

INSPECTION REPORT

ESLINGTON SCHOOL

Birtley, Gateshead

LEA area: Gateshead

Unique reference number: 133397

Head teacher: Mr R Young

Reporting inspector: Mr D Smith
17323

Dates of inspection: 14th – 16th October 2002

Inspection number: 249462

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Leafield House Birtley Lane Birtley Gateshead
Postcode:	DH3 2LR
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Kennedy
Date of previous inspection:	No previous inspection

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17323	Mr D Smith	Registered inspector	Science	What sort of school is it?
			Physical education	How well are the pupils taught?
			Art	How well is the school led and managed?
			Citizenship	What the school should do to improve further?
13462	Mrs R Mothersdale	Lay inspector		How well does the school care for its pupils?
				How well does the school work in partnership with parents?
				Pupils' attitudes, values and personal development?
16722	Mrs N Buckingham	Team inspector	English	The school's results and pupils' achievements?
			History	
			Geography	
			Religious education	
22466	Mrs D Pearson	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
			Information and communication technology	
			Design and technology	
			English as an additional language	
1424	Mr M Whitaker	Team inspector	Music	
			Education inclusion	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eslington is a day special community school for 29 boys and girls aged between seven and 11 years of age. There are currently only 19 boys and no girls on the school roll. The number of pupils on roll at the school is increasing, as this new school, opened in September 2001, is being re-established after a very unsettled initial period. All of the pupils currently at the school are between eight and 11 years of age. The school is due to move to a new site in May 2003 with a capacity for 35 pupils. All pupils have statements of special educational needs as a result of their emotional and behavioural difficulties. Their attainment on entry is low because of the pupils' special educational needs and it is therefore inappropriate to compare their attainment with national averages. Twelve of the pupils are eligible for free school meals, over 60 per cent, which is a high percentage. All of the pupils live in the Borough of Gateshead. On leaving the school pupils either transfer to a secondary special school or into a mainstream school. There are no pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

Eslington is an improving school that is not yet fully effective. There have been considerable improvements during recent months, although weaknesses still remain. The head teacher and staff, well supported by the local education authority, have a very good shared commitment to continual improvement. They have focused on well considered initial priorities that have been successfully implemented but long term planning is unsatisfactory. The contribution of the governing body to the work of the school is developing but not yet satisfactory. The pupils, in general, now make satisfactory progress in lessons and make good progress in their literacy and numeracy. The quality of teaching is, overall, satisfactory, although teachers do not consistently use their knowledge of pupils' learning to plan future lessons. The curriculum is not yet fully in place or effectively managed and it is not supported by an adequate range of activities. The school has very effective links with the parents, promoting very good pupil attendance, good behaviour and good personal development. Due to the small number of pupils on the school roll the school does not yet provide value for money.

What the school does well

- Very effectively promotes pupils' very good attendance and their positive attitudes to the school.
- Promotes very effective links with parents.
- Has a shared determination for school improvement, based on very good teamwork between all of the staff.
- Pupils make good progress in their English and mathematics due to the effective introduction of the literacy and numeracy strategies.
- Pupils' behaviour in the school is good, due to the consistent application of a very good approach to behaviour management.
- Pupils make good personal development and form good relationships, due to the stability and consistency provided by the current staff.

What could be improved

- The more consistent use of assessment, to more effectively set targets for the pupils and increase their progress.
- More effective management of the curriculum to meet more fully the needs, abilities and interests of all of the pupils.
- The overall leadership and management in the school.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first Ofsted Inspection for Eslington School as it is a new school that opened in September 2001 and therefore there is no basis to make a long-term judgement on the school's progress.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year	Key	
	6		
speaking and listening	B	very good	A
reading	B	good	B
writing	C	satisfactory	C
mathematics	B	unsatisfactory	D
personal, social and health education	C	poor	E
other personal targets set at annual reviews or in IEPs*	C		

Pupils, in general, are now making satisfactory progress in lessons. The work in pupils' files suggests that their progress in the school was initially unsatisfactory, mainly because of problems associated with the new start to the school. Overall, standards of achievement in English are good, following the successful introduction of the literacy strategy. Pupils are making good progress in speaking and listening, in lessons where they are encouraged to take turns to answer and to listen to others. Reading skills are developing well and are given strong emphasis during the literacy hour. Writing skills are variable, however, the good level of support enables the pupils to improve. In mathematics the pupils are making good progress in lessons and the structure of the national numeracy strategy has helped to focus pupils' learning. Achievements in science are satisfactory and the pupils respond well to the opportunity to be involved in practical work. The good level of staff support encourages most pupils to make good progress in information and communication technology. Pupils make satisfactory progress in personal social and health education and also in the targets set in their individual education plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good. Overall the pupils want to work and they respond well to staff support and praise, which effectively builds the pupils' confidence and promotes a good approach to their work.
Behaviour, in and out of classrooms	Pupils' behaviour is good and the incidence of pupil exclusion is now low, following an initial period during which there were large numbers of exclusions. The staff are able to manage, with confidence, incidents of pupils' challenging behaviour.
Personal development and relationships	Good. Pupils are learning to listen to one another and be more tolerant of views that are different to their own. Pupils are beginning to be offered more opportunities to display a sense of responsibility.

Attendance	Very good. Attendance is well above the national average for similar schools. Pupils do make a significant improvement in their attendance at this school, compared to their previous record and this is a reflection of the very good links with the parents.
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Pupils' attitudes to school and their keenness to learn are good. The pupils are happy to be at school and they are generally polite and cheerful. Pupils are keen to be involved in projects such as the Shoebox Appeal, which provides them with the opportunity to help others by collecting for needy people in war zones. Staff are sensitive to the fact that some of the pupils easily lose their concentration and the staff provide structure and consistent support to help maintain the pupils' positive attitudes. Pupils are effectively encouraged to work hard by incentives such as the provision of Golden Time. In order to make progress in their learning most of the pupils recognise the need to behave well. The school provides structured activities during break times and this helps to minimise behaviour problems. Some parents are pleased that their child's improvement in behaviour means that they can make and keep friends outside of the school. Pupils do find it a challenge to make relationships with each other but the strong sense of school community enables them to get on with each other for most of the time. Relationships between the staff are positive and this helps the pupils to make progress in their learning. Lunchtime is an important and constructive social occasion, where pupils and staff sit together to share their midday meal.

TEACHING AND LEARNING

Teaching of pupils:	Years 4 – 6
Quality of teaching	Satisfactory

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

The overall quality of teaching in the school is satisfactory. There are some very good features and a substantial amount of good teaching with a small amount of unsatisfactory teaching. The quality of teaching is good in English and mathematics following the successful introduction of the literacy and numeracy strategies. Teaching is satisfactory in science and personal, social and health education. The best teaching is well planned and purposeful. Expectations are high in relation to pupils' work and their behaviour. Relationships are strong and the favourable staffing levels are used well to support the pupils' learning. Pupils are effectively encouraged to produce neat and accurate work that is marked constructively. Weaknesses in lessons are evident when the introduction to a lesson is too prolonged and the pupils lose interest. Too much teaching time is lost in the management of pupils' behaviour, in particular when classes are combined for the teaching of science or there is limited opportunity for practical work. In some subjects the marking of pupils' work is inconsistent. The quality and use of ongoing assessment is unsatisfactory. The school is satisfactory in meeting the needs of the range of pupils in the school but this provision is not sufficiently informed by detailed assessment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The pupils are taught the full range of National Curriculum and religious education. There is an imbalance in time allocated to certain subjects and this is particularly evident for the teaching of the humanities. The provision for personal, social and health education is good. The use of the national strategies for the teaching of literacy and numeracy is good. The provision of extra curricular

	activities, contribution of the community to the pupils' learning and relationships with other schools, are all unsatisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is satisfactory. It is good for the pupils' moral and social development. The provision for spiritual development is satisfactory whilst it is unsatisfactory for their cultural development.
How well the school cares for its pupils	The school makes very good provision when promoting the pupils' positive behaviour and very good attendance. Procedures for assessing pupils' attainment and progress and the use of this information to guide planning, are both unsatisfactory.

