

INSPECTION REPORT

LOCKWOOD PRIMARY SCHOOL

Boosbeck, Saltburn by the Sea, TS12 3BL

LEA area: Redcar and Cleveland

Unique reference number: 111533

Headteacher: Mrs Julie Green

Reporting inspector: Mr Bruce MacFarlane
12411

Dates of inspection: 4 November - 6 November 2002

Inspection number: 247119

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Boosbeck Saltburn Cleveland
Postcode:	TS12 3BL
Telephone number:	01287 650238
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Tony Scoffin
Date of previous inspection:	1 December 1997

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11392	Terry Heppenstall	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for it's pupils? How well does the school work in partnership with parents?
4432	Alan Heinzman	Team inspector	Geography History Religious Education Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
6896	Barbara Jordan	Team inspector	English Music English as an additional language	How well are pupils taught?
22227	Michael McCabe	Team Inspector	Mathematics Design and Technology Physical Education Special Educational Needs	
18404	Kevin Willis	Team Inspector	Art Curriculum for children in the foundation stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lockwood Primary School is situated on the edge of Boosbeck village and serves the Boosbeck community and the other pit villages of Margrove Park and Charltons. With 202 pupils, including the nursery, the school is about the same size as other primary schools. The school admits children into the purpose-built nursery after their third birthday. These children attend part time, 22 in the morning and 16 in the afternoon. Children enter reception year in the September following their fourth birthday. There is a marked number of boys in most classes; overall, there are 10 percent more boys than girls in the school. The ethnic background of almost all the pupils is white with United Kingdom heritage. English is the main language of the one pupil from another ethnic background. The school has identified 15 per cent of its pupils as having special educational needs, which is less than the average found nationally. A further 8 per cent have been identified as higher attaining pupils. Approximately one per cent of pupils have a statement of special educational needs, which is below the national average. The nature of pupils' special educational needs includes physical and emotional and behavioural difficulties. The proportion of pupils eligible for free school meals is 23 percent, which is broadly average. The school is part of the East Cleveland Education Action Zone (EAZ) and pupils are drawn from a wide geographical area with nearly a quarter from outside the catchment area. They come from homes with a wide range of social and economic advantage and disadvantage. The children's attainment when they start school is broadly average.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good education for its pupils. Children enter the nursery with performance in line with expectations for their age. By the time they leave the school at the age of 11 most attain standards that are at least average in mathematics and a high proportion attain standards that are above average in English and science. The leadership and management of the school are very good and there is a clear educational direction for the school's work. The staff work well as a team and with the governing body to the benefit of the pupils. Teaching is good and so pupils achieve well. The size of the school has grown since the last inspection and this is due to the school's improved standards. The school provides satisfactory value for money.

What the school does well

- Teaching is good or better throughout the school.
- The head teacher leads and manages the school very well and the good teamwork ensures all staff are committed to raising standards.
- There is a very high level of care for the pupils and procedures for their welfare are very good.
- The very good relationships effectively promote pupils' enthusiasm for and positive attitude towards school
- Curriculum enhancements including the positive use of the resources it attracts as part of the EAZ
- There is effective monitoring and evaluation of the school performance in the core subjects.
- All pupils, whatever their background and ability are fully included in all of its life and work
- Parents have very positive views of the school

What could be improved

- Consistency in the use of the short period of time at the beginning of the school day
- Punctuality at the beginning of the day
- Recording of the progress of pupils with special educational needs in order to further motivate these pupils
- The adequacy of the accommodation

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 December, 1997. The overall quality of teaching has improved, with a much higher proportion of it being good or better than was previously the case. The school's Learning co-ordinator has successfully trained and helped staff to extend their teaching styles for all pupils including higher attainers. The

school has put into action plans to develop teaching skills linked to literacy, underachieving pupils, boys attainment and pupils in Years 3-6. This has been very successful and all pupils have benefited. Standards in English, mathematics, science, art and design, physical education information and communication technology, music and design and technology have improved; in all other subjects, standards have been maintained. There have been good improvements in the school's curriculum framework and policies are in place for all subjects, with effective curriculum planning linked to national guidance. The curriculum is regularly monitored by the subject co-ordinators as well as during the annual curriculum review day. The monitoring of pupils' progress is good. The school improvement plan is now an effective working instrument for the implementation of the strategy of the school and the governing body.

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	C	B	A
Mathematics	C	B	C	B
Science	A	A	B	A

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Children make good progress and standards by the end of the foundation stage are in line with those expected. In the 2002 national tests for pupils in Year 2, results are above average in reading tests and in line in writing. The results in mathematics are below the national average. When compared to similar schools, pupils' performance in national tests in reading is well above the average for seven year olds and above average in writing. In mathematics the standards are in line with those in similar schools. Pupils achieve well and in the current Year 2, pupils' standards in reading and writing are above what is expected of pupils of this age. Standards in mathematics and science are at the level expected for pupils at the age of seven. Standards are satisfactory in all other national curriculum subjects except design and technology and physical education where it is above.

In the 2002 national tests, 11 year olds in the school attained above average results in English and science and were in line with the national average in mathematics. When compared to similar schools, pupil's performance is well above average in English and science and above average in mathematics. The good results are linked to the number of higher attaining pupils and the increased performance of the boys within the school in that summer term. In the current Year 6, pupils' standards are at least in line with national averages in English and above in mathematics and science. The current standards in English are different to the national tests for 11 year olds because there were more pupils who attained the higher levels in English skills last year. The standards in mathematics and science have risen and this is because of the good quality of teaching and breadth of curriculum that pupils receive within this key stage. The progress of high attainers is good. The lack of space for the teaching of brass instruments and library skills has a limiting effect on the pupils' learning in these areas. By the end of Year 6, pupils attain average standards and make satisfactory progress in all other subjects of the curriculum with the exception of religious education, physical education and ICT where the pupils' performance is above the national expectations for 11 year olds. Taking the results for the last four years, though varying from year to year, overall the school has been performing broadly better than the national trend in the core subjects. Until recently, boys' performance at ages seven and 11, in English, science and mathematics has been below national average for their age and below that of girls in the school. The school's long term planned approach is well implemented and the attainment of boys is beginning to increase. The progress of pupils with special educational needs is good. The school is setting realistic targets for improvement in English, mathematics and science standards for Years 3-6 and is making good progress towards them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have good attitudes to school and their work. They are interested and involved in the work, at times working with great perseverance, as in the investigations in science
Behaviour, in and out of classrooms	Very good. Around the school pupils behave thoughtfully towards each other and help to make the school a well-organised community. They clearly understand the differences between right and wrong.
Personal development and relationships	Very good. Relationships within the school are very good. Pupils respond well to the program for personal, social and health development. The school includes all pupils in all aspects of its life and work and all pupils are treated equally. A 'buddy' system between pupils is particularly effective and helps to create a sense of harmony in the school as older pupils care for younger.
Attendance	Satisfactory. Attendance is satisfactory. It is improving due to school's significant efforts to improve attendance

Children in the foundation stage make good progress in gaining confidence and in developing learning skills. Throughout the school politeness is the accepted norm; pupils are considerate to each other and to adults. The school has good procedures to ensure that pupils with a wide variety of needs are taught in the classroom alongside their peers. Punctuality is unsatisfactory at the beginning of the day.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
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 quality of teaching is good and has improved since the previous inspection with no unsatisfactory teaching observed. In the Foundation Stage, the quality of teaching is good, much of the teaching is directed at developing the early skills of reading, writing and number through all of the areas of learning. Throughout the school the quality of teaching is also good. As a result, most pupils achieve well as do pupils with special educational needs. Overall, the achievement of higher attaining pupils is good. Pupils work independently and the amount of work produced is good. The teaching of physical education is very good due to the highly developed subject knowledge of the teachers. The teaching of basic skills in literacy is good and this has a positive effect on pupils' learning. The teaching of basic skills in numeracy is satisfactory. Pupils are able to apply their literacy skills in other subjects of the curriculum. The teaching of brass instruments and library skills is limited by the confines of space and rooms available for these activities. The strengths in teaching include the use of questioning and the way the teachers manage the pupils' learning and organise the curriculum. Teachers provide interesting and varied activities helping pupils to think and express opinions. Although teaching in the period at the beginning of the day is satisfactory, there is too short a time for effective learning, and pupils who arrive after the lesson has started have insufficient time to pick up the content before assembly.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Personal and social education is effective in helping pupils to progress well in their personal development, notably self-esteem and awareness of others. The curriculum is enriched with a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils with additional physical difficulties play a full part in the curriculum including outdoor and adventurous residential activities. The school also tries very hard to accommodate pupils with significant behavioural difficulties working in close partnership with other specialised provision within the local education authority
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision reflects the aims and values of the school. There are good opportunities where pupils can take turns to share their feelings and ideas. These are actively used for teaching the skills and attitudes they need to respect and understand a range of beliefs and traditions. The school's programme for personal, social and health education is effective, helping pupils to make good social and moral development.
How well the school cares for its pupils	Very good. The school knows its pupils very well. The learning contract contains very useful outcomes, which are shared with pupils and their parents. Provision for health and safety, child protection and supervision is very good

The high standard for pupils' welfare, noted in the previous inspection has been maintained and improved in some areas. Lunchtime supervision is good and the 'star' pupil reward system is valued and well understood by the pupils. Since the last inspection the school has developed a comprehensive system of assessments. There is clear evidence that parents view the school as good. The governors' annual report to parents does not satisfy requirements as there is no section on the progress of pupils with special educational needs indicating how the pupil can improve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Leadership and management are very good. The head teacher provides clear educational direction and uses a variety of leadership styles to move the school forward. All staff are involved in decision making and show a strong commitment to support the personal development of pupils and raise standards.
How well the governors fulfil their responsibilities	Good. The governors are effectively involved in the strategic planning and direction of the school. They are clear about what the school is doing and why. Governors are committed to raising standards.
The school's evaluation of its performance	Good. The head teacher, senior management team and other staff rigorously analyse the school's performance in National Curriculum tests and set targets for improvement with the governing body. The school is clear about what needs to be done in order to raise attainment.
The strategic use of resources	Very good. The head teacher has made very good use of grants to support the raising of standards. Teachers plan well for the use of resources. The deployment and use of the non-teaching staff is always effective. Due to the success of the school the number of pupils now means that the school has insufficient space to carry out the demands in the curriculum The teaching of library skills is limited by

small, inappropriately resourced areas.

