safety issues and there is a nominated governor who also has responsibility for this area. The school receives a weekly visit from the school nurse who contributes to the pupils' understanding of health and safety issues through talks and presentations. The nurse also provides a consultation service to parents and staff can raise concerns about pupils' health with her.
46. Responsibility for child protection rests with the head teacher who has received the appropriate training. At the present time the head teacher raises staff awareness of child protection issues through staff meetings, but recognises the importance of ensuring that all members of staff receive training as soon as possible.
47. Teaching and non-teaching staff have high expectations of pupil behaviour. A well-established behaviour policy underpins this good practice. Staff use praise effectively and there are reward systems in place which pupils understand and respond to positively. As a consequence, most pupils are well behaved in the classrooms and on the playground.
48. Assemblies are used effectively to reinforce the links between actions and consequences and to reflect on the way behaviour impacts upon others. School and class rules are reinforced appropriately and children understand them. Children show a genuine concern for each other and work well together. The school uses circle time effectively to encourage pupils to discuss their feelings freely. Pupils show confidence in sharing and expressing their ideas. The views of pupils in the ECO club are sought in relation to matters affecting them, but the head teacher recognises the need to establish a more representative forum for consulting pupils and is planning to develop a school council.

49. Pupils with SEN receive good levels of support to meet their needs. The support is provided in class or in small withdrawal groups. In-class support is effective in promoting the inclusion of the pupils in the class activities. When withdrawn the support teacher consolidates learning by reinforcing work previously undertaken in the class. Teachers are aware of the needs of pupils with SEN and differentiate materials and support effectively. The SEN policy is clear and comprehensive and its implementation is monitored carefully by the special educational needs co-ordinator (SENCO). Good procedures are in place to identify and assess children with SEN in line with the existing code of practice requirements. The IEPs are well structured with clear and appropriate targets for each pupil. The school meets all its statutory responsibilities for those children with statements of SEN.
50. Baseline assessment on entry to the school is well established and teachers monitor progress towards early learning goals. The school makes appropriate arrangements for pupils to take the statutory National Curriculum assessments and also undertakes non-statutory assessments in mathematics and English in Years 3, 4 and 5. Information from these and other assessments is beginning to be analysed more systematically to inform target setting, grouping, and planning at the whole-school level. However, the assessment information is not used consistently to aid teachers' planning. There is a marking policy, but marking is inconsistent and often confined merely to a tick. Pupils are not consistently involved in setting and reviewing their own targets.
51. Assessment focuses almost exclusively on academic performance and there is insufficient monitoring of pupils' personal development.
52. The school is working to improve pupils' attendance and punctuality through weekly class rewards and annual awards for pupils with 100% attendance, sponsored by a major cinema company. Timetables have been revised to discourage late arrival in school. The school monitors pupils' absence on a daily basis and promptly seeks an explanation for absence when none has been received. The Education Welfare Officer (EWO) is involved at an early stage when patterns of absence in an individual pupil give cause for concern.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents in general are pleased with the education their children receive at the school and have noticed improvements over the last year. They are particularly enthusiastic about the nursery and value the efforts of staff to involve them and inform them about their children's activities. They are pleased with the links between nursery and reception that help to ease the transfer to reception. In particular, the New Yorkers' Club provides an opportunity for nursery children to explore and become familiar with the main school. A mother and toddler group, held twice weekly in a spare classroom, provides further support and an opportunity for parents to become familiar with the school. They receive good information in advance of children joining reception.
54. Overall information about the school is satisfactory and is provided through the prospectus, governors' annual report to parents and regular newsletters. Some parents report that the amount of information they receive varies from class to class and that they are sometimes given very little notice of arrangements for pupils' activities.

55. Parents feel welcome in school and are confident that they can approach the head teacher or class teachers to discuss any concerns about their children, or for information on their progress. Annual written reports to parents are satisfactory and are supported by regular formal opportunities to meet with teachers to discuss progress.
56. The school is working to strengthen the partnership with parents and to help them to become involved in their children's education. It provides parents with information on the curriculum through meetings such as those about the literacy hour and SATs. It has also successfully run a "Keeping Up With The Children" course which helps parents understand what their children are learning. On the other hand, although parents are supportive of homework, they feel that it is not given consistently across the school in accordance with the homework policy. Reading diaries are not always used to full effect to exchange information with parents.
57. The school values help given by parent volunteers, with extra-curricular and sporting activities and on educational visits. Parents enjoy special occasions such as the Christmas production and are very supportive of events held to raise money for the school and for charities such as Comic Relief. A weekly drop-in session for parents, run by the school nurse, provides an additional opportunity for parents to find support and a welcome in school.
58. Overall the school is developing good and improving links with parents, but this pattern of improvement is not yet established throughout the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. At the time of the last inspection aspects of management and efficiency were found to be in need of some improvement. School development planning, monitoring systems and financial management were raised as key issues. A new head teacher was appointed in September 2000. Since that time she and the governors have taken determined action to address these weaknesses. Overall, satisfactory progress has been made, although the development of effective monitoring systems, particularly for subject co-ordinators, continues to be an issue.
60. The head teacher has a clear view of the future direction of the school and is totally committed to improvement. Her leadership and management are good and she is a very good role-model for all other members of staff. She has identified the school's strengths and weaknesses, through a careful audit, and has established some ways of securing improvement in the levels of standards achieved. The head teacher is well supported by the acting deputy head teacher. They work together with the common goal of improving the extent of all children's learning.