The school has very effective links with parents. The introduction of the literacy and numeracy strategies is a strength of the school. There is some imbalance in the time allocated to the subjects and some teaching time lost. Poor accommodation limits the breadth of the physical education curriculum provided by the school and makes it difficult to provide practical opportunities in some other subjects. The school procedures for monitoring and promoting attendance are very good. Monitoring and promoting good behaviour is very good. Assessment is unsatisfactory overall, although there are examples of good practice in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership and management of the school are satisfactory. The head teacher, with support from the local education authority, has engendered a very good shared commitment for continual improvement from all of the staff. The role of the deputy head teacher is not yet clearly defined. Subject management is variable across the school and the management of the curriculum is unsatisfactory.
How well the appropriate authority fulfils its responsibilities	Unsatisfactory. The governing body are in the early stages of development and currently makes an unsatisfactory contribution to the school. There is a clear commitment for an active involvement in the future.
The school's evaluation of its performance	Satisfactory. The staff has effectively concentrated on short term priorities such as the introduction of the numeracy and literacy strategies. The governing body are not aware of the strengths and areas for development in the school and long term planning is not linked to financial planning.
The strategic use of resources	Satisfactory. The school is very well staffed in relation to the number of pupils on roll and these are effectively deployed to meet the needs of the pupils. The school ensures that it obtains value for money when purchasing goods and services.

The school has been provided with stability for the past few months following an initial period of unsettlement when the school first opened in September 2001. A strength of the school is the determination to continue to build on the recent improvements, recognising that significant weaknesses still exist. Short-term priorities such as the introduction of the literacy and numeracy strategies have been well managed. The school does not yet have an established senior management team and therefore does not have the formal basis for the shared strategic and monitoring roles in the school. A recent internal audit of the school highlighted the good use of the new Financial Information Systems in the school. The governing body are not yet in the position to help provide effective support or vision for the future direction of the school. Current accommodation is poor but plans to relocate the school

in 2003 are at an advanced stage. Resources are adequate overall. The school, due to the small number of pupils on roll, does not yet provide value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The very effective links between school and home. • The school's firm yet caring approach to pupil management. • They are confident to talk to the school and know that their concerns will be listened to. • Their child likes school. • They are happy with the leadership and management of the school. 	<ul style="list-style-type: none"> • Some parents would like their children to be given more work to be done at home. • Some parents are not sure about the range of activities provided outside of lessons.

The inspectors agree with the parents' positive views of the school and in particular the very effective links between the school and parents. The provision of homework is judged to be satisfactory and provides a sound basis for further development. Opportunities for extra curricular activities are unsatisfactory but as the pupils' behaviour is now good the school now plans to extend the range of activities available to the pupils to more effectively cater for their interests.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 It is not possible to make judgements about pupils' progress throughout the key stage because the school has only been open for just over a year. Most of the pupils have been admitted to the school following a period of exclusion from other schools. As a result of this and some learning difficulties their attainment is below that expected for their age. The school got off to a poor start and pupils' files show unsatisfactory progress initially. However, some stability has been established in staffing and the approach now taken by staff to manage pupils' disruptive behaviour is beginning to have a positive impact on raising standards. This is seen in the satisfactory and sometimes good progress pupils are now making in lessons, particularly in literacy and numeracy, where lessons are well structured and well taught.

2 Whole school targets are effectively set, designed to raise standards in the school. Achievements in English are good and pupils work hard and make good progress in lessons. This is mainly because of the thorough planning, good teaching and high level of support pupils receive. They are making good progress with speaking and listening skills in lessons where they are encouraged to take turns to answer and to listen to others. Opportunities to develop prolonged discussion and debate are inhibited by the pupils' difficulties and they are sometimes unwilling to listen to others and accept views different from their own. Reading skills are developing well and are given strong emphasis during the literacy hour and the early morning reading sessions. Some pupils are fluent readers by the time they reach the age of eleven. Writing skills are more variable and some pupils are reluctant writers and this can be seen in other subjects of the curriculum. However, the good level of support and encouragement enables pupils to improve.

3 In mathematics pupils make good progress in lessons and by the age of 11 they are increasing their understanding and use of correct mathematical terms, such as, frequency, data and graph and the higher attaining pupils are beginning to understand "probability". All pupils know and use the four basic rules of number confidently and learning involving fractions is being consolidated. Pupils are not as confident when asked to complete written tasks but good levels of support from the teacher and support assistants boosts their confidence and they are willing to try. Mathematics is well managed and the structure of the national numeracy strategy has helped to focus learning and pupils respond positively.

4 Pupils make satisfactory progress in science. By the age of 11 pupils are clear that certain processes are irreversible and others are not. Their understanding of scientific language is increasing, such as the accurate use of terms such as evaporation and condensation. The pupils enjoy the practical element of their science work. They record results carefully and learn best when lessons are structured, giving them a framework in which to work. The higher attaining pupils can find information from appropriate textbooks.

5 In information and communications technology most pupils are making good progress in lessons because of the good level of support available to them. They use the Internet to find information and all pupils can log on, use a mouse and know their own code. By the age of 11 the higher attaining pupils can produce text, music and pictures and can explain to others what they have done.

6 From evidence in pupils' books and teachers' planning pupils make satisfactory progress in religious education over time. The local education authority Agreed Syllabus is followed and the detailed scheme of work shows that pupils are offered an appropriate range of learning opportunities.

7 In other subjects of the curriculum pupils are making satisfactory progress except in physical education where the poor accommodation severely restricts what can be taught and progress is unsatisfactory. However constructive use is made of the local swimming pool that enables pupils to make very good progress in this element of physical education. No judgement is made about pupils' progress in geography as there is insufficient evidence.

Pupils' attitudes, values and personal development

8 Pupils' attitudes to school and their keenness to learn are good overall. This is dependent on the very good management of their behaviour and increasing their confidence in their abilities. If for example they find work difficult, and cannot find help, a few pupils may cease working for a short time, or become disruptive. As soon as support is available and pupils are confident in their work, their attitude quickly improves. Overall, however, pupils do want to work. They bounce into school in the morning, are generally cheerful and polite and, for example, in an assembly where a visitor talks to them about a Shoebox Appeal, they cannot wait to start collecting together a range of suitable gifts for the appeal. In lessons pupils seek praise for their work and enjoy the success of their fellow pupils who, for example, have their work read out for the rest of the class to appreciate. This is well illustrated in a class where the pupils use their imagination and share their predictions about the likely habitats for witches. They particularly enjoy the Golden Time activities and rewards at the end of the week and this effectively encourages most of them to behave and work hard. Pupils' good attitudes to learning reflect the gains being made in their spiritual, moral, social development. Those who are new to the school do take some time to settle in and there is a significant difference in their attitude to learning when compared to more established pupils. This is illustrated by the fact that the pupils who have recently started at the school spend noticeably more time in the school's 'time out' facility.