The school has an appropriate number of staff and a good and well used range of learning resources. It has a high decorative standard of accommodation, though there is not always sufficient space for quality teaching, for example, the staffroom is used for teaching brass instruments and does not have appropriate learning resources. The application of best value principles is good, the governing body and staff as a whole has a keen eye to ensure that money is spent wisely, for example, searching the Internet to compare costs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school• They feel comfortable about approaching the school with any questions• The school's expectation that all children should work hard and do their best• The school helps children become mature and responsible• The children's progress• The teaching is good	<ul style="list-style-type: none">• The range of activities outside lessons• More information about their child• More work for the pupils to do at home

The inspection team found that the parents' positive comments about the school were justified. The team does not agree with the areas that parents would like to see improved. There is a good range of activities that happen outside lessons, a detailed picture of competence in core subjects is provided and the usefulness and the amount of work to do at home is satisfactory and at times good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the nursery is broadly as expected for their age. The effective teaching enables children to achieve well and make good gains within all areas of learning, particularly in their personal and social development and in their language skills.
2. Children continue to develop social skills and make steady progress in reception. By the time they transfer into Year 1, most have satisfactory skills and attain the learning goals identified as typical for their age in their personal, social and emotional development, creative development and physical development, communication, language and literacy, and knowledge and understanding of the world. Some still struggle with mathematical skills. Staff in the foundation stage give a high priority to developing children's personal and social development and so the children are well settled into school routines and are confident in moving about their class bases.
3. On the basis of current work, pupils' standards by the age of seven in reading and writing are above what is expected of pupils of this age. This is an improvement since the last inspection. Standards in mathematics and in science are satisfactory and have been maintained since the last inspection.
4. In 2002, the school's performance in the national tests for pupils aged seven was above average in reading, in line with the average in writing and below the average in mathematics. When compared to similar schools the performance of the pupils aged seven was well above average in reading, above average in writing and in line with these schools, in mathematics.
5. Over the last few years, the performance in comparison with all schools nationally at the end of Year 2 has been variable with an overall slight upward trend in English and mathematics, although this increase is less marked in mathematics.
6. The variability in the results may be due to the size of Year 2 classes and the ratio of boys to girls. The numbers of pupils in some classes were below average for this size of school and boys outnumber girls by 10 percent. The improvement in English compared with the previous inspection may be due to the consistently good teaching in Year 2 with a focus on English. The smaller increase in mathematics compared to English may be due to the school having only recently identified mathematics as a high priority. The success of the school's long term priority to increase the performance of boys is reflected in the greater improvement in reading and writing. The school's emphasis on increasing the quality of teaching, the performance of boys and a focus on literacy are beginning to have a positive effect on results.
7. At the end of Year 2, standards are satisfactory in all other national curriculum subjects except design and technology and physical education where it is above. The school has used the EAZ support for physical education to improve the teaching skills and hence the skills of the pupils. In religious education, standards meet the requirements of the locally agreed syllabus.
8. Inspection findings indicate that, by the end of Year 6, pupils' performance is at least in line with national averages in English and above in Mathematics and science. The latter is an improvement since the last inspection.
9. In 2002, in the national tests, pupils' performance was above the average in English and science and in line with the average in mathematics. The current standard in science matches the national test results for 2002. The improvement in science compared to the last inspection is due to the training undertaken by staff and the use of a published scheme linked to national guidance. These have provided the staff with a very good basis on which to develop good scientific reasoning and understanding of content. The current standard observed in English is lower than those of the national test results for 11 year olds, in 2002, because there were more higher-attaining pupils in 2001 than this. The standards in mathematics have risen and this is because of the good quality of teaching that pupils receive within Years 3-6

10. When compared to similar schools the performance of the school's pupils aged 11 were well above average in English and science and above average with these schools in mathematics.

11. By the end of Year 6, standards are in line in all the national curriculum subjects with the exception of religious education, physical education and ICT where the pupils' performance is above the national expectations for 11 year olds. Standards are above average in physical education because teachers have a very good knowledge of what is expected and provide good opportunities for pupils to develop the skills in lessons and in after-school sporting activities. The computer suite, developed through funds from the EAZ and school PTA, the training undertaken by the staff, the comprehensive scheme of work and confident teachers have contributed to raising the standards in ICT. This, together with the satisfactory standards in music, is an improvement since the last inspection. In religious education, standards meet the requirements of the locally agreed syllabus.

12. The school has set realistic targets to maintain the standards it is achieving and plans to improve further on the percentage of pupils who perform above the expected standards (to reach Level 5) at the age of eleven. Boys and girls are now equally performing above the national expectations in all core subjects. Higher attainers make good progress. Targets have been set for individual pupils through the learning contract. This has involved discussions with pupils and their parents indicating what is to be undertaken by the school, the pupil and the parent. Pupils with special educational needs make good progress against the targets in their individual education plans and their statements of special educational needs.

Pupils' attitudes, values and personal development

13. The pupils like coming to school. This is acknowledged by the pupils and their parents. Attitudes to work are good and sometimes very good, which is an improvement since the previous inspection. Pupils of all ages contribute well in lessons; for example, there is no shortage of volunteers to answer questions. They are attentive, work purposefully and they are pleased with success. This was seen particularly in a Year 2 physical education lesson, when they were putting together a combination of movements

14. Behaviour is very good in lessons and around the school. Parents and pupils are satisfied with the standards. Standards of behaviour have improved since the previous inspection. Self-discipline is evident in all year groups. The approach and topics in the circle time, where pupils can take turns to share their feelings and ideas, build on the work in subjects. The youngest children develop good attitudes to school and behave well. For example, reception children behave well without direct supervision. The school is an orderly community, the pupils are courteous and they respect property. There are no signs of malicious damage inside the building. Discussions with the pupils indicate that little, if any, fighting occurs and no oppressive behaviour was observed during the inspection. There were no exclusions in the previous academic year.

15. The pupils are sensitive to the needs of others. This makes an important contribution, for example, to the school's ability to integrate pupils with disabilities and behaviour problems fully into the life of the school. Charities are supported and the pupils have a positive attitude to issues of race. Furthermore, the pupils listen attentively during contributions by their fellows. In Year 5 pupils enthusiastically share their solutions to three-dimensional mathematical problems. Relationships between all groups in the school are very good and the pupils are very confident in the support provided by their teachers. The pupils co-operate well with each other and the different age groups mix happily.

16. Personal development is good. Pupils are confident in their dealings with adults and, when appropriate, they take responsibility for their own learning. Unsupervised study is common. They respond well to opportunities to show initiative and take responsibility. For example, there is a buddy system in which older pupils have a pastoral role with younger children.

17. Attendance is satisfactory but was significantly affected in the last academic year by an outbreak of chicken pox. Prior to this, the attendance level was above the national average with a rising trend. There is no unauthorised absence but holidays taken in term time are a cause for concern.

18. Punctuality is unsatisfactory. Few pupils are very late but a relatively large number "drift in" during the first few minutes of the school day. When this occurs it can disrupt the first session and reduces its value.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of the teaching is good throughout the school and has improved since the last inspection. There were no unsatisfactory lessons. The proportion of good, very good and outstanding teaching has increased. There is some very good teaching of reading in most classes and examples of outstanding teaching in Year 5. The good teaching in the nursery and reception classes means that children make a good start to their education and make good progress in their learning. Teaching in Years 1 and 2 is mainly good and sometimes very good in the Year 2 class. In Years 3 to 6 teaching is mainly good with examples of very good teaching in all classes especially Year 6.

20. Teachers use a wide range of teaching methods in their lessons. They share the aims of the lesson with the pupils and this helps to engage the pupils with the subject and to motivate them to work hard. For example, in a good English lesson in Year 6, the aims for the lesson were written up and shared with the pupils at the beginning of the session. This helped them to link their current work to their previous learning and to know exactly what was expected of them. As a result, the pupils were quickly able to make correct decisions about punctuation in two complex sentences. Teachers provide opportunities within lessons for pairs of pupils to talk and work together. This strategy enables the pupils to support each other's learning; for example, in a Year 3 class pupils worked together to formulate an opening sentence for the story they had begun to write. These sentences were of good quality because of the well-focused discussion the pairs of pupils had. Another example occurred in a good geography lesson about water in Year 4 where the encouragement to talk in pairs supported the pupils' understanding of how water moves and contributed to their good progress in the lesson.

21. Teachers use questioning skillfully to reinforce pupils' understanding and to extend learning. Good questioning is used in all lessons and is often the means by which high attaining pupils are challenged to develop their thinking. This good match of questions to pupils' abilities also ensures that all pupils are fully involved in the lesson. For example, in a very good mathematics lesson in Year 5, the teacher extended the pupils' descriptions of the properties of various shapes through open ended questions which made them clarify their thinking and express themselves with precise vocabulary. The pace of lessons is usually brisk with no time for pupils to lose concentration. In all physical education lessons teachers used demonstration by pupils very effectively to encourage all pupils to strive for high standards and to develop their skills.

22. The teachers have very good relationships with their pupils. Pupils are well managed by all staff and this contributes to the good standards of behaviour throughout the school. Pupils' contributions to lessons are valued and they are praised for their efforts. For example, in a very good physical education lesson in Year 5 the teacher gave praise and encouragement, but only where it was deserved. All the pupils responded well to this, putting more effort into their work and extending their skills as a result.

23. Basic literacy skills are taught well in English lessons. All the teachers have worked hard to implement the national literacy strategy throughout the school. It is now well established and is the main way in which literacy skills are being taught. Throughout the school, time, outside of the literacy hour, is given to the teaching of reading, handwriting, spelling and on letter sounds in Years 1 and 2. This systematic teaching is having a positive and significant impact upon the development of pupils' skills for handwriting and spelling. This skills development, at times, takes place during the short period before assembly. There are times when this work, or other subjects taught at this time, is rushed and has to be finished off after assembly. At other times a considerable number of pupils come in late and do not catch up with the rest of the class. This short period of time is not consistently used to good effect across the school. The impact of the additional time, after lunch, for reading has yet to be felt in the standards of comprehension in Years 5 and 6. In many lessons teachers plan opportunities to develop pupils' speaking and listening skills through responses to questions, time to talk in pairs and in plenary sessions. Teachers are careful to use the correct vocabulary for each subject. For example, in a good science lesson in Year 2, pupils worked in pairs to use a circuit to test materials to see if they conduct electricity or not. The teacher ensured that each pair used the correct scientific vocabulary to describe what was happening, which as well as developing their language also developed their skills of scientific enquiry. There were many good examples of pupils applying their

literacy skills in other subjects, including writing persuasive leaflets on the theme of Tudors, accounts of life in Indian villages and labelled drawings in science.

24. The national numeracy strategy is being implemented satisfactorily and numeracy skills are being taught soundly and systematically. The use of a mental mathematics starter at the beginnings of these lessons engages the pupils in explaining the mental strategies they use. They also gain an understanding of how to tackle mathematical problems as well as learning the rules and facts associated with problem solving. Pupils of all abilities, including those with special educational needs, are well supported in mathematics lessons. Teachers plan work that is challenging and interesting yet understood by pupils of lower attainment. Pupils in Year 4 learn how to use tables and graphs to sort information, by being paired with pupils who have a better understanding of what to do. Numeracy skills are used satisfactorily in many other subjects, including counting dance steps in physical education, mapping skills in geography, measurement skills when designing, making a model playground and ordering historical timelines

25. Teachers approach the teaching of basic skills in ICT with proficiency. Their knowledge is conveyed to the pupils, who develop sound skills in Years 1 and 2, through a 'can-do' atmosphere. In Years 3 to 6 basic ICT skills are being taught well. The pupils develop knowledge about the software programs and use related skills to solve problems. By Years 5 and 6 they are using a good range of programs to produce newspapers and well-composed subject related leaflets.