61. Since taking up appointment the head teacher has had to manage several long-term absences and frequent short-term absences. Some of these have been with staff who have management responsibilities. In addition, a minority of senior staff have relinquished their responsibilities. It has therefore been difficult to build a senior management team. Teachers with key responsibilities for early years and assessment are invited to join the senior management team when discussing their area of responsibility. They fully support the head teacher and make good contributions. However, the head teacher is carrying most of the management responsibilities and as a result the programme of monitoring teaching is at a very early stage of development. The head teacher has a firm commitment to improve the quality of teaching and learning in the classroom, but because of staff absences has not been able to fully involve subject co-ordinators in the identification of weaknesses or the development of improvement strategies. Good links have been made with local Beacon schools, so that co-ordinators can work with fellow colleagues to identify good practice and to obtain guidance on the monitoring role for co-ordinators. However, roles and responsibilities have not been clearly defined and some subjects are ineffectively managed. Some co-ordinators lack specific subject knowledge and therefore cannot successfully support colleagues, nor suggest appropriate strategies to improve the quality of teaching.
62. The governors are very supportive of the head teacher and they are fulfilling their statutory responsibilities. Until very recently the governors' concerns had been focused on the budget because of the impact of a falling roll and frequent significant damage to the school, mainly resulting from vandalism. However, additional funding from various initiatives, including LEA capital spending, has resulted in security fencing and a new roof which has had a positive impact on the budget by reducing the amount of money needed for repairs. Since September 2000, the governors' main priority has been to raise standards of attainment and some strategies are now in place. They are kept well informed and show a sound awareness of the strengths and weaknesses of the school. Governors ask challenging questions of the head teacher and they set high targets for performance management. However, they are not yet directly involved in determining the major areas of development in the school development plan.
63. Several governors are linked to subjects and some make regular visits to school to monitor developments, although this is at the very early stage of development. All governors are active in the life of the school, some listen to reading groups; some deliver environmental aspects of the ECO club; some support with community links, whilst others help out in the school.
64. A considerable number of the governing body are new to the post and are keen to learn more about their role and responsibilities. They are hard-working, committed to the school and are well placed to develop their future role in shaping the direction of the school.

65. Since the last inspection good systems have been put in place to ensure effective school development planning. The aims and values promoted by the school are now reflected in the plan. There is a clear statement that identifies a commitment to raising standards as a priority. The plan is clear, concise, realistic and useful. It is comprehensive and has a number of highly appropriate priorities. It is closely linked to budget planning and outlines relevant success criteria. Useful and practical implementation notes help to support opportunities for evaluation and next steps. Staff development is planned, costed and given a high priority. The head teacher, who is responsible for this area, systematically ensures that training is clearly linked to school improvement.
66. There is a satisfactory match of teachers and support staff to meet the needs of the curriculum. Care has been taken to ensure that targeted groups of pupils have been provided with additional support. For example, reception and Year 5 classes receive very good support to ensure that individual needs are met. The appointment of a basic skills teacher and additional literacy support further enhances the head teacher's commitment to raise standards. The accommodation provides satisfactory space for the curriculum. Recent improvements to the organisation and cleanliness of the school have had a positive effect on the learning environment. The school's involvement in the ECO award will improve this further.
67. The approach to financial planning and the use of resources is improving. A budget with a small deficit was set for this financial year. Links with Beacon schools has helped the school to access quality training and has provided classroom cover reducing training costs. In addition over £4,000 has been raised through bids to support the curriculum and other identified priorities. This creative and commendable financial planning has enabled governors to commit money to support the raising achievement agenda. The finance committee regularly monitors spending throughout the year and the school applies principles of best value, such as comparing its performance to similar schools and ensuring it gets best value quotations for building improvements and resources. School administration is effective and financial procedures are carefully managed. Overall, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The school should:

- Take steps to eliminate the weaknesses in teaching by:
 - fully implementing the planned monitoring programme and evaluating the outcomes;
 - continuing to provide training and support where weaknesses are identified;
 - continuing to provide support for temporary teachers. (Paragraphs 22, 23, 24, 25, 26, 28, 30, 91, 98, 100, 101, 110, 115, 122, 134.)

- Raise standards in mathematics by:
 - continuing to provide training for all staff so that they are confident to teach the daily numeracy session using the National Numeracy Framework;
 - ensuring that the quality of teaching and learning in the subject is monitored regularly;
 - improving the strategies by which teachers assess how well pupils are doing in lessons;
 - ensuring that all pupils are challenged appropriately;
 - improving the opportunities for pupils to develop their investigative and problem-solving skills. (Paragraphs 32, 61, 94, 96, 97, 98, 100, 102, 103.)

- Raise standards in science by:
 - improving the opportunities for pupils to develop their investigative and recording skills;
 - reducing their reliance on work sheets and written instructions so that they better develop the skills of scientific enquiry;
 - monitoring pupils' work to make sure they are making expected progress. (Paragraphs 13, 105, 108, 109, 110, 111.)

- Take steps to ensure that curriculum planning and assessment strategies are fully in place by:
 - ensuring that the recently adopted national schemes of work are adapted in line with the organisation of the school;
 - planning is evaluated to secure curriculum progression as children move through the school;
 - fully implementing the school assessment policy to ensure that approaches to marking are consistent and provide clear guidance for pupils to improve;
 - using assessment information in planning to match work to the prior attainment of all pupils. (Paragraphs 26, 27, 33, 50, 93, 103, 111, 118, 122, 135, 143.)

- Ensure that all subject leaders fully understand and carry out the expectations of their roles. (Paragraphs 12, 28, 61, 103, 111, 116, 124, 129, 150.)

In addition to the above, the head teacher, governors and staff should consider the following minor issue:

- Provide better opportunities in Key Stage 2 history lessons for pupils to develop their research skills. (Paragraph 132.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	35	43	10	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	245
Number of full-time pupils known to be eligible for free school meals	0	96

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	3	67

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence	%
School data	5.7
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	-0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	23	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	22	19
	Girls	15	16	15
	Total	35	38	34
Percentage of pupils at NC level 2 or above	School	88 (91)	95 (89)	85 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	19
	Girls	15	15	16
	Total	36	36	35
Percentage of pupils at NC level 2 or above	School	90 (93)	90 (91)	88 (80)
	National	84 (82)	88 (86)	88 (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
		2000	16	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	13	8	13
	Total	22	17	24
Percentage of pupils at NC level 4 or above	School	73 (45)	57 (62)	80 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	10
	Girls	7	8	13
	Total	13	14	23
Percentage of pupils at NC level 4 or above	School	43 (45)	47 (55)	77 (69)
	National	70 (68)	72 (69)	79 (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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	1
White	210
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	10
Number of pupils per qualified teacher	22.3:1
Average class size	24.5

