

INSPECTION REPORT

GRANGE PRIMARY SCHOOL

Hartlepool

LEA area: Hartlepool

Unique reference number: 111661

Headteacher: Louise Conway

Reporting inspector: Stephen Lake
22191

Dates of inspection: 10 - 13 December 2001

Inspection number: 230336

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs V Leak
Date of previous inspection:	1 - 4 June 1998

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3942	Keith Sanderson	Team inspector	Science Physical education	How good are curricular and other opportunities?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average school with 306 pupils on roll, including 28 full-time equivalent pupils taught on a part-time basis in the nursery. The school is situated in a very disadvantaged area and 50 per cent of the pupils are entitled to free school meals, which is very high. There are no pupils from minority ethnic groups. The school has a unit for pupils with special educational needs, including those with moderate learning difficulties and those with physical and medical needs, and as a result has a higher staffing level than similar-sized schools. Thirty five per cent of pupils have special educational needs and six per cent of pupils have Statements of Special Educational Need. These figures are above average. The school has been through a very difficult period as a large part of it was burnt down just after the last inspection and the replacement buildings were only opened six weeks ago. On entry to the school at the age of three, children's attainment is well below that normally found, especially in language skills.

HOW GOOD THE SCHOOL IS

This is an effective school. It is very well led and managed. The good teaching is responsible for good learning by pupils. As a result standards are rising rapidly. The school gives good value for money.

What the school does well

- Leadership and management are very good. The headteacher provides very good leadership and the governors are very effective.
- The provision for pupils in the Foundation Stage is good.
- Standards in religious education are above expectations.
- The quality of teaching is good throughout the school, enabling pupils to learn well.
- The work of the special educational needs unit is very good.
- Pupils achieve well.
- The overall curriculum provided for pupils is good.
- The school has excellent links with the receiving secondary school that help pupils' learning.
- Parents support the school well.
- The procedures for assessing pupils' progress are very good.

What could be improved

- Standards of attainment in English at the age of 11 are below average. (*This is addressed in the school improvement plan.*)
- Attainment in information technology at the age of 11 is just below national expectations. (*This is addressed in the school improvement plan.*)
- Attendance is unsatisfactory despite the best efforts of the school to improve. This poor attendance of some pupils adversely affects their attainment.

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 1998. Since that time it has worked hard under the difficult conditions created by the fire, to ensure that all key issues of that inspection have been addressed well. Standards are rising and are now much higher than at the time of the last

inspection. Over twice as many pupils are achieving the expected level¹ in English at the end of Year 6, and standards in mathematics are nearly three times higher. The quality of teaching has improved. The Foundation Stage is now a strength of the school and the provision for information and communication technology (ICT) is much better. Overall the improvement is above average and the changes have left the school well placed to continue the improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	E	E	C	well above average A above average B average C D below average well below average E
Mathematics	E*	D	D	B	
Science	E	D	D	B	

The E* in the table above shows that attainment in mathematics was in the bottom five per cent nationally in 1999.

Standards are rising steadily and the table does not fully show the very significant improvement in English over the last three years. In comparison to that in similar schools attainment is above average. The improvement in mathematics results is very good.

The improvement is working its way through the school. This can be seen in the national assessments for seven year olds in 2001, where reading was average, and writing and mathematics were below the average for all schools, but reading was well above average and writing and mathematics were above the average for similar schools. Attainment in the school is improving faster than the national trend. The large number of pupils with special educational needs affects the overall reported levels of attainment at the age of 11 and this must be allowed for when interpreting these results.

The inspection finds that the improvement is continuing. Standards in English at the end of Year 6 are just below average. Areas for improvement in English through the school are standards of speaking and spelling, which are affecting pupils' writing and all areas of the curriculum. Standards in mathematics and science are broadly average. Standards in information technology are now in line with national expectations at the end of Year 2 and very close to national expectations at the end of Year 6. Standards are satisfactory in all other subjects except religious education, where they are above expectations.

In all subjects pupils are achieving well in relation to their prior attainment. Appropriate targets are set for attainment and the school meets them. However, the attainment of able

¹ On Levels. The national expectation is Level 2 for pupils aged seven and Level 4 for pupils aged 11. Pupils attaining above these levels are attaining above average and those below those levels are attaining below average.

pupils is inconsistent. Pupils with special educational needs are achieving well in relation to the targets set in their individual education plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are generally attentive in lessons and eager to learn. They can concentrate well, but some cannot sustain their concentration for long periods.
Behaviour, in and out of classrooms	Behaviour is good overall. Although a few pupils present challenging behaviour, the vast majority are polite friendly and courteous.
Personal development and relationships	Good. Pupils are developing a sense of responsibility through such activities as the citizenship programme, and relationships are good.
Attendance	Unsatisfactory despite all efforts to improve it.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

The quality of teaching is good overall and as a result pupils learn well and make good progress during their time in this school. The quality of teaching in English and mathematics is consistently good and literacy and numeracy are taught well. The school meets the needs of its pupils well in most cases, although the needs of more-able pupils are not met consistently. Particular strengths in the teaching are: the management of behaviour and the very good use of assessment. Areas for development are few but include: the teaching of spelling, and matching teaching better to the concentration span of pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range and quality of the curriculum are good, with areas of strength such as the provision for personal, social and health education, but there is a slight imbalance in time allocations to some subjects.
Provision for pupils with special educational needs	This is very good and a strength of the school. Pupils with special educational needs take a full part in the life of the school and receive good support that helps their learning.
Provision for pupils'	Overall this is good. The school makes good provision for pupils'

personal development, including their spiritual, moral, social and cultural development	spiritual, moral and social development. Although provision for cultural development is satisfactory overall, not enough attention is given to planning opportunities to develop pupils' understanding and tolerance of the rich diversity of cultures to be found in Britain and the wider world.
How well the school cares for its pupils	This is a caring school and the procedures for this area are good.

Parents make a significant contribution to the life of the school, particularly through fund raising, but, despite good efforts by the school, fewer parents than usual are involved in supporting pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	These are strengths of the school. The headteacher provides very strong leadership. Effective delegation enables all staff to contribute fully to school improvement. Subject managers in most subjects are good; some are very good.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They are very supportive of the school and work hard to ensure that its strategic aims are fully pursued.
The school's evaluation of its performance	The school has very good procedures for evaluating its own performance. These have been used effectively to raise standards.
The strategic use of resources	Good. Staff are used well to support learning and overall the learning support assistants make a very significant contribution. The accommodation is very good despite a few minor shortcomings such as the lack of a suitable space for an ICT suite that will hold a class of children. Many resources are new and are used well. Spending decisions are based on finding the best value in all areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The teaching is good. • Parents are well informed about how their children are getting on. • Parents feel comfortable approaching school. • The school expects children to work hard. • The school is helping children become more mature. 	<ul style="list-style-type: none"> • There are no areas that a significant number of parents would like to see improved.

The inspection team agrees with the comments of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection in 1998, standards were well below average and requiring substantial improvement. Since that time standards have been rising faster than the national trend, despite the very significant limitations imposed by the school burning down and having to be rebuilt. This is an impressive achievement under such difficult circumstances. The improvement is due to the way in which the whole school worked together for the benefit of the pupils.
2. Attainment on entry to the school has not differed significantly from the time of the last inspection and remains well below that normally found with children of similar age. The school admits children to the nursery after their third birthday. They transfer to the reception class in the September and January after their fourth birthday. A significant majority of children enter the nursery with language skills that are well below the expectations for most three year olds. During their time in the Foundation Stage children make very good progress as a result of the high-quality teaching and by the time they reach the end of the reception year standards have risen. A few children have achieved the Early Learning Goals², but most have not. By the time they leave the reception class most children have social skills that meet expectations and have well-developed movement skills. Development in all other areas is below what is generally expected and overall attainment at the end of the reception year is below average.
3. The results of the 2001 national assessments for children aged seven are average in reading and below average in writing and mathematics. When these results are compared with those of children from similar schools reading is well above average, and writing and mathematics are above average. Boys achieved higher than girls in writing and mathematics. This is against the national trend, but there is no obvious explanation of why it should be so. The results of the 2001 national assessments for pupils aged 11 are well below average in English and below average in mathematics and science. When these results are compared with those of children from similar schools, English is average and mathematics and science are above average. Overall the results are above average when compared to those in similar schools. Care must be taken when interpreting these results as the school takes in a significant number of pupils with special educational needs from Year 3 onwards and this can affect the results of the national assessments.
4. When their attainment on entry to the school is taken into consideration pupils are achieving well. Pupils with special educational needs are achieving well in relation to the targets set in their individual education plans. More-able pupils are achieving very well in mathematics and well in English, but in other subjects, although they are achieving satisfactorily, they are not achieving as well as other groups of pupils. There is no significant difference between the achievement of boys and girls at present.

² Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical development and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

5. The table below shows the current attainment as pupils leave the school at the age of 11 compared to the results of the national assessments and the findings of the last inspection. The significant improvements shown are a result of the good teaching and use of assessment procedures to identify pupils' needs.
6. Standards are rising faster than the national trend. For example, between 1997 and 2001 the percentage of pupils achieving the expected Level 4 in English more than doubled and in the same period the percentage achieving the expected Level 4 in mathematics was approximately three times higher. These results are closely linked to the effective strategies that the school has for teaching literacy and numeracy, and the rise in standards matches the introduction of these strategies.
7. The results of the last few years show that over time there is little difference between the attainment of boys and girls, except in mathematics, where girls are achieving a little better than boys.

OVERALL VIEW OF ATTAINMENT OF PUPILS AGED 11					
Subject	At the time of the last inspection in June 1998	2001 national assessments compared with all schools	Current inspection judgements	Improvement since last inspection	Pupils' achievement in relation to prior attainment
English	E* - very low	E - well below average	Just below average	Good	Good
Mathematics	E* - very low	D - below average	Broadly average	Very good	Very good
Science	E - well below average	D - below average	Broadly average	Good	Good
Art	Below expectations	n/a	Meets expectations	Good	Good
Design and technology	Below expectations	n/a	Meets expectations	Good	Good
Geography	Below expectations	n/a	Meets expectations	Good	Good
History	Below expectations	n/a	Meets expectations	Good	Good
Information technology	Below expectations	n/a	Just below expectations	Good	Good
Music	Below expectations	n/a	Meets expectations	Good	Good
Physical education	Below expectations	n/a	Meets expectations	Good	Good
Religious education	Below expectations	n/a	Above expectations	Very good	Very good

NB E* in 1998 meant that the results were in the bottom five per cent nationally

8. The table shows the very significant improvements since the last inspection and also that pupils are achieving well in relation to their prior attainment. Attainment is continuing to rise, and this is working its way through the school as the results

attained by pupils who have benefited from the changes introduced after the last inspection, take effect. This is most noticeable at Key Stage 1, where attainment is now broadly average.