26. Teachers' subject knowledge is generally good and is a main reason why pupils are making good progress. Since the last inspection staff have had training with the consultants for the national strategies and training on teaching and learning. The good team ethos and relationships among staff have helped them to develop their own knowledge and skills with confidence. A good example of this is music, which at the time of the last inspection was found to be unsatisfactory. The teaching in music is now at least satisfactory and this is due to enthusiastic support from the subject co-ordinator, staff training and the provision of a detailed scheme of work. Due to the shortage of space some lessons for the teaching of brass instruments are limited by having to take place in the staffroom, which is not equipped with appropriate learning aids.

27. Teachers' planning is good. The adoption of the national strategies for literacy and numeracy provides a clear framework for planning in mathematics and English. The use of national guidance means there is also consistency across the school in planning for other areas of the curriculum. The teachers clearly identify what they expect the pupils to learn in the lesson and these aims are shared with pupils. The planning allows pupils to work independently during lessons and at a level that is appropriate to their ability. Examples of this were seen in English, science, history, religious education and mathematics. Procedures for assessing and recording pupils' progress and attainment are well established.

28. The use of assessment to promote pupil learning is good. The judgements are used to ensure that the work presented to all pupils is suitable to their current development as in the good variety of worksheets for individual pupils in the Year 3 project on package designs. Class teachers mark pupils' work regularly and positively. Following a consultation exercise on marking, teachers now give pupils feedback on their work through comments, which recognise and value what they have achieved but which also point out how the work can be improved. A very good example of the effectiveness of this is provided in the books of Year 6 pupils where they have been given feedback at the end of each stage of their playscript writing. The guidance they are given ensures that each pupil is able to achieve the aim of writing a playscript successfully.

29. The school has invested in a part-time teacher to work on a regular basis with high attaining pupils from across the school and with those selected for 'booster' classes. This is having a significant impact in ensuring that these pupils reach their potential levels of attainment. The quality of teaching for pupils with special educational needs is good throughout the school and so they make good progress against the targets in their individual education plans and their statements of special educational needs. Classroom assistants are very experienced and some have additional qualifications related to special educational needs. This results in classroom support that is well focused, but which does not prevent pupils from developing independence and which does not do the work for them.

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

30. The school curriculum is broad and balanced and effectively promotes the intellectual, physical and personal development of all pupils. There is a good range of extra curricular activities, which enhances it. There are a number of sporting activities including tag rugby, football, basketball and hockey. There are also recorder, line dancing, drama, ICT, art and French clubs. The school's provision is also enhanced by those provided by the EAZ to which pupils have access. The curriculum is regularly monitored during the annual curriculum review day, which ensures coverage and entitlement for all pupils as well as providing a very stable basis for curriculum development. Good improvements have been made since the last inspection with policies in place and effective curriculum planning linked to national guidance for all subjects. The curriculum meets all statutory requirements, including provision for religious education and those for children in the foundation stage, while taking account of the National Strategies for literacy and numeracy. There are constraints on the opportunities for pupils to develop their composing and performing skills through the lack of space in the school to accommodate their instrument lessons. All pupils in the school have equal access to the curriculum.

31. The curriculum for the foundation stage is good and is firmly linked to the early learning goals identified for this age group. Children are well prepared by learning the necessary knowledge and skills for their work on the National Curriculum at the beginning of Year 1. The school includes all pupils in all aspects of its life and work and has good procedures to ensure that pupils with a wide variety of needs are taught in the classroom alongside their peers. Provision for pupils with special educational needs has improved since the last inspection and is now good. This is because of the good teaching and support they receive in lessons. Support is well focused and classroom assistants are very experienced and some have additional qualifications related to special educational needs. The school tries very hard to accommodate pupils with significant behavioural difficulties. It works in close partnership with other specialised provision within the local education authority. The school also has good links with a range of other services such as speech therapy and educational psychology to ensure that pupils' needs are fully met.

32. The national literacy strategy has been very successfully applied across the school while the implementation of the Numeracy Strategy has been good. They are making an important contribution to the raising of standards at both key stages. Policies are in place for all other subjects and the school has successfully adopted and implemented national guidance and teaching materials. These schemes have been effectively modified, in some cases, to ensure that the needs of all ability groups, including the more able, are being met.

33. Guidance for religious education has been appropriately modified to meet local requirements. Teacher planning of the curriculum is good and includes a consideration of what pupils have learned in lessons so that work can be adapted to meet their needs. This planning also ensures that the needs of all ability groups and individuals are met through appropriate tasks, support and resources. Governors take an active interest in the development of the curriculum, receive regular reports at their meetings and meet with curriculum leaders as required.

34. The EAZ has made a major contribution in enhancing the curriculum through its additional funding and is strength in the school. It directly impacts on pupils' learning, for example, by providing funds, structures and organising courses. As a result, the school has been able to considerably improve its ICT provision. Staffing in the school has also been enhanced through the benefit of additional teachers for mathematics, Key Stage 2 and gifted and talented pupils as well as more teaching assistants to support lower attaining pupils. Those children that the school considers to be underachieving are also able to attend a range of activities out of school through the provision of transport to the different venues where they are held. Gifted and talented pupils can take part in a Summer School and a Numeracy Project as well as activities based on astronomy. Funding from the EAZ has also allowed the school to provide materials for an 'Action Words in the Nursery' Project and has enabled the nursery staff to make regular home visits to support parents in introducing literacy to their young children. This is valued by the parents and the school builds on this in the nursery. Teachers have also been able to benefit from additional training opportunities through increased financial support. This is seen in the improvement of standards in ICT and physical

education. There is also a range of indirect benefits. The EAZ raises the profile of education in the community through initiatives with parents and facilitates co-operation between schools.

35. The school is successfully addressing the issue of the lower attainment of boys in the tests each year. It has introduced a number of initiatives including increasing the range of books for boys in the school, especially non fiction books, providing additional adult support as appropriate and modifying the teaching and learning styles in the classroom to make learning more appealing to them.

36. The school has good links with partner institutions, as was noted in the previous inspection. There are good transfer arrangements with three secondary schools and Year 6 pupils are confident about the move. There are regular meetings between senior staff at the local schools and this has resulted, for example, in a co-ordinated policy for physical education. The school offers work placements to a range of students and provides good opportunities for teacher training.

37. Good links have been developed with the wider community and they contribute well to pupils' learning. A similar position was reported at the previous inspection. All classes visit a range of places from local churches and museums to farms and the coast, with extended activities to develop learning. The school is actively involved in the local community, for example, through public performances of dancing and theatrical events. There are many visitors to the school including local clergy, theatre groups, storytellers, writers, artists and poets that enhance the learning opportunities. There is a well organised residential visit to an outdoor centre in North Yorkshire, which gives Year 5 and 6 pupils the opportunity to succeed in a range of activities including rock climbing, tree climbing, orienteering, horse riding and canoeing. Pupils with additional physical difficulties play a full part in the curriculum including physical activities and the outdoor and adventurous residential activities. The school's involvement in Business Ambassadors, Tees Valley Music, Folk Music Artists, a sword dancing festival and soccer schools provides pupils with a better understanding of their community and local industry.

38. Provisions for the promotion of personal, social and health education are good. The framework for teaching these areas has recently been reviewed and there is now a well planned programme for the school which incorporates sex and drug education as well as citizenship. The development of the programme is well managed by an enthusiastic co-ordinator. Good use is made of visitors such as the police and justice support. Circle time has been effectively introduced in several classrooms as a vehicle for teaching the programme and provides an effective means of enabling pupils to talk more confidently about personal issues.

39. The provision for pupils' spiritual, moral, social and cultural development is good and has been maintained since the last inspection. Spiritual development is satisfactorily promoted in the school. There are well-planned daily acts of collective worship, including the weekly Praise Assembly, which offer opportunities for exploring values and beliefs, celebrating pupil achievements, saying prayers and quiet reflection. Local clergy and officers from the Guisbrough Salvation Army are regular visitors to these occasions. There are planned opportunities for quiet reflection in some religious education lessons but these are less well developed across other subjects. The school has effectively established clear values, which are emphasized by all staff.

40. Moral development is good. The behaviour policy encourages good behaviour at all times and staff work consistently to apply it. Consequently pupils behave very well in classes and around the school. The principles of right and wrong are encouraged as are honesty, fairness and respect. Relationships in the school are very good between pupils and with staff at all times. All adults who work in the school provide very good examples of the behaviour and attitudes the school wishes to promote. Pupils also have many opportunities to explore moral values in many lessons including religious education and within the school's programme to promote personal, social, health and citizenship education.

41. Social development is good within the curriculum and lessons. The school provides many opportunities through the extensive range of extra curricular activities in school and visits in the wider community. The many visitors and residential experiences offer further occasions for good social development. Pupils are encouraged to take responsibility; for example, older pupils help as monitors on many occasions such as during and after assembly and pupils help at social events. The very effective playground 'buddy' system' allows older pupils to support younger ones at playtime to ensure that they are happy and safe. Pupils are given regular opportunities to work

independently in groups and in pairs in classrooms, which they do well. They are encouraged to raise funds for a range of charities including the Children's Society, National Children's Home Action for Children, cystic fibrosis and muscular dystrophy.

42. Cultural development is satisfactory. The curriculum provides opportunities for cultural development. In addition, pupils are able to experience cultural events through theatre groups, artists, music and dance groups visiting the school. Classes also have opportunities to visit museums and theatres to extend their learning through such experiences as the Skinningrove Mining Museum, the Green Dragon Yard, Beamish Museum, Margrove Park Heritage Centre, the Sword Dancing Festival and the Tees Valley Dance. While pupils are made aware of different religions and countries beyond Europe, planned opportunities for multicultural awareness are less well developed across the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school is a caring organisation and the pupils feel secure. There is a large number of staff who provide high levels of support. Pupils respond well and show similar support towards each other during playtimes and in lessons.

44. The overall provision for the welfare of the pupils is very good and has improved since the previous inspection. There is a good health and safety policy and appropriate procedures for ensuring a safe environment. Legal requirements are satisfied and no significant health and safety issues were identified during the inspection. Child protection arrangements are good. There is a clear and useful policy, a designated teacher with recent training and all the staff have received some training. The arrangements for lunchtime supervision are well organised. The supervisors are clear about their responsibilities and they have received behaviour management training. This adds to the support for pupils and promotes good behaviour.

45. There are good arrangements to monitor and promote attendance. The registers satisfy legal requirements and they are thoroughly monitored on a regular basis. There is a good relationship with the education social worker who visits frequently. Arrangements for the day-to-day management of attendance matters are appropriate but temporary absence from school is not clearly recorded. There are inconsistencies in the procedures to deal with absence without a known cause. At times, parents are not clear about their or the school's responsibilities and there is lack of notifying the cause.

