

# INSPECTION REPORT

## **FATFIELD PRIMARY SCHOOL**

Washington

LEA area: Sunderland

Unique reference number: 108810

Head teacher: Mrs T E Quinn

Reporting inspector: Mr R S Moseley  
16886

Dates of inspection: 20 - 22 January 2003

Inspection number: 246826

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
School address:	Southcroft Fatfield Washington Tyne & Wear
Postcode:	NE38 8RB
Telephone number:	0191 2193710
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T Pinner
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16886	Mr R S Moseley	Registered inspector	Science	What sort of school is it?
			Physical education	How high are standards?
			Educational inclusion	How well is the school led and managed?
			Modern foreign languages	What should the school do to improve further?
			English as an additional language	
9511	Mrs A Longfield	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
10782	Mr H Moreton	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
			Design and technology	
			Religious education	
			Citizenship	
27477	Mrs J Mitchell	Team inspector	The Foundation Stage	How well are pupils taught?
			Art and design	
			Music	
30439	Mr M Heyes	Team inspector	Mathematics	
			Information and communication technology	
			Geography	
			History	
			Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Fatfield Primary School is smaller than other primary schools, with 177 pupils, consisting of 101 boys and 76 girls from four to 11 years. There are 26 children who attend part-time in the nursery. An average number of pupils, 15 per cent, are entitled to free school meals. The school serves the village of Fatfield, which has a wide variety of mixed social backgrounds with a majority of local government housing. Attainment on entry to the nursery is average. There are five pupils with English as an additional language but they do not require any support. There are nine pupils who have ethnic minority backgrounds. The proportion of pupils on the school's register of special educational needs is at present 17 per cent, which is average. However, this varies considerably. For example, it was 28 per cent in 2002, which is above average.

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

This is a successful school with many good and some very good features. There is a good climate for learning. The pupils have developed very positive attitudes to their work and they have very good relationships. The teaching is good overall with some that is very good. By the time they leave the school, pupils reach standards that are above average in a number of subjects, for example, in mathematics and science. They are average in English. Leadership and management is good and the school provides good value for money.

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

- Standards in mathematics, science, physical education and information and communication technology are above average by the time pupils leave the school.
- Teaching, which is mainly good, with some that is very good, is having a positive effect on pupils' learning.
- Pupils have developed very good attitudes to their work.
- The provision for children in the foundation stage has improved considerably and many children now exceed the standards expected for their ages by the time they enter Year 1.
- The provision for extra-curricular activities is very good.
- The head teacher, deputy head teacher and chair of the governing body provide good leadership and a clear educational direction for the school.

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

- Standards in English.
- The provision for the teaching of music.
- The provision for the teaching of art and design.

*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 October 1997. It has overcome most of the weaknesses noted in the last report and has improved in a number of other ways. Overall, the improvement has been good. With reference to the key issues in the last report, the school has improved the quality of relationships with parents and established a good routine to take the registers and record attendance. The day now starts promptly. The teaching of religious education meets the requirements of the locally Agreed Syllabus. There is a whole school framework for the teaching of reading, which involves parents and

records pupils' progress. However, the school is keen to make these arrangements much more effective.

In addition, there has been a number of other good developments. For example, the quality and range of learning opportunities has expanded through the improved provision for the teaching of information and communication technology (ICT), a very good range of extra-curricular activities and the introduction of Spanish lessons for all pupils from Year 1 upwards. The provision for children in the nursery and reception classes has also improved. The quality of teaching has also improved since the last inspection. The school is well placed to maintain these and other improvements and has a good capacity to make further improvements.

## 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			
	all schools			Similar schools
	2000	2001	2002	2002
English	C	D	E	E
Mathematics	B	E	C	C
Science	C	E	C	C

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

Standards in English, mathematics and science have varied considerably over the last few years. This is partly to do with smaller classes in some years, where small numbers of higher attaining pupils or those with special educational needs can affect the results. Nevertheless, the school is aware that standards in all three subjects for pupils in Year 6 in the 2001 National Curriculum tests and in English in 2002, were not as high as they should have been and there was some underachieving. The head teacher and staff immediately analysed and identified the reasons for this and introduced more rigorous monitoring and evaluation procedures. When the 2002 results are compared to similar schools, they show similar results. For pupils, at the end of Year 2, in the 2002 National Curriculum tests, the standards in reading, writing and science were average and in mathematics well above average. Up to 2002 the school has not always met all the targets it has set, even though the targets were appropriate. The targets for 2003 are appropriate and school analysis indicates that they are likely to be met.

The inspection findings indicate that for this year's pupils, in Year 6, standards in English, mathematics and science have risen considerably. They are now average in English and pupils are achieving soundly and above average in mathematics and science, where they are achieving well. Although the improvement in English has been particularly strong, nevertheless, the school is determined to raise standards even more. The reasons for the improved standards in all three subjects has been brought about, in part, by target-setting in English and mathematics, a more settled and permanent staff, subject leadership and an improvement in the quality of teaching. At the end of Year 2, standards are average in reading and writing and pupils are achieving soundly and above average in mathematics and science where pupils are achieving well. Standards in literacy are average and in numeracy above average by the time pupils leave the school.

By the end of Year 2 and Year 6, attainment in ICT and in physical education are above those expected for pupils' ages and they are achieving well. In all other subjects, attainment is in line with

that expected for pupils' ages at the end of Year 2 and Year 6. A judgement on attainment in music at the end of Year 2 could not be made as no lessons could be seen in the three days of the inspection. In religious education, attainment at the end of Year 2 and Year 6 in line with the requirements of the syllabus taught in the local authority's schools and pupils achieve soundly.

Attainment on entry to the nursery is in line with that expected for typical three-year-olds. Owing to staff changes in the foundation stage, children now experience a good early years curriculum in the nursery and reception classes and make good progress in all areas of learning. Many pupils will exceed the early learning goals by the time they enter Year 1. These higher standards have not been in place long enough, to produce higher results at the end of Year 2.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Almost all pupils are very eager to learn and give of their best at all times. They are very responsible and show very positive attitudes in all they do.
Behaviour, in and out of classrooms	Good, both in lessons and around the school. They are polite and courteous to each other and to adults.
Personal development and relationships	Good. Some pupils develop a great deal of confidence by the time they leave the school. Relationships at all levels are very good.
Attendance	Good. It is above the national average.

A very small number of pupils demonstrate emotional and behavioural problems on occasions. These pupils are well supported by the teachers, support staff and other pupils, with care and sensitivity. There were 12 exclusions last year, which related to a very small number of pupils who persisted in behaving unsatisfactorily.

## **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	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 overall quality of teaching is good and has improved since the last inspection, with more that is very good. There is no unsatisfactory teaching. The present level of teaching ensures that learning is mainly good in many areas as pupils successfully acquire skills, knowledge and understanding.

Particular strengths are the effectiveness of the methods and ideas teachers use. These interest pupils and motivate them well to the end of the lesson. The management of pupils is very good. The pace of lessons is good, resulting in pupils making good, intellectual, physical and creative effort. The level of discussion, during question and answer sessions is good. This strengthens pupils' confidence and personal development well.

The quality and use of ongoing assessment to plan work matched to the individual needs of pupils is, satisfactory. However, in some cases, for example, in science, it is in the early stages of development. The school is aware of the need to develop this area further and has recently introduced individual and group targets, which it is beginning to monitor and use to plan lessons more effectively. In

mathematics, however, assessment procedures are well established and used well to plan very appropriate work for all abilities.

Teachers' knowledge and understanding of most subjects is good. However, knowledge and understanding of the teaching of music and art and design is weaker. This is because the school has gone through an unsettled period of leadership in these two subjects. The school is aware that it needs to develop teachers' confidence in these subjects further and has appointed new subject leaders who are beginning to give positive support. Throughout the school, the teaching of numeracy and literacy is usually good. However, the school has identified that there are still aspects of the teaching of English, both in literacy lessons and across the curriculum, that are in need of even further development in order to raise standards further. For example, to introduce a more effective programme to develop reading and provide more opportunities for pupils to write more extensively for a wider range of purposes.

The quality of teaching in the nursery and reception classes is good. Both teachers and the nursery nurse plan well together and have a very clear understanding of how young children learn.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. Teachers provide many opportunities to make pupils' learning experiences both in school and during visits out, both rich and purposeful. The provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Good. Teachers and support staff work closely together. These pupils are fully integrated into the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are well prepared for the opportunities, responsibilities and experiences they are likely to meet when they leave the school.
How well the school cares for its pupils	General policies and procedures to care for pupils and to ensure their welfare, health and safety are good. Procedures for assessing pupils' attainment and progress and the use of assessment information to guide curriculum planning is satisfactory.

The numbers of parents helping in the classrooms are few but those who do are dedicated and deeply appreciated. Parents are kept well informed of the school's activities by helpful and attractive newsletters. They have a clear picture of the progress their children are making by good school reports and effective parents' evenings.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher and deputy head teacher have worked well together to bring about a number of improvements since the last inspection. Monitoring and evaluation of the teaching has taken place and the quality of teaching has improved. Subject leaders are developing their roles well.
How well the governors fulfil their responsibilities	Good. The chair is very supportive and works closely with the head teacher. Some governors provide effective support through their links with subject leaders. A few items that should be in the governors annual report to parents have been omitted.
The school's evaluation of its performance	Good. The head teacher, staff and governors are fully aware of the school's performance and are clear as to the direction they wish to go.
The strategic use of resources	Very good. Resources are used very well. The school building is excellent. Teaching staff are appropriately qualified and deployed.