9 Overall pupils' behaviour is good and in order to learn effectively most recognise that they need to be able to manage their own behaviour. The incidence of exclusion has dropped dramatically during recent months and is now at an acceptable level. There are parts of the day such as break and lunch times that pupils find particularly difficult. The school provides good opportunities for them to join in with playground games so that this time is more structured and there are fewer opportunities for inappropriate behaviour to occur. The school's staff manage challenging incidents with confidence and the pupils are given the opportunity to calm down, with effective support, following an outburst. Outside specialists such as the community policeman and consultant psychiatrist speak enthusiastically about the improvements in the behaviour of the pupils over recent months. Some parents are particularly pleased that their child can now make and keep friends outside of the school.

10 Pupils' personal development is good and improving as a result of the very good support provided by the school. Pupils do find it difficult to make relationships with each other. However, the strong sense of community and the very effective systems that have been developed by the school enable them to get on with each other most of the time. Pupils are tightly managed in school at the moment, and the school recognises the need to offer more opportunities for the pupils to develop the use of their own initiative. This is starting and for example pupils will help to set up the hall for a physical education lesson, or at the end of assembly, a pupil will be selected to go and bring back the rest of the staff so that lessons can start. Pupils are learning how to listen to one another and to be tolerant of views that are different to their own and in lessons where teachers have clear expectations, pupils understand what is acceptable and they are able to take part more effectively. Negotiating the points earned at the end of lesson is a potential flashpoint for a few pupils who may disagree with the

teachers' judgment of how well they have met the points passport requirements, however for the most part pupils have a very realistic view of how well they have done, and accept their scores maturely. There is no school council, but because of the relatively small numbers of pupils, decisions for example on the formation of the codes of work, behaviour and play are made during a whole school meeting. Lunchtime is also an important event in the day where staff and pupils sit together to share the midday meal as a constructive social event.

11 Attendance is very good and well above the level of similar schools nationally, especially for this term. Pupils do make a significant improvement in their attendance at this school compared to their previous record. Pupils are punctual. A few parents have taken their children away for holidays in the school term, which has increased the level of authorised absence. Unauthorised absences are low for a school of this type and testify to the work of the home/school liaison officers.

HOW WELL ARE PUPILS TAUGHT?

12 The quality of teaching is satisfactory, on the whole, with some very good features and a small amount of unsatisfactory teaching. Teaching is very good when clearly structured lessons are supported by high expectations. The quality of teaching is good in English and mathematics following the successful introduction of the literacy and numeracy strategies. Teaching is satisfactory in science and personal, social and health education.

13 When teaching is very good, the lessons are well planned and purposeful, encouraging the pupils to make very good progress in their learning. The enthusiasm of the teaching and very good teamwork are features of all of the very good lessons. In design and technology small planning steps give the pupils the confidence to design their own bridge structures. Very good teaching effectively encourages the pupils to work in pairs. The pupils are very interested in their work and encouraged to use their imagination yet their work is supported by very good examples of bridges. Again, very good planning and clear expectations are a strength of the swimming lesson. The advantages of a large number of staff, for the number of pupils currently in the school, are used well to ensure that all of the pupils make very good progress in their water skills. The literacy strategy has been well introduced in the school and this is reflected in the quality of teaching in some of the English lessons. Confident teaching supported by good ongoing assessment helps to provide a very good focus on pupils' individual literacy targets. A video extract is very well used to fire the pupils' imagination in their story writing based on witches. High expectations are effective in relation to work and pupils' behaviour. Relationships are strong and members of staff have the confidence to use humour effectively. This helps to develop the pupils' willingness and ability to speak with growing confidence and to work with increasing independence.

14 The good lessons are well organised, for example, when using the numeracy strategy as a basis to provide a clear understanding of high expectations in lessons. New tasks are clearly explained and where possible learning is related to every day life. There is a determination and confidence to teach effectively and an insistence that the pupils complete their work. Pupils are encouraged to work neatly and their work is well marked with supporting comments. Homework is used well as a basis for identifying a range of shapes evident in the kitchen cupboard. Very good staffing levels make it possible to provide some well planned individual support in literacy and numeracy. Very good relationships and mutual respect, linked to a good range of activities, are clear features of this support. Good teaching in English is found when work is firmly based on the pupils' previous learning and they write a good range of imaginative sentences. Also the teaching of the correct use of punctuation, such as full stops, is effective. The accurate use of appropriate terms is effectively taught in for example science and mathematics. In the teaching of some science lessons, detailed planning provides a clear structure and the pupils are fully involved in well prepared practical work. In information and

communication technology teaching ensures that the pupils' attention is retained when drawing faces that reflect a range of moods. Very good use is made of home produced resources and the pupils make good progress in the use of an art programme. The teacher's good subject knowledge effectively supports the pupils in their understanding of how to edit a text. Firm behaviour management and good teamwork, in a personal social and health education lesson, ensure that all of the pupils make a relevant contribution to a lesson on drug awareness.

15 When the quality of teaching is satisfactory, good teamwork and the effective use of the school's behaviour management systems continue to be features of most of the lessons. Overall the use of homework to promote pupils' learning is satisfactory. The high staffing levels and effective teacher support continue to be central to the promotion of pupils' learning and appropriate behaviour. However, at times lessons are insufficiently structured and the teaching does not maintain the pupils' interest. Some activities are too prolonged and the pupils become restless. Work at times can be too difficult or too hard as planning is not fully informed by detailed assessment of their progress. Determined teaching ensures that pupils are encouraged to sit correctly when singing and performing together. Some pupils become frustrated when not provided with immediate help, for instance in information and communication technology. Pupils are at times difficult to engage, for instance in games where the poor facilities limit the range of activities on offer.

16 In science teaching is unsatisfactory when the introduction to the lesson is too prolonged and there is no opportunity for the pupils to be involved in practical work. Expectations are too low, with little science content in the lesson and a limited use of appropriate resources. Too much teaching time is lost for individual pupils due to their behaviour and the class is disrupted. The amalgamation of two teaching groups for the teaching of science contributes to pupils' unsettlement. Unsatisfactory teaching in history takes place when too much teaching time is lost managing pupils' behaviour. In some subjects the marking of pupils' work is inconsistent. There are times when the pupils' work is not fully valued and they are not given sufficient understanding on how they can improve their work. Assessment procedures in the school are unsatisfactory and therefore some of the planning does not reflect a full understanding of the pupils' academic needs.

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

17 The range and quality of learning opportunities within the curriculum have improved, particularly since January 2002. The school has focused on literacy and numeracy where there has been good progress in the teaching and learning. The staff work hard to meet the needs and interests of the pupils. They are successful in the provision of information and communication technology, personal, social and health education, English and mathematics. The limitations of the building prevents the teaching of certain elements in science, art and design, physical education and technology. The organisation of the classes, into larger mixed groups, is successful in design and technology but this causes disruption in other subjects resulting in little opportunity to learn. The elements of literacy and numeracy are effectively taught but require an overview across all subjects with smaller learning steps and an increased focus on pupils who find reading difficult. Individual education plans, reviews and reports require a sharper focus to ensure that that targets provide the basis for individual planning within each subject. A whole school approach is necessary in order to more effectively assess, plan and monitor what is taught.

18 Personal social and health education has been carefully introduced and is beginning to be successfully taught in each class. During lessons, play and lunchtime most pupils are responsible and co-operative where they respond well to adults. The aspects of health and sex education and drug misuse are taught successfully through science lessons. School assemblies provide a time for pupils to

listen to each other and consider those less fortunate than themselves. For example listening to a volunteer who tells them about 'homeless people'.