46. There are good procedures to promote good behaviour, which are based on rules reinforced by rewards and sanctions. A clear policy document outlines the arrangements. The rewards, which are valued by the pupils, are consistent with a culture of praise within the school. Pupils understand, and are influenced positively by, the arrangements.

47. Support for pupils' personal development is very good. This is due to the large number of caring staff, the quality of relationships in the school and the confidence that the pupils have in the staff. Class teachers provide many opportunities for pupils to work together in lessons in pairs or small groups and so pupils learn to support each other and get on together as a team. The 'buddy' system works well to support the pupils and develop attitudes of care and relationships. All adults in the school provide opportunities for all pupils to be involved in activities. However, there is no formal monitoring of personal development, at present it relies mainly on the teachers' knowledge of their pupils. The progress of pupils' personal development is not available to teachers.

48. Assessment procedures have improved since the last inspection and the school now has good systems in place. These include very good and rigorous analysis of pupils' performance from their work in the school as well as national tests. The analysis includes the progress of the gifted and talented pupils. This is used to predict how well pupils will perform over time and to set targets for improvement. The teachers discuss the targets with the pupils and parents through the learning contract. The pupils and parents find this a useful procedure. The very good work on analysing strengths and weaknesses in performance leads to assessing the pupils' progress on a regular basis through the school's very good pupil tracking system. Regular meetings of staff identify issues to be addressed. There is regular checking on the pupils' work in books and folders to identify whether the quality and

quantity are sufficient for the range of pupils in the classes. The school assesses and records the progress of pupils with special educational needs within the levels set by the National Curriculum. The school has not yet devised a scheme that will allow them to demonstrate the progress which pupils make within the finely graded 'small steps' scheme. Without the use of the graded scheme pupils are less aware of the progress they are making. Whilst the individual education plans provide a thorough framework within which to plan work for pupils with special educational needs, parents are not fully involved in the setting and reviewing of the targets within the plans. In this respect, the school is not meeting the requirements of the new Code of Practice for pupils with special educational needs. The headteacher and chair of governors are aware of these issue and plan to address them in the near future.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents like the school very much and there are no significant concerns. Nearly 25 per cent of the pupils come from outside the normal catchment area as a result of parental choice. Parents are particularly pleased that their children likes school, that there are good expectations for their children and that the school is easy to approach. The amount of homework and the range of out-of lesson activities are the least liked features of the school. Inspectors agree with the parents' positive views but found no evidence to support the minor concerns.

50. The school makes considerable efforts to involve the parents in its activities. For example, it operates an open-door policy, which is much appreciated, and supports a range of initiatives for parents offered by the EAZ and local authority. The parents' response is satisfactory. A satisfactory relationship with parents was reported at the previous inspection. There is good support, by parents, for activities that involve their children, such as special assemblies. There is an active organisation, the Friends of Lockwood, which organises social events and raises over £1000 per year for school funds. However, the amount of voluntary help by parents in school is low. Parents undertaking classroom assistant courses provide some help that is valued by the school.

51. The information provided by the school is good, an improvement since the previous inspection. Parents receive copies of relevant information from the DfES, regular and informative newsletters and details of future topics to be studied by their children. In addition, meetings are held about curriculum issues. Education packs are available for parents of children in the nursery and the prospectus and governors' annual report are useful and well presented. Information about pupils' progress is good. There are formal consultation evenings, a detailed progress report and written pupil targets which are discussed with, and agreed by, the school, the pupils and their parents. The progress reports satisfy legal requirements. They provide a detailed picture of competence in core subjects and include targets and a summary of attitudes and personal development. However, there is some inconsistency in the range of information provided. Emphasis is given to achievement. There is little constructive criticism and few indications of steps to improve.

52. Homework is set and parents are expected to provide some support. This is satisfactory. The level of support varies considerably but most pupils come to school well prepared.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The very good leadership by the head teacher provides a clear direction for the school. The long-term aims of the school include developing teaching and learning styles of both staff and teacher assistants. This, together with the successful approaches to enhance boys' performance and the implementation of the literacy and numeracy strategies has ensured standards in relation to those in similar schools have risen since the last inspection.

54. The management of the school by the head teacher is very good. She is well supported by a proficient acting deputy and senior staff. A new deputy head will join the school in the spring term. The shared school improvement plan places strong emphasis on raising standards and each co-ordinator benefits from the very well delegated responsibility for a specific area, enabling all staff to use their strengths in the best interests of the school. Many of the criteria for measuring the success of the plan identify specific outcomes for the pupils to achieve. All

staff have detailed job descriptions that make clear what is expected of them and this enables them to implement their roles and responsibilities effectively.

55. The school carries out a very good detailed analysis of its performance, which is combined with the assessment information produced by the Local Education Authority. The head teacher and co-ordinators have planned lesson observation monitoring times. The evaluation of these and subsequent improvement of classroom practice is having a positive impact on teaching and learning.

56. Newly qualified teachers are well supported by the school and through Redcar and Cleveland's Programme for newly qualified teachers. Training for teachers is very well managed and targeted at the needs of the school and individual staff through effective Performance Management procedures. Training is also assisted through the EAZ initiative and together they have had a very positive effect on teaching and learning in literacy, numeracy, ICT, art and design and physical education. The work carried out by the Learning co-ordinator has provided the teachers with access to different teaching and learning styles and the recent focus on literacy has resulted in an increase in the number of pupils attaining higher levels in the national tests

57. There is good support for the school from the governing body. It has a good, clear picture of how the school is performing and what needs to happen next. Through this knowledge and the very good leadership of the head teacher there is an excellent commitment to improvement. The high number of identified strategies in the classroom to raise standards demonstrates a very good capacity to succeed. The governors manage the school finances prudently. The school actively seeks to achieve best value for money and the governors and senior staff evaluate the impact of spending on the outcomes of the school improvement plan.

58. Staff and resource levels are good. The school makes good use of its resources and has a good level of suitably qualified teachers. In particular it employs and trains sufficient teaching assistants and support staff to provide one in each class. They are playing a significant role in raising standards. The school improvement plan is costed and curriculum co-ordinators manage their budgets very well. The school has used a variety of funding from local and national in initiatives to help it meet its targets, for example raise attainment of boys. The school is part of the East Cleveland EAZ and, through the very good leadership and management of the head teacher, has benefited well from additional sources of support. In some areas such as ICT and physical education, the funding and training received from the EAZ has had a very positive effect on the resources for the subjects and teachers' subject knowledge and confidence. This is directly linked to the improvements in pupils' attainments.

59. Accommodation is bright and well kept though unsatisfactory for the present size of schools. The lack of space and resources in the areas used for music tuition of brass instruments and library limit the progress pupils can make. Over the past few years the head teacher and governors have used grants, the EAZ funding and local authority support to alter an open plan arrangement into one more fitting for the National Curriculum. A room has also been built for a dedicated computer suite, which has helped to resolve a point for action from the previous inspection. The success of attracting more pupils into the school now means that there is insufficient space for some key opportunities. The space allocated to the library is within an existing classroom and now too small. Musical instrument practice and additional lessons to support literacy and numeracy have to be held in the staff room, which has limited learning aids. When doing physical education there are no rooms for boys or girls to change into appropriate clothes. There is also limited amount of room for successful group work or practice work with significant numbers in Years 3 to 6.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes.

60. Improve punctuality by:

- Ensuring pupils and parents know the procedures in the school and the importance of the starting time for registration and lessons
- Review and make more effective the reward systems for punctuality

61 Improve the consistency in the use of the short period of time between registration and the school assembly by:

- Developing a consistent approach to the use of this time, which meets the needs of pupils of all abilities.
- Ensuring that there is sufficient time in these sessions for pupils to achieve the outcomes identified by the teachers .

Minor issues

62 Improve accommodation to ensure the pupils' entitlement by:

- Ensuring there is sufficient space for pupils to have unhindered access to both reference and non-fiction books
- Making certain that the rooms used for the music, literacy and numeracy support classes have adequate learning and teaching aids
- Arranging appropriate areas for pupils to change for physical education

63. Ensure that the progress of pupils with special education needs is recorded and reported in a more useful fashion by:

- Building upon the schools existing systems for these pupils to measure and record their progress through smaller, step-by-step achievements that are more relevant to their needs than the National Curriculum levels and so further motivate them to achieve realistic targets.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	115

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	38	20	0	0	0
Percentage	3	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	19	151
Number of full-time pupils known to be eligible for free school meals		36

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	11	16

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	6.9
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	7	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	6	7	7
	Total	22	23	23
Percentage of pupils At NC level 2 or above	School	96 (91)	100 (91)	100 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	6	7	7
	Total	22	23	23
Percentage of pupils At NC level 2 or above	School	96 (91)	100 (91)	100 (91)
	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	11	15	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	11
	Girls	14	11	15
	Total	22	19	26
Percentage of pupils At NC level 4 or above	School	85 (86)	73 (76)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	10
	Girls	14	10	15
	Total	21	18	25
Percentage of pupils At NC level 4 or above	School	81 (81)	69 (81)	96 (95)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	169
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YN – Y7

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	18.5
Average class size	21.5

Education support staff: YR – Y7

Total number of education support staff	8
Total aggregate hours worked per week	59

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19
Total number of education support staff	1
Total aggregate hours worked per week	105
Number of pupils per FTE adult	9.5

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
	£
Total income	477506
Total expenditure	484303
Expenditure per pupil	2604
Balance brought forward from previous year	55046
Balance carried forward to next year	49049

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	143

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	60	34	3	1	1
Behaviour in the school is good.	56	38	0	0	1
My child gets the right amount of work to do at home.	52	34	6	1	6
The teaching is good.	64	34	0	1	0
I am kept well informed about how my child is getting on.	56	36	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	72	27	0	0	0
The school works closely with parents.	56	41	3	0	0
The school is well led and managed.	60	36	1	0	0
The school is helping my child become mature and responsible.	67	27	3	1	1
The school provides an interesting range of activities outside lessons.	55	24	4	0	14

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

64. The school's provision for children in the foundation stage is good. Both the nursery and reception class have some very good features. The EAZ provides support to allow nursery staff to complete four home visits prior to starting nursery. This helps children settle into nursery confidently and to be able to respond well to the nursery curriculum. The nursery staff have developed a very good range of learning resources for the children to take home and share with their parents and carers. Again, some of this work has benefited from EAZ funding. When they enter the nursery the children's attainment is broadly in line with what can be expected for children of this age in all areas of learning. Good progress is made across the foundation stage as a result of good teaching that has a positive impact upon learning and is supported by the children's good attitudes to learning. This good start ensures that, by the end of the reception year the majority of children will attain all the learning goals identified for their age. The use of computers supports their development of literacy and numeracy.