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	68

Qualified teachers and support staff: nursery

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

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13:1
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	558,585.00
Total expenditure	534,742.00
Expenditure per pupil	1,870.00
Balance brought forward from previous year	-13,202.00
Balance carried forward to next year	10,641.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	271
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	43	4	0	0
My child is making good progress in school.	61	35	4	0	0
Behaviour in the school is good.	46	44	2	4	4
My child gets the right amount of work to do at home.	37	41	17	4	2
The teaching is good.	56	44	0	0	0
I am kept well informed about how my child is getting on.	57	37	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	76	20	4	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	50	43	4	2	2
The school is well led and managed.	50	46	0	0	4
The school is helping my child become mature and responsible.	50	48	2	0	0
The school provides an interesting range of activities outside lessons.	39	37	9	7	7

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

69. During the last inspection children were found to make good progress in both nursery and reception classes.
70. Attainment on entry to the nursery is below average and is particularly low in the area of communication. The children make good progress in the nursery, although by the end of the foundation stage they are still below average in relation to the national early learning goals.
71. Children receive very good support in the nursery from an enthusiastic and committed team of staff. However, provision in the reception class is less well developed and pupils learn more slowly. The strong emphasis on collaborative working by the staff benefits children's development and achievement. The programme in the nursery is well planned and there is an impressive range of systems and activities to ensure a very good start to the children's schooling.
72. The environment provided in the nursery is stimulating and there is a large quantity of very good resources for children to use and explore. Children are encouraged from their first day in school to be independent and learn about themselves. This is reflected in the way they prepare their own snacks with very little help, serve them and clear away. Children settle quickly into the caring, secure environment from which they gain assurance and confidence.
73. Very good systems are in place to monitor and assess children's progress and development in the nursery. These include baseline assessment, profiles and checklists that are used to inform staff of children's individual needs. These are given careful consideration and are reflected in planning which is regularly reviewed and updated. Records are kept carefully and are passed on to inform the beginning of children's full-time education in the reception class.
74. There is a good level of parental involvement at the foundation stage and children are given simple homework tasks. Parents also receive guidance about how they can help their children and complement the work they do in school. Staff and parents work together to make the transition to full-time education in the middle of the foundation stage and sessions are held called "New Yorkers" where children from the nursery are introduced to the reception class and the main school building.
75. There is good provision for pupils with SEN and for those who need support to learn English as an additional language. Children respond well to the structured environment and well formulated curriculum based on the early learning goals within the foundation stage.

Personal, social and emotional development

76. Children benefit in the nursery from very good teaching of activities such as structured play, singing and dancing. Even so, the standards they achieve by the end of the foundation stage are below national expectations. Children's development in these areas is enhanced, particularly in the nursery through a caring secure environment in which they are encouraged to gain self-esteem and confidence. Behaviour is good and children are taught how to value themselves and others. Acts of kindness are valued and children's sharing of sweets is openly recognised. In the wide range of tasks open to them they work and play well together. They are beginning to learn how to take turns and some concentrate well on their tasks.

Communication, language and literacy

77. Although standards are below national expectation the progress children make is good when their previous attainment is taken into account. This progress is, however, less good in the reception year. Children are eager to talk about current topics such as the outbreak of chicken pox causing absence in their class. This is followed up by a story on the same subject. Activities such as reciting the days of the week and matching cards to the spoken name are effectively used to reinforce sight vocabulary. Children listen carefully and can follow instructions. Teachers focus on extending children's vocabulary and encouraging them to talk. Children enjoy and respect books and are learning about the meaning of printed words. By the end of the foundation stage children will not have reached the required early learning goals but will have generally made good progress towards them.

Mathematical development

78. Children are developing an awareness of mathematics through a wide range of activities. Staff show a good understanding of how young children learn and help them to use the correct vocabulary. Building a tower from blocks led a child to count confidently to eight, developing effective one-to-one correspondence. The teacher uses rhymes and songs effectively to consolidate number work and develop communication skills. For the youngest children counting, matching and comparing tasks are planned throughout the indoor and outdoor curriculum. Children find their "garden centre" shop an interesting source of mathematical development where they compare the lengths of hose pipe using "long, longer, longest" and "short, shorter, shortest". Whilst children extend their mathematical vocabulary throughout the foundation stage it is not sufficient to allow them to express all their ideas clearly. Most pupils do not attain the early learning goals in mathematics by the end of the reception year, but have made significant progress towards them.

Knowledge and understanding of the world

79. Good use is made of tools and resources to promote children's learning. They are encouraged to choose and use a wide range of materials to make artefacts and explore their environment. Children are developing an awareness of prediction and can often solve problems without help. Children know that watering grass seeds fixed to a potato "head" will make it grow "hair". When preparing their snacks, which often consist of fruit, children learn to recognise different kinds of fruit and know what will be inside when they cut them. In the reception class children start to learn to use computers, such as controlling and using the mouse. In the foundation stage children learn much about growth. They look at themselves as babies, they watch plants grow and even have a cast snake skin on display, left after the occupant had outgrown it. Pupils in the foundation stage generally make good progress towards the early learning goals in this area of development.

Physical development

80. Children in the nursery develop confidence and skill in extending their physical abilities. They like to dance and perform actions to the songs they sing. When the weather is suitable staff ensure that they enjoy using large toys outside. Through this they develop skills in judging distances, changing direction and steering. Some throw, kick and occasionally catch balls. In the reception class, pupils follow a programme of more formal PE and build upon skills learned in the nursery. Children also develop their dexterity in cutting, drawing, painting and writing. They successfully use a range of equipment such as scissors, blunt knives, saws and hammers, brushes, pens and crayons to write, draw on and shape a variety of media. In most aspects of their physical development children are likely to attain the early learning goals by the end of the foundation stage.

Creative development

81. Children develop their creative skills through drawing, painting, making things, playing music and singing. They use construction toys to make things they need and often use them in role-play. A group of children selected a range of musical instruments and one more able child remembered that hers was called a triangle. They sang "Hickory Dickory Dock" and tried to play their instruments in time to the tune. They made good progress in exploring changes in sound and their timing. There is evidence, particularly in the nursery, of the products of children's creativity in the form of pictures, models and things they have made. They make good progress in developing their creative skills as they work towards achieving the early learning goal for creative development.
82. Parents of children in the foundation stage are very supportive of their children's learning. The school plans to develop and extend the very good provision made for children in the nursery throughout the foundation stage.

