

INSPECTION REPORT

OXCLOSE VILLAGE PRIMARY SCHOOL

Tyne & Wear

LEA area: Sunderland

Unique reference number: 131035

Headteacher: Mrs Annette Parr

Lead inspector: Mrs Barbara Jordan

Dates of inspection: 7th – 10th June 2004

Inspection number: 257132

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	234
School address:	Brancepeth Road Oxclose Village Washington Tyne & Wear
Postcode:	NE38 0LA
Telephone number:	0191 219 3760
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs I Burdis
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in Oxclose village, which is part of Washington. The school has special provision for pupils with physical disability from across Sunderland Local Education Authority. The percentage of pupils with special educational needs, including pupils with a statement of Special Educational Need, is well above the national average. The nature of special educational need covers physical disability, autism, social and behavioural, communication problems and other general learning difficulties. In recognition of its successes the school has received two achievement awards from the government. It has also gained the Healthy School Award. There is no significant level of pupil mobility. The percentage of pupils whose first language is not English is low. Almost all the 234 pupils on roll are of white British ethnic origin with very small numbers who are of Chinese or Asian heritage. The percentage of pupils eligible for free school meals is above the national average. The attainment of children when they enter the reception class is below what can be expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

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12503	Malcolm Cundick	Lay inspector	
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31622	Lesley Richardson	Team inspector	Science, music, physical education, religious education
1550	Mike Pinch	Team inspector	Mathematics, personal, social and health education and citizenship, geography, history

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** education for its pupils. Achievement is sound with most pupils reaching the expected, average, levels by the time they leave the school. Teaching and learning are variable. Very good provision for pupils with special educational needs contrasts with weaknesses in provision for the most able pupils. Leadership and management ensure that all pupils get a fair deal, but do not focus strongly enough on raising standards further. Particularly strong features of the school are its sense of community, inclusion and care for others. Inclusion is a strength of the school. The school provides **satisfactory** value for money.

The school's main strengths and weaknesses

- Very good provision is made for all pupils with special educational needs so that they achieve well.
- Senior managers need to do more to raise standards, particularly for the more able pupils.
- Children in the reception class make a good start to their education and this lays strong foundations for the very good relationships, attitudes, self-confidence and behaviour seen throughout the school.
- Assessment is not always used well enough to move learning forward. Pupils are not clear about their targets and about ways in which they might improve their work.
- Support staff make a very effective and positive contribution to learning, although there are some problems in the accommodation for Years 2 to 6.
- Curricular opportunities are good and pupils benefit from good additional curricular provision, which enhances their learning.

The school has made satisfactory progress since the time of the last inspection. The key issues that were identified at the last inspection have been tackled and satisfactory improvement made in each of the areas. There have been good improvements in the standards of attainment in information and communication technology (ICT), which are now broadly in line with national expectations for all age groups. These improvements have been aided by better resources and staff training. The quality of the curriculum has also improved since the last inspection because guidance for teaching each subject has been put in place, based upon national advice. Individual records of attainment and systems for assessment have been introduced but there is some way to go in using data from assessments to impact on raising and sustaining improvements in achievement and standards.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	A	N/A	N/A
Mathematics	A	C	E	E
Science	A	C	B	B

Key: A* - in highest 5 per cent nationally; A-well above average; B-above average; C-average; D-below average; E-well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is satisfactory throughout the school. The above table shows that over time the school's results vary, sometimes being well above or above average and sometimes well below. When compared to similar schools, the school performs well as it is often above average. Inspection findings show that by the time they leave the school the current Year 6 cohort is reaching average standards. Inspection findings also show that by the end of Year 2 pupils' standards in reading, writing and mathematics are average. Standards in most other subjects are at an average level but standards in art and design and design and technology are above average. This represents steady progress and satisfactory achievement given the below average attainment levels of many children when they start school. Children in the reception class are achieving well. Most children will reach

the expected levels in all the areas of learning by the time they start in Year 1. A few children are achieving beyond these goals in the areas of communication, language and literacy, and mathematics. Pupils with special educational needs, including pupils with physical disability, benefit from very good support, which enables them to participate in the full curriculum alongside their classmates and achieve well. However, more able pupils are not consistently challenged or set demanding work and they do not always achieve as well as they could.

The school makes **good** provision for pupils' personal development. Pupils have **very good** attitudes and behaviour. Relationships are **very good**. Through the curriculum, assemblies and a range of extra-curricular activities pupils gain a clear understanding of right and wrong, and respect for each other, different beliefs and those in less fortunate circumstances. This provision for pupils' spiritual, moral, social, and cultural development is **good**.

QUALITY OF EDUCATION

The quality of education provided is satisfactory. Teaching is satisfactory overall. The very good relationships between teachers, other adults and pupils at the school result in pupils having very good attitudes in lessons. A significant proportion of the teaching does not stretch the more able pupils well enough and marking does not always help pupils to move forward quickly enough. Too much time for learning is lost during the school day. Support staff make a very valuable contribution to how well pupils with special educational needs achieve and to the quality of learning. The learning opportunities that are provided both within and outside of the formal curriculum are good. The accommodation, however, is not satisfactory in some areas of the school and this is inhibiting learning. The level of care and guidance that is provided for all pupils is good. The school has a high priority focus on the provision of a caring, supportive and fully inclusive learning environment. The special provision for pupils with physical disabilities is very good. These pupils achieve well because of the very good support they receive.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Governance is **good** with committed governors and an effective committee structure. In recent years the school's main focus has been on inclusion and establishing the provision for pupils with physical disability and progress on this has been very good, resulting in inclusion being a strength of the school. Other aspects, however, have not had the same rigour. These include raising achievement and standards, curriculum leadership, meeting the needs of more able pupils and assessment.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with the quality of education that the school provides and are particularly supportive of the caring and nurturing environment provided by the school for their children. Very good use is made of community resources and links with other schools to enhance the curriculum. The arrangements to transfer pupils to their next school are very effective. **Pupils like their school.** They are proud to be elected to the school council and pleased to take on roles such as 'buddies'. They flourish on this nurturing of their self-esteem and confidence.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Develop a more rigorous approach to raising standards and achievement by senior managers.
- Improve the quality of teaching, particularly the match of work to the abilities of the more able pupils, and use teaching time more effectively.
- Strengthen marking so that pupils know what they have done well and what they need to do to improve.

- Further develop the role of subject leaders in order to achieve greater consistency and rigour in monitoring the curriculum and assessment.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Throughout the school pupils achieve **satisfactory** standards in English, mathematics and science. Children in the reception class achieve well in the key areas of learning. By the time they leave the school pupils attain standards that are **in line** with national averages in English, mathematics and science. Standards in most other subjects are at an average level and pupils' achievement is satisfactory. Achievement in art and design and design and technology is good.

Main strengths and weaknesses

- Standards in ICT have improved since the last inspection and are now satisfactory.
- Pupils with special educational needs achieve well.
- More able pupils do not always achieve as well as they might because work is not sufficiently well matched to their needs.

Commentary

Reception

1. The children in the reception class have a good start to their education. From a below average starting point when they enter the reception class they make good progress and achieve well. By the time they are ready to start Year 1 most children attain the early learning goals in all the areas of learning. A few children have gone beyond the goals for communication, language and literacy and mathematics. This is because a strong emphasis is placed upon teaching and learning in these core areas, and the teaching of early reading, writing and mathematics is good.