65. The teaching is at least good and often very good across the foundation stage. Teachers and support staff play a full and active role in teaching the children and make a useful contribution to their effective learning. Children with special educational needs are identified at an early stage and are supported well by the teachers and support staff, who encourage them to take a full part in all activities. This ensures that these children make good progress in their learning. Planning for the nursery and reception class curriculum is very good, it is clearly linked to the six areas of learning and the early learning goals that are identified for children of this age. Staff make regular assessments of children's progress and use this information to plan the curriculum. Learning contracts are also drawn up for reception class children, which identify the next steps in learning for both the school and the home.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

66. On entry to the nursery children's personal, social and emotional development is in line with what can be expected of children of this age. Through careful planning, this area is being promoted well in both the nursery and reception classes. The children are able to make good attainment and learning. Children settle well into the routines of the nursery; they confidently select self-initiated activities, co-operate in building with the large blocks and work in pairs effectively. They are encouraged to have high self-esteem. For example, when a child has their birthday they bake a cake with friends to celebrate their birthday.

67. This good start is built on in the reception class and the children's personal and social development is on course to at least meet the levels expected by the end of the reception year. Teaching is good when the teachers work with the teaching assistants to plan activities that require children to co-operate, share equipment and take turns, for example when playing number games. Children are encouraged to be responsible for taking out and putting away equipment and dressing and undressing independently. Staff are caring and supportive and give children genuine praise for their achievements. Children are respected and managed with sensitivity and this leads to an atmosphere of trust and to good attitudes to learning. Children are eager to learn and so they can sustain good concentration. They enjoy their learning and so their behaviour is good. Children are well managed and respond positively to the adults they work with. The relationships make the children feel valued and the good use of praise encourages them to have high self-esteem and is a key contributor to ensuring children make good progress in their

learning. Children are encouraged and supported to develop their independence through self initiated activities and taking responsibility for tidying up when tasks have been completed. The children cooperate well in small group work.

COMMUNICATION, LANGUAGE AND LITERACY

68. When they enter the nursery the children's communication, language and literacy development is broadly in line with what can be expected for their age. The good teaching and the range of experiences the children receive throughout ensure they develop their writing, speaking and listening skills effectively. As a result the majority of the children achieve the expected levels at the end of the reception year. Children willingly join in all speaking activities and enjoy conversations with each other. Staff in the nursery make language development a priority and plan activities that will reinforce children's speaking and listening skills, as in role play and the office area. Initial sounds are taught effectively using objects and songs, which engage the children's interest and result in good learning. The use of the 'Action Words' scheme to develop sight vocabulary is well established in the nursery and further extended and built upon in the reception class. This has accelerated the rate of learning in this area of literacy resulting in very good learning. Many children can recognise their names and discriminate sounds, for example they can discriminate between "d" and "b". The children respond well to the opportunities to speak and listen in group activities and can sustain their concentration.

69. In both the nursery and reception classes, the children's confidence in speaking is being fostered well through the very good relationships they have with the teaching staff, who value their contributions. In the reception class children are helped to learn how to listen carefully through the use of secure routines. At the beginning of the reception class day there is a routine in which children complete a weather chart and establish tasks for the day. Through very good teaching this work enhances basic literacy skills, for example children describe how letters are formed when completing the weather chart and spell out their name on the tasks for the day chart. Teaching of initial letters is begun in nursery for the oldest children through their own names. In reception this work is extended through a comprehensive programme of initial letter work, which is supported effectively through collections of objects and pictures to illustrate the sound. The children use these products very effectively which encourages good learning. In the nursery they make a wide range of picture and photograph books, which they then select to reflect on previous experiences or to support learning. For example when baking scones the book is used as a prompt for the recipe. In the reception class there is a "den" which provides a secure and attractive reading area. Children are beginning to recognise a number of commonly used words and this is reinforced through the books and work sheets. The children share and enjoy a wide range of stories and rhymes in the nursery and reception classes. They are aware that print conveys meaning and that pictures give clues to what is written. In their reading they are able to construct meaningful stories from the pictures in the early books of the reading scheme and talk about the characters with enthusiasm.

70. Writing is being introduced effectively in the nursery class through activities that children can relate to, such as diaries in the office area and lists to put their names on. Children's knowledge of print is in line with what might be expected for their age. They are able to distinguish letters from numerals accurately or identify a specific letter in the text. Children in both the nursery and reception classes 'write' in their role-play and in the 'office', they practice writing their names and are able to form recognisable letters and words..

MATHEMATICAL DEVELOPMENT

71. When they enter the nursery the children have mathematical skills and understanding that are broadly in line with what can be expected for their age. The good teaching and the range of experiences the children receive throughout the foundation stage ensure they understand the concepts and language of mathematics. As a result most of the children achieve the expected levels at the end of the reception year. In both the nursery and reception classes, staff take every opportunity to reinforce counting skills. In a good lesson in the nursery the older children were learning to count from zero to five through the breaking of a long roll of dough. Provision for the youngest nursery children was through a lotto game where they were recognising numbers from zero to five. In a child initiated activity, a group were able to order ten green bottles accurately. The children were also able to order a

variety of materials into longest and shortest. This was reinforced through using construction materials, dough, and painting lines. The children recognised the numerals one to ten correctly. The teacher intervened well with good questioning to ensure that the children understood the mathematical concepts of counting on and counting back. The learning was active, well structured and well matched to their understanding and this ensured that the children made good progress.

72. In the reception class the very effective teaching extends children's mathematical understanding. Many children can count up to and identify numerals to 20. Groups of children are learning to count one by one and back; and the most able count in twos. The teaching is very good and follows the guidance from the national numeracy strategy. The teacher is skilled in using questions to deepen learning and extract information. Lessons are well planned and tasks appropriately chosen to ensure that no time is wasted and the aims for the lesson are achieved. The teaching assistant gives very good support to the less able pupils and enables them to succeed at their tasks. These children make good progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

73. When they enter the nursery the children have a knowledge and understanding of the world that are broadly in line with what can be expected for their age. The good teaching and the range of experiences the children receive ensure the children's progress in this area is good, sometimes very good and they are on course to reach the early learning goals identified for their age at the end of the reception year. The nursery and reception class staff plan many opportunities for children to gain greater knowledge of the world about them. The children learn effectively from a range of first hand experiences, including visits and visitors.

74. The theme for the foundation stage at the time of the inspection was light and dark. These concepts were well explained through stories and first hand experience that extended throughout the areas of learning. When working on the theme of light and dark, nursery children effectively used a limited range of paint to mix darker and lighter lines. Pairs of nursery children participated purposefully in a role play area in the "Bear Cave".

75. Children have very good opportunities to use computers and by the time they are in the reception class many have good control of the mouse to move parts of pictures about on the screen. In the nursery the teacher very effectively demonstrated and supported children to move a car round a circuit using arrow keys. The children were keen to follow through this activity as a free choice activity, which helped them to practise and consolidate learning. In a well-planned lesson the reception teacher supported children in downloading information about fireworks from the Internet. They then used this information to describe firework patterns in the sky. They followed up this work in the schools computer suite where they used a paint package to make their own firework patterns using new tools in the paint package. At the end of the lesson the children, with support, could recall what they had done and how they had done it. Reception and nursery class children use language masters to consolidate basic words through listening, speaking then reading.

PHYSICAL DEVELOPMENT

76. The children in the nursery and reception classes are on course to reach the early learning goals identified by the end of the reception year. Teaching is good and a good range of experiences are provided to ensure their physical development. They are helped to move confidently with control in the nursery through the use of the outdoor play area where they manoeuvre the large boxes and crates and build structures for their imaginative play. They move confidently on wheeled toys. The staff reinforce the children's learning through providing effective support. There is a good plan to continue to further develop the range of environments available for children in the outdoor area.

77. In the reception class these skills are effectively built upon through well-planned lessons in the hall and the use of the outdoors. The finer manipulative skills are developed through activities in creative development and knowledge of the world. The very good teaching ensures that all the children participate fully in all parts of a lesson and make very good progress. There was great enjoyment as children moved to recreate the movement of

fireworks and they were eager to join in. Every opportunity was taken to extend children's learning through the development of vocabulary to describe movements. The children showed awareness of each other's space and put great effort into all their activity.

CREATIVE DEVELOPMENT

78. In the nursery and reception classes the children make satisfactory progress in their creative development and will achieve the goals set for their ages in this area by the end of the reception year. Staff ensure, through sound teaching and planning, that opportunities for creative development are available on a daily basis and many activities are linked to the on-going theme. This reinforces the children's learning effectively. Nursery children have access to paint and musical instruments and they work with play dough to make long and short snakes. In art activities they explore colour mixing and paint light and dark lines. Most children are confident in naming a wide range of colours. They can mix paint and use brushes well. They can explain the effect of adding white and black. Staff effectively help children, through their questioning, to describe the changes they see. Children's work is attractively mounted and displays are of a good quality. These represent all the areas of learning within the curriculum and foster the children's pride in their work and self-esteem.

79. Children have good opportunities to explore a range of materials. They make three-dimensional models using boxes, they model with play dough, create collages and have opportunities to draw. The children enjoy music making and nursery children often choose to play the instruments as a self-initiated activity. Children sing regularly as part of their daily routine and they sing confidently and tunefully. There are good opportunities in both classes for the children to act out roles and develop their imaginations, particularly in the outdoor area. Role-play is also used well to develop the children's speaking and mathematical skills. The staff maintained a good balance between the children working independently and directing the activities.

ENGLISH

80. Standards by the end of Year 2 are above what is expected of pupils of this age in reading and writing. Pupils at the end of Year 6 attain above the standards expected for their age in writing and in line with what is expected in reading. Standards have improved since the last inspection.

81. This improvement reflects the emphasis that the school has placed upon raising attainment in this subject. The National literacy strategy is being taught well and additional time is given to teaching reading outside of the literacy hour; this means that a high percentage of time is given to English with a positive impact on standards. Small teaching groups in some classes ensure that the activities pupils undertake are well matched to their abilities and that they have high levels of adult support. Higher attaining pupils are making good progress. Well trained teaching assistants are effectively deployed during English lessons to support individual groups of pupils to ensure that all pupils participate fully in the lesson and make at least satisfactory progress in their learning. The introduction of learning contracts and the use of targets including individual targets for pupils have also had a positive impact upon standards. As a result, most pupils, including those with special educational needs and higher attaining are making good progress in their learning.

82. Standards in speaking and listening match what is expected of pupils by the end of Year 2 and Year 6. Pupils in a Year 1 class are taught what a good listener and a good speaker does. They then put this into practice in talking about their weekend. Pupils listen well to each other and ask relevant questions focusing upon essential points. In Year 2 pupils listened carefully to the teacher. When they were asked to talk about a book they had shared in a reading lesson most pupils retold the story well and expressed themselves simply but accurately. In Year 3 to 6 pupils are given opportunities to share their ideas with partners and this enables them to support each other and make gains in their learning. For example, Year 4 pupils worked in pairs to identify the features of a newspaper article and this was a very successful strategy for furthering their understanding. Most pupils listen attentively to their teachers and respond to questions very well. In many lessons there are opportunities for pupils to work in small groups and at the end of lessons pupils often speak to the whole class about what they have been

doing. This is further developed effectively through class assemblies, which provide an audience of parents as well as pupils.