ENGLISH

83. Standards in English are in line with national expectations at the end of Key Stage 1 but below them at the end of Key Stage 2. Standards are similar to those reported at the last inspection at Key Stage 1 but they are lower at Key Stage 2. Progress is good in Key Stage 1 and satisfactory in Key Stage 2 for the majority of pupils, although there is some inconsistency in progress across the school, especially in classes in which the continuity of learning has been disrupted by teacher absences.
84. The number of pupils who achieved the expected level in the national tests at Key Stage 1 in 2000 was in line with the national average and better than in similar schools. In the national tests at Key Stage 2 results were lower than the national average, although they were higher than those achieved by similar schools. The school is working hard to raise standards in English and has set challenging targets for tests in this year and in 2002. The school is making effective use of the National Literacy Strategy to help raise standards.
85. Pupils enter the nursery with speaking and listening skills that are below average. They make good progress in the foundation stage as a result of good teaching and support in the nursery unit but slower progress in reception. Levels of attainment in speaking and listening are still below average when pupils begin Key Stage 1. Teachers in Key Stage 1 provide good opportunities for pupils to gain confidence in oral activities. For example, in shared text work during the literacy hour, teachers help children to become familiar with new words and phrases. In a RE lesson children were encouraged to talk about what they imagined Jesus to look like. Regular circle work also helps pupils to improve their ability to express themselves clearly to others. The majority of children make good progress as a result and by the end of Key Stage 1 most pupils can follow instructions, make relevant comments and engage in discussion. More able pupils can recollect their experiences using an appropriate range of suitable vocabulary and speak in complex sentences. By the end of Key Stage 2 most pupils are able to sustain concentration and listen for extended periods and many can express their ideas clearly. For a minority of pupils their limited range of vocabulary and difficulty in pronouncing everyday language limits their progress in developing speaking and listening skills. Those pupils who receive additional support from the Ethnic Minority and Traveller Education Service make good progress in spoken English as a result of good support and skilful teaching. The school has recognised that this is an aspect of English in which pupils experience difficulties and is focussing on ways of helping pupils to develop their speaking and listening skills.
86. Progress in writing is satisfactory by the end of Key Stage 1 the majority of pupils are able to write in simple sentences using full stops and capital letters. They can spell common words and show a growing sense of punctuation. They learn how to write for a range of purposes using different forms. More able pupils extend their skills to produce writing to suit a range of situations, for example, pupils in Year 2 produced a booklet about insects using appropriate vocabulary and illustrations.
87. Handwriting in Key Stage 1 is sometimes untidy and teachers do not always correct letter formation. This hinders the development of joined script as children enter Key Stage 2.

88. Progress in writing is uneven across Key Stage 2. It is satisfactory in Year 3 but slower in Year 4. The additional support provided in years 5 and 6 by skilled teachers has resulted in good progress at the end of the key stage. As a result most pupils can write extended pieces of work in a range of forms. However, handwriting standards remain inconsistent. Pupils identified as having SEN are well supported in developing their writing skills. Work is well matched to their needs and classroom assistants provide good quality support. This ensures that they make good progress in developing basic writing skills.
89. From a low baseline on entry, pupils make good progress in reading in Key Stage 1. In reception class all pupils confidently handle books and show enjoyment when engaged in reading activities. Higher attaining pupils have a good sight vocabulary and can take account of simple punctuation. Reading is good in Year 1. Most pupils are fluent and confident readers who attempt to read with expression. By the end of Key Stage 1 most pupils can decipher unfamiliar text using a range of reading strategies. Pupils correct themselves, are able to discuss books they have read and use the terms, author and title correctly in their explanations. Less able pupils have a limited sight vocabulary. They struggle to build words and do not always use their knowledge of letter sound to read unfamiliar words.
90. By the end of Key Stage 2 attainment in reading is in line with national expectations. Most pupils use phonic knowledge well, they generally recognise their errors and try to correct them. They read accurately and fluently, show interest and enjoyment and are able to talk confidently about what they have read. Boys and girls can identify their favourite authors and explain reasons for their choice. Pupils in Year 6 are motivated to read at home by their teacher who offers house points on production of a reading diary signed by a parent. However, reading diaries are not used consistently across the school.
91. Overall teaching is good in Key Stage 1 and literacy skills are well taught both in the literacy hour and across other subjects. Successful lessons are well structured and proceed at a good pace. This good teaching is characterised by effective use of resources and by assessment of pupils' understanding through questioning. Where work is well matched to pupils' ability and opportunities are provided for more able pupils to extend their understanding, progress, attitude and behaviour is good. In less successful lessons, although planning is linked to the National Framework, the learning needs of those with IEPs are not fully catered for. In Key Stage 2 teaching ranges from very good to unsatisfactory. Good teaching was exemplified during a shared text session based on "The Rain Forest". A difficult group of children was managed well; encouraged and motivated by dynamic teaching. The vivid explanation of the destruction of trees and animals helped sustain pupils' interest and motivation. This ensured that all pupils wanted to do their best, tried hard with their work and achieved well. In contrast, in an unsatisfactory lesson, lack of teacher knowledge and poor control inhibited progress. The lack of a planned approach to assessment means that information on pupil progress cannot be used to inform future planning.

92. Although some pupils display challenging behaviour, attitudes to literacy lessons are generally positive. Teachers manage pupil behaviour well, pupils are co-operative with each other and show the ability to concentrate for sustained periods. Pupils throughout the school join in the whole-class reading activities and most are able to work independently when the teacher is working with a specific group. However, examples of inappropriate behaviour and a lack of co-operation were noted in literacy lessons in classes taught by supply staff. Attitudes to work in both key stages are generally good. Children mix well together and enjoy good relationships.
93. The management of literacy in the school is good. The subject leader is knowledgeable and has been diligent in the preparation of plans and in the identification of curricular targets designed to improve the quality of teaching and learning in the school. Guidelines to support literacy are currently undergoing review. The subject leader monitors teachers' planning against national literacy framework objectives. She gives feedback and support to teachers. This, coupled with National Literacy Strategy training for teachers, is beginning to have an impact on improving standards. The subject leader recognises that systematic methods to assess attainment need improving. Significant staff absence has hindered the school's monitoring activities. The subject leader has had insufficient opportunity to monitor teaching and has therefore been unable to give specific advice to teachers to improve.