All money is spent carefully and the school applies the principles of getting best value for its pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like the school.</li> <li>• Their children make good progress.</li> <li>• The teaching is good.</li> <li>• The school expects children to work hard and do his or her best.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents feel that behaviour is not good.</li> <li>• A few parents feel that the school does not work closely with parents.</li> <li>• A few parents feel that the school is not well led and managed.</li> <li>• A few parents feel that the school does not provide an interesting range of activities outside lessons.</li> </ul>

Inspectors support parents' positive views of the school. They judged that although a few pupils have emotional and behavioural problems, the teachers deal with this well and overall, behaviour is good. They also judged that the information provided for parents was good and that leadership and management by the head teacher and other key staff is good. They judged extra-curricular activities to be very good.

## **PART B: COMMENTARY**

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

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

1 Attainment on entry to the nursery is average. Good, improved teaching in the nursery and reception class, ensures that children make good progress in all areas of learning. By the time they leave reception, many children exceed the early learning goals expected for their age. The improvements in the foundation stage have not yet been in place long enough for pupils to reach even higher standards by the end of Year 2. The overall standard of work seen at the end of Year 2 and at the end of Year 6 is average and pupils achieve soundly. The improved teaching has not yet been in place long enough to raise standards even further by the time pupils leave the school. In some subjects, pupils' attainment is above that expected for pupils' ages at age seven and 11 and in these subjects, for example, in mathematics, science, ICT and physical education, pupils are achieving well.

2 In the National Curriculum tests and assessments for seven-year-olds in 2002, standards in reading, writing and science were average and in mathematics, they were well above average. These results were the same when compared to similar schools. The school attributes these higher results in mathematics to the support given to the teachers by consistently good subject leadership. Also, a good number of pupils attained the higher levels of attainment and as the class had a below average number of pupils in the year group, only 20, this affected the overall average result considerably.

3 In the tests for 11-year-olds, in 2002, pupils' standards in mathematics and science were average but in English they were well below average. These results were the same when compared to similar schools. However, these results for 11-year-olds in 2002 were not good enough when compared to the pupils' prior attainment recorded when they were in Year 2. The school was fully aware of this underachievement, they analysed the reasons, which were mainly due to unsatisfactory teaching in one year group in 2001 - 2002, and took positive action to bring improvements. The results of the National Curriculum tests and assessments over the last few years have been very variable. This is not only due to the small amount of unsatisfactory teaching in the past, but also to the fact that in some years, there is a smaller than average number of pupils, sometimes as low as 19, where small groups of pupils who may have special educational needs or be higher attaining pupils, affect the overall average in a disproportionate way.

4 For this year's pupils, in Year 2, standards in reading and writing are average and in science and mathematics, above average. These results are similar to last year's tests with slightly lower standards in mathematics and higher results in science. Nevertheless, these results demonstrate that pupils are achieving soundly in reading and writing and well in mathematics and science. In Year 6, standards in English are average and pupils are achieving soundly. Standards in mathematics and science are above average and pupils are achieving well.

5 In English, standards in speaking and listening are average throughout the school. Most pupils listen attentively and although some have limited vocabulary, many are keen to answer questions and do so satisfactorily. Standards in reading are in line with those expected at age seven and 11. When talking about stories they have read, most pupils are able to describe the main character and plot. Higher attaining pupils in Years 3 to 6 are able to name their favourite authors and explain how they set about choosing a book. In writing, pupils' attainment at the end of Year 2 and Year 6 matches the expectations for their ages. The use of punctuation is sound and standards in spelling are average. Many pupils write about their experiences, and use their imagination well to make their writing interesting. However, the school is aware that although pupils achieve soundly in all aspects of English, throughout the school, they do not do as well as in science and mathematics. The school is working hard to raise attainment in English throughout the school. It is succeeding. Standards in literacy are in line with those expected for pupils at age seven and 11 years.

6 In mathematics, pupils in Year 2 identify two and three-dimensional shapes confidently and calculate how many edges, faces and corners an individual shape has. They are able to use numbers in investigations up to 100. By Year 6, pupils have a well-developed knowledge and understanding of number and readily apply this to the challenging activities presented to them. For example, in a Year 6 lesson, high attaining pupils confidently use a rapid method when calculating  $789 \times 26$ . Others used a more simple mathematics grid but nevertheless reached the correct answer. Pupils plot co-ordinates on a quadrant using positive and negative numbers. They are developing a good mathematical vocabulary. Standards in numeracy are good throughout the school.

7 In science, pupils in Year 2 have a good understanding of all the components of science. For example, pupils have a good knowledge of the importance of healthy foods. They are able to group objects by what they are made of and are able to describe their physical properties well. By the end of Year 6, pupils have a good knowledge of materials and their properties and physical processes. For example, they are able to explain the relationship between the earth, the sun and the moon and how they affect day and night and our seasons. Pupils' abilities to investigate and carry out experiments are also good throughout the school.

8 In ICT, pupils in Year 2 and Year 6 use computers and computer software confidently and well. Pupils attain standards above that expected for their ages in Year 2 and Year 6 and they are achieving well. Older pupils use the Internet. This was seen to good effect in a Year 3 history lesson where pupils searched to find out more about the living conditions of Anglo Saxons. Older pupils confidently complete spreadsheets. Pupils from Year 2 upwards are able to access programs and save and print their work.

9 In religious education, pupils' attainment at the end of Year 2 and Year 6 is in line with that expected in the syllabus taught in the local authority's schools and they are achieving soundly. Pupils have a sound appreciation of the importance of faith across a number of different religions. They discuss moral and social issues well. Their debating skills are sound.

10 In physical education, pupils' attainment is above that expected for their ages at the end of Year 2 and Year 6 and they are achieving well. This good attainment is not only due to natural ability but is supported by good teaching and the use of outside coaches, as well as regular competitions with other schools. Pupils sustain physical activity well for long periods of time and carry out movements in games, gymnastics and dance with good balance and precision. Most pupils swim well by the time they leave the school.

11 In all the remaining subjects, where a judgement could be made, attainment is in line with that expected for pupils' ages at the end of Year 2 and Year 6 and they are achieving soundly. It was not possible to make a judgement on attainment in music at the end of Year 2, as no lessons could be seen in the three days of the inspection.

12 Pupils with special educational needs make good progress because the school has good systems for continually assessing and supporting their needs. All these pupils have individual educational plans that include a range of specific targets in literacy, numeracy and personal development. Each target derives from well-kept assessment records and ensures the right level of expectation so that the pupils achieve the standards of which they are capable.

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

13 Pupils demonstrate very good attitudes to learning. Their good behaviour and the very good relationships within the school are strengths. These have improved since the last inspection.

14 Pupils' very good attitudes and enthusiasm for school life contribute to their learning. Nearly every parent who returned a questionnaire agreed that their child likes school and all

inspection evidence supports this. Pupils show an interest in lessons and co-operate well in group work. They enjoy their work and this leads to much greater progress.

15 Pupils' behaviour is good. They move around the school in an orderly manner, and are polite and courteous. They show appropriate respect for adults and a good level of self-discipline when in school and in the playground. The good behaviour in classrooms means that generally no time is lost and the quality of learning continues at a good level. There were 12 exclusions last year, which related to a very small number of pupils who persisted in behaving unsatisfactorily.

16 There are very good relationships throughout the school. The pupils relate very well to each other and with other adults in the school. The staff set excellent examples of professionalism to pupils. Pupils and staff work well together and this enhances pupils' learning. Pupils with special educational needs are equally valued and fully included in all aspects of school life.

17 Personal development is good. The majority of parents agreed that the school helps their children become mature and responsible. Pupils develop in self-confidence and are willing to carry out duties in class and around the school. For example, pupils in Year 6 act as house captains and are responsible for the weekly distribution of the newsletter.

18 Pupils' attendance is good and is above the national average for primary schools. The rate of unauthorised absence is below the national average. Overall attendance has improved since the last inspection. Most pupils are punctual. Registration is completed quickly and efficiently before morning and afternoon sessions.

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

19 The overall quality of teaching is good and has improved since the last inspection, with more that is very good and none that is unsatisfactory.

20 The quality of teaching in the nursery and reception is good. Teachers have a good knowledge and understanding of how young children learn. Their planning is detailed and incorporates the required areas of learning both in the nursery and reception classes. Teachers plan together and so there is a consistent system to ensure that children build well on previous learning as they move through the Foundation Stage. Teachers and support staff make careful observations, as children are involved in practical activities. This information informs future planning and ensures that children with special educational needs are quickly identified. The quality of teaching and learning is good in Years 1 and 2 and in Years 3 to 6.

21 English lessons are well planned and this often results in good teaching of literacy skills. The overall effect of the national literacy strategy on pupils' achievement is satisfactory although, at times, insufficient attention is given to the development of reading, resulting in slower progress at times. Also, the school feels there are not enough opportunities for pupils to write more extensively and for a wider range of purposes, both in literacy lessons and in other subjects. The school improvement plan indicates that this is an area for further development. Very good relationships throughout the school result in pupils having the confidence to express ideas and offer opinions so developing speaking and listening skills and contributing to their own learning. However, there is at present no means of assessing pupils' progress in speaking and listening. The teaching of English is now well supported by the new literacy co-ordinator. This is beginning to raise well the quality of teaching in this subject. The quality of teaching in mathematics is consistently good and sometimes very good. Teachers have a good understanding of the national numeracy strategy and use it effectively. Teachers make it clear what pupils are expected to learn and use the plenary sessions well to reinforce this learning. Pupils therefore achieve well throughout the school.