9. Within the overall picture of attainment there are some significant issues. Attainment is not as good in English as in mathematics and science. Most of this difference is linked to the quality of pupils' writing. Throughout the school reading is better than writing. The quality of the writing is held down by two factors:
 - pupils' spoken vocabulary is limited and they do not have access to a wide enough vocabulary to support their writing in all subjects of the curriculum;
 - pupils' spelling is poor, often because their spelling imitates speech; for example, a pupil spelling "matter" as "matta".
10. The quality of pupils' speaking is an area for concern. Too many pupils speak in phrases or single words rather than using complete sentences and this is not addressed consistently throughout the school, which makes it more difficult for the school to deal with the unsatisfactory writing. Pupils are not using their literacy skills enough in other subjects of the curriculum and as a result, lessons in these subjects are not helping enough to raise standards in English. In contrast, pupils are using their numeracy skills in more areas of the curriculum; for example, conducting surveys and drawing graphs of the results for science lessons or for geography lessons. This is one of the reasons why pupils' attainment is higher in mathematics than in English. The quality of spelling is poor in some cases and unsatisfactory overall. This is seen, for example, in some of the pupils' word-processed work where completed pieces often contain a high percentage of spelling mistakes.
11. The improvements in attainment in the foundation subjects are quite notable. In the last inspection attainment was below average in art, design and technology, geography, history, information technology, music, physical education and religious education. In all of these subjects attainment has improved significantly and standards are now broadly in line with national expectations at the end of Year 2 and Year 6, except in information technology and religious education.
12. In information technology, standards are in line with national expectations at the end of Year 2 but are just below at the end of Year 6. Although most pupils are working at the expected level, they do not have enough access to computers to achieve securely. For example, most pupils in Year 6 can complete a basic one page presentation using MS PowerPoint, but very few have done more than this. Although the teachers are trying very hard to enable pupils to use these information technology skills to support learning in other subjects, the lack of time available on computers is limiting this. Yet again most pupils have experience of sending an email, but very few are competent in using email. These areas are planned to be addressed in the new ICT suite, but the room set aside for this in the new building is too small to hold a class and therefore has not yet been equipped. As a result, pupils do not have enough access to computers.
13. In religious education, teachers have worked very hard to ensure that pupils follow the locally agreed syllabus in detail. Pupils at the end of Year 2 and Year 4 now attain above the expectations of the locally agreed syllabus for religious education. However, in much of this work pupils are not making enough use of their literacy skills to help develop their attainment in writing. In particular not enough attention is given to the quality of spelling in written work.

14. Overall, pupils with special educational needs make good progress in relation to their individual learning targets and achieve well in relation to their prior attainment. Such progress owes much to the prompt identification of difficulties, the setting of precise and attainable learning targets that are closely monitored and the sensitive support consistently provided by teachers and support staff. However the higher than average proportion of pupils with special educational needs has a limiting effect on school targets and overall standards of attainment in relation to national averages at the ages of seven and 11.

Pupils' attitudes, values and personal development

15. Children in the nursery and reception classes quickly develop positive attitudes to work and learning. They enjoy their work and concentrate for increasing lengths of time. All children rapidly develop the ability to relate well to each other and to adults. As they move from the nursery to the reception class children increase their ability to become independent, enthusiastic and eager learners. They are sensitive to the feelings of others and respect each other's work.
16. The pupils like coming to school and have good attitudes to learning. This view is shared by parents and it is similar to that reported at the last inspection. The pupils are eager to learn and they are keen to contribute. For example, there is no shortage of volunteers to answer questions in lessons and assemblies. However, the "sitting and listening" period of many lessons is too long for the concentration span of some pupils and this results in some restlessness and lack of attention.
17. Behaviour is good in lessons and around the school. Pupils and parents are happy with the standard and it has improved since the previous inspection, when it was judged to be only satisfactory. Some pupils exhibit challenging behaviour, but it is well managed by the staff and disruptions are minimised. There has been a recent high level of short, fixed-term exclusions, but these have been due to particular circumstances, which are unlikely to arise again. There is no evidence of oppressive behaviour such as bullying. The good standard of behaviour contributes to the school's calm and orderly manner, and allows good learning attitudes to flourish. In addition, the pupils are courteous, which is much appreciated by the support staff. They are also trustworthy and there is no evidence of malicious damage.
18. Relationships in school are good and pupils like, and have confidence in, their teachers. There is a harmonious atmosphere, which benefits all the school's activities. The pupils show sensitivity and respect for the feelings of others. For example, pupils with disabilities are treated with care and compassion, and in Year 6 history lessons pupils were observed writing thoughtfully about the feelings of Jewish children in Nazi Germany. The pupils are aware of the impact of their actions on others. In lessons and assemblies concerned with citizenship, for example, they were able to discuss the importance of sharing and caring. Also, a range of charities are supported.
19. The pupils' personal development is satisfactory. They respond well to adults and display confidence when speaking in public. However, many pupils show a lack of enthusiasm for helping around school, although the opportunities are limited and more would be welcomed. The house captains provide good role models and these posts do require initiative and a willingness to take responsibility.
20. Most pupils with special educational needs are very well integrated in the life and work of the school. This is particularly apparent in the level of confidence shown by those

pupils who have recently become members of the school. Given suitably challenging tasks pupils work hard and concentrate for an appropriate time. This was well illustrated by a pupil in Year 3 with behavioural difficulties readily assuming the duties of a scribe for his group.

21. Attendance is unsatisfactory. Despite major efforts by the school it has been well below the national average for several years without any trend of improvement. Very poor attendance by a small group of pupils and holidays in term time are the main causes. Both cases arise from poor support for the school by some parents over attendance issues. Unauthorised absence is only slightly above the national average overall, but it represents about 25 per cent of the absences of pupils with a poor record. This is due mainly to a failure of parents to supply proper information.
22. Registration starts promptly and it is efficiently carried out. Punctuality is not a serious problem and lessons are able to start on time.

HOW WELL ARE PUPILS TAUGHT?

23. At the time of the last inspection there were a few weaknesses in teaching, particularly at the beginning of Key Stage 2. Teaching at that time was broadly satisfactory, with some good and some unsatisfactory. Since that time the quality of teaching has improved considerably. Teaching is now good overall. No unsatisfactory teaching was observed, although there are a few areas for improvement.
24. The overall quality of teaching is very good for all children in the nursery and reception classes. It is consistently good, with over half of all teaching being very good. This ensures that the children achieve well, are enthusiastic, are eager to learn and develop good relationships with each other and adults. Children with special educational needs receive effective and sensitive support throughout the Foundation Stage. This enables them to learn at a similar rate to their classmates. They join in all the class activities and relate well to adults and other children. All staff measure children's progress against the stepping stones³ of progress within the Foundation Stage of learning. This gives a clear picture of achievement. The school shares this with parents and carers so that all concerned can work together in the children's best interests.
25. In Key Stage 1 one lesson in ten observed was very good and in Key Stage 2 around a quarter of the lessons observed were very good. Teachers have good subject knowledge in the core subjects of English and mathematics. In other subjects, teachers' subject knowledge is at least satisfactory and often good.
26. Strengths of the teaching noted in observations and in the examination of pupils' previous work are:
 - **The quality of the marking.** Marking throughout the school is of high quality. Comments are constructive and relevant, and in many cases there is dialogue between teacher and pupil, showing that the marking is used to ensure further progress. Many pieces of work are followed by "two stars and a wish", identifying what has been done well and how it might be improved. This information, in turn, is used very effectively in planning. The dialogue as pupils respond to the teachers' comments demonstrates pupils' understanding of their own learning.

³ Stepping stones are a set of graduated criteria that show what most children should be able to at different stages in the Foundation Stage.

- **The quality and use of the day-to-day assessments of pupils' progress is good.** For example, in a Year 6 mathematics lesson the teachers had discussed the progress made by the different groups at the end of the first day and then changed the lessons for the second day in order to deal with the areas that the pupils found difficult. As a result of actions such as these, teaching is well matched to the needs of the pupils and they learn well. Teachers generally identify and share learning objectives with pupils, so they know exactly what they are learning.
- **The teaching of pupils with special educational needs is very good** and ensures that all children make the best possible progress. Training prior to the extension of the work of the Special Educational Needs Support Base and in-service training related to the planning of individual education targets have ensured that teachers and support staff have good knowledge of how pupils with learning difficulties learn most effectively. Assessment is used well to plan specific learning objectives in small measurable steps so that pupils can recognise their progress. This is well illustrated by the carefully considered adjustments made to the advice of the literacy and numeracy strategies to meet the needs of these pupils. The management of pupils is very effective. The consistently calm, discrete, yet firm approach enables all pupils to make best progress. Teachers consistently acknowledge pupils' ideas and this unfailingly promotes their self-esteem.
- **The strategies for managing behaviour are good** and result in classes where pupils concentrate on their work and pay attention to the teachers.
- **Learning assistants are used effectively in most classes.** Where this is so, they make a very significant contribution to pupils' learning. For example, by ensuring that pupils within special educational needs fully understand what the teacher is saying by repeating the instruction in an alternate form. However, in a few cases the learning assistants are more concerned with managing behaviour than supporting learning and this is inappropriate; for example, a lesson in which the main contributions from the learning assistant during a whole-group session were to tell pupils to pay attention and sit up straight.
- **The arrangements for setting pupils into suitable teaching groups for English and mathematics.** This is an essential part of the school's good strategies for teaching literacy and numeracy and contributes to the consistently good teaching in these areas. Pupils' needs are identified through the good assessment procedures and then the teaching groups are planned to make the most effective use of resources to improve pupils' learning. In mathematics, this includes using a link teacher from the Manor College of Technology to support more-able pupils on a regular weekly basis. The results of this are seen in the very significant improvement in mathematics over the last three years.

27. There are few areas for improvement in teaching, but nevertheless these are important to the school's drive to raise standards. The most significant areas are:
- **Ensuring a consistent challenge for more-able pupils.** This has been done effectively in mathematics and is one of the reasons why standards in mathematics are rising faster than they are in English and science.
 - **Matching the pattern of lessons more closely to the concentration span of the pupils.** In the best lessons teachers are aware that many of the pupils find it difficult to sustain concentration for more than 20 minutes and adjust the pattern of the lesson to match this. Tasks in those lessons are short and varied. However, in too many lessons introductions go on for over half an hour and pupils lose concentration, which slows the pace of learning. A significant number of English lessons last for around 80 minutes but cover only the work that would normally be covered in a 60 minute lesson. This wastes valuable teaching time.

At Key Stage 1 science lessons are planned for the whole afternoon, but pupils' concentration is difficult to sustain for that long. Although some teachers deal with this effectively by varying the tasks, overall this limits opportunities to improve standards further.

- **Not enough attention is given to the development of spelling.** In too many lessons in all subjects teachers do not insist enough on correct spelling. This is a significant factor affecting the pupils' attainment in writing at the end of Year 6. In many pieces of work examined, spelling was often phonetically correct when compared with the way pupils are speaking but not corrected by the teachers. For example, many of the pieces of word-processed writing contain numerous spelling mistakes but are displayed for other pupils to see. In subjects such as history, geography and religious education teachers have high expectations of the content of the pupils' work, but accept too many spelling mistakes. Some of this is a direct result of too few planned opportunities to develop clear speaking skills that retain the rich local dialect and accent but help pupils understand standard English such as that met in national assessments.