19 The school has a clear policy on equal opportunities where all pupils have equal access to the curriculum. For pupils with specific learning difficulties, areas of learning need to be more clearly identified and monitored by the special needs co-ordinator and teachers, to ensure achievable steps that clearly show progress. Reports do not always reflect the ability of the pupils. The planned individual education plan targets, for each half year, are often the same or very similar and do not match the review reports. At present, lower attaining pupils are well supported by a teacher to help boost their numeracy and literacy skills.

20 Links with community are sparse. The school is at the point where it can consider extending its range of visitors and visits, but currently they consist mainly of regular visits to the local swimming pool. A number of visits, including a whole school trip to the cinema, are being planned and the success of these visits will lead the way to greater use of the community.

21 Provision for pupils' spiritual development is satisfactory. Assemblies offer pupils some opportunities for reflection, but those observed lacked sufficient spiritual focus. Assembly themes are tied in with religious education and for example are presently supporting the need to help others. Praise assemblies value and commend the work of pupils and to have their work displayed on the Wonder Wall is a much sought after honour amongst pupils.

22 The school has an open and honest approach to moral development and by the daily discussions and assemblies, seeks to help pupils understand why they behave as they do and how they can control their behaviour. The systems of rewards and sanctions, used by the school to promote good behaviour, are effective because pupils understand them and because they feel they are fair. In discussion it is clear that the things pupils like most about school are the points passports and the Golden Time activities and rewards that they earn for good behaviour and positive attitudes. School rules focus on developing tolerance and self-confidence. Right and wrong are emphasised well and assemblies often have a moral theme. During the inspection the pupils were asked to help collect for a Christmas Shoebox Appeal for needy people in war zones. This provides a good opportunity for pupils to explore and discuss moral issues. Pupils have been involved in developing the school codes, and understand the need for rules and the importance of complying with them.

23 Good social behaviour is acknowledged and rewarded by the staff and pupils are beginning to recognise and understand their success in social settings. The school ensures that there are good opportunities for pupils to eat together at lunchtime and play with other pupils and staff during break and lunchtime, in organised sports and social activities. The school praises pupils who do well in social events in their home community, for example, when playing football for a local team. Pupils are encouraged to greet regular visitors to the swimming baths they attend, and are now recognised and welcomed to the pool, whereas before, visits to the pool had to stop because of the pupils' poor behaviour. Visitors to the school, such as the community police officer, offer pupils good role models and help pupils to recognise how to behave in the community. The pupils are also encouraged to raise funds for charities and have raised money for the provision of Guide Dogs for the Blind.

24 The school makes unsatisfactory provision for pupils' cultural development and recognises this as an area for development. A European week has been held recently in school and pupils have taken part in a workshop at a local art gallery. It has been difficult in the past, due to the pupils' behaviour, for the school to organise visits into the local and wider community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25 The school has satisfactory procedures for the health and safety of pupils and staff. The deputy head teacher has specific responsibility for health and safety but the school's approach to assessing risks both in and out of the building, is shared by all of the staff. Staff manage break and lunchtimes effectively, which ensures that pupils are carefully supervised at all times. Particular hazards have been noted and methods put into place to ensure minimum risk. For example, when it was considered inadvisable to take pupils swimming because of the risk they posed to their own, the staff and the public's safety, swimming lessons stopped. Currently, the situation has been reassessed and as a result of a substantial improvement in pupils' behaviour, swimming lessons in a public pool are back on the timetable.

26 First aid arrangements are well organised and the school has taken professional advice on the storing, recording, administering and dosage of medication prescribed for pupils to take in school time. For example the consultant psychiatrist from the unit attended by a number of pupils, diagnosed with Attention Deficit Hyperactivity Disorder, has liaised with the school to monitor the exact effect drugs are having on pupils' ability to study.

27 The school's procedures for child protection are satisfactory and follow the recommendations of the Area Child Protection Committee. The school has identified the requirement for more training in child protection awareness for all members of staff, and has arrangements in place for this training to be completed shortly. The emphasis in the school is on it being a secure place for pupils where they can safely talk to a staff member if they need help. The head teacher is the

designated person for Looked After Children in the school and he and other key staff, such as the two family liaison officers, work closely with social workers, the police and health professionals to bring together a comprehensive level of professional care for pupils.

28 The school procedures for monitoring and promoting attendance are very good and have brought the level of attendance to a very high standard for a school of this type. The points passport system, getting a 90 per cent threshold for the Golden Time activities, is linked to the rate of attendance that a pupil achieves, and is highly regarded by pupils. The family liaison officers and administrative staff in school are swift to follow up any pupils who are absent, and the school has good links to the education welfare officer responsible for the neighbouring local secondary school. Home/school liaison is a strength of the school and helps to promote the high levels of attendance. At the time of the inspection, class registers were not being marked in line with statutory requirements, as they are not taken in each class, at the beginning of the morning session, and at a specified time in the afternoon session. However, the system of recording all pupils as they arrive off their transport, does give the school an accurate number of pupils in school and time out records track when pupils are away from class.

29 Monitoring and promoting of behaviour is very good and there are good systems to eliminate bullying in the school. Pupils can see if their behaviour is better or worse on a regular basis, by referring to their points passport. Many of the pupils effectively know how they need to work and behave in order to achieve the activities they want in Golden Time. Staff and pupils have worked together in a whole school meeting to create work, behaviour and play codes. An important part of the negotiations and debate at the end of lessons, for points at the end of each part of the day or lesson, is centred on pupils' behaviour, in relation to these codes. The school works closely with a consultant psychologist to help promote pupils' positive behaviour. The school's 'time out' facility is carefully managed. All of the staff use a positive approach to the management of pupils' behaviour. On each occasion where positive handling strategies are used, the recording of the restraint incident is carefully analysed to inform future management approaches for each pupil. The use of exclusion is now at an acceptable level as a consequence of the very effective approach to pupils' behaviour management in the school. When visiting pupils' homes, the home liaison officers try to ensure that the school's behaviour code is understood and seek the co-operation of parents and carers in supporting the school's procedures to monitor, promote and manage good behaviour.

30 The procedures for assessing pupils' attainment and progress are unsatisfactory. The very recent introduction of Pupil Profiles has yet to have an impact on influencing teaching or future subject planning. Some subject co-ordinators have devised assessment systems for their subjects and it is planned that these will be administered at the end of a module of work but staff have not had the opportunity to test them out.

31 Day-to-day assessment is inconsistent and is not a routine feature of all lessons. In some lessons an initial reminder about prior learning gives teachers opportunities to assess what pupils have remembered but some lessons do not have a conclusion and individual achievements are not recorded. Pupils are given verbal feedback about how well they have achieved within a lesson and whether individual targets have been met, and in some lessons work is marked with the pupil and a written comment made. This gives pupils some indication about how well they are achieving. Individual targets, however, usually relate to behaviour and are not learning targets. There are instances of good practice within the school, such as in numeracy, but these have not been effectively shared amongst all staff.

32 Individual education plans are in place for each pupil and these are reviewed half-termly but the targets are too general. Currently teachers do not have a reliable way of knowing what individual pupils know and meeting particular needs in lessons relies on the different levels of support, teacher expectation or the amount of work produced. The current assessment system does not give teachers sufficient information about what pupils know, understand and can do. This does not allow teachers to effectively plan individual work or influence future curriculum planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33 Parents regard the school highly. They are especially confident in the current firm yet caring approach to pupil management that has been adopted by the school and the resultant marked improvement in the school's culture in the past few months. For this reason parents support the school and feel confident to talk to the school and know that their concerns will be listened to. They are confident in the current leadership and management of the school. Parents appreciate that for their children to learn their behaviour must improve in lessons and they are pleased that overall many pupils are now showing a marked improvement in their academic work. They are also pleased that the benefits of pupils' improvements in behaviour means that pupils can now go swimming and for some, play more cooperatively with other children in their home area. 'It's great. I feel really proud of him now' one mother said of her son's attempts to control his behaviour.