Years 1 and 2

2. On the basis of the National Curriculum tests in 2003 for Year 2 pupils, attainment was in line with the national average for reading and mathematics and below average in writing. When compared to similar schools, attainment was well above average in reading, above average in mathematics and average in writing. Teacher assessments in science showed attainment to be below average. The overall trend of improvement has been in line with the national trend. Inspection findings are that the attainment of the current Year 2 cohort is average in English, mathematics and science. Pupils in Years 1 and 2 are making steady gains in their learning from their broadly average attainment level when they left the reception class and their achievement is satisfactory. By the end of Year 2 standards in art and design and design and technology are above expectations and all other subjects are at an average level. Pupils' achievement is satisfactory.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.9 (15.2)	15.7 (15.8)
writing	13.9 (14.5)	14.6 (14.4)
mathematics	16.1 (16.5)	16.3 (16.5)

There were 37 pupils in the year group. Figures in brackets are for the previous year.

Years 3 to 6

3. On the basis of the 2003 National Curriculum tests for Year 6, pupils' attainment in mathematics was well below average and in science it was above average. Test results for English were not published in 2003, but on the basis of the 2002 results, attainment in English was high. Over time the school has had considerable variation in the standards being attained, having had particularly good results in 2001. The school finds it difficult to account for the difference in the attainment in mathematics and science in 2003. When compared with similar schools, performance was below average for mathematics and well above average for science. In English, using results for 2002, attainment was well above average. The school's trend of improvement at Key Stage 2 over the last five years is above the national trend and the school's value added measure between the end of Year 2 and Year 6 is above average. The emphasis the school has placed upon the core subjects and the amount of curriculum time given to teaching them explains the school's generally good performance over time in the National Curriculum tests. From the inspection findings it is clear that in Years 3 to 6 pupils continue to make steady progress and their achievement is satisfactory. By the time pupils leave the school standards in English and mathematics are in line with national averages and achievement is satisfactory. This is because the teaching is sound overall and the curriculum, which is based upon the national guidance, is appropriate. Throughout the school pupils have good attitudes to science and are keen to find things out by close observation and first hand experience. Pupils are attentive in lessons and try hard, which results in standards that are in line with expectations for their age and satisfactory achievement.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	N/A (28.6)	26.8 (27.0)
mathematics	25.0 (27.5)	26.8 (26.7)
science	29.7 (28.8)	28.6 (28.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year

4. Standards in history, geography, religious education, music and physical education are at an average level with elements of some subjects being above average. Standards in art and design and design and technology are above expectations. Given the low attainment of many children when they enter the reception class, the standards pupils attain by the time they leave the school show sound progress and satisfactory achievement. Standards in ICT are now in line with the national average and this represents a good improvement since the previous inspection when standards were below national expectations. Staff training and improved resources have also contributed to this improvement. Furthermore, ICT is being used effectively to enhance learning in other subjects across the curriculum.
5. Pupils with special educational needs make good progress and achieve well. This is because of the consistently very good level of support and teaching they receive. Teachers and support staff provide well-focused support that meets the pupils' needs and this results in good progress. The emphasis that is placed upon them learning alongside their classmates and the high expectations that the school has of them ensure that these pupils attain standards that are often lower than national expectations but are in line with their individual targets and special educational needs. More able pupils, however, are not always set tasks that are sufficiently demanding and challenging; consequently they do not always achieve their full potential. Work is too easy when all pupils are given the same worksheet or activity and it does not stimulate pupils to extend their thinking or move them onto higher levels that they could reach. Boys and girls across the school achieve as well as one another.

Pupils' attitudes, values and other personal qualities

The school provides a very supportive and caring environment in which pupils flourish in their confidence, self-esteem and positive relationships with each other and with adults. Pupils have **very good** attitudes and behaviour. Relationships are **very good** and the pupils' spiritual, moral social and cultural development is **good**. There has been an improvement in attendance and it is now **satisfactory**.

Main strengths and weaknesses

- Pupils have good levels of self-confidence.
- Pupils enjoy positive relationships with adults and with each other.
- There is willingness to work collaboratively.
- Attendance is improving.
- Pupils are willing to take on roles of responsibility.

Commentary

6. Pupils enjoy school. There is a calm, relaxed atmosphere and behaviour is very good both within the classroom and during break periods. Pupils are confident to share ideas and are keen to learn. They are attentive to teachers and respond well to questioning and recalling previous learning. They work and play well together. Relationships are very good and pupils are very supportive of each other. Older pupils enjoy taking on roles of responsibility, in particular the support and encouragement of new and younger pupils, as well as those with learning or physical disabilities.
7. Pupils are confident in the support and guidance they receive from all staff. They are well mannered and keen to converse with adults and to share any concerns. Bullying is not an apparent issue with pupils and they are confident that any instances will be effectively addressed by staff.
8. Spiritual, moral, social and cultural development is well embedded in the curriculum, not within a discrete personal, social, health and citizenship programme, but through the curriculum in religious education, art, geography and history. In addition, assemblies and a range of extra-curricular activities, including visits and visitors, contribute effectively to pupils' development. Pupils have a clear understanding of right and wrong, and respect for each other, different beliefs and those in less fortunate circumstances.
9. A particularly strong focus of the school is its sense of community, inclusion and care for others. This is reflected in pupils' good conduct and confidence.

Attendance

Pupils' enjoyment of school is reflected in improving attendance levels, which are now in line with national expectations although the level of authorised absence remains high. This progress has been reinforced by various school initiatives to address absenteeism including the 'Every School Day Counts' project, targeted on identified pupils with poor attendance records. Results are proving positive. There have been no exclusions during this academic year.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.1
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year 2002/2003

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
Asian or Asian British – any other Asian background
Chinese

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
230	0	0
1	0	0
1	0	0
1	0	0
1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided for pupils is **satisfactory**. Teaching and learning are **satisfactory** overall, with good teaching and learning in the reception class. The curriculum is **good** and pupils with special education needs have equal access. The school is very caring and provides **well** for pupils' safety, welfare and personal development. There are **satisfactory** links with parents. Support staff are making a positive and substantial contribution to the pupils' learning and the quality of education provided.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall. There are very good relationships throughout the school between staff and pupils so pupils' attitudes and behaviour are very good. A significant proportion of the teaching does not stretch the more able pupils well enough. Too much time for learning is lost during the school day. Procedures for marking, assessing and tracking pupils' achievement and progress are **not satisfactory**.

Main strengths and weaknesses

- The teaching and support for pupils with special educational needs are consistently very good throughout the school.
- Work is not sufficiently well matched to the needs of average and more able pupils.
- Teachers' explanations are often too long and lessons do not always begin promptly which results in too much time, for pupils to learn actively, being lost during the school day.
- Assessment and marking are not used effectively to move learning forward.