28. In most classes suitable use is made of homework to support pupils' learning. Pupils take reading books home to read with parents, and also problems and tasks to complete at home. The use of information technology to support learning has improved significantly since the time of the last inspection. Many opportunities are provided to enable pupils to use this tool. For example, in Year 2 pupils use the CD-ROM dictionary to search for spellings without having to be instructed by the teachers. Pupils in Key Stage 2 make effective use of computers to support learning in a range of subjects from mathematics to religious education. One of the most significant contributions of ICT is supporting the development of citizenship. The school has regular links with a sailor on board a United States aircraft carrier. They email this person and this enables pupils to discuss a wide range of topics. Unfortunately they do not have enough access to computers to fully develop the potential to support learning, as the planned ICT suite is not in use for a variety of reasons explained later in this report.

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

29. The school plans a broad curriculum that meets all statutory requirements, and the requirements of the agreed syllabus for religious education. However, the curriculum is not balanced. Because of the large amount of curriculum time spent in teaching English and mathematics there is a slight imbalance in the time allocated to other subjects, especially physical education. Nevertheless the school plans a broad, enriching curriculum that interests pupils and encourages them to be involved in their own learning. Since the previous inspection significant improvements in the number of extra-curricular opportunities and the development of a very good personal, social and health programme have enhanced the range of learning opportunities for all pupils.
30. At the time of the previous inspection there were three key issues relating to curriculum provision. All of these have been vigorously addressed. The provision for ICT is much better, even though the school is currently having some "teething" problems in preparing the ICT suite for full class use. The need to improve teachers' subject knowledge in art, design and technology, music, physical education and religious education has been very effectively tackled through providing a range of extra training opportunities. This, along with better planning and improved resource provision, has led to standards rising in all of these subject areas. The school has

responded effectively to implementing the national strategies for numeracy and literacy and this is helping to provide a broader range of opportunities in these subject areas and also to improve basic skills.

31. The overall quality of planning is good. The introduction of national guidance relating to schemes of work adopted by the school has ensured that planning reflects the National Curriculum Programmes of Study. Planning extends over the whole year and across the whole of a child's time in the school and sets out clearly what will be taught and when, but there are still inconsistencies in planning for the more-able pupils to be challenged rigorously.
32. The school has developed a very good programme for personal, social and health education. It is developed, when appropriate, across the curriculum, ensuring that it is reinforced in different contexts. In some classes, aspects are addressed through "circle time"⁴, when pupils are able to sit and discuss things important to them with their friends and with adults. Other aspects of personal and health education, such as sex education, are linked to the science curriculum, and here the school is well supported by the school nurse. The detailed drugs education policy is supported by the involvement of the police. The school recently held a drugs education workshop for parents that was well received. The school is working towards the National Healthy School Standard and has achieved several modules within the Hartlepool Healthy Schools Scheme with particular success in the field of drugs education.
33. Provision for extra-curricular activities is good and this is an improvement since the last inspection. Boys and girls have equal access and opportunity to participate. Pupils take part in activities such as the PE club, the sport club, the art club, football, netball and basketball. They benefit from a variety of musical activities such as choir, bell ringing, drumming workshop and the ocarina group. Pupils are able to participate in the Hartlepool Maritime Festival and drama at the art gallery, and visitors to school such as writers in residence and the Bite Size Theatre Company share their expertise and enthusiasms with pupils.
34. There is a clear commitment to ensure that pupils with special educational needs have access to a broad and balanced curriculum and all aspects of school life. Teachers are clearly aware of the systems for identifying pupils encountering difficulties. This ensures that appropriate action, in line with the requirements of the Code of Practice, is taken promptly. The targets set in individual education plans are detailed and pertinent to each area of learning, and ensure that pupils, parents and teachers can recognise progress in short, measurable steps. This represents an improvement since the previous report. The practice of setting according to ability for basic skills teaching and the effective use of support assistants in lessons in mixed-ability classes appropriately promotes good progress.
35. The school has very good links with the community. They are broad ranging and make an important contribution to the pupils' learning and the life of the school. The most unusual is an excellent link with the United States Navy that involves regular contact with a serving officer and the school's mascot, Hartley. This link raises the profile of the school and gives an international aspect to school life. In addition, there is a good culture of community courses, although these have been affected by the fire, and involvement with pre-school initiatives. The curriculum is enhanced through

⁴ Circle time is the name given to a method of providing opportunities for pupils to discuss matters of importance in a non-threatening manner. It is given the name because children usually sit in a circle during this time.

links with local commercial organisations and visits to places of interest in the community such as the local nuclear power station. Strong community support was given to help the school recover from the recent fire.

36. There are excellent links with partner institutions that significantly benefit pupils' learning. Most noteworthy is the relationship with the adjoining secondary school. This provides courses in design and technology, master classes for gifted pupils in mathematics and science, the use of ICT, music and physical education facilities, including a swimming pool, and a high quality, joint physical education curriculum. There is involvement in projects with other local schools. For example, there was a recent contribution to a "virtual voyage" project that involved the development and presentation of items on Caribbean culture. The school is also a major partner in a European project on citizenship in which the Internet is used to link schools from several countries. Local further education colleges use the school to train nursery nurses.
37. Overall provision for spiritual, moral and social education is good, and that for cultural education is satisfactory. Provision for spiritual education is good. There are many examples of a spiritual dimension within lessons, including a history lesson where the teacher spoke enthusiastically about visiting Delphi, a geography lesson about weather, a science lesson where plants were dissected and a number of instances in the nursery. Pupils sat spellbound during an assembly on the theme of "We are amazing" and later in the week during a story about Papa Panov. The school fulfils the statutory requirements for collective worship, and a range of suitable topics are planned. But, although prayers are said, opportunities for reflection are more limited.
38. There is good provision for moral and social education. Rules of behaviour are displayed in a number of classrooms and pupils are aware of what is expected of them. Staff are good role models and positive relationships encourage mutual respect. Appropriate praise and encouragement build pupils' confidence. Pupils in Year 6 are given responsibilities, and some help in the nursery during their lunch break. There are fewer opportunities across the school for pupils to develop responsibilities. They share tasks well and in some lessons this co-operation was a very positive feature. Citizenship is developing well, for example, through European project work with a single year group and displays show that those attributes that make a good citizen are identified in other classes. Pupils collect for a variety of different charities.
39. Provision for cultural education is satisfactory. The school makes very good use of the locality; there are well developed links with schools in different parts of Europe (including use of the Internet) and a positive link with a United States aircraft carrier. However, there was little evidence during the inspection week that the pupils are made aware of the rich diversity of cultures to be found in Britain and across the world. For example, all of the artists used as examples for pupils to emulate were white male Europeans born in the last 150 years. Although some work has been done on art from other cultures, this is not planned systematically as part of the school's provision in this area. This limits opportunities for pupils to recognise and celebrate the achievements of people from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school is a caring organisation and pupils learn in a safe and secure environment. Examples of caring initiatives include the school's participation in the Healthy Schools award and in a campaign to promote the eating of fruit. The school

nurse and a very high-quality programme of personal, social and health education also make good contributions in this area. Overall, welfare standards have been maintained or improved since the previous inspection.

41. Health and safety arrangements are good. Responsibilities are clearly defined and there are procedures, which are implemented, for inspections and risk assessments. All statutory requirements are satisfied and no significant issues were identified. Child protection arrangements are satisfactory. There is a good policy and a designated teacher with recent training. However, there has been no recent training for the staff. Lunchtime supervision arrangements are well organised and well staffed. The supervisors are confident about their duties and have received training in behaviour management.
42. Procedures to monitor and promote attendance are good, although they have yet to be successful. The monitoring procedures are thorough and there is good support from the education welfare officer. Good attendance is rewarded. Registers satisfy Department for Education and Skills (DfES) requirements, but there are some inconsistencies in the way absence is recorded. Also, the school's procedure for dealing with absence without a known cause is not defined in a way that allows parents to have a clear understanding. The school is currently participating in a major local authority project to improve attendance, but it is too soon to judge the impact.
43. The school has an exemplary policy for assessment and all staff have worked hard to put this into practice. There are assessment books for each year group containing a variety of tasks, with useful, relevant teachers' comments. These give the context for each piece of work and record the levels reached. This use of assessment is developed very well across the Foundation Stage areas of learning with the exception of physical education and music. This information is then used to monitor and evaluate each pupil's progress, helping teachers to identify specific targets for each individual to improve.
44. Assessment within the Foundation Stage is very good. It is meticulous and clear, and covers all areas of learning, including personal development. It is used effectively to plan the next stages in learning for both groups and individuals.
45. The school makes very good provision for the health, safety and welfare of pupils with special educational needs. A range of appropriate assessment procedures are in place to identify pupils with special educational needs. Parents are, from the outset, encouraged to be involved in the development of strategies to support these pupils and in the reviews of progress made each term. However, where parents do not attend reviews they are, currently, not provided with a copy of the individual education plan so that they know how well their child is getting on and are aware of the strategies to be used to promote further improvement.
46. The school's procedures for monitoring and promoting good behaviour are good. There is a clear and consistently applied policy involving well-promoted rules reinforced by rewards and sanctions. Pupils understand, and are influenced by, these arrangements. The school uses the services of a specialist in behaviour management to help with specific problems. There is a monitoring system for pupils whose behaviour gives concern, and parents are involved where necessary. The school clearly discourages oppressive behaviour. For example, the programme of personal, social and health education aims to promote appropriate attitudes.

47. Pupils are supported very well by the staff, and the learning support assistants make a good contribution. The level of support is improved by the caring attitudes in the school and the good relationships, since pupils are confident to raise problems with the staff. However, the procedures for monitoring personal development are only satisfactory. They rely heavily on the teachers' personal knowledge of their pupils rather than on a formal procedure that records pupils' personal development in a way that can be accessed by other teachers as the pupil moves through the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Evidence from meetings with parents and the survey indicates clearly that they are very happy with the school. There are no significant areas of concern. Inspectors agree with the parents' positive views.
49. Information for parents is good. There are good booklets and a range of meetings on the curriculum, an informative prospectus and governors' annual report and regular, well-presented newsletters. A high quality web site provides another useful source of information. The prospectus and governors' report satisfy DfES requirements, but in the prospectus it is difficult to find specific items of information. Information is also provided about homework, with indications about how parents could help.
50. The pupils' progress reports are satisfactory. They satisfy DfES requirements, but there is considerable variation in the amount of detail given. Also, they tend to emphasise achievement, with little indication of how to improve, of targets for improvement or what should be known. Information about pupils' progress is also provided at consultation evenings, but attendance is relatively low. However, the school is very open and the staff are very approachable. Parents appreciate this.
51. Links between parents and school are satisfactory. There are several schemes to support parents in helping their children learn, but the school finds it difficult to persuade a significant number of parents to have a direct involvement in the life of the school. For example, the complement of parent governors is two short, despite considerable efforts at recruitment, and only two parents attended the inspection meeting. However, there is a small but very dedicated group of parents who make a major impact on the school's work. Many of the learning support assistants started as parent helpers, and the Friends of Grange, which consist mainly of parents, have raised considerable sums of money for school use.
52. Parents of pupils with special educational needs are able to meet with teachers and support staff to discuss pupils' progress at review meetings held each term or as needs arise. This does not happen in every school and is a very good feature of the provision for pupils with special educational needs.
53. Parents are expected to support their children's learning at home, and homework and reading diaries are available for home-school communications. The help is satisfactory but not consistent. For example, not all children read to their parents despite the best efforts of the school to encourage this.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The school is very well led and managed by the headteacher. She has successfully guided it through a period of significant change resulting from a serious fire in 1998. The school is now fundamentally different from the one that was destroyed. The headteacher is very clear about what needs to be done to secure high-quality educational provision for all pupils at the school, and has communicated this very clearly to all staff and governors. Despite the disruption caused by the fire the headteacher has ensured that improvements have been secured in all aspects of the school's work. The school has continued to provide a caring community in which all pupils feel safe and where effective learning can take place. The core management team works efficiently and has a clear understanding of the school's strengths and weaknesses. The roles and responsibilities of all staff are clearly defined and communication within the school is effective in ensuring that all staff feel valued, and