MATHEMATICS

94. Standards in mathematics are below national expectations at the end of Key Stage 1 and they are well below at Key Stage 2. Standards have not improved since the last inspection. Pupils enter the school with below average numeracy skills and although they make satisfactory progress in the foundation stage and in Key Stage 1, many have not reached the nationally expected level by the time they are seven. Progress in Key Stage 2 is inconsistent and is slow in Year 4. Although progress in Years 5 and 6 is good many pupils do not reach the levels of which they are capable. Higher attaining pupils in particular are under-achieving. Pupils with special educational needs and pupils for whom English is an additional language make satisfactory progress.
95. The percentage of pupils who achieved the expected level in the national tests at Key Stage 1 in 2000 was well below the national average, but in line with similar schools. In the national tests at Key Stage 2, results were well below the national average and below those of similar schools. Pupils presently in Key Stage 1 are achieving standards closer to the national expectations as a result of some good numeracy teaching in Years 1 and 2. The school's predictions for 2001 indicate that performance will improve at both key stages and the outcomes of the 2001 Key Stage 1 assessments support this view.
96. By the end of Key Stage 1 most pupils can follow a number pattern adding on in tens. They can answer addition and subtraction sums to 20 accurately, complete simple division sums, record and read hours on analogue clocks, and make up amounts of money to 20p by drawing appropriate coins. More able pupils can break down numbers into parts, for example they know that 136 is $100 + 30 + 6$; they have a good command of simple division; and record and read hours and half-hours on analogue and digital clocks. They can read a scale to measure volume accurately; and they can identify right angles in common two-dimensional shapes. Pupils experience investigational work such as finding ways to make a given amount of money, but there is insufficient emphasis on this aspect of mathematics.
97. By the end of Key Stage 2 pupils can work with the four rules of number to calculate accurately. More able pupils work confidently with large numbers in their calculations. Pupils work out fractions of whole numbers and understand relationships between simple fractions and decimals. They have developed further understanding of the properties of two and three-dimensional shapes and can draw and interpret a range of graphs and charts. The most able pupils have satisfactory mathematical skills but, overall, standards are below national expectations. Pupils' problem-solving skills are particularly under-developed.
98. A number of factors have had an impact on pupils' progress in Key Stage 2 which the school is trying hard to redress. Staff absences in some classes have resulted in some weaker teaching and some teachers are not yet confident with the National Numeracy Strategy resulting in gaps in their subject knowledge. There has been insufficient emphasis on developing pupils' problem-solving skills and presentation of work is sometimes unsatisfactory, leading to careless errors in calculations. Work is sometimes not well matched to the range of prior attainment even when teaching groups have been organised by ability. This leads to unsatisfactory progress by higher attaining pupils who become disinterested in their work and lower attaining pupils who do not always understand the task set.

99. The majority of teaching is satisfactory, although it varies across the school. There are examples of good and very good teaching but some lessons are unsatisfactory.
100. In the most effective lessons, teachers' explanations are based on sound subject knowledge; teachers set and maintain an appropriately brisk pace; they use a wide range of strategies and good questioning techniques to involve all pupils; they used assessment during the lesson to adapt the teaching to pupils' needs; and they use resources and other adults well to support pupils' learning. Pupils with SEN are supported effectively by good use of support assistants and other additional adults. In Year 1 teachers use a designated mathematics homework book effectively to ensure that parents are sufficiently well informed to help their children at home. In less effective lessons, mostly in Key Stage 2, teachers' explanations are unclear because their subject knowledge is insecure and the pace of learning, including pupils' work rate during the main part of the lesson, is often slow. Too many lessons in Years 3 and 4 rely on worksheets that reduce opportunities for pupils to learn how to set out calculations and for teachers to see where mistakes have been made. They are used less in Years 5 and 6 and here progress improves.
101. Teachers plan in accordance with the National Numeracy Framework but learning objectives are not always fully explained to pupils and therefore they do not understand the focus of their work. Teachers are not yet fully familiar with the requirements of the National Numeracy Strategy and activities to teach the strategy's objectives are not always appropriate.
102. Pupils' attitudes to mathematics are good throughout the school. In the majority of lessons pupils are interested and keen to take part, particularly in mental sessions when the pace is brisk and teachers' questions are directed to meet pupils' individual needs. Pupils are confident and respond well to praise and encouragement. In some lessons, particularly in Key Stage 1, pupils develop their own understanding through carefully listening to and watching others. More able pupils in Key Stage 2 respond well to challenging work. Throughout the school pupils apply themselves to their work well, they are able to work productively, both independently and in pairs, by staying on task. However, pupils' work rate is often slow. Occasionally this is because the work is too difficult, although more often it is because teachers do not set an appropriate pace for the task.
103. The school has recognised that standards in mathematics are too low. Good use is being made of support for improvement in mathematics from the LEA numeracy consultant. The recently revised policy, guidelines and scheme of work provide a sound base from which to plan future developments, particularly in relation to devising appropriate activities for learning. Monitoring and evaluation of the quality of teaching and learning has been very limited due to the long-term absences of the subject co-ordinator and other key teachers. This has resulted in few opportunities for teachers to develop their practice or improve subject knowledge.
104. A good start has been made to the analysis of test data to identify targets and to track progress. However, not all teachers have yet been involved and there are not currently in place improvement targets for all groups of pupils.