22 Pupils enjoy learning Spanish and lessons give them a real feel for the language. The Spanish speaking teacher is effective in conducting lessons in Spanish using continual repetition and topics of interest.

23 Teachers' knowledge and understanding of most subjects is good. However, their confidence in the teaching of music and art and design is weaker. This is because the school has gone through an unsettled period of leadership in these two subjects.

24 Teachers' lesson planning is usually good. It always has aims for learning, which are shared with the pupils and are written clearly on the board. Group work ensures that pupils are challenged. Plenary sessions are often planned and are effectively used to reinforce learning and build confidence. For example, pupils in Year 4 left a music lesson believing that they could "compose music like Mozart", after successfully making up tunes to a given rhythm using just three notes!

25 The management of pupils in lessons is very good. This ensures good behaviour in all lessons so that pupils develop very good attitudes to their work. A feature of this very good management is the mutual respect that teachers show to pupils. They are encouraged to contribute to lessons and their contributions are valued so that they grow in confidence and have an eagerness to learn. In a Year 6 lesson where pupils were discussing moral values, the teacher described a convincing hypothetical scenario, where she had taken a rose bush from someone's garden because the owner was neglecting to look after it. Pupils' arguments were skilfully handled so that issues were fully discussed without anyone interrupting. Very good management and high expectations of pupils in a Year 2 physical education lesson resulted in pupils working with enthusiasm so their levels of attainment were above those expected for pupils of this age.

26 Support staff are very well deployed and are well briefed so that they make a good impact on pupils' learning. The pace of most lessons is good so pupils are interested and work hard, thus contributing to their own progress. Resources are used well. The space in the dance/music room is fully used when pupils need space to sit comfortably in a circle as well as for music and dance lessons. It is particularly valuable for the youngest children to supplement facilities for physical development when the weather is wet.

27 Teachers know pupils very well and they rely on this knowledge to assess pupils' day to day learning. However this system is often insufficient to track pupils' progress accurately over time and to enable them to set short-term targets that will lead pupils forward. The amount and type of homework set is appropriate for younger pupils while homework set for pupils in the older classes is good, helps progress and prepares them well for secondary school.

28 The teaching of pupils who have special educational needs is effective. As a result, these pupils learn well. The teaching is well organised, and is undertaken by class teachers and learning support assistants. They know the procedures for special educational needs well and they make good use of individual education plans to match work to pupils' learning needs. The good quality of the targets in these plans means that the teaching is sharply focused on pupils' specific learning needs and strongly promotes their progress. The teaching and management of pupils with behavioural problems by all teaching and support staff is good.

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

29 The school provides a good curriculum that meets all statutory requirements for the National Curriculum and religious education. The school has relevant policies and schemes of work for all subjects. Curriculum plans and schemes of work identify clearly what is to be covered. The literacy and numeracy strategies are thoroughly planned for on a weekly basis and there is a secure understanding of what should be taught in order to develop pupils' skills. The weaknesses identified in the last inspection, relating to the schemes of work in religious education, to support teaching and

learning, have been successfully addressed. The teaching of the Spanish language throughout the school is a strength of the provision, making a significant impact on pupils' awareness of other cultures.

30 Provision for personal, social and health education, including drugs and sex education, is good, with a varied programme for all pupils throughout the school. This includes issues such as resisting pressures, resolving differences, roles and responsibilities, and aspects of Citizenship such as the influence of the media. A wide range of visits contributes to pupils' learning in this area, including to the local Fire Station, where the younger pupils learn about health and safety issues.

31 There is a strong focus on both literacy and numeracy. In particular, the school has implemented a number of strategies to improve provision in English, including additional time for handwriting and spelling.

32 The school has found difficulty in establishing itself in the local community, partly due to the lack of local businesses and industry and the close proximity of the local Arts Centre. In an effort to combat this, the governors have initiated the forming of out of hours provision in the form of an after-school Club.

33 Pupils have equality of access and opportunity within the curriculum. In relation to its small size, the school offers a very good range of extra-curricular activities to enrich pupils' learning. During the year, pupils of all ages have opportunities to participate in such activities as cross-country running, swimming, Karate, judo, dance, gardening and piano. There is also a well-attended homework club at the end of the day for the oldest pupils. There is a good range of visits out of school and visitors into school, which enhances pupils' learning experiences well. The school has good links with its partner institutions, and with the secondary schools to which pupils transfer when they leave, especially in the curriculum areas of physical education. There is a good ICT link with the City Leaning College.

34 The curriculum provision for pupils' with special educational needs is good. This is because it is regularly evaluated by the special needs co-ordinator, who puts improvements in place quickly when needed, and supports all teaching and non-teaching staff well. All targets are reviewed on a regular basis, and annual reviews are undertaken in which both pupils and parents contribute. The school has successfully implemented the requirements of the revised Code of Practice.

35 At the time of the last inspection the school was judged to be making good provision for pupil's spiritual, moral, social and cultural development. Provision remains good.

36 The provision for spiritual development is good. It is evident through the school's ethos in which all pupils are respected and encouraged to value each other. Religious education makes a valuable contribution to pupils' spiritual development through discussions about the values and beliefs of major religions. Whole school assemblies feature acts of worship, which comply with statutory requirements, and include a spiritual element that allows pupils' time for reflection. Other subjects like music and art and design make a good contribution at times as pupils develop some awe and wonder about great artistes and musicians.

37 The school's provision for moral development is good. Classes have an agreed set of rules and pupils are able to develop the skills and understanding required to make increasingly complex moral decisions, as they move from one year to the next. The caring ethos of the school successfully emphasises the difference between right and wrong in a fair and balanced way. From the time children enter the school they are taught to take turns, listen and share equipment with each other. Both teachers and support staff have high expectations of pupils' behaviour. The very good relationships between adults and pupils help to contribute to pupils understanding of each other. A house points system is used to encourage pupils to act responsibly and work hard.

38 Provision for social development is good. Everyone in the school works hard to foster a sense of community and pupils are encouraged to work co-operatively whenever possible. Pupils are polite and friendly and eager to be of assistance. Pupils are given opportunities to become responsible and to develop their independence.

39 The school's provision for pupil's cultural development is good. There are sound links with the community and the school uses the culture of the locality to enhance pupil's knowledge and understanding of the society in which they live. Pupils in all year groups benefit from visits to many places of interest, and also from visitors into school. They develop a broad understanding of the richness and diversity of cultures and traditions that are part of life in Britain today. Spanish lessons make a good contribution to pupils' understanding of the culture of another European country.

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

40 The standard of care provided by the teaching and support staff is good. The school has a suitable policy for child protection and all the staff are aware of their responsibilities. There are good health and safety procedures in place and regular risk assessment inspections undertaken. Fire drills are carried out regularly. Teachers are conscientious in the supervision of the pupils in class. There are satisfactory arrangements for administering first aid and dealing with accidents or sickness.

41 Procedures to monitor attendance are good. The head teacher monitors the registers regularly and parents are contacted when a pupils' absence or punctuality shows cause for concern. Attendance has improved since the last inspection.

42 The school expects and receives good standards of behaviour. The procedures for monitoring and promoting good behaviour are good. The pupils move around the building in an orderly manner, they are polite and courteous. Pupils, staff and parents know the rules and sanctions and parents are informed if there are instances of bullying or oppressive behaviour. There are a few instances occasionally. They are dealt with well.

43 Pupils' personal development is well extended through the staff's knowledge of their pupils. This encourages the very good relationships throughout a school where everyone is cared for and valued. This in turn encourages the pupils' good learning.

44 Since the previous inspection the school has made sound improvements in developing the assessment procedures and practices to guide curricular planning and monitor the academic performance of pupils. The head teacher is the assessment co-ordinator and she monitors planning on a termly basis. There are whole school assessment procedures for English and mathematics, whilst the procedures for science are in early stage of development. Apart from physical education other areas of the curriculum do not have whole school assessment procedures in place. The school is to undergo training with the local education authority in a few weeks time so that they can successfully implement whole school procedures in most subjects. The ICT leader has been trialling assessment procedures in order to determine their value before they are to be formally introduced across the school. Marking of pupils' work is also an area the school is developing to improve its assessment procedures. Good examples seen in pupils' books take the pupils' learning forward with appropriate comments.

45 Pupils who have special educational needs are well supported. Their needs are clearly identified and met by effective teamwork of the special educational needs co-ordinator and class teachers. The progress of all pupils with special educational needs is monitored by all teaching staff. Records are well maintained and each pupil's progress can be tracked step-by-step over time. Effective links with outside agencies and specialists such as educational psychologists and local education authorities behaviour teams ensure that the programmes outlined are carried out and monitored.

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

44 The partnership with parents is good. The good views of parents about the school are shown in the summary of the parents' questionnaires, and this is an improvement since the last inspection. Parental involvement in other aspects of the work of the school is satisfactory.

45 There was a disappointing response to the parents' questionnaire as only about one quarter of the forms were returned. These were analysed to show that most confirmed that their children like school and many stated that the school expected their children to become mature and to work hard. The inspection evidence supports the parents' positive views. Inspection evidence does not support the negative views about the range of out of school activities, which are very good.

46 Parents support the school's fund raising and social events especially the Annual School Picnic. A small number of parents regularly help in the classroom, escort pupils to swimming and on educational visits. The school keeps parents well-informed about what their children know, understand and can do through the termly written reports and consultation evenings. They are informed about school affairs through the good weekly newsletters and subsequent correspondence. There are several omissions in the prospectus and governors annual report to parents, which have been notified to the head teacher.