- understand how their work contributes to whole-school improvement. The headteacher has high expectations of her staff, and gives them the support and responsibility to enable them to flourish.
55. Management of the school is strong. The senior management team monitors and evaluates teaching and standards across the school. The work of the school is rigorously analysed using a range of measures. Strengths and weaknesses are clearly identified and action is taken to secure improvements across the whole school. Curriculum co-ordinators are empowered and manage their responsibilities well. The very strong leadership provided by the co-ordinators for English, mathematics and information technology brings about very good improvement in these areas. There is an obvious team spirit and a strong sense of commitment throughout the school. The quality and effectiveness of leadership and management at all levels throughout the school have improved since the last inspection and are now very good overall.
 56. The management of provision for pupils with special educational needs is very good. The aims of the school are clearly reflected in all aspects of the work with these pupils. The co-ordinator is very experienced and has a good understanding of the standards of achievement and what needs to be developed further. The organisation and practice to meet the needs of these pupils permeate the work of the school. The governing body is kept well informed by the highly committed governor with special responsibility for this area and through regular reports from the headteacher and co-ordinator. This represents an improvement since the previous inspection. This quality of management makes a significant contribution to the achievement and progress of these pupils.
 57. The process of school self-evaluation is securely embedded, with good strategies for monitoring the performance of the school clearly defined. The school improvement plan identifies priorities, which reflect the school's evaluation of its own performance and its aims and values. The plan places appropriate emphasis on raising standards in English, mathematics and information technology. Targets are set for improvements in teaching that are closely linked to the raising of standards.
 58. The school is fully committed to providing equality of opportunity for all its pupils and staff. Staff receive regular evaluation of their work, and are supported in their professional development. Procedures for the induction of new staff and newly qualified teachers are good. The school has invested in well-focused training for all staff. This training has ensured that staff have been empowered to successfully address whole-school priorities. In addition, the training needs of individual members of staff are addressed through the use of expertise from within the school, and from external sources. Pupils receive good personal support throughout the school. Teaching assistants provide very good support overall to enable pupils to access all aspects of school life. However, in subjects other than English and mathematics more-able pupils are often insufficiently challenged.
 59. The governing body provides very good support for the headteacher and staff and carries out its duties effectively. Throughout the time of the rebuilding of the school they have remained clearly focused on the shared aims and values promoted by the school. They have received appropriate training on school self-evaluation and carry out their strategic role very effectively. The process, which allows governors to monitor the work of the school, is integrated well into whole-school procedures. Some governors work regularly in the school, but these visits are currently informal and lack an agreed focus. They are not recorded or reported to the full governing

body. However, governors are fully aware of the school's strengths and weaknesses and fulfil their statutory duties well. The various governor committees understand their roles and have clear terms of reference. The rebuilding of the school gave significant additional responsibilities to governors, which they dealt with efficiently and effectively.

60. Governors ensure that the school's budget is spent wisely to support school priorities for improvement. All specific grants are used appropriately and the principles of best value are applied to many aspects of the school's work. Since the last inspection the school has changed fundamentally in terms of its characteristics and the way it is funded. Despite these changes it continues to provide good value for money. The school makes good use of information technology to enhance many aspects of its work.
61. Most of the school's resources were destroyed during the fire in 1998. The school has used the funds provided to replace these resources wisely. Quality equipment has been purchased and resources overall are now good. A significant investment has been made in providing additional human resources to help teachers provide appropriate learning opportunities, and to support the full inclusion of all pupils attending the school.
62. Much of the accommodation, which has been largely rebuilt following a fire, is of very high quality and serves the needs of the pupils well. Most classrooms are suitably sized and well equipped. Other general provisions include a pleasant library, a music room, a medical treatment room and a community room. Facilities for pupils with special educational needs are also of a very high standard. These include a physiotherapy suite, several disabled toilets and rooms for specialist education. Wheelchair access throughout the school is good. The building is well maintained by the site supervisor. Despite the high quality of the new building, the space allocated for an ICT suite is too small for a full class. As a result, it has not been possible to equip this space yet and this is limiting pupils' learning opportunities. Two classes remain in temporary accommodation and the storage facilities for physical education equipment and dining furniture are limited. All dining equipment and some of the physical education equipment have to be stored in the hall. Although teachers manage this well, it is an unnecessary task. The furniture restricts the physical education lessons that take place in the hall and makes it difficult for the whole school to meet together for assemblies and other events.
63. The match of the staff to the needs of the curriculum is good. There are an appropriate number of qualified teaching staff with a useful range of experience. Co-ordinators have received training to ensure that they have the necessary technical knowledge. Appraisal and performance management systems are sound and support the professional development of teachers. There are a relatively large number of qualified learning support assistants who provide help in every class. Some pupils with severe difficulties have specific assistants to provide support. A site supervisor and cleaners maintain the building to a high standard. Two clerical assistants provide smooth and unobtrusive support that enables teachers to concentrate on their task of promoting learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to continue the considerable improvement taking place in the school the governors, headteacher and staff should:

- (1) raise standards of attainment in English at age 11 (paragraphs 9, 10) by:
 - providing more structured opportunities to develop pupils' speaking skills;
 - building upon the good practice seen in the nursery to help adults encourage pupils to speak in complete sentences;
 - developing more effective strategies to improve the quality of spelling;
 - ensuring that more opportunities are taken in all subjects to develop pupils' writing skills;
- (2) raise standards of attainment in information technology at the age of 11 (paragraph 12) by:
 - ensuring that pupils have sufficient access to ICT equipment to enable them to consolidate their learning;
- (3) seek further ways to improve attendance. (paragraph 21)

A number of minor issues that the governors may wish to address in the action plan are identified in paragraphs 4, 10, 27, 28, 29, 39, 45, 47, 49, 59, 62, 78, 93, 95, 103, 105, 115, 145.

THE WORK OF THE SUPPORT BASE FOR SPECIAL EDUCATIONAL NEEDS

65. Since the previous inspection the work of the support base has been extended to provide enhanced facilities for 21 pupils from within the local authority who have additional physical and medical needs, alongside the original 12 places for pupils with moderate learning difficulties. There is one full-time and one part-time teacher. Four appropriately trained and experienced learning support assistants and a full-time qualified nurse work with these pupils both in the unit and when in mainstream class activities.
66. The management of provision for these pupils is very good. All staff and governors have had significant in-service training in understanding how to provide effectively for these pupils. The good practices developed meet the aims of the school and make a considerable contribution to pupils' achievement in relation to prior attainment and to their personal development. Pupils are admitted as members of appropriately-aged mainstream classes and are very quickly fully integrated into all aspects of school life. They have quickly formed friendships that are a considerable support for their self-esteem and confidence. All pupils attached to the unit are effectively supported to gain full access to a suitably broad and balanced curriculum. Children in the Foundation Stage are well supported within the nursery and reception classes. Pupils in infant and junior classes have a suitable balance of small group activities to develop English and mathematical skills and understanding within the unit. The effectively organised use of learning support assistants throughout all classes enables pupils to enjoy whole-class activities in all other subjects and to make appropriate progress.
67. The quality of teaching is good, with some instances of very good teaching observed. Clear, achievable individual education plans are set which include strategies to achieve a consistent approach. Teachers prepare very precise learning targets for basic skills and use the advice of the National Literacy and Numeracy Strategies well to meet individual targets. For example, the teacher engages and sustains older pupils' interest in mathematics by using real-life activities such as a survey of favourite pizza toppings when developing skills in handling data. Younger pupils sustain interest for a significant time when engaged in locating books about animals in the school library and, with appropriate support, seeking out information. The support for language development permeates all activities. All staff have very good relationships with pupils. They consistently acknowledge pupils' contributions and handle inappropriate behaviour discretely and sensitively so that pupils feel valued and secure and all have the opportunity to achieve well in relation to prior attainment. A small minority of pupils are on target to transfer to mainstream groups for all learning activities, with appropriate support, after this initial settling-in period.
68. The unit accommodation is very good. It is of good size, attractively decorated and furnished and includes good equipment to support both physical and learning needs. The facilities for providing daily health and hygiene care are very good and include a physiotherapy room. This provision makes a major contribution to the well-being of pupils and subsequently their confidence in learning. It is carefully planned so that pupils' treatment disrupts their school day as little as possible.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	22	32	30	0	0	0
Percentage	0	26	38	36	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	28	278
Number of full-time pupils known to be eligible for free school meals	0	137

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	1	16
Number of pupils on the school's special educational needs register	8	101

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

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	9

Attendance

Authorised absence

	%
School data	6.9

Unauthorised absence

	%
School data	1.4

National comparative data	5.6
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National comparative data	0.5
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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
		2001	22	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	19	21
	Girls	17	14	18
	Total	38	33	39
Percentage of pupils at NC level 2 or above	School	93 (87)	80 (83)	95 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	18	21
	Girls	15	13	17
	Total	34	31	38
Percentage of pupils at NC level 2 or above	School	83 (87)	76 (93)	93 (93)
	National	85 (84)	89 (88)	89 (88)

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
		2001	31	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	27
	Girls	18	16	22
	Total	36	37	49
Percentage of pupils at NC level 4 or above	School	63 (59)	65 (66)	86 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	27
	Girls	18	16	22
	Total	36	37	49
Percentage of pupils at NC level 4 or above	School	63 (59)	65 (66)	86 (83)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	278
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	25	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	15.1
Number of pupils per qualified teacher	21
Average class size	23

Education support staff: YR - Y6

Total number of education support staff	15
Total aggregate hours worked per week	440

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.3
Number of pupils per qualified teacher	21.5

Total number of education support staff	2
Total aggregate hours worked per week	60

Number of pupils per FTE adult	8.5
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FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	889,612
Total expenditure	930,888
Expenditure per pupil	3,042
Balance brought forward from previous year	122,451
Balance carried forward to next year	81,175

NB Cost per pupil inflated due to expenditure on rebuild and new equipment. Carry forward reflects this as some expenditure, eg on information technology, has not occurred yet.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	306
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	69	28	0	0	3
Behaviour in the school is good.	57	38	2	0	3
My child gets the right amount of work to do at home.	57	30	5	0	8
The teaching is good.	77	18	0	0	5
I am kept well informed about how my child is getting on.	74	23	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	87	11	2	0	0
The school expects my child to work hard and achieve his or her best.	84	15	0	0	2
The school works closely with parents.	66	30	2	0	3
The school is well led and managed.	67	30	2	0	2
The school is helping my child become mature and responsible.	72	26	0	0	2
The school provides an interesting range of activities outside lessons.	46	25	8	0	21

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. There has been a considerable improvement to the provision for children in the Foundation Stage of learning since the previous inspection. The school has a new early learning centre that includes nursery and reception age children. It makes good provision for all children in the Foundation Stage of learning. All members of the early learning team plan work together. This ensures that the reception class builds on the work of the nursery without unnecessary repetition. There is a very well equipped, secure and specifically designated outdoor area for use by the children in the nursery and reception classes. This is a significant improvement since the previous inspection.