Commentary

10. There are very good relationships between teachers, other adults and pupils at the school and this results in pupils having very good attitudes in lessons. Pupils listen to adults and each other respectfully even in the Key Stage 2 classes where the noise from adjacent teaching spaces is often distracting. Pupils work together very co-operatively in all subjects and year groups, which means they share ideas productively and make good progress when given such opportunities. Teachers manage pupils' behaviour well because their expectations are high and clear and they use praise well. This keeps the atmosphere positive in lessons and enables pupils to concentrate on learning. Pupils' good attitudes are also as a result of the interesting activities planned by teachers which give them a good amount of first-hand experience through which to learn.
11. A small number of teachers skilfully match the work to the ability of all groups of pupils in the class, for example in a Year 5 literacy lesson where pupils were given support materials which ensured they could work at their appropriate level. However, in too many instances work is not well matched to the needs and abilities of average and more able pupils. Consequently a high proportion of pupils do not achieve as well as they could. Work is often too easy when it is based on the same worksheet or on the same activity for all pupils in the class, which does not prompt pupils to extend their thinking or to learn how to organise their own work.
12. Too much time is lost for pupils to learn actively throughout the school day. In many lessons teachers' explanations are too long which means that pupils sit passively for extended periods of time. Consequently too little time is available for pupils to develop their skills and understanding through active involvement in learning. Examples of this are seen in most classes in the school but more especially in Key Stage 2 where explanations in literacy, mathematics and science are regularly too lengthy. Time is also lost at the beginning of sessions because registration and unfocused activities take too long. As a result of this there is insufficient focus to ensure that pupils make the best of their time during these frequent, short sessions.
13. Teachers in reception keep good records and detailed assessments, which are used in effective planning and ensuring pupils progress. Teachers in Key Stages 1 and 2 now keep adequate records to show the progress made by pupils in National Curriculum levels in all subjects; however, these records are too broad to detail the small steps pupils need to take. Day-to-day assessment and marking are not used well enough to help pupils to improve their work. In lessons teachers too rarely ask probing and well-matched questions to assess whether pupils are learning as much as they could and to check that their understanding is deepening. This is compounded by the fact that the last session of lessons is often too short to properly review what pupils have learned. Teachers mark pupils' books regularly; however, marking too rarely identifies for pupils what they have done well and what they need to do to improve.
14. Teaching is satisfactory overall. There are small amounts of good and very good teaching for the youngest pupils, for example in a music lesson where the teacher had high expectations of all pupils so helped them make good progress in a challenging activity. Lessons for the youngest pupils are well planned because the teachers and support staff work together in a team so good ideas and practice are shared effectively. The lessons for the pupils in the five to seven age range have equal proportions of good and satisfactory teaching. In the most effective lessons the teacher strikes a good balance between supported and independent work so pupils make good strides in their learning. A clear example of this was seen in a Year 2 literacy lesson when the teacher helped pupils to tackle new and tricky words so they could carry on to read independently. In Years 3 to 6 the proportion of good and better teaching is significantly lower than elsewhere in the school. Whilst most teachers taught well in at least one lesson, the majority of the good and all of the very good teaching was observed in the Year 5 class. In this class the teacher matches the work well to pupils' different abilities, keeps pupils very clearly focused on key points, assesses pupils' learning frequently and adds further points and

questions to extend pupils' thinking. Too much teaching in Key Stage 2 is characterised by overlong explanations where pupils are not active learners, and by activities that do not move pupils onto levels they could reach. Also teachers do not plan together often enough so there are missed opportunities for all pupils to benefit from the expertise of teachers, such as in physical education, music and science.

15. The school has made the successful inclusion of pupils with special educational needs a very high priority and there is a great deal of successful practice in this area. This is because the teaching and support for pupils with special needs and those of low ability are very good throughout the school. Support staff are well trained and they plan with teachers to ensure that all pupils have the support they need to take an active part in lessons. A very good example of this was seen in a dance lesson for Year 1 and 2 pupils, taught by a visiting specialist teacher, where two pupils with severe physical difficulties were enabled to join in with all the activities. Throughout the school all staff provide a very positive atmosphere for learning, and use praise effectively so pupils feel happy and secure. Staff also have high expectations of pupils' behaviour. Classroom routines are very well established; consequently pupils with social, emotional and behavioural difficulties are managed consistently well and can concentrate on their learning.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3 (6%)	16 (31%)	31 (59%)	2 (4%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The breadth of curricular opportunities that the school provides is **good** and is sufficient to address the learning of all its pupils. Provision for learning beyond the school day is also **good**. Accommodation is **unsatisfactory**.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good because the curriculum is set to meet their needs.
- Enrichment of the curriculum is good because out-of-hours activities and visitors to the school support pupils' learning well.
- Best use is not made of the lesson time available as many lessons do not start on time and a clear curriculum focus is not always apparent in time falling outside of the timetabled lesson and so pupils do not learn as much as they could.
- Some areas of the school building in which lessons take place do not support teaching and learning as well as they might.

Commentary

16. The school provides a good curriculum overall that meets statutory requirements. It is broad, satisfactorily balanced and ensures a high level of inclusion for all pupils. It also provides good support for pupils' learning outside lessons. There is an appropriate emphasis on literacy and mathematics, with an overall balance of other subjects and activities. The quality of the curriculum has improved since the time of the last inspection because guidance for teaching each subject has been put in place, based on national advice.
17. Through the curriculum, the school provides very well for pupils who have special educational needs. This is because tasks are set to meet their needs and they are carefully guided in their

work by sensitive and very able support staff. The curriculum provides satisfactory opportunities for more able pupils to advance their learning but too often these are not reflected in lessons. Lessons for all pupils are generally well planned and often include opportunities to enhance their development in aspects of personal, social and health education. Issues such as citizenship, relationships, sex education, alcohol and drug misuse are all carefully addressed as part of the school's intention to provide well for its pupils.

18. Opportunities for learning outside the school day are good, as is the enrichment of lessons. Pupils visit places of interest to support their work in school, and visitors such as artists, actors and musicians are encouraged because they make a significant contribution to the quality of the curriculum. Strong links with the local secondary school enable pupils to enjoy opportunities to share their teaching and resources. This enhances their learning in subjects such as ICT. A good range of activities takes place out of school hours such as sports, drama, dance, homework and ICT clubs. These make an important contribution to pupils' development, both directly through subjects such as English and to their personal and social development through working together in teams.
19. Teachers plan lessons carefully and these are derived from units of work set out termly for each class, which are taken from the curriculum for the whole school. This practice works well and ensures that pupils cover the curriculum systematically. However, best use is not made of the lesson time available to teach the curriculum. Often lessons do not start promptly. Some lessons lack appropriate pace due to the length of time available and remaining time in some sessions does not have a clear curriculum focus. Because of this, pupils do not learn as much as they could.
20. There is a wide range of resources that is suitable to support pupils' learning, and for some subjects such as history, geography and religious education, resources are good. Teachers use artefacts, books and pictures effectively in lessons and this contributes to pupils' enthusiasm and enjoyment of their learning. Some classrooms and open areas in which lessons take place inhibit the quality of learning. There is a classroom that receives no natural light and is oppressive, and the competing noise levels from several classes taught in a large open area often impede quiet activities such as reading and reflection. Outdoor provision for pupils at lunch and break times is good.

Care, guidance and support

The school cares **well** for its pupils and provides **satisfactory** advice, guidance and support for all pupils. There are **sound** measures for involving pupils in the school's work and development through seeking and acting upon their views.

Main strengths and weaknesses

- The school is a very inclusive community.
- Support for pupils with a range of special education needs is very good.
- The school is a safe and secure learning environment.
- There are good opportunities for pupils to take on roles of responsibility.

Commentary

21. The induction of pupils from the nursery into the reception class is carefully structured, providing a confident start to school life for both children and parents. Children settle well in a caring and supportive reception class environment.
22. Support for individuals with a range of disabilities and special educational needs is well embedded in the school's ethos. Very good support is provided by a range of agencies and support staff within the school team.