47 The parents of pupils with special educational needs are kept fully informed from the earliest stage of concern and are given good guidance as to how they can help their children at home, with learning or personal problems. Parents are appropriately involved in reviewing their children's progress towards the targets outlined in individual education plans.

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

48 Leadership and management are good. All the teachers in the school, the head teacher, deputy head teacher, governors and subject leaders work well together. This was not the case during the last inspection, where there was some conflict within the governing body. Leadership and management have therefore improved. The head teacher has worked hard, with her staff, to improve the National Curriculum test results and standards in English, mathematics and science have risen. She gets good support from her deputy head teacher. There is an agreed sense of purpose amongst the staff and all have a strong commitment to improve and a good capacity to succeed. In addition, the head teacher has enabled others to develop their leadership roles well. She has also ensured that the school's priorities for development have been appropriate.

49 The governing body has also been successful in fulfilling most of its responsibilities. The chair of governors is fully committed to the school and has worked closely with the head teacher. The chair is involved in the life of the school, visits often and engages in professional dialogue with the head teacher. He has been particularly successful in creating a governing body who now work together well. A small number of governors visit the school and support the work of the subject co-ordinators. Governors have a sound understanding of the strengths and weaknesses of the school and are closely involved in the evaluation of the school improvement plan. These plans are of good quality as they are clearly laid out, indicate the name of the responsible person, are costed well and state a time by which the improvement should be completed. This ensures that the plan is effective. The governors fulfil most of their statutory duties well, however, there are a small number of items missing from their annual report to parents and the school prospectus. These have been pointed out to the head teacher.

50 The head teacher and her deputy head teacher, together with some of the subject leaders, have been involved in the observation, monitoring and evaluation of teaching. There has been an agreed timetable of observations set against an established range of criteria. Feedback has been provided and the outcome of the observation discussed with teachers, together with written evidence.

This has been effective as there has been an improvement in the amount of teaching judged to be good since the last inspection and there is no unsatisfactory teaching.

51 The role of the subject leaders is developing well. Some are fairly new to their jobs and are keen to develop their roles further, others have well established roles. All give good support. For example, the leaders for literacy and numeracy have observed lessons and the subject leader for ICT has been able to extend staff confidence in the use of computers. All subject leaders produce a yearly development plan for their subject and this is attached to the yearly school improvement plan and is evaluated and monitored as the year goes by.

52 The aims of the school, its values and policies are implemented well. The head teacher, deputy head teacher and staff have developed a good ethos in the school. For example, pupils have developed very good attitudes to learning and there are very good relationships throughout the school. In addition, there is a commitment to raise educational standards for all. There is also a strong commitment to include every pupil in all aspects of school life.

53 The match of teachers and support staff to the demands of the curriculum is good. Newly qualified teachers are given good support so enabling them to settle quickly into the school. Learning resources are generally good and there is a particular strength in religious education.

54 The accommodation provides the pupils with an excellent range of facilities, including a separate dance/music room and an ICT suite and for the younger children, a secure outdoor play area. These all aid and promote pupils' learning well.

55 The management and leadership of special educational needs by the co-ordinator are good. She ensures that parents are kept fully informed, the register of pupils is kept up to date and all staff receive appropriate training so they can meet the differing needs of all the pupils on the register. Good advice is given regarding the planning of individual education plans and records of pupils' progress are well maintained. She also liaises well with the governor who has responsibility for this area, so that the governing body is kept fully informed of the provision for pupils with special educational needs.

56 Careful financial planning supports educational developments effectively. For example, the school moved into a negative budget two to three years ago partly because of high spending on supply teaching due to long-term illness, as well as having to find a temporary caretaker. Through very careful budgeting and financial control by the chair of governors and the head teacher, they were able to correct this in one year in order to ensure the minimum effect on pupils' education. Also, the school is effective in accessing various grants that become available. For example, money from the local "Community Chest" was used to increase the numbers of computers in the school. This has been very successful as the ratio of computers to pupils is high and standards have risen. The quality of financial control and school administration by the school administrator, head teacher and chair of governors is very good. They are all well aware of the need to get the best value for all pupils and in this they have been successful. The leadership and management systems now in place have ensured a number of good improvements since the last inspection. The school is in a position to maintain these improvements and to build on these to introduce further improvements.

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

57 To maintain the quality of education and provide further development, the governing body, head teacher and staff should:-

- (1) Continue to raise attainment in English throughout the school by:-
  - assessing speaking and listening on a planned basis
  - implementing a more rigorous programme to develop reading across the school and at home, and use the information provided by the assessment procedures to always ensure the appropriate level of reading material.
  - providing more opportunities for pupils to write more extensively and for a wider range of purposes, not only in literacy lessons, but also across the curriculum.  
(these are identified in paragraphs 5, 21, 73, 74 and 75)
- (2) Continue to improve the provision for the teaching of music by developing staff's subject knowledge and confidence.  
(this is identified in paragraphs 23, 109, 111 and 112)
- (3) Continue to improve the provision for the teaching in art and design by:-
  - developing staff's subject knowledge and confidence.
  - developing cross-curriculum tasks related to art and design.  
(these are identified in paragraphs 23, 91 and 93)

## **THE ABOVE AREAS HAVE ALREADY BEEN IDENTIFIED BY THE SCHOOL AS AREAS FOR DEVELOPMENT ON ITS SCHOOL IMPROVEMENT PLAN.**

58 In addition to the above issues, the following more minor weaknesses should be considered for inclusion in the action plan.

- Ensure that the few items missing from the governors annual report to parents and the prospectus are added.
- Provide more opportunities in science for pupils to set up and devise their own investigations with less direction from the teacher.
- Use the information obtained from assessment procedures in science to plan work more closely matched to the needs of the different abilities of pupils.
- Plan more opportunities for pupils to use ICT to support learning across a wider range of subjects.  
(these are identified in paragraphs 46, 49, 86, 88 and 104)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

45

Number of discussions with staff, governors, other adults and pupils

27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	23	12	0	0	0
Percentage	2	20	51	27	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 two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	177
Number of full-time pupils known to be eligible for free school meals		28

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	30

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	.03
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	6	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	6	6	6
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	85% (53%)	85% (53%)	85% (67%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	6	6	6
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	85% (43%)	85% (47%)	85% (37%)
	National	85% (85%)	89% (89%)	89% (89%)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	18	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	11
	Girls	14	13	17
	Total	21	23	28
Percentage of pupils at NC level 4 or above	School	66% (67%)	72% (57%)	88% (77%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	10
	Girls	12	14	15
	Total	18	23	25
Percentage of pupils at NC level 4 or above	School	56% (72%)	72% (55%)	78% (52%)
	National	73% (72%)	74% (74%)	82% (82%)

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

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	141	12	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### *Teachers and classes*

### *Financial information*

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	25.2
Average class size	25

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

Total number of education support staff	3.4
Total aggregate hours worked per week	64

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

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	13
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

Financial year	2001-2002
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	£
Total income	419,049
Total expenditure	409,788
Expenditure per pupil	2,484
Balance brought forward from previous year	1,000
Balance carried forward to next year	9,260

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	148
Number of questionnaires returned	46

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	2	2	0
My child is making good progress in school.	48	46	4	2	0
Behaviour in the school is good.	24	52	15	2	7
My child gets the right amount of work to do at home.	22	57	15	2	4
The teaching is good.	30	57	4	2	7
I am kept well informed about how my child is getting on.	33	54	9	2	2
I would feel comfortable about approaching the school with questions or a problem.	54	33	9	2	2
The school expects my child to work hard and achieve his or her best.	37	57	2	0	4
The school works closely with parents.	17	50	17	9	7
The school is well led and managed.	17	52	20	2	9
The school is helping my child become mature and responsible.	33	50	7	2	9
The school provides an interesting range of activities outside lessons.	17	54	15	4	9

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

59 The provision made for children in the Foundation Stage is good both in the nursery and the reception class. The school operates an admissions policy for children to start in the nursery after their third birthday however at the time of the inspection, seven younger children had just started early because of spare places being available. Some children will therefore have a year in the nursery while others have longer as they transfer into the reception class in the September of the year in which they are five. All 26 children attend the nursery in the morning. Evidence from baseline assessment and from the inspection shows that attainments on entry are broadly average and cover the full range of attainment.

60 Children receive a positive start and make good progress through both the nursery and reception classes, continually building on what they have learnt. They achieve well because the teaching across all areas of learning is consistently good. The two teachers and the nursery nurse work very closely together as a team to ensure continuity and progression through the two classes. By the end of the reception year most children are on course to attain the early learning goals in all areas of learning and many children will exceed them. This current good provision, which is a recent improvement owing to stronger teaching, has not been in place long enough to have an impact in classes further up the school.

61 The curriculum provides experiences that are based firmly within the nationally identified goals for learning. Shared planning between the nursery and reception staff ensures that there is a unified approach as children move from the nursery into reception. Staff have provided separate planning for the group of very young children that have just started the nursery. Higher achieving children in the nursery also receive more challenging activities.

62 The teachers and support staff work very well as a team and create a warm and secure environment for children to start their education. Both classes are organised efficiently and managed well. The school successfully builds up positive relationships with parents. An effective induction policy, with meetings and visits for parents and children ensure a smooth transition from home to school. Parents are welcomed into school to help and are very well supported by guidance notes on the activities they could help with.