Personal, social and emotional development

70. Children settle very quickly into the welcoming security of the nursery and make very good progress in developing their personal and social skills. The caring attitudes of the support teacher and nursery nurses give the children security and confidence. They are confident when their carers leave them and when they move around the nursery and outside. Most children share and take turns happily; for example, when using outdoor equipment. The children concentrate hard on their tasks; for example, a group of children worked for 20 minutes sorting and identifying animals in Noah's Ark. They expressed much delight in their achievements. Children clearly enjoy their work in the nursery. They co-operate happily with each other and adults. All children learn to take care of classroom equipment and to tidy up after themselves. They continue this level of progress in their personal development as they move into the reception class. The teacher encourages the children to organise their work and carry out simple investigations. This ensures that they work well independently and together. For example, children co-operate cheerfully when they use water, sand and construction kits. They all persevere to finish their tasks and talk willingly about their work. Children quickly understand the routines of school life and move quietly and sensibly around the school. They walk confidently to the main hall for assemblies and play happily together at break times. Children are likely to achieve the expected levels in the development of their social skills. This is good preparation for their move into Year 1.

Communication, language and literacy

71. The provision and teaching of communication, language and literacy skills are very good. Children have a rich range of stimulating experiences in the nursery and reception classes. This ensures that they develop an increasing love of books and interest in reading. They make very good progress in developing an enjoyment of listening to stories. All adults ensure that the children have ample opportunities to handle and explore books. This enables children of all abilities to handle books correctly and understand that pictures and print convey meaning. By the time they are ready to move into the reception class most children know that an author writes books. This is effective achievement and the result of carefully structured teaching. All children receive a very effective level of support to increase their speaking skills. The adults speak clearly and precisely and make sure the children understand what is being said. This gives the children positive speech models and increases their ability to speak clearly. They act out favourite stories; for example, the reception children go outside on a "Bear Hunt". This increases their ability to recall and sequence stories,

and develops their skills of speaking to an audience. All children in the Foundation Stage increase their early writing skills in a range of activities that encourage their hand and eye control. They achieve well from a very low starting point, but their skills in writing are still below the expected levels. The reception class teacher uses carefully adapted elements of the literacy strategy very effectively to develop further children's listening, speaking and reading skills. Children enjoy this work and make rapid progress in learning letter sounds. They achieve well in developing their communication skills but are unlikely to reach the end of the Early Learning Goals by the time they enter Year 1. This reflects the findings of the previous inspection.

Mathematical development

72. All members of the Foundation Stage staff make very good provision to develop and increase children's mathematical knowledge and skills. Most children learn and achieve well in consolidating and developing their number awareness. They are, however, unlikely to meet the standards necessary for the Early Learning Goals by the time they enter Year 1. This is because of their low achievement on entry to the nursery. The members of the nursery and reception staff develop children's early learning skills effectively. They use a carefully structured programme of work that includes the Early Learning Goals for mathematics and the reception element of the National Numeracy Strategy. All children use construction and sequencing activities to develop their control skills. They make very good progress in developing their knowledge of numbers. When they enter the reception classes children have a short session of structured number work each day. Most children know and recognise the place of numbers up to nine on a number line. The more-able children recognise and know how to add on one more to a given number and count numbers on a dice slowly but accurately. Children use suitable mathematical language to describe differences, such as "bigger" and "smaller". An example of this is when children compare the sizes of shapes. They consolidate and increase their early mathematical experiences in the Foundation Stage. Their achievement reflects the findings of the previous inspection.

Knowledge and understanding of the world

73. The teaching in this area of learning is of a high quality. This has a positive effect on the development of children's knowledge, understanding and skills. The nursery and reception classes make very good provision for developing children's awareness of the world around them. Children make good progress throughout the Foundation Stage of learning. They have many opportunities in the nursery and the reception classes to explore the natural and man-made world. For example, children in the nursery investigate how to control water to make a wheel turn. The teacher uses carefully timed questions to develop the children's understanding of how to use dam gates to control water flow. This increases their understanding of force. This is good preparation for future work in science. Children continue to consolidate and increase their learning as they progress through the reception classes. They develop a good understanding of different cultures and festivals within their own community. For example, they join with the nursery children to listen to a Jewish visitor explaining the festival of Hanukkah. This provides firm foundations for work in religious education and citizenship. Children use computers and listening centres as a matter of routine. Many have only limited skills in using a mouse to control movement on the computer screen. This restricts their ability to work independently. Most children are unlikely to complete the Early Learning Goals by the time they enter Year 1. This reflects the findings of the previous inspection.

Physical development

74. The Foundation Stage classes make good provision for children's physical development and they achieve well. The direct teaching of skills and techniques enables the vast majority of children to increase their ability to climb and balance on a range of apparatus. This includes the use of outdoor and indoor equipment. All children develop a good level of awareness of how to use large spaces as they move. This prepares them very well for work in Year 1. Careful teaching of pencil and brush control skills increases the children's ability to write and paint. They all have access to pencils, crayons, scissors, and glue from the beginning of their time in the nursery. The children continue to develop their skills in the reception class and become increasingly competent. This is evident in their ability to cut out shapes. Their skills in using pencils correctly are still below what is expected for most children of this age. Most children are likely to meet the expectations of the Early Learning Goals in their ability to use apparatus and space for movement by the time they enter Year 1. They are unlikely to meet the expectations in their ability to use equipment such as pencils and brushes. This reflects the findings of the previous inspection.

Creative development

75. The teaching and provision for children's creative development are good. Children make good progress throughout the Foundation Stage as they learn basic techniques. This enables them to use and control materials such as paint and glue effectively. They apply paint to paper with increasing confidence but do not use brushes correctly. All children enjoy experimenting with paint to make patterns. For example, a child making bubble prints says, "It's great. My puff", and is delighted with the different effects he creates. As they progress through the reception class children increase their awareness of shape, pattern and colour. The teacher gives them ample opportunities to experiment with materials. This increases their confidence in using paint, crayons and pastels. Children sing a variety of songs from memory and show a suitable awareness of melody. Their rhythmic skills are limited, but they enjoy using instruments and learn to hold and play them correctly. Most children achieve well but are unlikely to reach the level of skill necessary to achieve the outcomes of the Early Learning Goals by the time they enter Year 1. This reflects the findings of the previous inspection.

ENGLISH

76. Overall standards of attainment in English at the end of Key Stage 1 are in line with the national average. The 2001 test results for seven year olds show that attainment in reading was in line with the national average, while that for writing was below. Trends over the past four years show a gradual rise in standards. The percentage of pupils achieving higher levels in writing was below the national average, but in reading it was well below. Compared with those in similar schools, standards of attainment in writing were above average, and in reading they were well above.
77. At the end of Key Stage 2, standards of attainment are below the national average, but standards over the past four years show a steady rise and in 2001 results were in line with the average for similar schools. These results are affected by the inclusion of a number of pupils with special educational needs who enter the school only in Key Stage 2. This is an improvement since the last inspection, when standards were very low.

78. Pupils enter the school with poorly developed skills in speaking and listening. Standards of attainment in speaking remain below expectations through both key stages. Listening skills are generally satisfactory and pupils listen attentively, both to their teacher and to others in the class, but many find it difficult to answer in complete sentences and, on a number of occasions observed, pupils who knew the correct answers gave up trying because they could not put these into words.
79. Overall standards in reading are average at Key Stage 1 and below average at Key Stage 2. This is because the improvements taking place in the school have not had enough time to prove effective for pupils in Year 6. There is a good range of reading books at both key stages. A few pupils talked confidently about what they were reading, and books in general, and could talk about favourite authors. The library is attractive and used regularly and effectively. Pupils are developing a good understanding of those skills necessary to use a reference library, such as knowledge of the book classification system, and they learn about contents and index at an appropriately early age. All books are catalogued into a computer and pupils at Key Stage 2 know how to access this to help them locate books. Year 6 pupils have library cards and are encouraged to borrow non-fiction books. Books are regularly taken home, many parents listen to their children read and some comment and sign their child's reading records. Most pupils have a good knowledge of phonics as a result of appropriately focused teaching. A good lesson was observed in Year 2 where pupils showed their knowledge of different strategies to help them read unknown words.
80. The quality of writing is average at Key Stage 1 and below average at Key Stage 2. This standard is low, largely because of the poor spelling skills found throughout the school. Poor spelling is a problem recognised by the school, and various strategies have recently been put in place to rectify this, including a spelling award scheme where certificates are given to pupils who learn identified lists of words. This poor spelling lowers the standard of writing, not only in English, but also across the curriculum. Joined handwriting is developed from an early age using a style that makes this natural.
81. Pupils with special educational needs receive generally good support and make good progress appropriate for their abilities. Their tasks are often specially targeted and sometimes a support helper ensures that they are able to achieve within the same work set for others. Potential behavioural difficulties are dealt with promptly and sensitively, without disrupting the "flow" of the lesson.
82. A number of other subjects make a positive contribution to literacy. In science, pupils write about what they see and do; in history in Year 6, pupils wrote a letter as evacuees and others from Anne or Peter Frank describing what it was like to live in hiding; and in Year 2 pupils have written about the processes followed in their design and technology lessons. The Year 4/5 topic on ancient Greece has produced a range of imaginative and descriptive writing. Poor spelling was noticed in all relevant subjects. Displays in most classrooms illustrate and extend points learned from the literacy strategy, including meanings of words and pointers for story writing. Class displays currently concentrate on non-fiction and on the "author of the term".
83. Pupils are generally enthusiastic during their lessons and these attitudes have a positive impact on their learning. They concentrate on their tasks and often co-operate with each other. In one lesson in Year 2, pupils clapped spontaneously as one of the class read out his work.