34 Nearly all parents are impressed with the effort made by the school to adapt their children's attitude to school. Parents support the school's policy on wearing school uniform, the points passport system that rewards good behaviour and attitude. They appreciate the hard work that goes into managing their children's behaviour. The home/school liaison officers work very hard to foster the links between home and school and are sensitive to the feeling of isolation that many parents and carers feel, when sending their child to a school out of their immediate home area. Because of the distances involved, and the problem many parents and carers have with transport, parents cannot regularly travel to the school. In response, the school now makes visits to pupils' homes to explain, for example, the school's systems of behaviour management, school uniform policy, homework policy and the home/school book. The parents are effectively encouraged to forge a strong partnership with the school. Parents and carers are reassured that the school is always accessible to listen to and respond to their concerns. As a result of their proactive approach, the school is seeing an increase in parent and carer numbers attending school events.

35 A record of all home/school liaison meetings is kept and a questionnaire has been introduced to gain parents' views regarding their child's introduction to their new school. Annual written reports to parents, first written at the end of the last academic year, are satisfactory although a small number of parents are not clear about the progress that their children are making in school. Pupils' individual education plans are explained to parents on home/school visits, but the language of the individual education plans can be difficult for some parents to understand, so that it is hard for them to help their children. A small number of parents would also prefer to have important letters posted home to them, rather than coming by 'pupil post' and perhaps getting lost on the way. Parents and carers do have differing views on the amount of homework that they expect their children to do, but in the wider context, nearly all want to work with the school in helping their children to reach behavioural targets and become a mature and responsible person. A parent said 'I would like to say something I don't like, (about the school), but there is nothing that comes to mind' which is a reflection of the parents' general positive view of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36 The leadership and management of the school are satisfactory. Despite the short period of time that has been available to stabilise the school there have been significant improvements, although weaknesses still remain. The head teacher, well supported by the local education authority, has engendered a very good commitment for improvement from all of the staff and teamwork is a strength of the school. Effective and determined leadership has focused on the essential elements of literacy and numeracy to develop the basic structures and model for effective teaching. This has been combined with the positive introduction of a very good behaviour management system. There is a

good focus on the aims of the school in promoting the full development of the pupils' abilities and this is reflected in the recent progress in their learning.

37 The senior management team is not yet established. Areas of responsibility, particularly for the deputy head teacher, need to be clarified and established to ensure an effective contribution to the continual improvement of the school in the future. The head teacher has driven the initial developments with support from the staff but future developments need to fully harness the energy and expertise of all of the staff. Subject management is variable across the school. There are good examples of the management of subjects, for example, the introduction of the literacy and numeracy strategies. Some staff have too many subject responsibilities and therefore do not have the time to effectively manage them all. Insufficient consideration has been given, for example, in the management of physical education, to the allocation of subjects to specific teachers. Subject co-ordinators do not yet manage a budget and this limits their ability to produce effective long-term plans for their subjects.

38 Planning has been effective in identifying short-term priorities. However, long-term planning is not informed by a full understanding of the strengths and areas for development in the school. School development planning is not linked to a clear financial plan. The school's substantial carry forward from the last financial year is understandable, when considering the number of pupils on the school's roll. Monitoring is at the early stages of development and this is particularly true of the work of the governing body. There is a clear commitment to the school by the governors, particularly by the chair of the governing body. He understands the need to establish a governing body with full membership that will have the skills and be in the position to shape the future direction of the school. The governing body does not yet fulfil its statutory duties. The governors are aware of the need to develop and use systems that will provide them with a full understanding of the strengths and areas of development for the school.

39 The school secretary is very efficient and makes a valuable contribution to the day-to-day running of the school. There is good use of new technology with appropriate training to support effective financial management. A recent internal audit of the school highlighted the good use of the new Financial Information Systems in the school by the head teacher and the school secretary. Specific grants are used effectively, for instance, to support the staff's continuing professional development. Performance management systems are in place but the head teacher understands that the staff's current targets are too general.

40 The school has a higher than average number of teachers because of the low number of pupils currently attending the school. As a result, it is very well staffed to meet the needs of the pupils and teach the range of subjects needed. The number of support staff is also higher than average and this enables good levels of support to be provided. The school now provides consistent teaching and support for the pupils, following an initial period of frequent change and instability.

41 The accommodation is poor but plans to relocate the school in 2003 are at an advanced stage. Staff have worked very hard and successfully to create a stimulating learning environment. This has a positive affect on the attitudes of the pupils and their behaviour and attendance. However, because of the nature of the building, some areas of the curriculum are restricted. This is particularly true in practical subjects such as physical education and design and technology. Investigative work in science is also restricted. The small size of some of the classrooms also makes the management of pupils difficult on occasions.

42 Resources are adequate, overall. They are poor, however, for physical education when the constraints of the buildings have reduced the curriculum and made the purchase of some resources, for

example gymnastic equipment, inappropriate. Resources for geography are unsatisfactory. The school, due to the small number of pupils on roll, does not yet provide value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 43 In order to improve further the head, staff and governors should;
- (1) Ensure that the pupils make better progress through the development and management of a coherent whole school approach to assessment by;
 - a) building on existing good practice in the school to provide the basis for policy and practice;
 - b) using information on what pupils know, can do and understand to more effectively meet the needs of all of the pupils;
 - c) setting more focused targets for the pupils in their individual education plans as a basis for more effectively promoting and monitoring progress.
(Paragraphs 15, 16, 17, 19, 30, 31, 32, 45 and 49)

 - (2) Improve the overall curriculum by;
 - a) ensuring that this aspect is better managed;
 - b) building on the progress particularly in literacy and numeracy, as good foundations for curriculum development;
 - c) improving the organisation of the timetable and decreasing the loss of teaching time by slippage;
 - d) balancing the time allocated to the subjects;
 - e) improving the provision of extra-curricular activities;
 - f) making best use of the curriculum opportunities provided by the new buildings.
(Paragraphs 7, 15, 16, 17, 20, 24, 37, 41, 42, 57 and 76)

 - (3) Improve the overall leadership and management of the school by;
 - a) formalising the work of the senior management team with a clear definition of the role and expectations for the deputy head teacher;
 - b) ensuring that a clear direction for the future of the school is provided by well informed long term school and subject development planning;
 - c) consolidating the work of the governing body to ensure that they meet their statutory duties, develop an understanding of the strengths and weaknesses of the school and plan clear priorities for the future.
(Paragraphs 37, 38 and 79)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	15	19	2	0	0
Percentage	0	10	38	48	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	19
Number of full-time pupils known to be eligible for free school meals	12

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	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	88.3%

Unauthorised absence

	%
School data	0.9%

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
18	11	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y4 - Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	3.2
Average class size	4

Education support staff: Y4 - Y6

Total number of education support staff	5
Total aggregate hours worked per week	162.5

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	228,703
Total expenditure	181,604
Expenditure per pupil	(9,558)
Balance brought forward from previous year	Not open
Balance carried forward to next year	47,099

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	6
<hr/>	
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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

19

Number of questionnaires returned

11

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	27	9	0	0
My child is making good progress in school.	55	27	0	0	18
Behaviour in the school is good.	27	55	9	0	9
My child gets the right amount of work to do at home.	46	27	9	9	9
The teaching is good.	73	9	0	0	18
I am kept well informed about how my child is getting on.	82	9	0	0	9
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	73	18	0	0	9
The school works closely with parents.	73	18	0	0	9
The school is well led and managed.	73	27	0	0	0
The school is helping my child become mature and responsible.	46	55	0	0	0
The school provides an interesting range of activities outside lessons.	55	18	9	0	18