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

63 Children settle quickly into the nursery enjoying the interesting activities that are provided for them. They develop an enthusiasm to learn. They are becoming independent and after a relatively short time in the nursery they can choose activities. Independence grows through the nursery, where children manage their own coats and into reception where children manage to change independently for physical education. Routines are quickly established and children know the number of children allowed to play in particular areas such as construction or role play, quickly putting on the 'arm-bands' to claim their place. Good manners are stressed and children are encouraged to say please and thank you. They willingly help to tidy away in the nursery and by the time they are in reception, efficiently put things away by themselves.

64 Adults provide good examples in their caring relationships with children and with each other. They make good use of praise to encourage children to try hard, to raise their self-esteem and promote their confidence in learning. The early years team provide good opportunities for children to play together through a range of activities. Children's personal and social development takes place in a calm, ordered atmosphere of mutual respect. Children develop positive attitudes and good working routines from the time they start nursery. The quality of teaching in this area of learning is good. A

majority of children are on course to exceed the early learning goals in this area before they enter Year 1.

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

65 Throughout both classes children are introduced to the joy of stories, and staff take every opportunity to engage children in conversation, giving them time, encouragement and support to express their knowledge and thoughts. This means that they learn a great deal about language and literacy and have good opportunities to extend their vocabulary and develop speaking and listening skills. Children practise and further develop these skills well in role-play areas. In the nursery a child playing in 'the forest' talked to the mouse saying, 'What are you doing little mouse? Come and have tea'. Then, talking to another child, said, 'Mouse is not afraid of snake – just wants to talk to him'.

66 The introduction of the literacy session in the reception class is effective in the early development of children's literacy skills. Children are actively involved in whole class and group sessions but they are sometimes required to sit for too long and can get a little restless. This occurs when the whole literacy hour is taught using the format that is intended for older pupils. Big books are used very effectively, for example 'We're going on a Bear Hunt' provided the basis for shared reading, where the majority of the children joined in reading the familiar text. The children then enthusiastically found simple words that they recognised. Higher attaining children also pointed out question and exclamation marks. A flash card session of key words generated excitement due to the skill and humour of the teacher with comments such as 'Now some hard ones! Bet you don't get this one!' followed of course with generous praise. Higher attaining pupils are confident young readers while lower attaining pupils use pictures and require more support to predict unknown words. Writing materials are readily available in the nursery and reception, for example note pads by the side of telephones. Children in the nursery learn to trace, copy and then write their name. Short sessions in reception focus attention on correct letter formation, linked to the sound of letters. The quality of teaching in this area of learning is good. A majority of children are on course to exceed the early learning goals in this area by the time they enter Year 1.

### **Mathematics**

67 Children achieve well through the nursery and reception classes through a wide range of well-planned activities and the quality of the interaction between children and adults. In the nursery, children are introduced to counting and numbers, through a range of well-chosen informal activities, and this is continued into the reception class together with planned numeracy sessions. Through good teaching, children's interest is stimulated, and this results in good achievement throughout the Foundation Stage, so that children exceed the expected levels of attainment by the time they enter Year 1. Counting skills are regularly practised in both nursery and reception by counting rhymes, and in counting the children present, in the whole class, or in small groups. In the nursery children sort and count toy animals. They learn colours, number names and the names of simple shapes, such as square, triangle and circle. In the reception classes they learn to count accurately to at least ten and benefit from structured activities as a whole class and in groups. Higher attaining pupils count forward and backwards to 20 and recognise numbers beyond ten, while lower attaining pupils have a tendency to reverse numerals of two digit numbers when arranging them on a board. By experimenting with a pair of balancing scales in the dry sand, children learn the meaning of heavy and light.

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

68 Throughout the children's time in the nursery and reception classes they have a range of experiences that help them to learn about the world and they achieve well. In the reception class the teacher filled a water tray with a particularly sticky mixture made from a concentrated mixture of soap flakes. This mixture clung very effectively to wellington boots, so that children experienced the effect of the 'squishy, squashy' mud in the story of the 'Bear Hunt'. Children learn about the past through a

collection of old and new teddy bears which was further enhanced by a child bringing in their Granddad's teddy to add to the collection. They experience changes taking place as they make toast and then spread the hot toast with butter. Children working on the computer, use the mouse to select an icon on the screen and know the vocabulary 'mouse' and 'click'. The quality of teaching in this area is good and a majority of children are on course to exceed the early learning goals in this area by the time they enter Year 1.

### **Physical development**

69 Opportunities for physical development are very good. The enclosed area has a soft surface and part of this area is undercover so it can be used in wet weather. A good selection of large toys provide plenty of experience for children to climb, crawl and slide on large equipment as well as push, pull or ride on wheeled toys. Children handle this equipment well. Both classes use the hall and dance room regularly so that children use space well and develop good control of their bodies through imaginative teaching. Nursery children march, skip, stretch, curl up small and walk on tiptoe. All children handle scissors and small toys regularly to develop their manipulative skills. Many opportunities are provided for children to build with construction kits, cut out shapes and to manipulate jig-saws. All children hold pencils correctly and use them for writing, drawing and colouring with increasing accuracy. The quality of teaching is good. A majority of children are on course to exceed the early learning goals in this area by the time they enter Year 1.

### **Creative development**

70 Children are provided with good opportunities to develop creatively throughout both the nursery and reception classes. They enjoy these activities and achievement is sound. Children are well supported in these activities and learn to use paint to create pictures of themselves and to support stories that they have heard, such as 'Gruffalo'. Children's skills in painting and collage develop well so that a group of children worked independently on a collage for a large display. They confidently cut material and successfully covered areas accurately, without leaving spaces. Children know a good range of songs and they join enthusiastically in singing sessions, where they choose instruments suitable for the different parts of the song. The quality of teaching in this area is sound. A majority of children are on course to attain the early learning goals in this area by the time they enter Year 1.

## **ENGLISH**

71 Standards in all aspects of English are average at the end of Year 2 and Year 6 and all pupils, including those with special education needs are achieving soundly. At the time of the last inspection, it was above average. However, some years have quite low numbers of children where it makes it more difficult to compare year groups, year-on-year.

72 All aspects of the subject are taught thoroughly, particularly writing as a result of recent initiatives. There is a positive drive from the subject leader and head teacher to raise standards further, and teachers have readily taken on board new initiatives. For example, the National Literacy Strategy has been introduced effectively. As a result, pupils of all attainments have good attitudes towards the subject.

73 At the end of Year 2 and by the time pupils leave the school at the end of Year 6, standards in speaking and listening are broadly in line with those expected nationally. Throughout the school, most pupils listen attentively to the teacher. Although some have a limited vocabulary, many are keen to answer questions. Although most lessons contain elements of question and answering, generally teachers do not plan enough formal opportunities for pupils to develop their speaking skills using complete and extended sentences. There is no formal assessment of this aspect of English and it is more difficult to plan appropriate work in this area for the different abilities in the class.

74 Standards in reading are broadly in line with those expected at the end of Year 2 and Year 6. Many pupils express interest in books and enjoy reading, but some do not take books home regularly, and do not read to a parent or other adult. This limits progress. When talking about stories, most are able to describe the main character and plot. Higher attaining pupils are able to retell the story in their own words, name their favourite authors and explain how they choose a book. Teachers keep records of pupils' progress, with appropriate comments, but do not always use these records to encourage pupils to read regularly or necessarily choose the right level of book. This is particularly applicable to the lower attaining pupils. The well-furnished library has a sufficient number of fiction books, and sound library skills are developed, with the pupils in Years 3 to 6 who are given weekly opportunities to change their library books. Books for the younger pupils are readily accessible, and are sufficient in number and choice. However, more varied reading materials, which would motivate pupils further, such as comics, magazines and newspapers are not used regularly.

75 Standards in writing are in line with those expected by the time pupils leave the school. Opportunities are provided for pupils to improve their skills by writing extensively and for a wide variety of purposes, such as letters, diaries and stories. However, this does not happen often enough, both in the literacy lessons and in other subjects in the curriculum, such as in science, history, geography and religious education. As a result of the effective use of assessment information, good provision is now made for improving handwriting and this is having a positive impact on standards, with many pupils beginning to use a joined handwriting script from Year 1. The use of punctuation is sound, and the standard of spelling is broadly average, but pupils do not use dictionaries or thesaurus regularly enough to develop their knowledge of words. Pupils maintain a log where they practise spellings. When a spelling mistake is made they add it to their log. There are good displays of English work in classrooms and around the school, which enhance the quality of learning. The use of ICT is satisfactory and is much improved since the last inspection.

76 The school has identified writing as an area for further development. Several strategies are beginning to impact positively on standards. Teaching has been carefully monitored and challenging targets have been set. Early literacy support and additional literacy support have been implemented to provide 'catch-up' programmes to raise standards, especially of 'borderline' groups of pupils. Handwriting is monitored and extra attention is paid to spelling. A 'Bookworms' reading club supports a small target group of younger children with special educational needs.

77 The quality of teaching is good. The main factor for effective teaching is the quality of the relationships, which enables pupils to be relaxed and so able to respond well. The teachers plan soundly to meet the needs of pupils, building their confidence and self-esteem. In lessons most pupils are fully engaged throughout. Their good behaviour and positive responses help pupils' learning. Most teachers mark pupils' work well, with some giving clear directions about how they can improve the standard of their written work. Most teachers set homework, which extends learning well. Visits to the theatre, such as to see 'Midsummer Nights Dream', and from authors and poets to the school, help to enhance the quality of pupils' learning experiences.