23. Health and safety issues are the subject of regular reviews with the reduction of hazards a priority. All staff are first aid trained and are alert to any child protection concerns, which are addressed in a discreet and supportive manner. Medical and physical support provided for pupils is also very effectively managed. Staff encourage respectful relationships between pupils thus achieving good behaviour and an awareness in pupils of each other's needs and views.
24. Pupils are offered a range of opportunities to take on roles of responsibility as they develop through the school, particularly through the school council with elected representatives from Year 2 to Year 6. Pupils take pride in this role and the opportunity to convey ideas for school improvements and advising staff of other concerns. Year 6 pupils also take on roles as supporting 'buddies' for younger pupils as well as class monitors, office assistants and other duties, particularly during break periods. They flourish on this nurturing of their confidence and self-esteem.
25. The neighbouring secondary school also offers a range of extra-curricular experiences with a number of after-school clubs accessible to all pupils who wish to participate. These, among other benefits, help to develop appreciation of teamwork and sharing. A range of visitors and visits related to the curriculum, serves to enhance pupils' learning, appreciation of their community and development of their spiritual, cultural and moral development.
26. Detailed records are maintained of pupils' academic development. These are regularly reviewed and discussed with parents at consultation evenings. However, pupils do not always know their individual targets relating to their academic progress, and targets for their personal development are not in place. There are very effective programmes for preparing pupils for transfer to secondary education. This commences in Year 5 with taster visits which are developed in a more focused manner in Year 6, culminating in a confident entry into Year 7 at the principal receiving secondary school.

Partnership with parents, other schools and the community

There are **satisfactory** links with parents. The school maintains regular contact with parents and actively encourages their involvement in the life of the school and their children's education. **Very good** use is made of community resources and links with other schools to enhance the curriculum. The arrangements to transfer pupils to their next school are **very effective**.

Main strengths and weaknesses

- There is regular communication with parents through newsletters, pupil reports and consultation evenings.
- Community resources are used very well to enhance the curriculum.
- There are strong links with other schools.
- The involvement of parents in support of pupils with special educational needs is good.
- Parents do not always feel that the school makes an effective response to concerns they raise.

Commentary

27. Links with parents are satisfactory. The school communicates with parents through half-termly newsletters and termly consultation evenings, as well as detailed annual reports, to keep them advised of aspects of school life and their children's progress. Links with other schools and colleges are good. Links with the local community make a good contribution to pupils' development.
28. Questionnaires are sent to parents at the end of the autumn term for feedback on their views on induction and any other issues related to their child's experience of the new term. Parents are also provided with a summary of the proposed curriculum content at the start of each term

to prompt their assistance on home support and research. A number of curriculum-related workshops have been introduced by the school for parents. Literacy and mathematics guidance is planned for parents of reception and Year 1 pupils, with the hope that this will establish a precedent for continued workshops as their children develop through the school. Parents have been successfully involved in other aspects of the induction process for nursery into reception and consultation on inclusion for pupils with special education needs. The school is recognised for the quality of its provision for pupils with special educational needs, resulting in a small number of transfers into the school during the academic year. The induction and support of these pupils are very good. Very good use is made of a range of outside agencies to support pupils with special needs.

29. Parents are encouraged to sign the home/school agreement and are issued with draft policies for consultation. Parents are generally supportive of the school's code of conduct and the secure, caring learning environment provided for their children. Some parents have, however, registered their concerns regarding how effectively the school deals with perceived instances of bullying, and the levels of information they receive on their child's progress. Inspection findings are that the school deals effectively with any instances of bullying and pupils are confident that staff will respond well to any concerns regarding bullying. Annual reports are detailed in their content.
30. Very effective community links have been established and local resources are used well to enhance the curriculum both through visits and visitors. These include the local church, representatives of different ethnic groups and faiths, the neighbouring comprehensive school for ICT, music tuition and Sunderland Football Club for coaching. Links with the local comprehensive school are also very strong in preparing pupils for transfer to Year 7.
31. Parents are particularly supportive of the caring and nurturing environment provided by the school for their children.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. Governance is **good** with committed governors and an effective committee structure. Financial management is good.

Main strengths and weaknesses

- 'Inclusion for all' is a strength of the school.
- There is good governance by a keen, committed and well-informed governing body.
- Senior managers have not been sufficiently rigorous in improving achievement and standards.
- Curriculum leadership at Key Stages 1 and 2 is lacking and the role of subject leaders is under-developed.
- Support staff make a very valuable contribution to the quality of education.
- Financial management is good.

Commentary

32. Leadership and management are satisfactory overall. At the time of the inspection, the headteacher had just returned from a lengthy secondment to the local education authority, where she advised on special educational needs and inclusion. In recent years the school's main focus has been on 'inclusion for all' and progress on this has been very good, resulting in inclusion being a strength of the school. Other aspects, however, have not had the same rigour. These include raising achievement and standards, curriculum leadership, meeting the needs of the more able pupils, and assessment, which was an issue at the last inspection.
33. The headteacher provides a clear vision of inclusive education for all, which is reflected in the commitment of everyone involved with the school. Leaders promote an equitable and inclusive

school, in which each individual matters. They are good role models and this is reflected in the way pupils with special educational needs have been so successfully integrated into the life of the school. The leadership team, however, has not focused sufficiently on improving pupils' achievement and standards.

34. The headteacher has successfully blended teaching and support staff into a whole-school team, working towards an agreed overall vision. However, this is not consistent across the school, with a lack of clarity of roles, and indicates a gap in leadership. The reception class team of teaching and support staff works well together in planning the curriculum and assessment. The other key stage phases lack the same cohesion and rigour with no key stage leadership to co-ordinate, plan and monitor the curriculum and assessment. The role of subject leaders is under-developed.
35. Self-evaluation structures are in place with a very good system for evaluating inclusion. All staff, particularly subject leaders, are involved in self-evaluation, which identifies school priorities for development. The actions to address priorities however, are not always sufficiently rigorous to result in improvements. There is some way to go in using data from assessments to impact on raising and sustaining improvements in achievement and standards. Annual planning is good, involving all staff and governors, but longer-term strategic planning is less effective.
36. The recruitment, retention and management of staff are good. There is a good induction programme for new teachers and good opportunities for all staff to attend training and development courses. The appraisal and performance management system for teachers ensures that appropriate training is linked to school priority targets. Support staff are well deployed to support teachers and they make a very valuable contribution to the quality of education. A performance management system for them is in the early stages of introduction.
37. Governance of the school is good. Governors are keen, committed and well informed. Their awareness of and involvement in curriculum issues have improved since the last inspection. They meet with subject leaders to keep abreast of curriculum developments. There is a good committee structure so that the governing body can work efficiently and effectively. They regularly seek training and support from the local education authority to ensure that they have the required skills and knowledge. Governors ensure that the school fulfils its statutory responsibilities. They work closely with the headteacher to promote their vision and ethos and to make the school fully accessible for all. Strengths and weaknesses are recognised, so governors are able to challenge and support the work of the school. There is good involvement in self-evaluation and the planning process.
38. Financial management is good as is the management of resources. Spending is linked to priorities and is carefully monitored by the finance sub-committee. The principles of best value are applied appropriately. Overall the school provides satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	653 763
Total expenditure	630 749
Expenditure per pupil	2695

Balances (£)	
Balance from previous year	16 830
Balance carried forward to the next	39 844

What is the effectiveness of resourced provision for pupils with physical disability and autism?