83. Standards in reading are above those expected of pupils by the end of Year 2 and in Year 6 standards match what is expected of pupils aged 11. The teaching of reading is well focused in Years 1 and 2 with appropriate time being given to work on letter sounds. Pupils in Year 2 are competent and confident readers. They can break down words and build up the sounds in order to read words they don't know. They read expressively, especially when reading speech and show good understanding of their books. In Years 3 to 6 the allocation of time outside the literacy hour for pupils to read and have reading time in a group with the teacher is helping to raise standards. There are pupils who are reading self-chosen texts, which are too difficult for them and because of this they are not making gains in comprehending the story. Some pupils use only a limited range of reading strategies, tending to rely on recognising words by sight and making little use of the clues provided by the context. All pupils talk happily about the books they are reading. They can discuss the characters and usually predict the endings of stories. They know what they like to read even when that means home reading materials like Dandy and Beano comics. Year 6 pupils read fluently. They read punctuation well and this makes their reading aloud interesting and expressive. They discuss favourite authors confidently and clearly enjoy their reading. They know how to use alphabetical order and colour coding but are unaware of how to use other library classification systems. The school benefits from the support of the many parents who hear their children read regularly.

84. In writing, standards at the end of Year 2 are above those expected for pupils aged seven and in Year 6 they are above what is expected at the age of 11. A good proportion of time within the literacy hour is devoted to teaching and practising writing and this is having a positive impact upon the pupils' skills. In Year 2 pupils created imaginative similes, for example, "as crunchy as crisps" and other images, such as "carrots so orange and tasty" for their own poems about food. One high attaining pupil used the image "as red as Mars" to describe a tomato. With prompting from the teacher, pupils punctuated their poems correctly. They also write simple letters and instructions accurately and include small amounts of speech in their stories. Standards of spelling and handwriting are above what is typically expected of seven year-olds. Pupils in Years 3 to 6 learn to compose correctly punctuated well-constructed sentences. They organise their writing for different audiences and a range of purposes. Their writing includes effectively written recounts, playscripts, instructions and poetry. Pupils in Year 5 and Year 6 demonstrate accuracy in using the conventions of non-fiction writing. Year 6 pupils are learning to investigate characters in a story and to ask relevant questions of a text. Year 6 pupils have created lengthy playscripts and show they have understood how to make this form of writing interesting and lively. Many pupils are writing complex sentences, which extend their writing skills and control of grammar. Standards of handwriting are in line with expectations for pupils' aged 11.

85. Teaching has improved since the previous inspection. It is now good throughout the school. Good teaching is found in each year group and there is some very good teaching in Years 2 and 6. Teachers have a good understanding of the National literacy strategy and this enables them to teach the various aspects confidently and effectively. Lessons are planned so that pupils of all abilities can gain maximum benefit from the subject. This inclusive approach to the teaching of English results in good gains by all pupils. Teachers plan work that is challenging and interesting for the higher attaining pupils and yet is properly understood by pupils of lower attainment. Pupils make good progress in this subject. Teachers plan their lessons well and share the aims of the lesson with the pupils. This helps promote good attitudes towards English and good learning because the pupils know what is expected of them. In a good lesson in Year 6 the teacher's very good subject knowledge meant that she could provide for the pupils a very effective example of how to identify clues in a text. This gave pupils the confidence to do the same, independently.

86. The additional reading time outside of the literacy hour means that a substantial amount of time is allocated to the teaching of writing in the literacy lessons and pupils are given sufficient time to practise their skills in a range of writing tasks. This is contributing to the good standards. The time that is provided at the beginning of each day, in some cases used to develop a variety of English skills, is not always used consistently and at times work is rushed or has to be finished after assembly. Teachers foster good attitudes towards English through the enthusiasm they show in their teaching and the praise and encouragement they give to pupils. Pupils work well collaboratively and individually. Good relationships ensure good behaviour and as a result pupils persist with their tasks. Teachers mark pupils' written work fully and positively. This gives pupils excellent support and it also informs them how they

could improve their writing. In an extended piece of work on playscripts done by Year 6, written feedback was given at each stage of the process. This ensured that the final products were of good quality. The teaching of basic skills in literacy is good and this has a positive effect on pupils' learning. There were many good examples of pupils applying their literacy skills in other subjects, including writing persuasive leaflets on the theme of Tudors, accounts of life in Indian villages and labelled drawings in science.

87. The subject is being managed well. A range of test results are analysed and then used to set targets for pupils' progress. Teachers' planning is monitored and pupils' work is regularly analysed and graded. The EAZ has contributed to the effective provision for English through the funding of training for teaching assistants on an accredited course. Funding has also been used to provide more non-fiction books in Years 1 and 2. Pupils can take these books home which encourages learning and links between school and home. Shortage of space means that the school has only a small area in which it displays non-fiction books, some of which are outdated. This area is frequently used for teaching small groups, consequently the opportunities for pupils to use the area for independent research or browsing are limited. This results in younger pupils having restricted skills for research. It is not a suitable resource for teaching library skills, as the books are colour coded only.

MATHEMATICS

88. By the end of Year 2, standards in mathematics are in line with those expected for seven year old pupils and by the end of Year 6, they are above those expected for eleven year olds. Standards in mathematics rise during Years 3 to 6 because the teaching that pupils receive within this key stage improves on the satisfactory standards of teaching found in Years 1 to 2. Teaching in Years 3-6 is good overall and in Year 5, it is excellent. These findings show that the school has maintained the standards found in Years 1 to 2 at the time of the last inspection but has improved standards for pupils in Years 3 to 6.

89. In both key stages, pupils are taught satisfactorily in accordance with the guidance in the national numeracy strategy. This ensures that they gain an understanding of how to tackle mathematical problems as well as learning the rules and facts that will help them to solve the problems. For example, in Year 2, pupils learn how to use their knowledge of addition to begin to multiply numbers by two. As well as learning the two times table, higher attaining pupils are beginning to understand that patterns are emerging and that their answers are ending in even numbers. One pupil explained to the teacher: "It's like having two rows of pennies and you put them next to each other." By the end of Key Stage 2, pupils have improved these skills and higher attaining pupils are making quite sophisticated predictions about what will happen as they manipulate numbers within a triangular pattern called "Pascal's Triangle." One pupil explained: "The second rows on the left and the right increase consecutively." The use of the national numeracy strategy is better developed in Years 3 to 6 than in Years 1 to 2 where teaching sometimes does not give pupils sufficient opportunity to have practical experience of the concepts they are learning. For example, pupils learn facts about multiplying by two much more effectively when they are given the chance to practice by using coin cards and by organising each other into pairs. They are not given enough time to practice these concepts and spend too long listening to the teacher explaining them verbally. Consequently, only the highest attaining pupils fully understand what they are learning. By contrast, in an excellent lesson in Year 5, pupils learned about the properties of many-sided shapes by being given lots of practical exercises, each of which built on what they had learnt in the previous exercise.

90. When teaching is of the high quality often found in Years 3 to 6, including the very high quality found in Year 5, pupils enjoy the challenging tasks they are given. They take pride in succeeding and are eager to move on to the next stage in their learning. Pupils of all abilities, including those with special educational needs, are well-supported in mathematics lessons, especially in Years 3 to 6. Teachers plan work that is challenging and interesting for the higher attaining pupils and yet is properly understood by pupils of lower attainment. For example, pupils in Year 4 learned how to use tables and graphs to sort information because they were well supported by the teacher and were paired with pupils who had a better understanding of what to do. In other lessons, the classroom assistants, who work in very close partnership with the teachers, provide very good support. The school has an inclusive approach to the teaching of mathematics and works very hard to include within the full lesson pupils who have specific learning difficulties or who have problems in managing their own behaviour. These pupils do not always understand every aspect of the lesson and sometimes find it hard to listen attentively when the teacher is

explaining a concept. Later however, they are given practical tasks and specific support which help them to develop their learning. In the same way, higher attaining pupils are given the opportunity to develop their knowledge, skills and understanding because teachers plan to give them additional work at their own level. In Years 3 to 6 particularly, work, including pupils' homework, is marked meticulously so that they understand what mistakes they have made and what they have to do to correct them.

91. The head teacher is currently managing the teaching and organisation of mathematics within the school pending a newly appointed teacher taking up the post. The subject is well managed and the school has a good idea of standards and the action that is needed to raise them. Training is supported through the EAZ initiative, which has a very positive effect on teaching and learning in numeracy. Pupils are encouraged to use the skills learned in other subjects such as information and communications technology where they have made graphs and pie charts to show how they travel to school. The school has worked closely with specialists from the Local Education Authority to ensure that teachers understand the requirements of the national numeracy strategy and are being given the skills to implement the strategy. This work is not yet developed well enough for teachers in Years 1 and 2 to ensure that pupils are achieving as well as those in Years 3 to 6.

SCIENCE

92. By the end of Year 2, standards in science are in line with those expected for seven year old pupils and by the end of Year 6, they are above those expected for 11 year olds. This is an improvement since the last inspection and confirms the results in the most recent national tests for 11 year olds. Standards in science rise during Years 3 to 6 because the teaching develops the pupils' scientific investigation skills and builds on the satisfactory standards of pupils' knowledge found in Years 1 to 2.

93. Few pupils attain high standards by the end of Year 2 because the curriculum plans do not always contain sufficient work to enable pupils to apply what they have already learned to new work. Pupils are able to talk about which materials are used to build a house but very few use this information to say why a specific material is used.

94. By the end of Year 2 pupils use appropriate vocabulary to describe the conditions that help plants grow and know that seeds grow to produce flowering plants. They know about the correct types of food to eat and the dangers of eating too many sweets. They understand that different animals may be found in different habitats. Most pupils can identify an electrical conductor from an insulator. Pupils carry out well-resourced investigations enthusiastically and are developing an appropriate set of scientific skills through the good teaching methods. They are beginning to recognise the need to make simple comparisons to help to identify patterns

95. By the end of Year 6 pupils develop a good understanding of fair testing and how to design an investigation. They are beginning to pose interesting questions and openly discuss how the answers can be found. Most pupils can record observations systematically and use ICT appropriately. Many pupils have a good understanding of the need to repeat measurements to support the evidence. They have good knowledge of the links between solids, liquids and gases and are developing a clear understanding of solubility. Throughout Years 3 to 6 they apply their knowledge to tackle scientific problems. Higher attainers make good progress and have a good understanding of scientific enquiry. Small teaching groups in some classes ensures that the activities pupils undertake are well matched to their abilities and that they have high levels of adult support. The small size of some classrooms or where there is a larger teaching group, as in Year 6, limits the pupil movement and ease in collecting apparatus for the experiments. So restricting the development of some skills associated with planning for investigations. The achievement of pupils with special education needs is good and the achievement of average pupils is satisfactory.