78 Leadership and support by the subject teacher are good. Teachers benefit from the school's effective monitoring arrangements and by the good feedback advice they get. The assessment of pupils' progress is documented and recorded in appropriate detail. Pupils are given good guidance on their progress, which helps them to know how well they are doing.

## **MATHEMATICS**

79 Standards in mathematics are above average by the end of Year 2 and Year 6. Pupils are achieving well. This is maintaining the standards identified at the previous inspection. There are several reasons why pupils do well in mathematics. The school has successfully implemented the National Numeracy Strategy and the effect of this is now being reflected in the standards attained. The quality of teaching is good and the good assessment procedures ensure all pupils are offered tasks that are well matched to their particular needs. Another important factor is the very good leadership

and management of the subject by the subject leader. She leads by example with her good teaching in Year 6, and has undertaken a school audit and identified areas for improvement. This has resulted in a rigorous monitoring of both weekly and medium term planning and an analysis of strengths and weaknesses. From this analysis the school is placing more emphasis on the teaching of shape and measures and problem solving techniques. The head teacher as assessment co-ordinator is also making demanding targets for Year 6 pupils, which is helping drive standards up even further. The school is committed to continual improvement and works hard to raise standards particularly for low attaining pupils and pupils with special educational needs. For example, some pupils in Years 3 to 6 take part in a 'Springboard' programme during school time which is designed to help pupils become more confident in using and working with number.

80 Pupils succeed in all the components of mathematics. Pupils in Year 2 identify either two-dimensional or three-dimensional shapes confidently, and calculate how many edges, faces and corners an individual shape has. High attaining pupils in the class confidently describe the properties of a cube, cylinder, cone and pyramid. Pupils in Year 2 are also confident in using money and use number facts to work out investigations with numbers up to a 100. In a Year 1 lesson, high attaining pupils confidently and independently use the correct sequence of subtracting  $20p - 6p = 14p$ . Whilst lower attaining pupils needed adult help and guidance in setting out  $5p - 3p = 2p$ . By Year 6 pupils have a well-developed knowledge and understanding of number and readily apply this in the activities presented to them. For example, in a Year 6 lesson, high attaining pupils confidently used advanced and various methods when calculating  $789 \times 26$ , whilst lower attaining pupils needed to use a more simple grid method when calculating  $135 \times 28$ . They also plotted the co-ordinates on a quadrant using positive and negative numbers, used decimals to two places and used percentages when calculating problems. In lessons in Years 3 to 6 due emphasis was placed on all pupils using the correct technique and method when calculating. This was seen for pupils in Year 3, when high attaining pupils could successfully break down a calculation using brackets when finding the answer to  $37 + 42$ . Lower attaining pupils could use the same techniques but needed some adult help in setting out the calculation.

81 A feature of all lessons was that activities being adopted by the teachers were practically based, to take the pupils' learning forward. There was no reliance on a commercial scheme and little use of photocopied sheets. This motivated the pupils well, kept them working hard and created a sense of enjoyment. Teachers insist that the pupils use appropriate mathematical vocabulary such as 'face', 'inverse' and 'estimate'. Pupils listen attentively and are eager to share their findings with the teacher and the class. This helps with the development of their literacy skills. The subject also makes a positive contribution to the pupils' moral and social development. For example, in a lesson for pupils in Year 4, they worked well in pairs on addition and subtraction problems.

82 The quality of teaching in lessons is good and sometimes very good. All teachers use their good subject knowledge and their knowledge of the National Numeracy Strategy to plan their lessons well. All lessons begin with a snappy session of mental mathematics that motivate the pupils and stimulates their thinking. This was seen in a lesson for pupils in Year 5, when the pupils responded well to reciting their eight times table, after the teacher had used a metronome to demonstrate a regular rhythm. Planning is detailed and aims for learning are clearly identified in all classes. They are shared with the pupils, and because the planned activities are well matched to the pupils' different learning needs, all are effectively challenged and motivated to do well. This was demonstrated very well in a lesson for pupils in Year 6, where, working in groups, pupils were taught how to use different methods of multiplying. Teachers take care to ensure that pupils of all abilities are fully involved in lessons, and that questions asked, are appropriate for their different levels of ability. This was seen in a lesson for pupils in Year 1, when the teacher posed different questions to different pupils of how to add and take away numbers, from either 20 or 10. Class management is good and positive relationships and high expectations support pupils' learning well. This results in lessons proceeding with good pace, with challenging activities, which are relevant and practical to their everyday lives. Although computers are used to support learning in mathematics, their use is not yet consistent enough throughout the school and pupils miss further interesting opportunities to develop

their learning. Mathematical displays around school are stimulating and informative. Numeracy skills are used soundly in a number of subjects, for example, in science where graphs are used to record the results of experiments.

83 There is an effective policy and scheme of work. Resources for the subject are good, and the co-ordinator is attempting to build these up by purchasing resources, which have a problem solving approach. The co-ordinator is also aware that the software provision for mathematics needs to be improved, so that ICT can be fully utilised to support learning more effectively in the subject. Leadership and management in mathematics are good.

## **SCIENCE**

84 By the end of Year 2 and Year 6, pupils attain standards above those expected nationally for seven and 11-year-olds. All pupils, including those with special educational needs, are achieving well. It was a similar picture at the end of Year 6 at the time of the last inspection.

85 By the end of Year 2, most pupils have a good knowledge of all the components of science. For example, within life processes and living things, they have a good understanding of the importance of eating a healthy diet. They are able to list a range of foods that are good and can be eaten in abundance and other foods, like fatty ones, which should only be consumed in small quantities. Also, they are able to sort objects into different groups depending on their properties. For example, they sort them according to how hard they are or how rough and whether they float or if they are transparent.

86 By the end of Year 6, pupils have a good knowledge of materials and their properties, physical and life processes and living things. For example, they know that living things in the environment relate to one another and often depend on each other for food. They have studied different habitats and set up an investigation to find out what living conditions are suitable for wood lice. Pupils' skills in scientific enquiry are good. In a lesson for pupils in Year 5, they investigated sound and discovered that it travels in straight lines. They did this by placing a long cardboard tube to one ear. To hear the clicks coming from a metronome clearly, they had to turn, so that the tube pointed to the source of the sound. Class experiments are carried out regularly throughout the school and by the time pupils are in Year 6, they have a good understanding of how important it is to make the investigation fair. They are able to predict well what might happen after they have carried out the investigation. The skills of numeracy are used well by pupils. For example, pupils' work indicates that they often draw accurate graphs to illustrate the results of their investigations. The skills of literacy are developed soundly in science and pupils use quite complicated scientific words on many occasions. However, in some classes there is quite a high use of worksheets and pupils then get little opportunity to apply the writing skills they have developed in literacy lessons to their science work. Pupils' ability to set up and devise their own individual experiments, with little direction from the teacher, is not as well developed.

87 The quality of teaching and learning is good. Particular strengths are found in the way teachers have developed their class approach to experimental and investigative science. Teachers emphasise the importance of predicting what might happen and the need to make a fair test. For example, pupils in Year 6 were investigating the shadow made, when the light from a torch, hit a solid object, in this case a toy space-man. They were trying to find out if changing the angle of the beam of light affected the size of the shadow. The teacher, through her skilled questioning, enabled the class to see that the test would only be fair if there was only one variable, for example, changes to the angle of the beam of light while keeping all the other apparatus used in one place. Pupils were encouraged to predict what would happen to the shadow. Some were right and others were wrong, but they all learned from the experience. Teachers try to link all the science to examples in pupils' everyday life. For example, pupils in Year 3 were making a study of human teeth. This was well linked to tooth decay and an understanding that some foods can damage the teeth more than others. The teacher enhanced the topic very well by inviting a local dentist to come and speak to the pupils. Another

strength is the emphasis given to using the correct scientific words and building up a good scientific vocabulary. For example, pupils in Year 6 know words like 'predator', 'prey', 'producer' and 'consumer', from the work on food chains. They also accurately use words such as 'opaque', 'transparent' and 'translucent' in their study of light.

88 Teachers' planning is usually good but sometimes there is little evidence of different work planned for the different abilities in the class. This is mainly because useful assessment procedures have only just been introduced and the teachers have not obtained information from these assessments to identify the strengths and weaknesses of individual pupils. The progress of pupils is not always as rapid as it could be.

89 The subject leader provides good leadership and is supporting the subject well. For example, he has provided in-service training for the teachers on various aspects of science, has ensured that resources are good and inspects teachers' planning regularly. He has recently introduced assessment procedures and will be evaluating the value of these shortly. The science curriculum is enhanced in a number of ways. For example, pupils visited the Science Museum, went to the Empire Theatre to see, "The Michael Faraday Show" and some pupils have visited the Planetarium. The school grounds are used on occasions as a resource for learning. During the residential visit for pupils in Year 6, the contrasting environment of the Lake District forms part of their studies.

## **ART AND DESIGN**

90 Judgements are based on evidence taken from a scrutiny of work on display, discussions with the co-ordinator and from planning documents. No lessons were seen during the inspection. Standards of work match those expected for pupils aged seven and 11 years of age. All pupils, including those with special educational needs, are achieving soundly. It was a similar picture at the last inspection.