The school has resourced provision for pupils with physical disability and currently has eleven pupils with a variety of physical difficulties. Nursery nurses and support assistants work with the pupils within the school's strong ethos of inclusion. Pupils only leave their classes to attend therapy sessions.

The resourced provision for pupils with physical disability is **very good**.

Main strengths and weaknesses

- Pupils achieve well and make good progress because of the very good support they receive.
- Pupils are excellently integrated into their mainstream classes and are highly valued by the school.
- The school is totally committed to inclusion and to making it work.
- The provision is very well managed.

Commentary

39. Pupils with physical disabilities and complex special educational needs make good progress in this school. Class teachers ensure that they are included in all lessons and that they participate in the same curriculum alongside their classmates. Teachers are good at developing the pupils' confidence and showing them how much they are valued. Support staff provide well-focused, individually tailored support in order that pupils can also achieve well academically. They prepare carefully for these parts of the lessons and provide a very effective partnership with the class teacher. As a result all pupils make good progress in lessons towards their targets for the development of skills and understanding.
40. This approach to inclusion is shown to be highly successful and represents an enormous commitment on the part of the whole school community to making it effective. All pupils benefit from this culture of equality and inclusion.
41. Pupils with physical disabilities are encouraged to be as independent as possible. Expectations are high in respect of their ability to access and participate in the whole curriculum and also to achieve. The pupils clearly strive hard to meet these expectations and develop their academic, personal and social skills in the process. Regular monitoring and assessment by the school and other agencies ensures that all aspects of progress are maintained. The headteacher provides very good leadership in ensuring that very good procedures are in place to enable pupils to succeed in a mainstream school.
42. The resourced provision was established after the previous inspection was carried out and therefore no comment about improvement can be made.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the reception classes is **good**.

43. There is a nursery sharing the same site as the school but it is not part of the school. Most children entering the reception classes have attended the nursery. There is effective liaison between the nursery and reception staff to promote a smooth transition from one setting to another. The reception children make regular visits to the nursery to use the outdoor play facilities; however, they do not mix with the nursery children on these occasions and there are few other opportunities for the children in the Foundation Stage to meet.
44. Children entering the reception classes have a wide range of ability but many are below what can be expected for their age. The good provision in the reception classes means that they make good progress and achieve well and as a result by the end of the year most children meet the goals they are expected to reach for their age. A few children are achieving beyond these goals in the areas of communication, language and literacy, mathematics and in their personal and social development. Relationships between the children and adults are very good and this contributes a great deal to the children's good behaviour and positive attitudes. There is a strong drive for learning in the reception classes by a unified team of adults who are skilled but also ambitious for the children. They ensure that all the children's needs are being met effectively and that they are ready, particularly in their language and mathematics learning, for the transition to Year 1. Good record keeping and detailed assessments of what children have achieved help staff to plan future activities but are also used to ensure that all children are making good progress. Inspection findings are similar to those in the previous inspection.
45. Children with special educational needs participate in all activities. The good systems of planning and quality of support ensure that these children achieve well and all staff have high expectations of the level of independence they can achieve. The Foundation Stage is well led by an experienced teacher who is part of the school's senior leadership and management team.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Staff build children's confidence well.
- Group work is effective and this helps children to work collaboratively, share resources and be aware of the needs of others.
- Very good relationships between children and adults create an atmosphere of effective learning.
- The contribution of support staff to teaching and learning is very good.

Commentary

46. Most children will achieve the early learning goals for this area of the curriculum by the time they leave the reception class. Children show good levels of confidence in the way they engage in discussions responding to the teacher's questions. The teaching is good and results in good learning. Well-organised activities mean that children select and use equipment with confidence. Group work successfully helps children to take turns and share resources. For example, one group successfully shared containers and counters, in order to achieve their task. Children are able to share resources and take turns in a range of contexts, for example when they played a mathematical game involving throwing a bean bag and when they used the

small apparatus in groups in the outdoor area. The staff also take every opportunity to develop children's appreciation of the feelings of others. For example, the story of the three little pigs was used to consider how the various characters might be feeling. Children's behaviour is good because all the staff are skilled in helping children to learn effectively. This results in high levels of interest, good concentration and a desire to learn.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children are achieving well because teaching and learning are good.
- Early reading and writing are taught well.
- Every opportunity is taken to enhance communication skills.

Commentary

47. In all activities opportunities for children to develop their speaking and listening skills are provided. Children enjoy talking although for some the vocabulary at their disposal is limited and staff seek to improve this through sharing stories, singing rhymes, asking questions and providing opportunities for role-play. This is helping the children to express themselves more clearly. The children have been taught to listen carefully to adults and to each other and they do this well.
48. In a well-taught and well-focused literacy lesson children made good progress in their early reading and writing skills. Some children are achieving beyond the early learning goals in their ability to write simple sentences which they can read back and in the extent of the reading they can already do. Many children are reading simple books. They are given interesting opportunities to write for a range of purposes, such as letters and cards, and care is taken to make the curriculum interesting and stimulating.
49. Very good, focused support is given to children with special educational needs to ensure that they are enjoying and participating in the whole-class activities. They participate with enthusiasm and work hard to meet the high expectations of them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching emphasises learning through practical activities.
- Mathematical learning is often linked to work in other areas of the curriculum.

Commentary

50. From a low starting point children make good progress and many will achieve the early learning goals for this area by the time they leave the reception class. Some children have exceeded these goals and can reliably count beyond ten, recognise and write numerals correctly and do simple calculations. This is because the teaching is good and children are given many tasks related to areas of interest, which successfully build up their understanding. One exceptional mathematician can already do mental calculations involving two-digit numbers correctly. Most activities are practical and this aids understanding. For example, the children successfully created a human number line using the space in the dining hall. Teachers make good use of planned opportunities for mathematical learning in other areas of the curriculum. For example,

the children had to put house numbers in correct sequence prior to their walk around the village to look at different kinds of houses. This enhanced their understanding and effectively focused attention on number sequences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Strong emphasis is placed upon first-hand experiences.
- Learning is planned effectively through topics.

Commentary

51. Teaching and learning in this area are good and as a result the majority of children will achieve the level expected by the end of the reception year. Children are provided with a range of opportunities to learn about their world. Visits and visitors strongly support learning in this area and help the children to achieve well. The well-planned topics, such as 'houses and building', generate interest and extend the children's knowledge and understanding. For example, in preparation for their walk a number of children were able to explain what a bungalow is whilst others displayed appropriate knowledge of buses, houses, animals, fences and litter in the locality.
52. During the inspection children were not seen using the computers although computers are available. Planning for the sessions seen did not make specific reference to their use.
53. In religious education children celebrate the important Christian festivals and some from religions around the world. They are currently finding out, along with pupils from Years 1 and 2, about Buddhism and Buddhist temples.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Musical development is good.