96. Teaching has improved since the previous inspection and is at least good. Good teaching is found in each year group and there is some very good teaching in Year 6. Good teaching matches the work to the needs of the pupils. For example, the well-organised work sheets in the theme of teeth allow pupils in Year 3 to make good gains from the teacher's initial input. Teachers are confident about this subject and this is seen through the range of open questions in the lessons. For example, in Year 6, pupils' thinking was challenged through good questioning about liquids and solutions. This questioning approach provides a framework for pupils to follow in their own work. The classroom assistants are effectively deployed during science lessons to support individual groups of pupils to ensure that all pupils are included and make progress in their learning. They are well supported by the teachers and

have confidence in the area they are explaining. For example, pupils were required to use a good level of vocabulary about insulators in Year 2. High achieving pupils make satisfactory progress, which is an improvement on the previous inspection. The teachers manage the learning of the pupils well and provide practical experiences to highlight the concepts they are learning. In Years 3 to 6 particularly, work is well marked and pupils understand their mistakes.

97. All pupils enjoy the lessons and appreciate the need for precision in their work and language. Pupils are encouraged to use the correct vocabulary and are supported by other pupils to explain the meaning of a scientific word. After they have listened attentively to the teachers, most set about the activity with sustained effort and their conversation is about the task.

98. The co-ordinator has been in place since July. Prior to that the head teacher managed this subject and through links with industry involved the staff of the school in a training programme. This ensured that the teachers had the knowledge and skills to raise standards. ICT is used well to present information to identify scientific patterns and produce reports on investigations, as in the light absorbency of different papers. The subject is well organised and managed and the school is still challenging itself and has identified specific action for Years 1 and 2. The assessment of the pupils' performance is regularly carried out and used well by teachers to inform next year's teaching.

ART AND DESIGN

99. The criticisms of art and design in the last report are no longer valid. Very little direct teaching was seen at the time of inspection and judgements are based on portfolios, displays, teachers' planning and discussion with staff and pupils. The subject is well managed. A new co-ordinator is in place, has a clear and well thought out action plan to take the subject forward. By the end of Years 2 and 6 standards match those expected for these age groups and progress across the whole school is satisfactory.

100 Teachers use the work of other artists well. For example Year 2 used the work of Monet and Lowry to look at tones and techniques. Mondrian was used as an ICT project and the pupils developed spatial skills and pastel colour combinations that reflect the artist. Through this effective project the pupils develop an understanding of the program's paint palette as well as careful mouse control to insert the blocks of colour. Similarly in Year 5, the work of Cezanne was used as a basis for pupil's work around appropriate objects to create their own items.

101 Teaching is satisfactory. Teachers have also identified how skills should progress in the subject, which although in its early stages of development, is having an impact on standards of work observed. Pupil's attitudes to the subject are good. They remain on task and talk readily about their work. Assessment is in the early stages of development, at pupil level, and the co-ordinator and other staff are trialing different methods. At present it is too early to identify the impact of these methods. The EAZ has supported the school in its development of art and design with funding for an artist in residence. A member of support staff runs a well attended lunchtime art club for Year 6 pupils. This enhances the work for those who attend. They worked enthusiastically and concentrated well throughout the session.

102 The full range of art and design techniques is used very well to create a bright and attractive internal environment in the school that celebrates the pupils' work very well. The Lockwood Gallery in the school hall demonstrates that pupils meet the standard of art expected for pupils' ages by the end of Year 2 and Year 6. The work in the hall and around the school demonstrates that all pupils are taught a wide range of techniques and skills which they transfer and experiment with in their own work through a range of mediums. For example, Year 4 pupils have studied sculptures then made their own designs with wood. Computer graphics packages are also used well throughout the school and there is some good work in this area.

DESIGN AND TECHNOLOGY

103. By the end of Year 2, standards in design and technology are above those expected for seven year olds. This marks an improvement over the satisfactory standards found during the last inspection. By the end of Year 6, standards are in line with those expected of 11 year olds which reflects the position at the time of the last inspection.

104. Pupils in Year 2 are beginning to think about a design that will enable them to make a glove puppet. They were shown materials that might be suitable for the purpose and were invited by the teacher to discuss their suitability. Previously, they have completed a project in which they have designed and then constructed a model playground. In this work, they followed through and refined their original designs and then constructed their models with careful evaluation of the materials they would use as to their suitability for the purpose. For example, one pupil wrote in the evaluation; "I changed my plan because wool wasn't strong enough for the monkey bars." Their work was carefully planned and recorded and shows that the teaching of the subject is good. By the end of Year 6, pupils are working at the level to be expected for pupils of this age. In lessons, pupils are beginning to think about new projects and as a stimulus to their thinking in two classes, teachers invited a visiting author who specialises in "pop-up" books to visit the school and talk about and demonstrate his designs. He invited pupils to contribute to his work and they did so constructively and imaginatively. For example, when the author asked pupils to suggest modifications to his design for a giraffe, pupils suggested that the animal could be tearing leaves from a bush. The author then showed pupils how to create this effect. This was good teaching in that it stimulated pupils' thinking whilst providing them with the practical knowledge necessary to put their ideas into practice. The use of ICT in the design process, is used with more traditional methods, allows pupils to be creative and redraft examples prior to the printing of the finished article. Teachers plan work so that pupils of all abilities including those with special educational needs and those of higher attainment understand what they have to do and can complete the tasks given to them.

105. There is good co-ordination of the subject by the teacher with this responsibility. She has followed the school's procedures to ensure that pupils complete work that is appropriate for their ability and which matches the national guidance that is provided for schools. This work is carefully recorded and assessed so that pupils develop their skills and knowledge in the subject.

GEOGRAPHY

106. Standards in geography match those expected for pupils at the ages of seven and 11. This is similar to the last inspection. Progress is satisfactory across the school. Pupils with special educational needs and higher attainers are effectively supported with appropriate tasks and questions that enable them to do well. There is a good range of interesting activities outside the classroom to support pupil learning including the local area and beyond. Planning is good and is closely linked to the national schemes of work for geography. Teachers are confident with their subject and plan a range of interesting and challenging activities. There is clear progression within the key features of geography including enquiry and geographical and mapping skills. An effective policy has been developed since the last inspection.

107. By the end of Year 2 pupils can investigate satisfactorily the local environment of Boosbeck and are developing their understanding of maps and plans. They use these skills when they study Redcar and pupils have a sound knowledge about a contrasting location in Kenya. Pupils take a pride in their work which is presented in a satisfactory manner.

108. In Year 6 they have a satisfactory understanding of physical and human geography through the study of rivers and mountain environments. Most pupils can investigate weather around the world by looking at the equatorial rainforest, deserts, polar regions and make satisfactory comparisons with the weather of Britain. The majority of pupils make good progress in understanding how different kinds of water are used, through their study of the school and its grounds. Pupils are interested and involved in their work and present it well.

109. Teaching is good. Teachers have clear aims for what pupils will learn and plan their lessons well with assessment opportunities clearly identified. Teaching support staff are deployed well and work confidently with their pupils. There is effective questioning in lessons to challenge pupils of all abilities. Lessons are well managed

which enables all pupils to access a range of appropriate materials. There is a good range of support strategies to enable pupils of different abilities to make good progress. Teachers have a good range of interesting teaching strategies to effectively challenge pupils including group and paired work.

110. The co-ordinator effectively manages the subject and has a clear understanding of the main priorities for geography. Recent national guidance has been effectively adapted for teachers. A useful system for assessing and recording pupil work has been developed. The identification of strengths and weaknesses in the subject is an effective method of checking its progress across the school. ICT is starting to be used to support learning in a variety of projects. Good use is made of the local area for the study of geography.

HISTORY

111. Standards in history match those expected for pupils at the ages of seven and 11. This reflects the good teaching in all classes so that most pupils, including the boys, often make good progress. Pupils with special educational needs and high attainers are effectively supported with appropriate tasks and questions to enable them to do well. All teachers are confident in this subject and plan interesting activities that the pupils enjoy so that they want to do well. The variety of tasks and well-paced lessons contribute to the good progress. Outside locations are used to good effect as a source of information for some of the topics in the history curriculum. Pupils are systematically developing their chronological skills.

112. Teachers in Year 1 and 2 resource lessons well and use historical objects and photographs that are used effectively in lessons. In Year 1 they are developing effective skills in observing homes from the past and are learning to ask key questions. By the end of Year 2 they can recognise why Guy Fawkes acted as he did and discuss key questions for their picture bubbles. There is good development of the correct vocabulary in classes. Pupils enjoy their lessons and want to do well. They listen to the teacher and respond eagerly to teacher questions. Behaviour is always good.

113. In Years 3 to 6 teachers also present a good range of interesting and investigative activities to challenge pupils. By the end of Year 6 they can use their knowledge of the area and their visit to Boosbeck to use historical clues to develop evidence and make deductions about the development of the village. They can investigate why houses in Boosbeck developed after the opening of the ironstone mine in 1877 and successfully sequence chronologically statements about houses. Year 6 pupils are effectively investigating aspects of Ancient Greece including Greek Education and how we use Greek ideas today. They are beginning to understand what it must have been like to have been an evacuee in 1939 and can work in pairs to determine whether the key historical sources allow them to answer the most popular questions they asked in the previous lesson.

114. Teaching is good. Teachers plan their lessons well and have clear aims for their lessons that are made clear to pupils. Assessment opportunities are clearly identified within their planning. Lessons are well managed to enable pupils to access a range of materials and make appropriate decisions. The range of resources that are used enable pupils of different abilities to successfully access them and make good progress. Teaching support staff work confidently and are deployed effectively. Pupils are presented with a good range of different stimulating activities to maintain their interest. There is often effective questioning in lessons with the teacher posing additional questions to enable pupils to progress even further. Lessons are particularly good when the teacher calls the class together at the end of the lesson to review what has been learned.

115. The co-ordinator for history provides good leadership and management and has a clear understanding of how it should develop. Recent national guidance has been effectively adapted for teachers. A good system for assessing and recording pupil work has been developed. There is an informal process for monitoring history, which needs further development. ICT is being systematically planned across the subject to support research and presentation skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Standards in ICT match those expected for pupils in Year 2. Pupils in Year 6 attain above the standards expected for their age. Standards have improved since the last inspection.

117. The improvement is due to the increase in resources for the subject obtained through external funding, the training embarked on by the staff, the support for the subject by the head teacher and the time and effort put in by the co-ordinators with individual teachers.

118. By the end of Year 2 pupils have good skills in the use of the mouse through the creative work, in paint programs, after the artist Mondrian. This is used to develop the pupils knowledge and use of the 'windows environment'. Pupils are able to load, open and save files within their own computer area. In Year 2, most pupils have a sound knowledge editing files and are able to provide and alter instructions to make programmable machines move. The work in science allows them to produce bar charts about the party food preferences of their class. Most pupils have appropriate presentation skills and make creative designs for poems.