91 Although it was not possible to see any art and design lessons during the inspection, the work seen and an examination of the planning indicates that the teaching is at least satisfactory. The school has experienced an unsettled period in the subject until the head teacher took over as co-ordinator at the beginning of this school year. The school has identified art and design as an area for development and the subject is due for a complete review this year. The school intends to look at the complete art and design curriculum combining the teaching of skills with ways in which the school can use art and design to support the teaching of other subjects. At the present time the subject is not used effectively enough to support other areas of the curriculum. The school has identified that teachers' knowledge and understanding of art and design and the skills needed to teach it are underdeveloped compared to many other subjects.

92 This year great emphasis is being placed on the value of observational drawing throughout the school, particularly of natural materials. Skills are at an early stage of development and while pupils' drawings are increasingly accurate there is little indication of different grades of pencils being used to produce effective shading. Many of the drawings consist of a pencil outline, which is then coloured in. Pupils in Years 1 and 2 build on the experiences gained during the Foundation Stage. Pupils in Year 2 worked on computers and used a paint program effectively to produce geometric designs in the style of Piet Modrian. They investigated textures from the environment, such as a manhole cover, the surface of the playground, and a planed piece of wood with a knot. Rubbings were taken which were then compared with photographs. Pupils in Year 2 used old family photographs imaginatively, during their study of the First World War. After studying posed photographs of people in uniform, they made pencil sketches, and then dressed up trying to reproduce a similar pose for a modern photograph to be taken.

93 A good variety of reproductions of famous artists are on display in the corridors making pupils aware of different styles of painting but little work was on display showing that pupils have studied these in depth. A small display of pictures of African batiks and Islamic wall hangings were

the only examples of non-western art. The leadership and management of the subject has recently been taken over by the head teacher and work to develop teachers' confidence has just begun.

## **DESIGN AND TECHNOLOGY**

94 It was not possible to observe more than two design and technology lessons during the inspection. However, from the scrutiny of the pupils' past work, together with an examination of the detailed planning and supporting documentation, it is possible to judge that standards at the end of Year 2, and by the time the pupils leave the school, are broadly in line with those expected. All pupils, including those with special educational needs, achieve soundly. It was a similar picture at the last inspection.

95 The pupils' experiences of food technology and the opportunities to assemble products are satisfactory overall. Pupils in Year 1 make moving pictures, while in Year 2 they make sound quality vehicles out of wood and card. In Year 3, they design and make a photograph frame, while Year 4 pupils make good working alarms with simple circuitry. Year 5 pupils design and make satisfactory moving toys, while Year 6 pupils design and make a model fairground, using belts and pulleys.

96 There is a subject policy and a scheme of work that gives good guidance to teachers. The quality of teaching in the lessons observed was satisfactory but there are weaknesses in the systematic development of designing and evaluation skills as pupils move through the school. Some long periods of time between projects and a lack of time to complete activities also restricts progress in some classes.

97 The subject is soundly led by the co-ordinator. Resources are satisfactory and the curriculum offers opportunity for pupils to work with a suitable range of materials. The use of ICT to support the curriculum is sound.

## **GEOGRAPHY AND HISTORY**

98 Pupils' attainment at the end of Year 2 and Year 6 matches the expectation for their ages in subjects. Judgements about attainment in both subjects are supported by an analysis of pupils' previously completed work, a review of teachers' planning, an evaluation of classroom displays and discussions with pupils and teachers. All pupils, including those with special educational needs, are achieving soundly. At the time of the previous inspection judgements about pupils' attainment at the end Year 6 indicated that standards were above those expected in both subjects. Since then there has been more emphasis on developing national initiatives in literacy and numeracy, with less time being spent on teaching history and geography, which accounts for the changes in standards in Year 6.

99 In history, pupils in Years 1 and 2 are developing a sound understanding of the passage of time, and can distinguish between the past and present. This was clearly seen in a lesson for pupils in Year 1 on the Great Fire of London, when pupils could correctly sequence the events leading up to the fire. Higher attaining pupils in the class could describe how and where the fire started with accurate dates. The development of historical skills is continued in Years 3 to 6 when the pupils study a number of themes to develop their understanding of past civilisations. For example, pupils in Year 6 compared and contrasted the differences of the alphabet of the Ancient Greeks and present day English, and how this helps historians and archaeologists translate inscriptions found on coins and pottery. Pupils in Year 3 used Internet websites and reference books to find out how the Anglo Saxons lived. They discovered that they lived in wooden huts in village settlements, and found the Roman settlements in ruins.

100 In geography, pupils in Years 1 and 2 are able to contrast physical and human features soundly in a particular locality. Year 2 pupils identify different features on the island of Struay, such as the shop and bridge, and physical features such as rivers and mountains. They also know that there will need to be different transport systems to visit the Isle of Struay. High attaining pupils in Year 1

know and understand that London is the capital of Britain and it is a city that is large and busy. Pupils in Years 3 to 6 continue to build and develop their skills in geography. Pupils in Year 6, for instance, have undertaken work satisfactorily on the water cycle, and can describe which rocks allow water to pass through and those that don't. They also know and understand how an ox-bow lake is formed on a flood plain, due to a meandering river. Year 5 pupils use large-scale Ordnance Survey maps to identify physical features such as fells, valleys and rivers using coloured coded keys. Pupils in Year 3 have undertaken a good survey of how people travel to work in the local area of Fatfield, and use the cardinal points of the compass to describe which direction to take when travelling from Exeter to Sunderland.

101 All pupils have positive attitudes towards their work in history and geography. They are keen to share their work and celebrate that of other pupils. This was seen in a Year 5 geography lesson when pupils helped each other to identify features on a large-scale map of the Yorkshire Dales. They use their literacy skills well in both subjects, for example, using the words such as, 'settlement' and 'translated' in history, and 'physical' and 'features' in geography. This, and the encouragement to use their speaking and listening skills makes a positive contribution to the development of literacy overall. The teaching of history and geography makes a positive contribution to pupils' moral, social and cultural development. For example, these are supported by a visit to Beamish Museum by pupils in Years 1 and 2, and a visit to Segedunum and a Roman site, by pupils in Year 3.

102 The overall quality of teaching in both subjects is good. All teachers use their good subject knowledge well to plan work that holds the pupils' attention and interest. This was demonstrated in a history lesson for pupils in Year 3, when the teacher used the oral explanation to interest and stimulate pupils about the Anglo Saxons, and to take their learning forward by using reference books and computers. Teachers use questioning and intervention well to develop pupils' knowledge and understanding about both subjects. For instance, in a Year 6 lesson on the Ancient Greeks, the teacher moved effectively around the classroom offering suggestions to different groups of pupils when translating their messages from English into Ancient Greek words. All teachers manage the pupils very well. This helps to build a very positive relationship between staff and pupils, which in turn enables the pupils to learn effectively. Although the teaching staff use computers to support learning in the two subjects, there is not yet a consistent enough approach to this across the school. The good displays of pupils' work in both subject areas, such as the one in the main entrance area on the Water Cycle, are effective in maintaining the interest of all pupils.

103 The leadership and management of both subjects are good. The co-ordinator is experienced and dedicated to ensuring the profile of history and geography remains a priority in the curriculum. She is also keen to improve the well-stocked resources and artefacts by purchasing more resources to support learning about Anglo Saxons. These are stored centrally and are accessible to staff and pupils. The co-ordinator monitors planning on a termly basis, and undertakes a scrutiny of pupils' books and displays to ensure progression and continuity in both subjects. She has also undertaken lesson observations of her colleagues in geography, and will undertake future observations in history lessons. There are good policies for both subjects, and the scheme of work follows national guidance.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

104 Pupils' attainment in Year 2 and Year 6 are above national expectations, and all pupils including those with special educational needs are achieving well. It was a similar picture at the time of the previous inspection. Since the last inspection the school has made good improvement in its provision. There are 32 net-linked computers with appropriate 'closed system' available for use in school. There are now five computers in the computer suite and six computers in the library with printers. In each classroom there are three computers with printers to support pupils' learning during the lessons, although computers are not used to support learning as often as they might and pupils miss opportunities to extend their learning further. Since his appointment over a year and a half ago, the subject leader has led and managed the subject well, and has been instrumental in giving all the staff confidence and support, in delivering all the strands of the subject. The co-ordinator is aware

that the subject needs to be further integrated across the whole curriculum, and the school needs to update its computer software, for example in mathematics. The school has a good policy and scheme of work, which has been redefined to reflect the school's approach in teaching and delivering ICT. Although there are no formal whole school assessment procedures in place, the co-ordinator has been trialling different procedures, and after undergoing local authority training, is hoping to put a system in place before the end of the academic year. He monitors planning on a termly basis. The school has its own website, which is used by teachers and pupils in accessing information and resources, for use in lessons.

105 The quality of teaching is good. Teachers have good subject knowledge and understanding. They use the equipment confidently and effectively to demonstrate how to use a particular function or piece of software. For example, in a lesson for pupils in Year 6, the teacher who is the subject leader used the interactive whiteboard well to show pupils how to use spreadsheets and store information. Teachers also have good relationships with the pupils and communicate clearly what they want them to undertake when using computers to support their learning. This was seen in a Year 3 history lesson, when the teacher used the Internet for pupils to research living conditions in Anglo Saxon Britain. She used both the computers in the library and in the computer suite and classroom, so that the pupils could work independently when compiling their information. All activities proceed with good pace, and teachers use questioning techniques and give guidance effectively. This was seen in a Year 5 lesson, when the teacher prompted pupils when accessing information from websites on the Victorians. In all lessons and activities observed, the pupils have good attitudes towards their work, and treat all equipment with respect. They are keen to learn and increase their skills. All pupils learn how ICT can affect their lives. Work is linked to real-life situations, such as accessing information from different websites on the Internet. The pupils used the mouse to double click and highlight the information they wished to use, and typed with both hands when they were recording it in their own files. In a Year 6 lesson, high attaining pupils could confidently access a spreadsheet program and see the connection to mathematics when typing in cell references, such as A4 x A2 to complete the spreadsheet before saving it. Lower attaining pupils needed adult support to help with entering the correct cell reference. Pupils across the school also have access to working with control technology such as using a floor robot roamer well. Pupils have experience of using many different programs on the computer, and know how to use the different icons to create different images. For example, pupils in a Year 1 lesson could use a program to count up to 20 and successfully paired different animals together, using the mouse to double click on the correct icon. Pupils in Year 2 also use the 'Paint' program to create abstract pictures in the style of Mondrian. This is a good link to art and design.