84. The introduction of the National Literacy Strategy has helped teachers to focus on those specific steps of learning necessary for pupils to develop their understanding. Targets are set in many classes, both for the class as a whole and for individual pupils, to show what they must do next to improve. The involvement of the school in the production of exemplars for the Qualifications and Curriculum Authority on working with gifted and talented children has also made a significant contribution to the attainment of more-able pupils. The quality of assessment is very good. Formal assessments are used well and day-to-day assessment is consistent in informing planning. Day-to-day marking is very effective and often a constructive dialogue occurs between teacher and pupil.
85. The overall standard of teaching is good at both key stages, with no unsatisfactory lessons seen during the inspection. The generally high quality of teaching in some classes has a direct impact on the pupils' learning, and is responsible for the rise in standards across the school. This good teaching is exemplified in the best lessons, where learning objectives are shared with the pupils during the lesson so that all know what is to be covered. Time constraints are given to add pace. Teachers expect high, but realistic, standards. In some lessons the teacher's enthusiasm is infectious and there is obvious enjoyment. Questioning skills are generally good and there were a number of lessons observed where this extended the pupils' learning. For example, pupils in a mixed Year 4/5 class were asked, "Why do you think I'm asking you to do this?" and Year 2 pupils, "How did you know?" The co-ordinator makes a very positive impact on the subject. She monitors planning, teaching and pupils' work, analyses test results, and oversees pupils' individual target setting and their progress. The quality and quantity of resources are good, and both teachers and pupils use these appropriately.

MATHEMATICS

86. There is a very marked improvement in mathematics since the previous inspection. Pupils throughout the school achieve well, particularly in their investigative and problem-solving skills, and standards are at the expected levels for seven and 11 year old pupils. This improvement is a result of the school's focus on mathematics in recent years. The scheme of work provides clear steps of progress for all abilities and age groups. This ensures that the work is well matched to pupils' identified abilities and extends the learning of all, including higher-attaining pupils. The school has clear and very effective procedures for assessing pupils' achievement and progress. It analyses results of the national tests by gender and ability and uses the findings to provide work that meets pupils' differing needs and interests. This ensures that there is no noticeable difference in attainment between boys and girls.
87. The subject leader's enthusiasm ensures that pupils enjoy their work and teachers are confident in their teaching. The quality of teaching is overall good and reflects teachers' increased confidence. This is very noticeable in the effective use of the National Numeracy Strategy that gives pupils a carefully structured session of mental and written mathematics each day. The school groups the older pupils according to their ability and ensures that those with special educational needs make good progress towards their mathematical targets. The current standards and achievement represent very good progress since 1998, when standards were very low. It is a direct result of the high quality of teaching and the effective implementation of the National Numeracy Strategy. This is giving a sharper focus on number and on quick mental recall of facts. The mathematics curriculum is broadly based, well balanced and relevant to the needs and interests of pupils. The key issues from the

previous inspection about focusing on progression and linking mental work with number work no longer apply.

88. Many pupils enter the school with a well below average range of skills in number. They develop and increase these effectively in the reception class and achieve well. In spite of this good progress when they enter Year 1 most pupils are working at levels below those expected for their age. The teachers ensure that all pupils build well on their early work. They develop the use of accurate mathematical language effectively and work practically to solve problems. The majority of pupils are confident in explaining the reasons for their answers but have difficulty in using sentences. By Year 2 most pupils recognise amounts of numbers without counting on. For example, a pupil says, "That's 16 because there's three lots of five and one more" when explaining a tally chart. Teachers use questions skilfully to involve all pupils in discussion sessions. Pupils with special educational needs receive a high level of effective support that enables them to join in class discussions. They achieve well in relation to their identified targets. The higher-attaining pupils develop a clear understanding of the beginnings of probability when they use dice. This generates much excited discussion, "That's seven four times. Oh no, not again!" All pupils sequence numbers accurately and work out number patterns correctly. Just under half are secure in their use of ordinal numbers and in their understanding of the principle of multiplication. Careful teaching ensures that all pupils name common two- and three-dimensional shapes accurately. Approximately one third of pupils have difficulty in naming irregular pentagons. Most pupils use a correct mathematical vocabulary such as 'edge' and 'corner' to describe the properties of shape. This makes a positive contribution to increasing their understanding of mathematical vocabulary.
89. By Year 6 the continuing high quality of teaching ensures that most pupils have very secure skills in their ability to use and apply mathematics. They use a suitable mathematical vocabulary and the teachers encourage them to find different ways of solving problems. For example; a group of Year 5 and Year 6 pupils explore ways to find the difference between two decimal numbers. The teacher challenges them to clarify and justify their work as the lesson progresses. This increases their self-confidence, their enjoyment of mathematics and their ability to work independently. Teachers work hard to increase pupils' understanding and use of vocabulary specific to mathematics. This improves the competence of all pupils, including those with special educational needs, to deal with numbers mentally and in writing. Most pupils reach the standards expected for their age in their number skills. The more-able pupils reach above average standards in their ability to solve decimal problems using addition. The support of a teacher from the Manor College of Technology makes a very effective contribution to the achievement of higher-attaining pupils in Year 6. The analysis of work shows that most pupils understand the correlation of decimals, percentages and decimals, and have a secure level of understanding in using metric weights and measures. Many pupils find the perimeters of simple shapes accurately. The higher-attaining pupils use their knowledge to work out the perimeter of irregular shapes. All pupils use bar charts accurately to represent collected data. The school makes suitable use of ICT to support work in mathematics. An example of this is in Year 5 when pupils use basic two- and three-dimensional shapes to furnish a room within a given budget.
90. The effective implementation of the National Numeracy Strategy provides a clear structure for the teaching of mathematics. All lessons begin with a short mental arithmetic session and end with a structured summing-up session. This enables pupils to understand what they have learnt. It also gives teachers a good knowledge

of what the pupils understand. They use this knowledge effectively to reinforce their teaching and improve pupils' standards. The school constantly seeks ways to increase further pupils' confidence and ability in decision-making, mathematical investigation and problem solving. This is an improvement since the previous inspection.

91. The quality of learning and achievement in mathematics reflects the quality of teaching. It is, overall, good throughout the school. This reflects the quality of provision for higher-attaining pupils. A direct result of the teaching is the speed with which pupils acquire new skills and their ability to consolidate previous skills. They relate these skills to their current tasks and to other areas of the curriculum. For example, Year 5 pupils use computers to furnish a room to a given budget using two- and three-dimensional shapes. All teachers use questions carefully to ensure that pupils give logical reasons for the problem-solving strategies they use. This is particularly noticeable as they progress through Years 5 and 6. The ability grouping for older pupils has a positive effect on learning and standards. Teachers provide good role models in their respect for pupils' contributions. This increases pupils' self-respect, respect for each other's contributions and co-operation skills. It ensures that pupils behave well in lessons, concentrate hard and enjoy their work. All teachers have a secure knowledge and understanding of the subject. They plan work carefully and use questions effectively to extend pupils' thinking. All teachers make good use of formal and informal opportunities for pupils to practise their number skills. They teach the basic skills of computation well. This makes a positive contribution to pupils' learning and achievements.

SCIENCE

92. The quality of teaching, especially the overall good quality of teaching for pupils aged seven to 11, ensures that they make good progress across the school and, by the age of 11, standards of attainment are above those found in similar schools. Since the previous inspection, although results in national tests are just below average when compared to national figures, twice as many pupils now achieve the expected Level 4. There are no significant differences between the performance of boys and girls, and pupils with special educational needs are helped well through careful planning and well-targeted support, and make good progress.
93. By the time pupils are aged seven inspection evidence indicates that standards are broadly in line with expectations. Pupils sort foods into different groups and know foods that are good for the body. They know that we need exercise in order to stay healthy. Pupils describe the changes occurring during the "life-cycle" of various animals and plants. In all of this work, worksheets are used sparingly and effectively. Consequently pupils begin to learn better ways of organising and presenting their own work. They are introduced to the skills of scientific enquiry. However, although pupils are beginning to make predictions, there is too little emphasis placed by teachers on them undertaking their own experiments and investigating for themselves. Partly this is because the overall curriculum time for science is low limiting the time pupils have with the subject. There is good teaching overall for pupils aged seven to 11. By the age of 11 pupils' attainments are in line with expectations and for a significant minority they are above. Pupils investigate how a light source affects shadows, and show good understanding of "reversible" and "irreversible" changes. In investigations into "Does salt dissolve in water?" and "How much salt can dissolve in water?" pupils confidently use scientific terminology to explain what they have found out. They use mathematical skills well when drawing a line graph to show how much salt can be added before "saturation" point is reached. An analysis of past work reveals that teachers at this time place an increasing emphasis on pupils undertaking their own

experiments and investigating for themselves. Pupils are secure in making "predictions", and show a sound understanding of the rudiments of "fair testing".

94. The quality of teaching seen was never less than satisfactory and in half of the lessons seen it was good. Although there are variations in teachers' skills, a number of strengths account for pupils' good progress. These include consistently good management of pupils, effective and varied teaching methods and good "instant" assessment of levels of pupils' understanding. The latter is especially evident in teachers' marking of work. Comments such as "Clear instructions helped by detailed accurate diagrams. Why did the "condensation" taste like ordinary water and why didn't it turn blue?" indicate not only an awareness of pupils' understanding, but also show a further "stride" in learning that a pupil might make. However, this evidence of teachers having the awareness to know when to ask for more, especially of the more-able pupils, is not yet consistent. Some of the best teaching, built on good, confident use of subject knowledge, was where teachers had the willingness to explore ideas and to ask probing questions to make pupils think. In one particularly effective lesson with Year 5, pupils carefully dissected a tulip into its various parts. They recognised that this was a challenging activity and did it very carefully and with no little skill. Skilful questioning from the class teacher caused them to want to carry out further research. They responded well to confident, knowledgeable teaching, and demanding tasks. All pupils enjoy investigative work and this is particularly beneficial for those with special educational needs. Because of the varied ways in which teachers present science pupils enjoy the subject and attitudes are good.
95. The subject is well managed. The school has a clear policy statement and an appropriate scheme of work. Resources are good and the co-ordinator's monitoring of planning, analysis of test results and scrutiny of standards of work across the school give her a good overview of the subject. She is well aware of strengths and areas for development, and her support for colleagues and good subject leadership have been very influential in bringing about the continuing improvement in standards. Science makes good contributions to literacy and numeracy through an emphasis on using the correct technical language, through creating opportunities for discussion, and through the use of mathematical skills in recording and presenting results. The use of ICT in recording and presenting data is underdeveloped.

ART AND DESIGN

96. Too few lessons were observed to make any overall judgements on attainment or the quality of teaching. However, evidence from samples of assessed work, the thoughtfully displayed work around the school and discussions with staff, clearly indicates that standards are broadly in line with those found in many schools. This represents an improvement since the previous inspection, when standards were judged to be below expectations for seven and 11 year old pupils.
97. Pupils in Year 1 use a suitable range of techniques when, for example, using observations from the natural environment to create a picture in paint or when dying fabric. Year 2 pupils are introduced to the work of established artists such as Jackson Pollock and Mondrian and, using an appropriate computer program, develop their own ideas in those styles. They make satisfactory progress in drawing figures and plants from close observation and use a frame to compose a view from a window.
98. In Years 3 and 4, pupils create figures effectively, using the techniques specific to paper sculpture. Good links are made with work in other subjects as, for instance, in

sketching architectural features to illustrate a geographic study or when illustrating a much enjoyed story with exciting use of collage materials. Older pupils experiment with illustrating unusual subjects such as dreams and use overlaying techniques when printing. These pupils are introduced to the work of a wide range of established artists and, using literacy skills, show significant sensitivity in their appreciation. For example, of The Mona Lisa, a pupil writes, "...strong murky eyes waiting for someone who might never come". However, by the age of 11 sketching techniques used in both figure and still-life drawing are insufficiently developed and pupils have too few opportunities to work with malleable materials.