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

ENGLISH

44 The introduction of the literacy strategy has had a positive impact on the achievements and progress pupils make in lessons and overall pupils achieve well making good progress. This is because lessons are well structured, teaching is generally good and pupils are given a good level of support that enables them to learn well. Speaking and listening skills are developing well and pupils are keen to talk to visitors about daily events and topics that interest them. Many pupils respond positively to questions in lessons and explain their ideas, for example, when considering the content of spells during work on witches. They are encouraged to take turns when answering and to listen to others. Pupils are encouraged to answer, using full sentences that improve their speaking skills and also increases opportunities for them to give explanations for their answers. Opportunities for dialogue or discussions between pupils are difficult but pupils are making progress in their ability to listen to one another and accept views that are different to their own. They are effectively encouraged to listen to each other and by the age of 11 the pupils know that they wait their turn to speak.

45 The reading session at the beginning of each day supports the development of pupils' reading skills well. Many pupils enjoy reading and are keen to read to an adult. The youngest pupils listen through earphones while following a story and this helps their concentration. For some older pupils, this session is used well by the teacher who hears every pupil read and others work on a prescribed spelling list with the teaching support staff. Pupils know this routine and work well. In other classes the time is used in different ways that suits, for individual quiet reading. Across the school, lower attaining pupils have a small sight vocabulary and some use appropriate word building strategies to say unfamiliar words and also use the pictures as clues to help them. Confident readers are fluent, enjoy reading and like books, such as those by Roald Dahl. They can talk about the characters and the parts of the book they like best. All pupils have the opportunity to take reading books home and parents are encouraged to comment about how well their child has read. There is no whole school reading scheme and this, together with a lack of a coherent assessment system, means that teachers have no secure way of monitoring pupils' progress in reading.

46 During literacy lessons the youngest pupils listen to "Granny's quilt" and learn about patchwork and how it is done. This interests them and with support they can answer the questions on their worksheets. The older pupils are introduced to the literature of Shakespeare currently enjoying parts of Macbeth, particularly the witches scene. Other pupils are learning about Anne Frank through her diary. The higher attaining pupils discuss the tragedy related to the Twin Towers disaster and the recent tragedy in Bali showing a knowledge of current events. They understand what a diary is used for. Opportunities to improve and consolidate spelling rules are well organised and fit well with their current reading. Some pupils can use dictionaries appropriately, understand alphabetical order and learn what a "glossary" is used for. Others demonstrate their understanding of verb tenses, present, past and future, used in a text and this is building on previous learning.

47 Pupils' writing skills are satisfactory, although there is no policy about developing a whole school style of handwriting. Some pupils write in pencil and others use a pen and this is not consistent across lessons. A few pupils have well developed individual handwriting styles using well formed letters, appropriately spaced and of uniform size but mainly use a combination of print and cursive script. Lower attaining pupils' handwriting can be untidy and some are still at the copying stage. In lessons pupils are regularly reminded to do their best writing and, in the main, pupils do try hard. Pupils are given the opportunity to write in different styles, for example, short stories, poems, autobiographies, letters and diary entries. The youngest pupils practice sequencing sentences into a story and know to

use a capital letter at the beginning and a full stop at the end. Older pupils know how to use commas, they recognise speech marks and question marks and use them in their writing.

48 Teaching is good overall, with some very good aspects and pupils learn well. Teachers have a good knowledge of the literacy strategy and lessons are planned within this framework, giving a structure to lessons that helps to maintain pupils' interest and concentration. They listen and learn well because not only do the strategies, used by teachers, enable them to manage behaviour well but also the current topics, especially "Witches", stimulates pupils' imaginations. In the best lessons relationships between adults and staff are very good and pupils demonstrate some respect that results in them trying very hard to complete tasks and earn praise and positive feedback. In addition, they appreciate the sense of humour of the teacher, who continues to challenge the pupils who make good progress. In some lessons praise is overused and becomes meaningless and pupils sometimes get away with less than their best work. Generally teachers have an appropriate level of expectation that pupils will complete a given amount of work and pupils respond well.

49 The library is too small and overcrowded to be used purposefully by pupils, either to work in or to be used to find information. Many of the books are old and of little use to the current curriculum. The co-ordinator has attended appropriate courses to familiarise himself with the national literacy strategy and as a result, all staff plan their work using the same consistent format and adapt the content of strategy to meet the broad needs of the pupils. Class displays highlight what pupils are currently working on and are a good reminder for pupils. A weakness is the lack of coherent procedures to assess pupils' progress so that focused targets can be set and the content of the curriculum adjusted to meet individual needs. A range of systems is under consideration but a decision needs to be made so that progress can be accurately monitored. Pupils use information technology as a way to record and present their work. To build on the good progress already made, a whole school consistent approach to teaching reading and handwriting would improve pupils' achievements further.

MATHEMATICS

50 The provision for numeracy is good. The co-ordinator has good subject knowledge that has ensured the smooth introduction of the strategy to all of the classes. The numeracy hour has clear parts that maintains pupil interest and builds on their mathematical skills. Most pupils are making good progress during lessons and show in their workbooks that they are beginning to make good progress over time, both in presentation and mathematical skills. Although most work is marked with relevant comments, a consistent approach should be adopted across all classes. Resources are comprehensive with an attractive scheme of books to interest pupils. Homework is regularly set, with most pupils achieving their targets and taking a pride in their work that is shared with their parents.

51 The good team work of the teacher and classroom support staff encourage the youngest pupils to answer questions about solid shapes such as a solid circle is a sphere with no edges or corners. All pupils understand the meaning of three-dimensional objects and one boy described a star with ten sides. The very good examples of everyday shapes encourage pupils to really look at boxes and packets that they would find in the kitchen. Most pupils are co-operative and try hard with encouragement and help each other when sorting shapes and playing games.

52 Additional individual support, provided to pupils aged nine and ten, is clearly planned to ensure good small step progress. The boys enjoy a game of matching numbers on a snake shape where they have to think about a sequence as well as counting numbers to 20. They try hard and are gaining in confidence to write numbers and listen to the teacher. In class, most pupils can remember and apply terms such as 'no chance' or 'certain'. The more able pupils can interpret information confidently to read data on a line graph, to look at the rainfall for each month. Sufficient care must be given to planning, in order that tasks are more relevant and pupils have a better understanding of what they have to do.

53 The teacher's good sense of humour and demonstration of the task to the oldest pupils in the school ensures the boys pay attention and good learning takes place throughout the lesson. The use of correct terms such as 'frequency', 'data' and 'graph' show pupils know that data means information and a 'tally graph' is a chart or record. Pupils speak confidently and listen to each other. A few pupils are beginning to understand and use the term 'probability', for example, that there is a one in six chance of scoring a six when rolling a dice. The teaching assistant provides sensitive support, especially to encourage pupils to complete a task. Very good praise is given to pupils when they check their work and realise that it is not correct. They are confident to write on the board during the plenary, to show each other what they have achieved. Most boys can halve numbers such as half of 1000. The higher attaining pupils can complete the exercise and move on to bonus questions. All the pupils understand the rules of multiply and share by the end of the lesson. They add, multiply and subtract with increasing confidence. A few pupils become restless when presented with written tasks as they are not as confident in their writing ability.