Commentary

54. In both classes children develop good musical skills. Lessons are well planned and teachers display a high degree of expertise. For example, the children have been taught a rhythm to match a rhyme from the story of the three little pigs and almost all can sustain this. They demonstrate that they have learned volume control using their instruments and voices. Good use is made of role-play within the story to develop the children's musical skills. They concentrate hard and successfully keep to the beat.
55. Children make regular visits to use the outdoor play facilities of the adjoining nursery. They clearly look forward to and enjoy this experience. There is a choice of a very wide range of equipment and toys which leads to play being mainly individual with little interaction among children. There is room for improvement in the way this facility is used to foster imaginative play and develop social skills.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Commentary

56. All children are well on course to meet the early learning goals expected for their age in physical development by the end of the reception year. Children are learning to skip and have appropriate skills for aiming bean bags and kicking balls. Good use is made of demonstrations by children to encourage their individual achievement but opportunities for coaching to improve skills through increasing challenge are missed. Children use the outdoor space confidently and with good control. Their work in books and on the walls demonstrates that they have opportunities for developing their skills, cutting and sticking using a variety of materials. Many children have well developed pencil control.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good although the needs of more able pupils are not met in all lessons.
- The subject leader has very good subject knowledge and the pupils she teaches make good progress; however, too little is done to check teaching and learning of the subject through the school.
- Day-to-day assessments and marking are not used well enough to help pupils improve their work.
- Teaching is sound overall but teachers' explanations are often too long.

Commentary

57. Achievement in English is satisfactory. By the time they leave the school the majority of pupils are attaining standards that are in line with what is expected for their age. At the time of the last inspection, standards in speaking and listening, reading and writing were broadly similar to those found currently. From a low baseline when they enter the reception class, pupils make sound progress through Years 1 to 6. This is because the teaching of English is sound overall, although the teaching in reception, Year 2 and Year 5 is good.
58. Pupils with special educational needs are very effectively supported in English lessons. Teachers and support staff understand their needs thoroughly and work together to build up pupils' literacy skills and knowledge. Support assistants provide well-focused, good quality support in class and as a result pupils make good progress towards their targets and their self-esteem is good. The provision made to meet the needs of the more able pupils is less effective. In some lessons they are not challenged sufficiently to work at a higher level than other pupils. The demands made of these pupils are not consistently high across the school and this leads to lower than expected levels of achievement.
59. There is a commitment to raising standards in speaking, listening, reading and writing among all who work in the school, but at the present time the systems in place to ensure improvement lack sufficient rigour to raise standards further. A programme of monitoring and evaluation has been put in place but it does not enable the subject leader to improve standards from the basis of observing lessons in order to improve the pace and challenge of teaching. In too many lessons, at both key stages, teachers take too long over the shared aspects of the literacy hour.

As a result, pupils have too little time in which to complete their independent tasks or to achieve well in the lesson. Procedures for assessing pupils' progress and achievements have been introduced but are not used sufficiently rigorously to have an impact upon the pupils' achievements. This is particularly the case with targets for literacy which are being set but are not being made clear to pupils in all classes and are not used sufficiently to focus all pupils upon what they need to do to improve. Marking is done regularly and is very supportive of pupils' efforts. Rarely, however, does it help pupils understand what they need to do to improve their work.

60. Teachers make good use of opportunities to improve pupils' communication skills. They ask questions and insist that pupils become good listeners. There is clear evidence from the pupils' books and displays of their work of the high priority given to the development of literacy skills across the school. Reading and writing skills are taught within the framework of the national strategy and teachers provide pupils with the appropriate knowledge and guidance to enable them to read with confidence and to write competently for a range of purposes. For example, pupils write poems, letters, fables, accounts of famous events and take on some appealing ideas such as 'The beginner's guide to vampire slaying'. Teachers make good choices of reading materials such as different versions of Little Red Riding Hood, and writing by Roald Dahl, to use in their lessons and these provide good stimuli for both reading and writing. Pupils read in guided reading groups and this well-organised and informed teaching is resulting in competent reading standards. Appropriate use is being made of ICT to enhance pupils' literacy skills. There are examples of exciting and innovative work such as newspapers and books that are being produced by pupils for the school library.
61. Leadership and management of the subject are unsatisfactory overall because there is insufficient direction in the monitoring of teaching, assessment and target setting across the school to help teachers raise standards. The analysis of data and monitoring systems that are in place provide useful feedback and help to identify areas of weakness. The co-ordinator provides useful support to teachers on a range of issues and monitors planning. Resources for English are generally good.

Language and literacy across the curriculum

62. Language and literacy are promoted satisfactorily across the curriculum. In lessons teachers ask questions and sometimes give pupils opportunities to work with a partner. Where this happens it has a positive impact upon the quality of the pupils' spoken and written work. Many opportunities are taken to enhance pupils' writing skills in other subjects of the curriculum, for example, in Year 2, where pupils pose questions in religious education and write letters in role. This is making an important contribution to pupils' competence in writing.

MATHEMATICS

The overall quality of provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Work on problem solving is developing well because pupils can read and understand mathematical vocabulary, and a clear focus on place value is helping pupils to acquire a good understanding of calculations.
- Too many pre-printed task sheets are used, particularly in Key Stage 1, and these often prevent pupils from exploring their own ideas.
- The marking of pupils' work in mathematics in some classes is very good because it raises pupils' awareness.
- Standards have remained static because the school does not have sufficient direction in the monitoring of teaching, assessment and individual target setting.

Commentary

63. Standards in mathematics at Key Stage 1 and Key Stage 2 are average and pupils' achievement is satisfactory. This is because the curriculum is appropriate to meet the needs of the pupils across a wide range of age and ability who receive teaching that is sound overall. At the time of the last inspection, standards and achievement in mathematics were similar to those found currently.
64. Standards in some aspects of mathematics are improving. There is a clear focus across the school on pupils using their reading skills effectively to understand problems and apply suitable calculations in order to solve them. These range from simple change-giving tasks in Year 1 to making decisions regarding the price of family food items using ICT in Year 5. Pupils' progression in their understanding of place value is also evident both in lessons and from their previous work. Younger pupils can add and subtract numbers involving tens and units by mental, linear and vertical methods, including counting on, with confidence. Older pupils are becoming increasingly proficient in dealing with large numbers in the context of measures such as weight, length and money, and with fractions and percentages. Pupils can use calculators effectively to check answers and try new methods. In some classes, this rightly is encouraged to enhance pupils' independent learning.
65. Emphasis is placed upon helping pupils to learn and use suitable methods of calculation and to understand mathematical vocabulary, because these are essential problem-solving skills. Throughout the school, pupils are encouraged to explain to their class how they arrived at their answers. More able pupils do this confidently and the least able manage well with sensitive support.
66. Overall the teaching of mathematics is satisfactory. Teachers plan their lessons well and generally pay appropriate regard to matching tasks with pupils' ability. With the help of support staff, pupils with special educational needs are well taught and make good progress. Teachers' subject knowledge is variable across the school. Where it is good, teachers set tasks with more depth and ask questions of pupils that are challenging. In Key Stage 1, too many tasks are presented to pupils on pre-printed worksheets. These do not allow pupils to learn as much as they could because they do not encourage and allow pupils to extend their ideas independently. They often prevent pupils from creating and exploring shapes they have created or from the challenge of making up their own problems. In Key Stage 2, higher attaining pupils are often given extension tasks that neither challenge them sufficiently nor help them to develop their own ideas.
67. The leadership and management of mathematics are unsatisfactory overall because there is insufficient direction in the monitoring of teaching, ongoing short-term assessment and individual target setting to help teachers to raise standards. The monitoring and assessment systems that are in place alongside the analysis of data usefully provide longer-term direction for the subject and help to identify areas of general weakness. The co-ordinator provides useful advice to staff on particular issues, and supports their planning and professional development. A suitable range of resources is provided to support mathematics. They are of generally good quality and are easily accessible by both pupils and staff.