SCIENCE

105. Standards at the end of Key Stage 1 are in line with expectations for age and progress is satisfactory. Standards at the end of Key Stage 2 are below national expectations for age and progress is unsatisfactory in experimental and investigational aspects of science.
106. At Key Stage 1, the results of statutory teacher assessments in 2000 were below the national average and below average when compared with similar schools. However, the percentage of pupils reaching higher levels was above the national average. Test results at Key Stage 2 were well below the national average and well below the average for similar schools.
107. Pupils' attainment at age seven has improved since the last inspection. Pupils' attainment at age eleven has fallen since the last inspection.
108. In their work at Key Stage 1 pupils test, observe and discuss their findings. In a Year 1 lesson, pupils examined a range of materials, sorted them according to their properties and classified them according to the material from which they were made. Pupils' previous work indicates that they understand sequences of events by observing cycles of growth in seeds and plants. They collect and identify insects and experiment to find out about the absorption properties of different materials. Their work also covers aspects of light and sound where they become familiar with the causes of shadows and reflections and how ears detect sound. Pupils generally make satisfactory progress at Key Stage 1 and their work is of suitable quality. However, it would be improved by ensuring that all tasks are completed and marked and use of a wider range of methods for recording findings to supplement printed worksheets.
109. By the time they are eleven pupils have made considerable progress in their scientific knowledge. This is not matched by their ability to apply scientific methods, set up their own experiments and solve problems and their achievement is lower than might be expected. Lessons observed and inspection of pupils' work indicates that their knowledge in science covers a wide range of topics. They learn how to connect and test an electrical circuit in both series and parallel using light bulbs. Pupils can recognise and trace food chains, they know the location of major organs in the human body and are familiar with the water cycle. Topics studied also include aspects of physical science such as forces and earth and space. While pupils are given the opportunity to undertake practical work, too often it is closely guided by worksheets and instructions. This does not encourage pupils to devise their own experiments or for more able pupils to extend their learning.

110. Teaching is satisfactory overall although there are examples of teaching that is ineffective. Lessons are usually soundly planned and organised. The learning outcomes of lessons are often shared with pupils and are well linked to the National Curriculum programmes of study. In most lessons teachers explore ideas with pupils through effective questions and discussion that they direct carefully to match the ability of individual pupils. Most teachers have a good knowledge of science topics that assists pupils' learning. Often teachers' expectations of what pupils can do is not sufficiently high and the pace of lessons is sometimes slow. In these lessons progress is unsatisfactory. In most lessons pupils respond well to their tasks and concentrate well. Behaviour and relationships are usually good. When they are not, teaching is ineffective and learning is restricted. In some lessons teachers rely too much on worksheets rather than planning work to match the ability of all pupils. This prevents them developing the full range of science skills and limits investigative work and results in slow overall progress in the acquisition of scientific understanding.
111. Effective methods of assessment are in the early stages of development and are not consistently used across the school. This inhibits pupils' learning. The quality of learning of all pupils, including those with SEN and for whom English is an additional language, is satisfactory overall, but is inconsistent between classes. The curriculum leader for science has oversight of teachers' planning and monitors pupils' work to inform longer term developments. However, monitoring teaching, identified as an area of development in the last inspection, has not yet started. The school has recently put in place nationally recommended schemes of work to assist in improving standards in science. All pupils have full access to the curriculum and equal opportunities within it including pupils who have SEN and those for whom English is an additional language.

ART AND DESIGN

112. It was only possible to see one lesson in Key Stage 2 but the work in pupils' files and on display was examined. At the end of Key Stages 1 and 2 standards are in line with national expectations and standards have been maintained since the last inspection.
113. Pupils make sound progress in their skills and understanding of art, craft and design. At Key Stage 1 pupils use a range of materials, including textiles, in order to create different effects. There are good links to other subjects and these serve to reinforce and enhance pupils' work across the curriculum. For example, in Year 2 children were making puppets that move, in connection with their DT topic. At Key Stage 2 pupils have studied tonal qualities using drawing pencils to develop gradations of tone ranging from the very highest to the very deepest. Older pupils can use the computer to create self-portraits, using a specialist program.
114. All pupils have sketchbooks. They are used in a sound way to sketch preliminary ideas. However, all pupils complete the same work regardless of prior attainment and there is insufficient focus on developing skills. Year 3 work includes some good examples of pupils' own designs for a felt-decorated bird. Pupils also study work by famous artists and the school has a satisfactory range of prints to support this. Year 3 pupils looked at the portrait work of Modigliani, Sutherland and Holbein. They discussed the range of images, the people included and the possible reasons why the images were made, and used the outcomes to support their own work. The resulting paintings were tastefully displayed in the school hall and used successfully as a starting point for an assembly.
115. The quality of teaching is satisfactory. Pupils are clear about what is expected of them and they apply themselves well to the task. However, learning objectives in planning are not focused enough and this results in low levels of challenge and slow work rates for some pupils.
116. The subject management of art and design is satisfactory. National approved guidelines have helped to identify a planned programme of work across the school. Some monitoring of pupils' work takes place but there are no formal systems for monitoring curriculum, teaching and learning.

DESIGN AND TECHNOLOGY

117. The standards pupils achieve at the end of both Key Stage 1 and Key Stage 2 are in line with national expectations. They have been maintained since the last inspection.
118. The school has recently adopted the nationally approved guidelines as its scheme of work. The lessons observed reflected, in the detailed planning produced, the value of these to teachers. This scheme of work will help to improve the way in which skills are progressively developed throughout the school. In some of the projects previously completed, knowledge, skills and understanding did not always build on work carried out in previous years.

119. Overall the teaching of DT is satisfactory with some examples of good and very good teaching. A Key Stage 1 lesson in which pupils were learning, through constructing hand puppets, that a simple lever can be used to produce movement, provided an example of a very good lesson. The detailed planning; the thoroughly prepared good quality resources; the carefully judged pace to allow pupils time to discuss and develop their ideas and the quality of the teacher's questioning all contributed to the good progress that children made.
120. The projects chosen are motivating pupils effectively and, as a result, they respond enthusiastically to the subject. An example in Key Stage 2 was a food technology lesson which gave pupils the opportunity to analyse and record the properties of a range of different breads in preparation for a project on designing a sandwich. Pupils enthusiastically discussed their opinions in pairs and co-operated well to record their joint responses. The teacher had allowed insufficient time for pupils to complete the task and they willingly agreed to complete it at home. Similarly a project in Year 5 in which pupils designed and made their own musical provided a stimulating focus for pupils to develop their designing and making skills.
121. The school makes good use of opportunities for involving support from outside the school to enhance the work in the subject. A good example was an impressive "Bridge Project" on which a Year 3 class had worked in partnership with local industry and Northumbria University to develop a range of work on portraits. This gave pupils the opportunity to use resources and sources of support not usually available to primary schools. As a result, the quality of their learning was enhanced and the quality of the products they were able to produce were above average for pupils of this age.
122. The main weakness in teaching arises from teachers' unfamiliarity with the new scheme of work. This sometimes meant that the content of lessons was too ambitious for the time available. Learning objectives were not precise enough to help pupils understand the purpose of the activity and as a result their progress was not as good as in more focused lessons.
123. Pupils, including those with SEN, and for those for whom English is an additional language, made satisfactory and sometimes good progress in lessons and in work seen at both key stages. Progress was particularly good for pupils of all abilities in Year 1, for those pupils in Year 5 who were benefiting from the skills and expertise of a temporary support teacher, and for pupils in Year 3 who had been involved in the "Bridge Project".
124. The school recognises the need to build on the positive development made in the subject. In particular the school needs to develop training to help teachers understand the new scheme of work; implement a system for assessing pupils' work in DT and a structure for monitoring provision and standards in the subject.