119. By the end of Year 6, the good management of the pupils' learning provides them with a broad base of knowledge on which to draw. Higher attainers have a good skills base in the use and application of ICT in and out of school. Pupils use the Espresso package and the Internet very confidently and creatively, selecting specific information to produce and edit a variety of materials, such as posters and newspapers, about visits they have made. The pupils use information about the Tudors from a range of sources that is checked for authenticity and combine them into a very appealing book for other children. The pupils have a good knowledge of the elements of design, for specific audiences, and how these can be acquired from a variety of software programs. They use desktop publishing packages well to create and edit package designs, from industrial specifications, which are then made in a design and technology project. The pupils' good use of graphical modeling to represent local bridges has interactive keys and modifications. Many pupils were able to discuss the features of multimedia applications and projects. They have a high level of knowledge about reviewing and trailing materials before the finished article is produced, for example in production of invitations. The pupils have developed a good understanding of databases applied to data about the pupils in the school and the high attainers are able to discuss the need for clarity in the organization of fields in order to question the information. Pupils are able to control events in science and use sensors to answer questions about the properties of materials to minimise light transfer. They have a good knowledge of the use of modeling through spreadsheets and present information in reports containing three-dimension charts projecting results. Many pupils have good understanding of the automation, range and interactivity of ICT and are able to evaluate the use of ICT to meet their needs

120. In the rest of the curriculum, the effective use of ICT was noted in science, mathematics, art and design and design and technology and developing in English, geography and history.

121. Teaching is good and has improved since the previous inspection. In many classes ICT skill development is integrated into the lesson plans. Most teaching takes place in a computer suite, which is timetabled for use. The teachers operate with half the class with in the ICT suite and the classroom assistants works with the group remaining in the class base. These small teaching groups in some classes ensures that the activities pupils undertake are well matched to their abilities and that they have high levels of adult support. It also ensures that there is little need to share computers, although, when this occurs the pupils support each other well. In these cases the more able pupils have a caring role to ensure their partner knows what to do. Teachers carry out high quality demonstrations providing the pupils with good information and examples of the skills to be used. The good level of subject knowledge ensures that teachers know when to support the pupils through suggestions or questions or time to think. Teachers create a 'can do' atmosphere in the subject and pupils respond positively seeing learning as enjoyable. Teachers have a good knowledge of the pupils skills and use of computers out of school and use this to support pupils' learning and ensure the high attainers are challenged. At times not all pupils are fully aware of how their learning and skills about a specific ICT package will be applied. This results in less focused learning and each lesson as a separate activity. As a result of the good confident teaching, most pupils, including those with special educational needs are making good progress in their learning. ICT is used to develop pupils social and cultural development through well chosen examples in PSHE, for example, during a video sequences they were encouraged to ask questions and develop an empathy with children in India.

122. The ICT co-ordinator provides good leadership. Her enthusiasm and expertise is evident in all areas of the subject, since the last inspection she has gained ICT qualifications. She has a thorough knowledge of the ICT curriculum and regularly leads and co-ordinates staff training. The scheme of work and assessment procedures are based on the Redcar and Cleveland model and provide an effective structure for the development and assessment of the pupils' knowledge, skills and understanding. The school's procedures to protect pupils' use of the Internet is satisfactory. The subject portfolio is well used throughout the school to highlight the standards expected in each of the units of work. Good use is made of the computer suite and the teachers use the new technology successfully, such as the interactive whiteboard, to bring a new facet to the pupils' learning. The school provides courses for parents; these are well attended and parents become aware of their children's work and how to support them. The school provides a well organised after school ICT club, pupils value and enjoy the experience.

MUSIC

123. By the end of Year 2 and the end of Year 6 pupils' attainment in music is in line with that expected of pupils aged seven and 11. This is an improvement in standards since the last inspection. The pupils enjoy music lessons and participate fully and enthusiastically in all the activities. Their attitudes to music are good.

124. By the end of Key Stage 1, pupils know the names of a wide range of percussion instruments. They play these instruments well as they follow a sound story and they can play at the right time in the sequence. Pupils use their voices to accompany the story and can vary the sound according to the needs of the story. All the pupils can choose an appropriate percussion instrument to create a particular sound. They demonstrate good control in playing softly and loudly, as well as making tapping, scraping and shaking sounds.

125. By the end of Year 6 pupils have experience of playing tuned instruments. Pupils in a good lesson in Year 6 learned to accompany their singing with a steady beat, a repeating sound pattern and a chord. The teacher expected pupils to pitch their voices accurately and they practised this with confidence. All the pupils develop their skills for sustaining a steady beat and a repeating rhythm using chime bars. They responded enthusiastically and by the end of the lesson all groups could perform for the rest of the class who listened attentively and offered sensible suggestions for improvements.

126. The curriculum in music now has sufficient breadth and depth. This is an improvement since the last inspection. Pupils in all year groups learn to play instruments and perform in their lessons and by the end of Year 6 they experience composing and playing and they write simple scores. Composition is linked to topics in the curriculum and this ensures that pupils have a relevant purpose for composing. The pupils learn to sing tunefully, as they demonstrated in assemblies, and they can maintain a rhythm. Those pupils who play recorder are receiving high quality tuition and they read music competently. Through the music played in assemblies and in music lessons, pupils are introduced to a range of composers and musical styles. The curriculum is further enhanced by visits from musicians representing a wide range of music, including local folk musicians. Funding from the EAZ has benefited the pupils by enriching their experience of music through a 'celebration of talent' concert, a visit from a samba band and the provision of a samba band course, which is open to pupils in Years 3 to 6.

127. The quality of teaching is at least satisfactory with very good teaching in Year 6. This is an improvement since the last inspection. Non-specialist staff benefit from the support of the music co-ordinator, and the good schemes of work, that are now in place, ensure consistent teaching throughout the school. Teachers have developed their own music skills and understanding of the subject and are now providing a well-planned curriculum that fully meets pupils' entitlements. Co-ordination of music is good. The expertise of the co-ordinator has been used effectively, along with training from the local music service, to increase the teachers' skills and confidence in teaching music. Resources are generally satisfactory, however insufficient use is being made of ICT to support pupils' learning. Due to the lack of space in the school music lessons are held in classrooms. In the case of Year 6 this is limiting the number of pupils who, in any one lesson, can be involved in playing and performing music. So restricting development of music skills because opportunities to play are not there. There isn't enough room for all pupils to play instruments at the same time and no other space in the school to accommodate their lessons. This constraint limits the opportunities for pupils to develop their composing and performing skills. Visiting teachers who

attend the school to provide music tuition have to work in the staffroom as this is the only 'room' available. This is not conducive to good learning due to its size and purpose and there is no access to a piano to support the learning.

PHYSICAL EDUCATION

128. By the end of Year 2 and Year 6, standards in physical education are above those expected for seven and 11 year olds. This is because the quality of the teaching is very good and because the subject is very well organised so that pupils' attainment is carefully assessed and lessons are planned to suit pupils of all abilities. In addition, the school works very hard to provide a wide variety of different physical activities many of which are provided outside of the normal curriculum. This represents good improvement since the last inspection.

129. The very good teaching arises because teachers have very good subject knowledge. Lessons are planned so that pupils of all abilities can gain maximum benefit from the subject. This includes pupils who have significant physical difficulties. They are enabled to take full part in demanding activities but at their own level. They are supported where necessary by very skilled and well-trained teaching assistants but are encouraged to work as independently as possible. This has the double effect of helping them to become independent and confident whilst encouraging other pupils to be aware of physical disability as a normal part of life. This is good inclusive practice. As a consequence of this very good teaching and the attitudes it fosters, pupils are enthusiastic about physical education and try hard to achieve the best standard of which they are capable. Swimming is taught on a rota basis so that the majority of pupils swim well in excess of the required 25 metres by the time they are 11. Teachers make very good use of outside specialists to promote the development of a broad range of skills. For example, pupils are taught country dancing by a volunteer alongside the teacher. Pupils are familiar with many of the specialist terms of country dancing such as "thread the needle" and with a variety of dances such as "Jack Fetch Your Wife Back." When this last title is announced, pupils smile and cheer. In addition to the promotion of their social and co-operative skills, this activity is very good for pupils' aerobic development. At the end of each dance, pupils are breathless but still ready for the next one.

130. The curriculum is very well organised by a teacher who is very well qualified and experienced in the subject. Physical Education has also been an area of development within the EAZ. The school has effectively used the access to this support to develop teaching. The school provides a wide range of extra curricular activities such as country dancing, sword dancing, football and basketball. These have a positive effect on pupils' skills and confidence in lessons. Pupils are also given the opportunity to participate in cultural events such as country dance festivals which helps to promote their cultural development. Additionally, pupils have the opportunity each year to take part in outdoor and adventurous activities at a centre run by the local authority. These activities are also fully available to pupils with physical disabilities. These activities help to promote pupils' personal and social development by enhancing their self-confidence and teaching them to support and rely on each other.

RELIGIOUS EDUCATION

131. Standards match those expected for pupils at the age of seven as identified by the Redcar and Cleveland Local Education Authority and at the age of 11 are above this. This reflects the good teaching. Most pupils are making good progress and contribute enthusiastically to class discussion. They enjoy what they are doing and want to do well. In discussion pupils listen carefully to each other and respect the contributions from other members of the class. Teachers are confident in this subject and plan interesting activities that are closely linked to the age and experiences of their pupils. Religious education makes an important contribution to the, moral, social and cultural development of pupils in the school. Activities in and out of the school allow pupils to exploring moral issues and the studies of different religions. Social skills are developed through the ensuing discussion.

132. By the end of Year 2 pupils can recall and record events in the life of Judah the Maccabee and understand his importance for Jewish people. There are good opportunities for them to develop an understanding of the key aspects of Christianity including its main festivals, churches and Christian values. They also learn satisfactorily the main celebrations of Judaism, Buddhism, Hinduism and Islam. Many respond eagerly to teacher questions as they have listened carefully and this enables effective discussion to take place.

133. Teachers build very effectively on earlier work and by the end of Year 6 pupils have a good knowledge of festivals in different religions. They have a good recall of key beliefs of the Buddhist faith and of the main teachings of Islam. Most pupils in Year 6 can very effectively explain the main features of a church from their visit and express their feelings about it. They have and use the religious vocabulary very well as they move through the school. High attaining pupils are gaining a good understand the impact of Christianity on people's lives.

134. Teaching is good in year 1 to 6 and sometimes very good in Years 3 to 6. Teachers plan their lessons well and have clear aims for what pupils will learn. Lessons are clearly linked to pupil experiences and even though there are the fewer planned opportunities they do provide time for good spiritual reflection. Overall pupils are well managed with support staff working confidently and deployed effectively. Teachers often present pupils with a good range of different stimulating activities to sustain their interest. There is often effective questioning in lessons with the teacher posing additional questions to enable pupils to progress even further. Lessons in the short time prior to assembly are less active and at times rushed, resulting in lower than normal quality of teaching.

135. The co-ordinator provides good leadership and management and has a clear understanding of it priorities. Recent national guidance has been effectively adapted to meet the requirements of that locally and consequently yearly and termly planning is good. This provides a firm base for teachers to plan their lessons. An effective system for assessing and recording pupil work has been developed. There are planned opportunities for outside visits to local churches, which adds depth to the curriculum.