Mathematics across the curriculum

68. Where teachers make links between mathematics and other subjects such as history, geography, science and art and design, they are both relevant and useful in supporting pupils' learning. However, this occurs too infrequently. In the best examples, such as in work on the local environment, Year 5 pupils have used their data collection, graphing and spatial awareness skills to enhance their study and give it an added perspective. Pupils often use ICT to support their work in mathematics and working in this medium enhances their enthusiasm for the subject.

SCIENCE

The provision for science is **satisfactory** overall.

Main strengths and weaknesses

- Teachers plan interesting activities for pupils to learn through first-hand experience, which promotes good attitudes and develops their understanding well.
- Whilst teaching is sound, some teachers lack subject knowledge and this results in some misconceptions for pupils.
- Good additional support is provided for pupils with a wide range of special educational needs; however, work is not matched closely enough to other pupils' needs and abilities so their achievement is not always as good as it could be.
- Individual pupils' records of attainment have improved since the last inspection but there is some way to go in marking to help pupils understand how to improve their work.

Commentary

69. Pupils throughout the school have good attitudes to science; consequently they are keen to find things out by close observation and enjoy checking their ideas according to appropriate principles such as fair testing. This is because teachers choose interesting activities where pupils gain first-hand experience which increases their curiosity and understanding about the world in which they live. Teachers are also adept at making good links between the science in specific lessons and related aspects such as the work towards the Healthy School Award and the physical effects of exercise in physical education. A good example of this was seen in a Year 2 lesson where a pupil's curiosity about how light bulbs work had been aroused by a lesson on simple electrical circuits. Pupils listen attentively even in Key Stage 2 classes where the open plan arrangements sometimes make it difficult for all pupils to hear above the distractions of neighbouring classes. Most pupils also maintain their attention despite the over-lengthy descriptions and explanations of some teachers. Pupils stay focused and try hard which results in standards which are in line with expectations for their age, and satisfactory achievement. Current standards in science are similar to those found at the time of the last inspection.
70. The subject knowledge of some teachers is not adequate, which results in the misconceptions of some pupils going unchecked, as in the case of a number of older pupils who state in their books that an air-filled balloon is lighter than an empty one. This also results in the findings of pupils going unchallenged, for example when pupils arrived at contradictory results in an investigation about the best surface for bouncing a ball. Sometimes this means that pupils' knowledge is inaccurate and they are not prompted to apply scientific principles such as reasoning, predicting and checking results.
71. Work for pupils is not sufficiently well matched to their ability and this results in significant numbers of pupils not achieving as much as they could. Teachers and support staff provide good additional support for pupils with a wide range of special needs; consequently these pupils are included very effectively in all lessons. However, the work for the average and more able pupils in lessons is sometimes set at too low a level which means they do not learn as much as they could. Teachers often miss opportunities to direct specific questions to pupils of different abilities, and give extended explanations; this reduces the time for pupils to work at their own level. Many activities, particularly for the younger pupils, are based on worksheets. As a result, the work is not always appropriately matched to the pupils' abilities and they are not helped to learn how to organise their work. In addition, these worksheets are not sufficiently well organised for pupils and teachers to look back at previous work or to see the progress being made.

72. Individual pupil records of attainment are kept in science and this is an improvement since the last inspection. However, day-to-day assessment, through questioning pupils especially in the final session of lessons and through marking, is not yet effective in making clear to pupils what they need to do to improve their work. All pupils' work is marked but most marking simply indicates that the teacher has seen the work or comments on effort or neatness. Opportunities are regularly missed to highlight pupils' good understanding or to extend their thinking.
73. Currently the curriculum plan and scheme of work are just adequate in the way they ensure that all aspects of science are covered. However, although the new subject leader has specialist knowledge which is good for ensuring that teaching is accurate and sufficiently challenging, she has not yet developed the skills, or had the opportunity, to carry out a full audit of the provision for science. Consequently there is too much repetition and insufficient progression in some aspects. This is particularly the case in the work on light and dark when pupils in Years 1 to 5 are given the same worksheet activity on day and night-time animals, with very little development of their thinking about light or about how some animals are able to find their way around in the dark. The subject leader has worked with teachers to analyse pupils' responses to questions in tests and this has been useful in helping her to identify appropriate priorities to improve provision in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **satisfactory**.

Main strengths and weaknesses

- There has been good improvement in ICT since the last inspection.
- The use of ICT to support teaching and learning in other subjects across the curriculum is developing well.
- There is a good link with the local secondary school, enabling pupils to extend their ICT skills.
- The school does not check progress in ICT well enough.
- Skills' progression and assessment require further attention.

Commentary

74. Standards are now broadly in line with national expectations for all age groups. There has been good improvement since the last inspection when standards were below national expectations. Improvements have been aided by the much better resources and staff training.
75. The school now has a computer suite with 13 computers that are networked so that teachers and pupils can share resources. There is also at least one computer in each class base for pupils to use. The suite is a well-used, valuable resource, but lesson time has to be pre-planned, so with only limited resources in the class bases, opportunities to use computers during other lessons to support teaching and learning, when the need arises, can be restrictive. All pupils have one ICT lesson per week with the focus on computing skills. They have another lesson each week, where their ICT skills are used to promote and support learning in other subjects across the curriculum.
76. Pupils' achievement is satisfactory. In most lessons they work in pairs, often with more experienced pupils helping less able. Most pupils are confident and enjoy using ICT. They collaborate well, taking turns and supporting each other.
77. Teaching in ICT is satisfactory across the school. There has been an extensive training programme for all teachers and their confidence in teaching has improved, but subject knowledge is still variable. Teachers plan and prepare their lessons well. They use computer programs that are readily accessible by pupils. Relationships are very positive and teachers provide good support and reassurance for any pupils who experience difficulties. Teaching

assistants make valuable contributions to the quality of lessons by working very effectively with pupils with special educational needs. All teachers give clear, specific instructions to pupils on what to do when using their computers. Sometimes this step-by-step strategy can be too pedantic for pupils with experience of using computers, many of whom have gained this at home from their own machines. Lessons are not always matched to the abilities of all pupils and the more able are not being extended. There are insufficient opportunities for pupils to use and improve their skills in control technology.

78. The subject leader has played a crucial role in developing ICT to its current level. However, work has not been completed in developing the curriculum, in monitoring to ensure that skills are taught progressively as pupils move through the school, and in assessment.
79. Resources are adequate. A good link has been developed with the local secondary school. Year 6 pupils visit for three full afternoons in June, to work on 'bridging units'. This gives pupils opportunities to develop their skills, for example in preparing presentations, and also helps them to acclimatise to the secondary school environment.

Information and communication technology across the curriculum

80. The use of ICT to support teaching and learning in other subjects across the curriculum is developing well and is now satisfactory. There is good use of word-processing skills and computer-generated illustrations to enhance the quality and presentation of written work. Through data-handling programs, pupils illustrate results in the form of bar and line graphs and pie charts. In one lesson Years 5 and 6 pupils were using results from a science experiment to show changes in water temperature over time in the form of coloured line graphs. Programs featuring number games and activities are well used in mathematics to support learning. The Internet is now being used as an additional source to books, for research and collecting information.