54 Pupils are tested at the end of term and a few teachers test at the end of particular tasks. Procedures for assessment have been introduced well by the co-ordinator and are beginning to show what pupils know and understand. The co-ordinator has monitored the teaching of mathematics with relevant support and guidance. Teachers have also taken part in relevant training that has supported the teaching of numeracy very well.

SCIENCE

55 The provision for science is satisfactory and pupils make satisfactory progress now. The teaching and learning in science is best when lessons are well planned and the pupils are provided with the opportunity to learn through investigation. The pupils' work, during recent months, does show a marked improvement in their progress. The current accommodation does limit the opportunity for investigative work and this is to be remedied in the new building.

56 The rate of progress in the pupils' learning has increased during the last few months, supported by their progress in literacy and numeracy. The pupils' work before this period does not generally show progress over time. They have completed experiments constructing simple and switched circuits producing accurate diagrams and using the correct symbols for each part of the circuit. Pupils have recently completed an interesting experiment investigating the sound proofing qualities of different materials. Their work is well presented and the pupils have taken care in recording their results. In a discussion with pupils they are able to recall the results of their sound proofing experiment and confirmed that they enjoy practical work. Most of the pupils understand that substances such as water, can exist in different states. They also know that heating and cooling effect these states and, for example, that increased heat quickens the melting of ice into water and this process has been previously confirmed in an experiment. With the confidence provided by structured teaching, the more able pupils accurately use the terms evaporation and condensation as part of their understanding of the water cycle. It is clear that the pupils learn more effectively and retain their knowledge more accurately when involved in investigative work. This is again well illustrated in the their understanding of the fact that certain processes are reversible and that others are not. The more able pupils are encouraged to extend their learning by reference to appropriate textbooks. Equally, carefully considered support is provided for the pupils who require additional help.

57 Overall, the quality of teaching is satisfactory with some good teaching and equally some unsatisfactory teaching. In the best teaching, there is detailed planning that provides a clear structure to the lesson and the pupils fully understand each stage of their work. There is a sense of purpose in the lesson and pupils remain busy in their practical work and easily share with other pupils. Conversation is constructive and the pupils enjoy the opportunity to relate with staff positively. The

staff know the pupils well and by skilful questioning extend the understanding of the more able pupils. The learning support assistants work well with the teacher and the pupils, helping to promote a calm and confident approach to behaviour management. The favourable staff-pupil ratio is a major factor in helping to provide a safe and secure learning environment in the teaching of this subject. The pupils are effectively encouraged to use scientific terms in the right context. Where teaching is unsatisfactory, the pupils are expected to sit and listen for too prolonged a period and expectations are low. This situation is made worse by the unimaginative use of poorly prepared resources and worksheets and a lack of practical work. Expectations are too low and pupils do not value their work. The pupils respond badly to the doubling of teaching groups and large parts of the lesson are lost, due to their disruptive behaviour. The marking of pupils' work is not consistent and at times does not help to inform the pupils about their progress or future learning.

58 There is the need to further develop the role of the co-ordinator in the management of science. The science co-ordinator does not have sufficient opportunity to monitor the standards of the pupils' work or quality of teaching. The quality and range of the science equipment is adequate for the range of science taught. The co-ordinator is aware of the need for an increase in the resources, when the school moves to a new site, to help provide greater opportunities for investigative work in science.

ART AND DESIGN

59 Only one art lesson was observed during the inspection but the scrutiny of teacher's planning, displays and pupils' work indicate that pupils make satisfactory progress overall. The co-ordinator effectively plans for the subject and is aware of the need for art to have a higher priority in the school's curriculum.

60 Pupils have been involved in a visit to a local art gallery and enjoyed their involvement in a workshop. By the age of 11 pupils have been introduced to the work of other artists, for example, Monet and aspects of his influence are evident in some watercolour landscapes produced by the pupils. Photographic work is evidently linked to the environment and the pupils have produced some attractive silk paintings as a follow up to the photographic workshop. A display of work, linked to the European Week event, illustrates the pupils' production of costume figures and decorated maps. Pupils have produced some colourful paintings of how they imagined Queen Boudicca to have looked. A group of pupils are currently working with staff to produce their own videos and have made some of their own basic equipment. The artwork across the curriculum produced by the pupils, reflects their immature development of ideas and methods in their work.

61 Only one art lesson was observed during the inspection and therefore it is not possible to make a judgement about the quality of teaching. In teaching, careful consideration is given to previous learning as the basis for the next stage of learning. Teaching provides an appropriate introduction of ways to produce clay models depicting human movement in two and three dimensions to the oldest pupils in the school. Pupils have varying levels of success in shaping clay into different shapes to depict a particular action for example using the hand or foot as a model. Some pupils work very hard and with care to willingly improve their model, following staff advice. Other pupils find the task too challenging and become easily frustrated. Considerable time and effort is used to manage the pupils' behaviour successfully as they all produce an artefact by the end of the lesson.

62 The quality and range of resources are adequate. The department is in the position to extend the range of visits and artefacts to further promote the pupils' interest in art and their cultural development. The provision in the new building is planned to take into account the requirements for the effective teaching of art.

DESIGN AND TECHNOLOGY

63 The provision for design and technology is satisfactory and the pupils now make satisfactory progress. The co-ordinator has made a good start to plan exciting activities that capture the imagination of the pupils and involve all staff. The resources for the subject have not yet been fully explored; this is planned to take place in the new school. The youngest pupils in the school are studying textiles. Other pupils are taught together once a week with their teachers and support staff. Pupils undertake one unit of work each half term.

64 With encouragement and examples, the youngest pupils have carried out relevant research about money containers. They have recorded different materials used, with a criteria such as a safe place for notes. The good use of terms such as 'long stitch' and lots of exciting coloured threads interests the boys in choosing colours for their stitching. However, most pupils find the task difficult, especially to design their own pattern. The other pupils respond well to practical tasks and problem solving, effectively investigating the properties of materials. Previous work displayed shows a good range of shelters to test structures. Pupils are very interested and can describe which are the strongest structures. Teaching is very well planned to show that pupils are building on their skills and knowledge of how to make a frame. The good use of pictures and a video film gives practical support to their work. Most pupils work very well in pairs with the support of an adult. They are able to cope with the competitive element to produce a load bearing structure in a given time. Their endeavour and concentration are very good. The good working atmosphere ensures that all of the pupils are supported well to achieve the task and celebrate each other's work. All of the constructions are different and all of the pupils understand that they are making a structure that will hold a weight.

65 Assessment is new and covers the range of activities for each unit. Food hygiene and safety are appropriately included. A recent study on bread making has been thoroughly researched and enjoyed by staff and pupils. There are good opportunities for speaking and listening and using mathematical skills in measuring and weighing.

GEOGRAPHY

66 Geography is not taught this half term and therefore no lessons were observed. Because of the newness of the school, very little evidence of pupils' work was available so no judgements can be made about pupils' progress or about the quality of teaching. The scheme of work shows that pupils are given an appropriate range of work that is suitable for their age and ability.

HISTORY

67 Only two lessons were observed in history but scrutiny of teachers' planning, wall displays and pupils' work demonstrate that the pupils make satisfactory progress overall. The curriculum is appropriately planned giving pupils a relevant range of work based on the National Curriculum. Pupils have studied the Romans and Ancient Greece and currently their topic is about the Tudors. This is being taught across the year groups in different ways. The youngest pupils learn and consider the different types of housing and food for rich and poor Tudors. Pupils enjoy this and most put a lot of thought into making lists of food and comparing their results. The oldest pupils in the school learn about exploration in Tudor times, especially the voyages by Sir Francis Drake, and they trace his journey around the world. In a lesson the pupils use an atlas, but some disruption means that they fall back on worksheets to follow his journey. Some pupils work hard and find this interesting, especially the amount of time it takes Sir Francis Drake to complete his journey.