## **MODERN FOREIGN LANGUAGES**

106 The teaching of Spanish forms an integral part of the weekly curriculum and all pupils from Years 1 to 6 benefit from the services of a qualified teacher of the Spanish language. Only one lesson was seen during the inspection and, although it was not possible to make a judgement on attainment, the progress made by the pupils, including those with special educational needs, was very good. A discussion with staff and the chair of the governing body indicates that the teaching of Spanish enhances the curriculum, gives an insight into the culture of another country and helps some pupils when they visit Spain at holiday times. This provision is very popular and supported by parents. The subject was not taught at the time of the last inspection.

107 The quality of teaching is very good. During the one lesson seen, for pupils in Year 5, the teacher spoke in Spanish for the whole period. Pupils responded well to this technique as they realised that they had to pay close attention at all times. The teacher used short simple classroom commands, short statements and questions. She had a very good relationship with the pupils, knew their individual names well and directed her questions to different pupils. The teacher had high expectations and assumed a simple response each time. She reinforced these basic questions and statements by repeating them over and over again. This method worked very well and, although pupils answered in a low, hesitant voice at times, they visibly gained in confidence by the end of the lesson.

108 The subject is enhanced by an extra-curricular activity and by notices and signs, written in Spanish, throughout the school. The subject also has a community link as a small number of adults and some parents join in with the classes.

## **MUSIC**

109 Music is valued in the school. No lessons were seen in Years 1 and 2 therefore no judgements are made on attainment or teaching for pupils at the age of seven. The attainment of pupils at age 11 is in line with that expected for pupils of this age. This would appear to be a decline in standards since the last inspection. However the school has had an unsettled period with limited leadership since the last inspection and there have been a number of staff changes. A new subject leader was appointed last September and the subject is now moving forward again.

110 Music is suitably used at assemblies to act as a focus as pupils lead in and out. Opportunities are lost to develop knowledge or listening skills by identifying features of the chosen music. However, during the weekly singing practise, the teacher used the music successfully to challenge pupils to identify the flute, being played in the recording by James Galway as they came into the hall. Lively teaching during this session resulted in pupils enjoying singing and making sound progress. When learning a new song, they identified changes in rhythm between verses, and when practising a known song, chosen pupils very effectively provided an accompaniment on tambourines.

111 Both lessons seen in Years 4 to 6 were taken by the subject leader. Teaching was lively and enthusiastic and backed up with very good subject knowledge. Therefore pupils enjoyed their lessons and made good progress, as well as gaining in self-confidence in their own musical abilities. In a Year 4 lesson pupils were given a set rhythm and three chime bars and successfully composed their own tunes which they then performed to the rest of the class. Through very good monitoring and support by the teacher, pupils improved their performances and applauded each other. Equally good teaching in Year 6 encouraged pupils to work hard to develop songs and supporting acts for a Music Hall performance, later on in the year. Although the teaching seen was of good quality, a discussion with the subject leader and head teacher indicated that teachers' confidence and subject knowledge is not generally strong. This subject has already been identified as an area for further development in order to raise standards further. A choir, which at present is open to Years 5 and 6, but is to be extended to Year 4 provides older pupils with the opportunities to develop their singing, and to take lead roles in concerts and in assemblies.

112 The new co-ordinator has made a good start towards developing the subject by doing a complete audit and drawing up an action plan. Teachers' planning is monitored and there are plans for demonstration lessons and in service training, to increase teachers' confidence and subject knowledge.

## **PHYSICAL EDUCATION**

113 It was not possible during the inspection to see all aspects of physical education. Nor was it possible to make a judgement on attainment over the full range of the curriculum. However, from the lessons seen and from evidence obtained from the subject leader, attainment is above that expected for pupils' ages in dance, gymnastics, games and swimming at the end of Year 2 and Year 6. All pupils, including those with special educational needs, are achieving well in these areas. This level of attainment is higher than the judgements made at the time of the last inspection.

114 Most pupils demonstrate good co-ordination. Their performance in dance and gymnastics shows precision, control and fluency. For example, pupils in Year 2 were able to develop a good sequence of actions with turns, roles and spins, incorporating a change of speed and direction. Many demonstrated their ideas to the rest of the class with standards above those expected for their ages. Pupils are able to sustain physical activity over a good period of time. For example, in a games lesson

for pupils in Year 3, they were asked to invent a game involving dribbling or bouncing a ball round a course of large and small cones, followed by the ability to score, by putting the ball through goal posts or into a hoop. This was a well thought out idea by the teacher. The pupils used their imagination well, but above all they persevered throughout the whole lesson, practising and improving their ideas. Pupils' capacity to sustain physical activity was demonstrated well during a swimming lesson for pupils in Year 4. They worked very hard to improve their performance, using a range of different swimming strokes. By the time pupils leave the school, almost all swim at least 25 metres and some, much further. The quality of teaching is mainly good, with some very good teaching. Teachers demonstrate that they have a good knowledge of how to teach physical education. This was demonstrated well in a dance lesson for pupils in Year 6, where pupils were creating a sequence of movements based on feelings, such as anger, surprise and happiness. The teacher was well aware of the shyness and self-consciousness of some of her pupils. She overcame this very well by giving an excellent demonstration herself, which encouraged and motivated all the class. The lesson built well on this initial success and very soon many pupils put a great effort into their performance with the teacher encouraging them to demonstrate to others. Teacher's planning showed that this dance sequence will be accompanied by appropriate music in future lessons, which will challenge pupils' abilities further. This step-by-step approach is obvious in all lessons and is the main reason for the good teaching. The teaching is enhanced further by the very good relationships that exist between the teachers and the pupils, which motivates them and encourages the very positive attitudes they have to physical education.

115 The subject leader is new and has only been in the post since September but already he has analysed and evaluated physical education provision and identified areas for further development and is now providing sound leadership. He is working closely with the secondary school, which has been designated as a Sports Status College. Teachers from the secondary school have provided in-service training in Fatfield Primary School. The subject is very well enhanced by a good series of extra-curricular activities and sporting competitions with other schools. In some of these, the school has achieved very well. For example, the football team came second in the local school league and second in the local swimming gala. Outside coaches in netball and hockey visit the school and work with different age groups. There have been weekly visits from Sunderland Football Club and two boys have been asked to join their junior section. Outdoor and adventurous activities take place during the residential visits to the Derwent Hill Centre in the Lake District and to the Kingswood Centre.

## **RELIGIOUS EDUCATION**

116 It was only possible to see one lesson of religious education during the inspection. However, from the scrutiny of pupils' past work, together with an examination of the detailed planning and supporting documentation, it was possible to make a judgement on standards.

117 The pupils make satisfactory progress in religious education and at the end of Year 2 and Year 6, their attainment is in line with the expectations of the syllabus taught in the local authority's schools. It was a similar picture in the last inspection. However, good progress has been made since the last inspection because teachers' planning is more rigorous and is based on secure foundations. The school's scheme of work now enables the required areas of study to be covered throughout the school. This was not so in the last inspection. There is a good balance in the time allocated for each topic to allow for major religions of the world to be studied in sufficient detail.

118 Pupils have a good appreciation of the importance of faith and ritual across a number of different religions, and are beginning to make comparisons between them and their own lives. Alongside Christianity, pupils also have a sound understanding of Islam, Judaism and Sikhism. Pupils are encouraged to discuss moral and social issues as part of the religious education curriculum, which helps the development of their debating skills. Year 1 pupils learn about 'belonging' in Buddhism, while pupils in Year 2 know the key features of Jewish homes. In Year 3, pupils have a satisfactory knowledge of Jesus and the Guru Nanak, while in Year 4 they understand the rites of

passage and the main features in the main religions. In Year 5 pupils appreciate the concept of 'Christian Charity', while in Year 6 they know that most religions have holy books. All pupils, including those with special educational needs achieve soundly.

119 The quality of teaching is satisfactory. Teachers are able to use the very good range of resources, including books, posters and artefacts to promote the pupils' knowledge of different faiths. This was seen in a lesson for pupils in Year 4 taught by the subject leader. The teacher's good knowledge and use of resources help pupils to know about some important aspects of Muslim social life, such as what happened during the different celebrations and the central role played by the Mosque. ICT, is, however, not used to support teaching and learning. There are opportunities to link with local places of worship such as Durham Cathedral, and the teachers use the expertise of visitors when appropriate, including a lay preacher from a local Church. Opportunities for spiritual development and reflection occur in whole school assemblies and these are sometimes linked to lessons in religious education. The subject co-ordinator gives sound leadership. She has ensured that the provision for the teaching of religious education has improved since the last inspection, where it was a key area of weakness.