GEOGRAPHY

125. At the time of the inspection only one lesson at each key stage was observed, but the work in pupils' books and files was also examined, together with work on display. At the end of both key stages attainment is in line with national expectations, similar to those reported at the time of the last inspection.

126. Pupils in Key Stage 1 are developing a clear understanding of maps and plans. They learn how to represent a top view and make symbols for buildings and other features. They begin by making plans of spaces with which they are familiar. Most pupils can identify features, follow directions and read maps and plans based on where they live and how they get to school. They also study homes, where they compare different kinds of buildings, seasons and the weather, and travel the world with "Barnaby Bear". In Key Stage 2 pupils work in greater detail on these and a wide range of other topics. They extend their mapping skills progressively, study the relationships between places and physical features in the British Isles and learn the character and causes of the British weather. In the course of this, pupils gain an extensive geographical vocabulary. By the time they leave the school, pupils have a good knowledge and understanding of maps, including the use of co-ordinates. Their appreciation of ecological issues is well developed and through the use of aerial photographs, maps, atlases and globes, have a sound knowledge of well known locations around the world.
127. Pupils make satisfactory progress in lessons at both key stages. They enjoy geography and have a good attitude towards their learning. Pupils generally concentrate well on their tasks and work effectively together in groups with classroom helpers. Throughout the school pupils' work shows that they increasingly develop skills for recording evidence and interpreting data. Pupils behave well in lessons.
128. In the small sample of lessons seen the quality of teaching was satisfactory. Teachers have adequate subject knowledge and lessons are well planned with clear outcomes. Teachers ensure that pupils with SEN or English as an additional language receive suitable support and that all pupils have equal access to the geography curriculum. Suitable resources are used effectively to enhance learning and pupils work with them carefully and treat them with respect. Teachers' planning follows national guidance which has recently been adopted.
129. The curriculum leader manages geography well and has set out clear long-term planning. Opportunities for advice and guidance are provided for teachers and an audit of resources is being undertaken. The monitoring of geography is in the early stages and has yet to be secured. The school meets National Curriculum requirements for geography.

HISTORY

130. Overall, attainment in history is in line with expectations by the end of Key Stage 1 but below national expectations at the end of Key Stage 2.
131. It was not possible to see any lessons in Key Stage 1 and only two in Key Stage 2. However, work in pupils' books and files were examined, together with work on display.

132. At the end of Key Stage 1 pupils reach expected levels in many aspects of history. For example, a project on toys enabled children to demonstrate that they knew the difference between old and new toys. They recognised differences in materials used to make skipping ropes in the past and now. By the end of Key Stage 1 most children can distinguish past from present and higher attaining pupils are able to use a simple “time line” to correctly match toys to a period in time. By the end of Key Stage 2 pupils have continued to develop their factual knowledge about events and people from the past. However, their research skills and their ability to select and link information from different sources are less well developed and in this aspect of history they do not reach national expectations.
133. The teaching of history is inconsistent and ranges from good to unsatisfactory. In a good lesson in Year 6 pupils began to use the Internet to research local events during World War II. The teacher ensured that time was used productively by careful supervision and focused questioning and by providing a clear summary sheet for pupils to record their information. Another lesson in Year 5 about the Aztecs provided a good example of how recorded video material can help provide interest and motivation for pupils.
134. Teaching is less successful when pupils are not clear about the objectives for the activity and therefore focus on irrelevant information. In both key stages teachers frequently use work sheets which are not always fully completed by pupils or appropriately marked by teachers. This makes tracking pupils' progress in history difficult.
135. The school has recently adopted the new national scheme of work for history. Once fully in place this should help it to address all aspects of the subject more systematically and to raise the overall levels of attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Pupils make good progress and attainment is in line with national expectations at both key stages. During the inspection lessons were only observed in Key Stage 2, but work in pupils' files and books was examined, together with work on display. Throughout the school ICT is taught as a discrete subject to enable pupils to acquire the necessary skills and is used within a range of other subjects to support pupils' learning.

137. Pupils at Key Stage 1 are beginning to follow the nationally recommended scheme of work in which they learn skills such as labelling and classifying, understanding instructions, creating pictures, drafting and writing text and finding information. Particular emphasis is placed on using the classroom computer to support the work of pupils with SEN and those who have English as an additional language. During the inspection this was evident in mathematics and geography. At Key Stage 2 pupils broaden and advance their skills with regular attendance at the LEA ICT Centre and through projects such as the "Bridge Project", in which older pupils work in partnership with the local university. In the context of these schemes and within the classroom pupils learn to use databases, explore simulations, collect and present information, write and edit text and create images. In the course of these activities they also learn to use the Internet effectively. Pupils in Year 6 were observed preparing to visit the LEA ICT Centre in which they carefully revised the skills they would need to use such as using a disc, creating a file name, highlighting and using the cut and paste facility. Pupils demonstrate a good knowledge of the programs and facilities available to them. They are familiar with and competent in using the hardware presented to them both in school and at the LEA ICT Centre. In the course of their work in ICT pupils make good links with their work in other subjects, particularly literacy.
138. The quality of teaching is generally good. Teachers plan the work well; are competent and confident in their use of the technology and make lessons effective and interesting. The partnerships formed with other agencies to supplement and extend the school's capacity for ICT works well and good use is made of the opportunity to extend pupils' experiences. Pupils' response to their work is often very good. They enjoy working with computers and are pleased with the things they produce. Pupils are proud of the skills they acquire and the progress they make, irrespective of their ability.
139. The subject leader for ICT makes an effective input and promotes the subject with enthusiasm in the school. Currently the school has a limited number of computers, mainly located in classrooms, and looks forward to the installation of a computer suite under the National Grid for Learning Scheme. In preparation for this wiring has been installed and staff are undertaking a full training programme. The school ensures full access to the curriculum for all pupils and meets the requirements of the National Curriculum for ICT.