99. Good judgement has been used in developing whole-school projects that provide the opportunity for pupils to collaborate and use techniques at their own stage of development. This is well illustrated in the development of architectural sketching to record the richness found in the local environment, and in designing and developing a tapestry, celebrating the opening of the new school building, that incorporates weaving, sewing and the techniques used in making "proggy" and "clippy" mats to good effect.
100. It is inappropriate to make an overall judgement on teaching, but in the two lessons observed it was judged to be satisfactory.
101. The subject is managed effectively. The co-ordinator has introduced the Qualification and Curriculum Authority guidance to support teachers' mid-term planning and there are suitable assessment procedures in place that provide information from which the co-ordinator can evaluate the current provision. She has already identified the need to provide a much more systematically structured programme to support the development of skills and techniques for both sketching and ceramics. Good use is made of visiting artists. This is well illustrated by the quality of work pupils of all ages have achieved following direct teaching of the skills associated with paper sculpture.

DESIGN AND TECHNOLOGY

102. Standards in design and technology at the end of both key stages are in line with those normally found among pupils of this age. This is an improvement since the last inspection, where standards were below expectations.
103. The curriculum effectively covers the range of knowledge, skills and understanding necessary to develop this subject. However, there are insufficient opportunities provided to extend the more-able pupils.
104. By the end of Key Stage 1, pupils plan what they are going to make and use a variety of methods to construct these designs, making a careful analysis of what they have done and identifying ways in which their designs might be improved. Some of these evaluations are simple, for example, one pupil was pleased with the vehicle she had made because it was decorated colourfully, but when asked what was wrong with it wrote, "The wheels fell off". Others' explanations are more detailed.
105. In Key Stage 2, pupils look at packaging and produce simple containers of their own. By Year 6, they have developed the art of paper sculpture to a high degree of sophistication. They work with accuracy and care with a range of materials, and use clearly-labelled sketches to plan their work. Again, evaluation is developing well. Unsatisfactory writing skills, especially poor spelling, are evident in this subject, limiting its contribution to improving pupils' literacy skills.

106. Most classes have displays that reinforce and celebrate what has been achieved. These include a wide variety of work with card, such as Greek temples, a village (mounted upside down on the ceiling), and masks. In other classrooms there is evidence of pop-up books, wheeled vehicles and an investigation into different types of shelter. To celebrate the opening of the new school, an attractive tapestry was produced which involved pupils from all age groups.
107. Too few lessons were seen during the inspection to make a judgement on the quality of teaching.
108. The co-ordinator has worked hard to raise the status of this subject, and has amassed a wealth of evidence, showing all that has been covered. Useful samples of work have been kept alongside comments to give the context and each indicates levels of achievement. Very good use is made of photographs as a means of recording what pupils have made.

GEOGRAPHY

109. Standards have improved since the last inspection. On the basis of lessons observed, samples of pupils' work, displays, and discussions with staff and pupils, it is evident that standards of attainment for pupils aged seven and 11 are now broadly in line with national expectations. All pupils make satisfactory progress.
110. Pupils in Year 1 become familiar with the immediate locality through the study of large-scale maps. They identify important local buildings and streets. They investigate routes and carry out a survey of the way they travel to school. In Year 2 pupils develop their knowledge of the wider world and of how land is used for different purposes. They compare and contrast seaside resorts in the British Isles with those in Spain. Pupils begin to learn, understand and use appropriate vocabulary. When studying pictures of a seaside resort they correctly identify the harbour and beach. Using their own experiences, pupils are able to suggest the jobs that people do in different places. For example, they know that in a seaside holiday resort many people work in hotels or on boats.
111. Pupils in Years 3 and 4 continue to develop their knowledge and understanding of places and land use. They compare and contrast urban and rural environments in different parts of the world. Through studying an Indian village they begin to learn how land use is linked to trade between countries. They understand the reasons for growing food for local consumption, and for growing cash crops such as tea to sell to European countries. A strong emphasis is placed on learning and using geographical vocabulary. Pupils use words such as "food crop", "import" and "export" appropriately. Through the frequent use of maps and atlases in lessons pupils become confident in locating places in the British Isles and the wider world.
112. By the end of Year 6 pupils can identify the natural physical features of the landscape and features created by humans. They learn about rivers and the water cycle and how over time the landscape changes. Using maps of the local area, pupils identify areas of housing and manufacturing. They learn to use and draw conclusions from statistical data. When exploring local environmental issues pupils develop a good understanding of what it means to be a good citizen in their own community. They investigate road safety, and the fouling of pavements. They gather information, draw up campaign plans, write letters and make posters. Pupils are clear about the desired outcome of their efforts and understand the impact man has on his environment.

113. Citizenship is promoted well throughout the school. Through involvement in a European project, pupils have explored the issues of citizenship by communicating with schools in Finland, Poland and the Netherlands. Pupils have written letters and communicated via a web site. The aspects of good citizenship such as courtesy, care and consideration promoted by the project have been fully integrated into a whole-school approach. Pupils have considered ways of ensuring that they become responsible citizens in their own community and within Europe. The project has ensured that pupils have developed a greater understanding of the countries they have communicated with and of others within their own community.
114. In Key Stage 1 teaching is satisfactory. In Key Stage 2 it is good overall with some very good features. All teachers plan appropriately and ensure that pupils experience a range of activities to support their learning. All aspects of the geography curriculum are addressed over the year, and overall teachers have good subject knowledge.
115. The speaking skills of a significant number of pupils are underdeveloped. Throughout the school a strong emphasis is placed on teaching the vocabulary associated with geography. Teachers are skilful at introducing new vocabulary, and frequently check that pupils understand the words they are using. In all lessons seen, pupils were encouraged to talk about their work and develop the skills of comparing and contrasting. Teachers expect pupils to give reasons for their answers. In the best lessons, they ensure through their questioning that all pupils are involved and are continually challenged to explain their answers. In addition, they ensure that pupils complete activities that match their ability. In these lessons very good learning takes place because all pupils are sufficiently challenged. School resources, the immediate locality and visits are used well to support pupils' learning through enquiry. Links with other curriculum areas are promoted well. The links made with history, English and design and technology are particularly effective. Information technology is used to support pupils' learning where appropriate; for example, to present data or research facts about a country. Teachers manage pupils well overall. However, when the introduction to a lesson is long, some pupils become restless and interest is lost. Teachers assess pupils during each block of work and use these assessments when planning future work. Teachers' marking of pupils' work is often very good. Comments, which provide informative feedback, are particularly valuable. They support pupils by giving them an understanding of their own learning.
116. Pupils enjoy geography. Overall they respond well in lessons. When working individually, or in small groups, they concentrate well and try hard to complete the task they have been given.
117. The co-ordinator provides good leadership for the subject. Through the monitoring of teachers' planning and pupils' work she has ensured that pupils experience progression in acquiring knowledge and skills as they move through the school. Areas for development are clearly identified and acted upon. As a result, teachers' knowledge and teaching of geography are improving and standards have risen. Resources are adequate and are effectively used in lessons. The local environment and visits are used well to support pupils' learning through enquiry.

HISTORY

118. Evidence from lessons, the sample of work, displays and talking with pupils indicates that standards are in line with those expected for pupils aged seven and 11. This represents an improvement since the last inspection. All pupils make satisfactory

- progress overall. During the lessons seen pupils made good progress in their knowledge of particular events and their ability to draw conclusions from evidence.
119. Pupils in Years 1 and 2 develop a simple understanding of chronology and of how things change over time. Good links are made with pupils' own experiences. For example, they record how they have changed since they were babies, and how the toys they play with are different from those their grandmothers played with. Pupils compare aspects of the past with today and learn about the lives of famous people. When studying the life of Florence Nightingale, Year 2 pupils are able to recount the main events. They list the main events of the Crimean War and make suggestions as to why people acted as they did. Through comparing and contrasting aspects such as clothing and conditions in hospitals at the time, they develop an understanding of what life was like and how things have changed. Pupils use a range of sources of evidence including maps, pictures and photographs from which they make observations and draw conclusions.
 120. Pupils in Key Stage 2 continue to develop the skills of research and enquiry promoted in Key Stage 1. They become familiar with a range of primary and secondary source material and use it to support their learning. Year 5 pupils, learning about the Greeks, made very good use of a variety of books and information sheets to find similarities and differences between the original and the modern Olympic Games. When researching World War II, pupils in Year 6 pupils are able to extract information from primary and secondary resources of evidence and draw conclusions from what they have learned. Using the log book from a local school written during the war years, pupils developed an understanding of life at the time, and through discussion explored the possible feelings of children being evacuated. Using this knowledge, pupils compared life in Hartlepool during the 1930s and 1940s with life today. Interviews with residents of Hartlepool, who had been children during the war years, further enhanced pupils' knowledge and understanding of the time.
 121. No lessons were observed in Key Stage 1. Consequently, no overall judgement on the quality of teaching has been made for this stage. However, teachers' plans and pupils' work indicate that all aspects of the history curriculum are covered and resources are used effectively.
 122. Teaching in Key Stage 2 is consistently good with some very good features. Teachers are knowledgeable and lessons are well planned and organised. Teachers use a range of strategies and resources to ensure that pupils' interest is stimulated and maintained. Skilful questioning ensures that all pupils are included, and all of their responses are valued. Pupils are organised effectively to allow them all to make a contribution to a group task. Opportunities to extend pupils' vocabulary are explored through discussion and written work, and links to other areas of the curriculum are fostered appropriately. These links are particularly strong with English, geography, design and technology and information technology. For example, pupils wrote a newspaper report about events in Greek history which they developed into a real "front page" using computers on a visit to the Middlesbrough Gazette. Pupils are frequently encouraged to imagine how it must have felt to be involved in events in history. Feelings and issues of morality are explored sensitively and effectively through history topics. Pupils write sensitively about how evacuees must have felt on being sent from their homes, and discuss the "honour" of taking part in the Olympic Games. Teachers promote learning in history through the development of research and enquiry skills. Good use is made of visits and visitors to support this successful approach. Teachers assess pupils' work on a regular basis and mark their work very

effectively. Comments make clear to pupils what they have learned and what they need to do next.