68 Teaching is satisfactory and is supported by a clear policy and guidance on what should be taught, that help to develop pupils' interest in their work. The presentation of the current topic about the Tudor way of life is within pupils' understanding. The good use of resources maintains pupils' concentration and interest when learning about the exploration discoveries of Sir Francis Drake. The teacher has an appropriate level of subject knowledge to be able to give pupils information and also to answer their questions, so extending pupils' learning. The good use of questions, to assess what pupils have remembered from previous lessons, is used as a basis to move on and extend their knowledge and understanding. Weaknesses occur when pupils disrupt the lesson on more than one occasion and teaching time is managing pupils' disruptive behaviour. All of the staff work well together in lessons and pupils are given good support as a result.

69 The co-ordinator has developed an assessment system and an appropriate self-assessment procedure for pupils but has not yet had an opportunity to use them. Because the co-ordinator teaches all history lessons the monitoring of teaching and planning has been carried out by the head teacher.

INFORMATION AND COMMUNICATION TECHNOLOGY

70 The provision for information communication technology is satisfactory. Pupils are taught in groups and have equal access to a computer each. There is a good focus on teaching skills, with evidence of work processed in other subjects. The Internet is used to find out information for subjects such as religious education. The co-ordinator for information and communication technology has successfully taught most pupils to log on, use a mouse and know their own code. Most pupils are making good progress during lessons, to complete and understand a task, with the most able pupils building on their information and communication skills. Some less able pupils require smaller steps in their learning to more effectively promote their progress.

71 The youngest pupils in the school can log on and access tools to create a picture to show a face in a particular mood. The careful questioning of the teacher encourages them to be more confident to use colour and explore shape. Most pupils understand how to recognise a tool to flood, fill, spray and brush. They concentrate well to produce a picture of a face with an expression that they can fully describe. One boy is able to save his work and two boys can add a text box and type in the words. There is a good emphasis on giving a complete sentence.

72 The teacher engages the older pupils in the school well as they think about the next stage of their work. Resource books are used well to give ideas and copy words such as types of motorcycles. Most pupils are making good progress in their understanding of how to edit. The more able pupils produce text, music and pictures that are described to the rest of the group. The good use of a task sheet demonstrates to pupils that they have achieved four slides. A few pupils become frustrated when things go wrong and require a lot of support. There is insufficient whole class teaching and therefore the teaching does not effectively provide a conclusion to the lesson.

73 The staff have taken part in training to develop their information and communication technology skills and there is a computer in each classroom. Good resources are planned for the new school to include a new computer suite. Pupil self-assessment sheets give pupils a good idea of what they have achieved at the end of a unit. Previous work, displayed in the school, shows that pupils have completed posters to advertise fund raising events.

MUSIC

74 Pupils achieve satisfactory standards and make sound progress by the age of 11. As the school has only recently opened the subject is developing gradually; staff and pupils are growing in confidence and they have been well supported by the local education authority.

75 The standard of teaching is satisfactory. The youngest pupils join in singing with enthusiasm when effectively encouraged by staff. They make good suggestions about actions that could be used when singing 'bobby shaftoe' and 'pizza hut'. They make satisfactory progress in their knowledge of the songs and in how to improve their performance. More exciting sources would have developed this further. Some pupils have a better understanding of how to develop good posture for singing and their communication with the listeners is more effective. Singing provides very good opportunities for pupils to co-operate and perform together. It is clear from discussions with pupils that they have made good progress in learning to play the guitar and they have all learnt the chord of c. By the age of 11 pupils have developed an understanding of musical terms such as 'round'. They are able to keep in tune and sing; they can explain how to improve their performance. The enthusiasm of the teachers, despite their lack of expert knowledge, enables pupils of all ages and abilities to make progress. The planning for music is satisfactory. Pupils receive an appropriate balance of activities although the range is restricted because of the limited resources available.

PHYSICAL EDUCATION

76 The provision of physical education is unsatisfactory due to the poor existing indoor and outdoor facilities available for the teaching of this subject. There is not the breadth of opportunity for the teaching of an adequate physical education curriculum. However, all of the pupils are given the opportunity to go swimming using a local pool and they make very good progress in their water skills. The staff make the best use of the school's limited space for games activities and dance but there are no opportunities for the pupils to develop their gymnastics or athletics skills. Pupils' behaviour in the past has limited the opportunities for them to be involved in outdoor activities and this aspect of the physical education curriculum has not yet developed in the school.

77 By the age of 11 most of the pupils are confident in the water and can swim. They are developing their ability to evaluate and improve their own performance. They are beginning to acquire and develop skills in the limited range of games activities provided by the school. Some of the pupils are demonstrating an understanding of tactics, for example, whilst playing football.

78 Overall, the quality of teaching is satisfactory. The quality of teaching is very good when teaching the pupils to make very good progress in their swimming. The pupils walk briskly to the baths in small groups. The pupils are well supervised and the walk provides the opportunity for good social training. The swimming lesson is well planned and both the staff and the pupils have high expectations for both the progress in learning and pupils' behaviour. The pupils are well placed in groups based on an accurate assessment of progress in their water skills. Some of the pupils are developing their confidence in the water. The very good teaching, using the large number of staff, ensures that the pupils develop the confidence to float on their back with the use of aids. The enthusiasm and expertise of the staff encourages some pupils to improve their stroke technique and increase their stamina. Confident swimmers, who are predominantly the oldest pupils in the school, are very well taught and improve their ability to tread water. The structure and enthusiasm provided by the staff effectively channels the pupils' natural enthusiasm and they all thoroughly enjoy the lesson. Members of the public and swimming pool staff have seen a significant improvement in the pupils' behaviour during recent months. By the age of 11 pupils are effectively taught to warm up at the beginning of a ball skills lesson. They can describe the effect of exercise on their bodies and teaching gives the pupils the opportunity to accurately recall the correct sequence of warming up exercises. The pupils have varying levels of interest and abilities in their football skills and the teacher works hard, with good teaching support assistance, to maintain the interest of most of the pupils. Some limited opportunities have been provided for dance and the pupils became sufficiently confident to perform in front of the whole school. Poor outdoor and indoor facilities limit the opportunities for a full range of games to be offered.

79 The management of the subject is unsatisfactory. The head teacher plans to ensure that, in the future, physical education is to be managed by a teacher who is actually teaching the subject. Sufficient time is allocated to the teaching of physical education in the school and many of the pupils are busily involved in organised games activities during their breaks. Accommodation is poor and this limits the range of activities that can be taught. The accommodation also limits the type of resources that can be purchased, for example, there is no provision for gymnastics or athletics equipment. There are no adequate changing facilities for the pupils.

RELIGIOUS EDUCATION

80 No lessons were observed in religious education during the inspection and therefore no judgements can be made about the quality of teaching. Scrutiny of pupils' files and teachers' planning

show that pupils' achievements are satisfactory and the curriculum follows the local education authority Agreed Syllabus giving pupils a relevant range of experiences about world faiths. The curriculum is well planned and includes some basic assessment that gives teachers information on future planning especially in terms of teaching methods and activities. This term the focus for the youngest pupils in the school is Christianity, leading up to the Christmas Story. The oldest pupils in the school will be studying areas of Hinduism, such as the festival of Diwali. The daily whole school assembly contributes to religious education, for example, when listening to one of the parables that relates to the theme of sharing.