MUSIC

140. Attainment in music throughout the school is at least in line with national expectations. The contribution made to music by a classroom assistant is very good. She demonstrates obvious delight and pleasure when engaged in musical activities with pupils, which helps to inspire and motivate their learning.

141. Pupils at Key Stages 1 and 2 are given opportunities to experience a wide range of relevant musical experiences. Most lessons are structured to include listening to various compositions, exploring musical phrases, discussing appropriate lyrics and learning new songs. Pupils enjoy music and respond positively to the sometimes challenging teaching. At Key Stage 1 younger children can recall and perform rhythmic patterns to a steady pulse. They are encouraged by the teacher to develop an awareness of phrase and know when to breathe properly for singing. As the lesson progresses, pupils are mesmerised by the teaching and listen attentively, joining in when requested. They respond well to the high expectations of the teacher and show a high level of competence in singing. In Year 6 pupils are asked challenging questions to help them recognise and explore musical devices and the way in which music reflects time and place.
142. There is a good range of musical extra-curricular clubs. Effective use is made of music from different cultures, particularly to reflect the strong North Tyneside folk tradition. Pupils are encouraged to appreciate the music and opportunities are provided for everyone to take part in performance. Skilful voluntary musicians, such as an accordion player, accompany pupils in their singing. These pupils can successfully sing a two part round. A highly successful recorder group can confidently play their instrument at assembly time. These pupils have a good understanding of musical notation and the value of notes. They are led enthusiastically and very competently by the classroom assistant who plays tenor recorder. This, combined with the lively piano playing, helps pupils to sing in tune.
143. Musical co-ordination and the provision of resources are sound. The lack of structure in the music curriculum does not support those teachers who lack confidence in the subject. This is indicated in teachers' planning and in the way in which the pace of lessons is inappropriate for some pupils to secure knowledge, skills and understanding. Recently Year 6 pupils took part in "The Window on the World" festival. Pupils represented the Americas and had Brazil as a theme. Not only did they consider musical aspects, but they also created a dance based on the rhythm of the Samba and designed costumes based on the Mardi Gras Carnival of Rio.
144. Increasingly, music is being valued in the school and this is contributing to the rich cultural experiences of all pupils.

PHYSICAL EDUCATION

145. Few lessons were seen in PE but from those seen attainment is in line with national expectations at both key stages. Overall, standards have been maintained since the last inspection.
146. Pupils who are five and are in the reception year can move in a large space with confidence. They have good body control and can link movements together. By the age of seven, most pupils are well co-ordinated and concentrate hard to improve their skills. During a game of "tail tag" some pupils effectively demonstrate for others.
147. Pupils in Year 4 are able to interpret a traditional Chinese myth through various body shapes and movements. They vary their actions from large to small, loud to quiet, whilst exploring different positions.

148. It is not possible to make an overall judgement on the quality of teaching in both key stages as too few lessons were observed. However, in those lessons observed teaching was at least satisfactory and some lessons were very good. In very good lessons, teachers use praise and encouragement to motivate pupils to demonstrate their skills. They use effective and appropriate intervention to assess skills and to evaluate pupils' performance. An excellent range of ideas and suggestions are used to help pupils develop further. Pupils enjoy PE. They show spontaneous appreciation of other pupils' efforts and despite some children being excitable, lessons are well controlled. High levels of concentration, perseverance and application help pupils to improve their skills.
149. A good range of extra-curricular activities is provided for athletics, cross-country, gymnastics and football. The school regularly enters inter-school matches and competitions. There is a good balance of boys and girls in all sporting activities.
150. The co-ordinator is keen and knowledgeable about PE and he takes a pride in the subject. He regularly checks for progression within the scheme of work but there are limited opportunities for him to monitor teaching or to work alongside colleagues to help improve levels of attainment.

RELIGIOUS EDUCATION

151. Standards are above those defined by the LEAs Agreed Syllabus for RE at Key Stage 1 and in line with them by the end of key Stage 2. Progress is good in Key Stage 1 and satisfactory in Key Stage 2. The school has maintained the standards that pupils achieve in the subject since the last inspection in Key Stage 2 and they have improved in Key Stage 1.
152. The RE curriculum is carefully planned and well resourced. The co-ordinator for the subject carries out her role effectively and has provided a detailed and useful scheme of work and guidelines for staff, based on the LEA Agreed Syllabus for RE. She serves as a valuable source of expertise for the rest of the staff.
153. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Teaching in both key stages effectively helps children to understand the Christian religion. A good example was observed in a Year 1 lesson when very good teaching helped pupils to understand the relevance of the festivals of Christmas, Easter, Lent and Pentecost. The teacher encouraged them to reflect on what each festival meant for them and to represent their personal understanding of each festival by thinking of a symbol to add to a wheel. Teaching is also successfully helping pupils to develop an understanding and respect towards the religious beliefs and values of others in Britain and around the world. For example, in a lesson in Year 4, pupils were taught about Muslim beliefs about creation. They were able to compare and contrast their learning with their good knowledge of the biblical account of creation studied earlier in the year.
154. RE teaching makes a very good contribution to pupils' spiritual, moral and social development. Teachers encourage children to reflect on their own thoughts and feelings. Throughout the school children add to a folder they keep to record their personal thoughts and feelings. These come from work carried out across the curriculum as well as RE. This is then taken with them when they leave the school. Pupils' attitudes to learning are good and they make good progress in the subject. They are interested in their lessons and they respond enthusiastically in discussions. They usually listen carefully to their teachers and to one another and show respect for each other's feelings, values and beliefs.