123. As a result of well-organised lessons and the variety of teaching strategies used, pupils enjoy history. They respond enthusiastically and are keen to work with artefacts and other sources of information. They work productively and take pride in their work, whether working alone or in small groups.
124. The history co-ordinator provides good leadership for the subject. She monitors teachers' planning and pupils' work to ensure continuity and progression. Useful feedback for teachers has improved staff confidence and knowledge, and helped raise standards. Resources are sufficient and used well by teachers in lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. By the end of Year 2, attainment meets expected standards. By the end of Year 6 pupils are rapidly catching up, but, although they are working at an appropriate level, they are not secure and standards of attainment are just below expectations. This is a significant improvement from the time of the last inspection and reflects the great deal of hard work that has gone into improving this subject area.
126. In Key Stage 1, pupils learn to use computers appropriately and most are confident using the mouse and keyboard to control the computer. They understand how to load and save the programmes that they are using and the majority use drop-down menus appropriately. Pupils print their own work. In addition to learning about ICT they are beginning to use it to support learning in a variety of ways. Pupils make effective use of programmes such as Colour Magic to draw pictures in the styles of famous artists such as Klimt and in doing so improve their skill of using a mouse accurately. Programmes such as MS Word are used appropriately to write poems with attention to layout and punctuation. In literacy lessons, pupils use computer-based dictionaries to search for words to use in their writing. They learn how to control events around them through the use of programmable toys. Pupils are aware of how their environment is affected by ICT through the use of videos, programmable keyboards and other equipment.
127. In Key Stage 2, pupils build satisfactorily upon the skills learnt at Key Stage 1. However, there has not been enough time for all of the changes to become effective for pupils in Year 6. This is part of the reason why standards are still just below expectations. Pupils make suitable use of ICT across subjects in Key Stage 2 and in some cases this is good. They use ICT to support learning in a variety of ways. In Year 4, pupils have studied how a newspaper works through a visit to the Middlesbrough Gazette and then used computers to make their own versions. These make good use of word processors and demonstrate that pupils understand the use of ClipArt and WordArt. Pupils use CD-ROMs to obtain information and support their numeracy skills through the use of programmes enabling them to analyse data such as a survey on favourite foods. In Year 5, pupils are making good use of ICT to support mathematics and design and technology through a programme that allows them to plan and furnish a room in a house, including setting a budget. In Year 6, pupils are building upon their presentation skills and using ICT to support literacy through the "publication" of short books in a "paperback" style without pictures. They write about other areas of the curriculum such as their work on emergency services and use MS PowerPoint to produce simple multi-media presentations. By the time they leave the school all pupils have had experience of sending an email and some have used email to communicate with schools in other countries as part of their

citizenship and geography work. In all of these areas pupils in Year 6 are working at the appropriate Level 4 but are not secure. This is for several reasons:

- the lack of prior experience already mentioned;
- insufficient time using computers to consolidate their skills.

128. The lack of prior experience is becoming less important as pupils gain this experience earlier in the school. It is mainly applicable to the current Year 6, who have really only had a few years to gain the skills. The lack of time is a critical factor. The school is very aware of this issue and the co-ordinator monitors closely the amount of ICT covered each week. However, the new buildings were supposed to include a computer suite that would enable pupils to have more access to computers. Unfortunately the design of the building has resulted in the space set aside for this being inadequate. There is not sufficient room to hold enough equipment for a class of children. The room is only big enough for half classes. As a result, the school wisely refused to have equipment installed until the issue is resolved. This is a key factor affecting standards as there is not enough time available using just the two computers in each classroom to give pupils sufficient experience of ICT.
129. In contrast to the ICT suite provision, other aspects of the provision are good. All classrooms have access to a large screen TV linked to a computer that enables teachers to demonstrate to the whole class. Although this equipment is very new, teachers are already making good use of this facility and it is supporting learning effectively.
130. Although ICT is used to support literacy skills, not enough attention is given to this as a means of improving pupils' spelling. Too many pieces of work contain simple spelling mistakes that are easy to correct using ICT. The limited access referred to does affect this as pupils need more time to complete additional drafts of work.
131. The needs of all groups are catered for appropriately, although, at present, the needs of the more-able pupils cannot be met in school time. Master classes are available through the links with the Manor College of Technology and these are held as an after-school club, often on Saturday mornings. This is good provision but does not entirely make up for the limitations referred to above which make it difficult to cater for the needs of these pupils in the normal curriculum. The needs of pupils with special educational needs are met appropriately and they achieve as well as any other group when the targets in their individual education plans are taken into account.
132. The most significant factor raising standards in this subject is the very good leadership of the co-ordinator. She monitors work carefully and has introduced a suitable system of assessment. She is well aware of the strengths and weaknesses in teaching and plans to address these through the training funded by the National Opportunities Fund that is scheduled for the spring term.

MUSIC

133. Only one lesson was observed. It is inappropriate to make overall judgements on attainment or teaching.
134. Pupils enter Year 1 with an appropriate repertoire of rhymes and songs, and experience of exploring the sounds of non-tuned instruments. In Years 1 and 2 pupils enjoy singing in assembly, do so with clear articulation and are able to sustain good pitch. Older pupils continue to sustain pitch when accompanied and show awareness of phrasing and changes in dynamics. Pupils in Year 5 recognise

rhythms such as those used in a "rap". They are introduced to technical vocabulary and are expected to use it when talking about the ostinati they recognise. Pupils concentrate when learning to play each pattern and readily rehearse to improve their performance, paying close attention to the conductor. Pupils with special educational needs make equally good progress and enjoy being part of the final performance. Evidence from graphically recorded scores and taped recordings of group compositions indicates that there has been satisfactory progress made in relation to the judgements in the previous report. Good use is made of visiting musicians to enhance the provision. This was well illustrated in a practical composition session with Year 6 pupils. With appropriate support pupils developed a short poem and with considerable delight composed an accompaniment.

135. The management of the provision for music is effective. The co-ordinator has introduced a clearly structured whole-school scheme of work that suitably supports teachers when developing mid-term plans so that the required aspects of the subject are taught. Suitable use is made of the co-ordinator's expertise to teach Years 5 and 6. The strategies for assessing and recording attainment and progress are at an early stage of development. Resources are good and opportunities are readily taken to join with a neighbouring school for specific music festivals.

PHYSICAL EDUCATION

136. It was not possible to observe all aspects of the physical education programme during the inspection. In the aspect observed, gymnastics standards are in line with those usually found. This is an improvement since the time of the previous inspection, and despite the fact that not much curriculum time is given over to physical education.
137. By the age of seven pupils are able to move from one activity to another sensibly. They are able to make good use of the hall space and work with a good awareness of others and with a due regard for safety. They are developing an awareness of how to build a continuous sequence of movements showing contrasts, such as curled and stretched shapes. They show sound control when jumping and balancing.
138. By the age of 11 pupils understand that exercise is essential to health and fitness. Teachers and pupils work together in "warm up" sessions. Pupils are able to use a full range of gymnastic apparatus and the greater variety of movements incorporated into sequences is evidence of sound progress. Pupils are more aware of the need to demonstrate clear starting and finishing positions. They create more interesting pathways and use a variety of body parts to bear their weight. Many are able to show movements performed at contrasting speeds. Pupils co-operate well when working in groups and, when given the opportunity, are able to comment sensibly about the work done by pupils in other groups. Comments such as "I liked your shape when you jumped" or "Don't forget your finishing position" show interest and a mature attitude.
139. Overall the teaching seen was satisfactory. Pupils achieve soundly because they are taught skills and techniques systematically. Teachers give appropriate amounts of the time available for practice and pupils respond well to this, concentrating and working hard. When given time to observe others, many pupils recognise good practice and are willing to share ideas. However, because of the small amount of curriculum time available it is difficult for teachers to give pupils enough time to improve the quality of their work.

140. Year 3 to 6 pupils use neighbouring Manor College of Technology swimming pool, and by the time they leave at the age of 11 about three quarters are able to swim a minimum of 25 metres and some do much more. These pupils gain experience of water-safety techniques and have the opportunity to develop a wider range of strokes.
141. The range of extra-curricular opportunities has improved since the previous inspection, and pupils are able to take part in football, netball, basketball, outdoor adventurous activities and "invasion games" as well as in competitive matches against other schools. The co-ordinator has strong subject knowledge and works hard to support colleagues and to provide a varied programme for pupils. The school has developed good links with Hartlepool Football Club (Football in the Community), Manor College of Technology, the Sports' Development Team and the Youth Sport Trust in its efforts to develop the range of opportunities for pupils to be involved in sport. All pupils including those with physical disabilities take part in physical education. Staff have had training in the use of large and small apparatus with pupils with physical disabilities, and the school has purchased supplies of "specialist" equipment so that all pupils can take part in physical education lessons. The school also promotes a residential week at Carlton Camp, where older pupils can participate in orienteering, night walking, climbing, water sports and "team building" activities.

RELIGIOUS EDUCATION

142. By the ages of seven and 11 most pupils achieve standards that exceed the requirements of the locally agreed syllabus. This is a significant improvement since the previous inspection. The school ensures that all pupils have equal access to the religious education curriculum. This gives them opportunities to visit different places of worship and increases their awareness of different faiths and beliefs. The subject leader monitors achievement and progress systematically and uses the findings to plan future work. There are enough artefacts to support pupils' learning and all classes use them effectively. This ensures that pupils have first-hand experience of important objects in a range of religions. These are improvements since the previous inspection.
143. The pupils in the Years 1 and 2 know that the Bible has stories that are important to Christians and Jews. They behave well and listen attentively to their teachers. Careful and sensitive questioning increases their ability to understand why Jesus is special to Christians. An example of this is when pupils respond to the story of the Good Samaritan and say, "Oh, that's very bad. I'd help". The teacher skilfully steers the discussion so that the pupils realise that Jesus' teaching helps people to care for each other. By Year 2 pupils know that Christians believe Jesus is God's son and have a good understanding of a caring God. For example, in response to carefully targeted questions pupils say, "God creates us so we could have a life" and, "He made everything because He loves us". The teacher ensures that all pupils, including those from the special educational needs unit, join in the discussion session. All pupils express their thoughts and ideas confidently, but many have difficulty in speaking clearly.
144. Teachers build on pupils' knowledge as they progress through Years 3 to 6. This continues the good level of learning and achievement. Teachers' planning ensures that pupils learn about religions such as Christianity, Judaism, Islam and Hinduism. Careful questioning enables pupils to increase their understanding of the impact Jesus' visitors would have on the town of Bethlehem. They go on to relate this to their own lives and compose newspaper headlines and articles. This skilful teaching makes events meaningful and increases pupils' understanding of why Christmas is

important. The teacher ensures that pupils value different practices and beliefs and listen to each other with respect. This is an improvement since the previous inspection. By Year 6 most pupils have a good knowledge and understanding of a range of world religions. The school uses visitors from the local community to make pupils aware of the different faiths around them. An example of this is the Jewish visitor who explains the festival of Hanukkah to the pupils. Pupils explore the origins of Judaism, recognise the role of Abraham in founding it and use computers to carry out research. The teacher ensures that all the pupils have opportunities to discuss their religious concepts. Pupils with special educational needs receive effective support that ensures that they take part in discussions and work confidently alongside their classmates. Behaviour in lessons is good and pupils enjoy learning about different religions. The pupils know that religions have rules for people to follow and understand the need for order in society.

145. The quality of teaching is overall good throughout the school. The lessons are interesting and pupils enjoy them. This is an improvement since the previous inspection. Teachers make their expectations of behaviour clear. This is successful and the pupils learn well. Teachers make effective links with literacy by encouraging pupils to read, write carefully and take part in discussions. They do not place enough emphasis on insisting that pupils use their spelling skills in their written work.