HUMANITIES

History and Geography

81. Work was sampled in geography and history but insufficient lessons were seen to make a judgement on the quality of teaching. Pupils' achievement in history and geography is satisfactory and standards are average at both key stages, as they were at the time of the last inspection.
82. It is evident from pupils' work, and from what they say, that they study a wide range of topics and enjoy history and geography. As a result of a visit to Seahouses and Bamburgh, younger pupils demonstrate in their work a good understanding of the seaside environment both from a geographical and from a historical perspective. They can read maps relating to the area visited and make comparisons from photographs of past times with what they saw. They know how bathing machines worked and how people dressed to go swimming a hundred years ago. Pupils who have special educational needs are well supported in these activities and make good progress.
83. The work of older pupils about the ancient Greeks demonstrates that they use primary and secondary sources of evidence well to learn facts and draw conclusions. The same principles apply to their work carried out in the local area, which included the collection of traffic data. Years 5 and 6 pupils have created a museum about Aztec deities and have creatively reproduced masks and other artefacts for themselves.
84. Throughout the school, pupils' mapwork and understanding of timelines develop progressively. In their work in history and geography, they use their skills in numeracy, literacy and ICT to express and record their findings clearly. Pupils' work in history and geography is rightly based on their findings from evidence.

85. History and geography are well led and managed. Good resources are provided and there is a well-balanced curriculum supported by useful guidance. These assist in providing a skill-based approach to the subjects. However, assessment in both history and geography is unsatisfactory, as grading pupils' overall achievement annually does not allow areas for development to be identified or challenges for pupils to be set.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Lessons for younger pupils, in particular, are brought alive by teachers and visitors.
- Pupils have good knowledge about different religions and this contributes well to their respectful attitudes towards different faiths, beliefs and cultures.
- Standards attained and progress made by the oldest pupils are only just satisfactory because religious education is not taught sufficiently regularly.

Commentary

86. Teachers of the younger pupils provide interesting ways to help them learn well in religious education. This includes visits to the school, such as by a practising Buddhist from India and the regular visits by the local vicar. These visits are well planned and prepared so that pupils gain a great deal from the opportunities to find out at first hand about different faiths, beliefs and rituals. Teachers are also skilled in helping pupils to understand difficult concepts by relating them to their own experiences. A good example of this was seen in a Year 2 lesson on 'right intentions' in Buddhism where pupils performed plays to demonstrate 'right speech' and 'right actions' to others in the class. Pupils remember the content of these lessons because they are interesting and enjoyable and this makes a good contribution to their knowledge and understanding of aspects of religious education, and results in standards and achievement being in line for pupils of their age. This is a similar picture as at the last inspection.
87. Standards reached by pupils at age eleven are just satisfactory. The teaching for pupils meets the requirements outlined in the locally agreed syllabus. However, the way in which religious education is planned into the timetable and the strong emphasis on English, mathematics and science, results in the older pupils, especially in Year 6, going for extended periods of time between lessons. This means they complete only a very limited amount of work in religious education. This is not as good a picture as at the last inspection. In addition, the work in books shows that many pupils' limited skills in writing restrict their achievement. A small number of higher ability Year 3 pupils in the Year 3/4 class reach good standards in their independent work, demonstrating clear understanding of different aspects of Judaism. This is because the activities are well matched to their ability in the way they offer appropriate challenge and the pupils' reading and writing skills are sufficiently well developed. However, the majority of average and lower ability pupils in Years 3 to 6 record their learning by copying the same work or completing worksheets which are not well matched to different ability levels. Therefore pupils do not achieve as well as they could.
88. Leadership and management in religious education are not sufficiently well developed to ensure that standards reached by pupils are high enough. Although there are good guidance materials that help teachers meet the requirements of the new locally agreed syllabus, there is insufficient monitoring and evaluation of teaching and learning. The most recent audit carried out by the subject leader outlines the overall position but does not make any judgements about the quality of religious education lessons or the standards pupils reach. This results in an insufficiently sharp focus on improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, and Design and technology

89. Only one lesson was seen in art and design, and none in design and technology. Evidence was collected from looking at displays and scrutiny of pupils' work. Across the school, standards in art and **design** are above national expectations and pupils' achievement is good. These good grades have been maintained since the last inspection.
90. Pupils are given opportunities to use a range of techniques, and experience a wide variety of media, which include paints, acrylics, textiles, papier-mâché, clay and computer-generated images. Throughout the school there is good evidence of pupils learning about and working in the style of famous artists. Good examples of observational drawing and painting, as well as imaginative work, are notable features.
91. Around the school, pupils' work is displayed to good effect, enhancing learning and contributing to the quality of the environment. A good example of this was the Year 6 masks of characters in Peter Pan, which link to their literacy work. The quality of art in the school has been recognised; the school has received an Artsmark Award.
92. In **design and technology** standards across the school are above national expectations. Pupils' achievement is good. Since the last inspection overall standards have improved from being in line with national expectations and the achievement of older pupils is better.
93. There are examples of good quality work throughout the school. Year 6 pupils have designed and built fairground rides from Lego, using wheels, pulleys and electric motors. Years 1 and 2 have constructed vehicles with moving wheels, from cardboard boxes. Work shows interesting variety, from modelling to making biscuits.
94. All pupils design, select materials and tools, plan, make, and evaluate their work in appropriate detail, as they progress through the school.
95. Teachers' marking of pupils' work varies considerably, from none to some providing good feedback informing pupils how they can improve. The curriculum needs careful monitoring, as elements of overlapping are evident between year groups.

Music

The provision for music is **satisfactory** overall.

Main strengths and weaknesses

- Pupils have good attitudes to music throughout the school.
- The subject leader provides a good example and guidance for teachers so their subject knowledge is sound and this results in standards that are in line with expectations for pupils of primary age.

Commentary

96. Pupils throughout the school talk enthusiastically about the opportunities they have to learn music. In the small number of lessons observed, pupils were attentive and tried hard to follow teachers' instructions. Pupils have good levels of confidence, which helps them perform their compositions for the rest of the class and others listen well and show good appreciation of each other's efforts. Teachers have high expectations of pupils' behaviour, which was very good because they were keen to learn and practise skills and because of the good pace of lessons. This results in good standards and pupils achieving well. For example in a Year 3/4

lesson, pupils were well focused on the task and made good progress in developing their understanding of rhythm, and Year 2 pupils have good recall of the names of instruments from different families in the orchestra. In discussion, Year 6 pupils talk confidently about the opportunities to compose music and particularly enjoy their visits to the local secondary school where they develop ideas using keyboards. They have appropriate knowledge of some classical composers such as Mozart and Tchaikovsky and have regular opportunities to listen to a range of musical styles, particularly at the beginning of assemblies. They learn to describe their likes and dislikes about pieces of music using appropriate language, such as in the Year 3/4 class music notebooks. These books are a good feature of the music provision in that class because they help pupils build up their knowledge and understanding systematically and this improves the progress they make.

97. The subject leader's expertise has a positive effect on music in the school. This is evident in a number of ways such as teaching pupils in Years 3 to 6 to sing in two parts and working with small groups of pupils to develop their ability to play recorders and tuned percussion instruments in assemblies. In addition she provides a good example of teaching music to classes because she maintains a very good balance between explanations and time for pupils to practise skills and develop ideas. This was very evident in the Year 3/4 lesson where pupils were given good opportunities to improve their ability to keep time through a range of interesting and enjoyable activities including some where pupils rather than the teacher provided rhythms for others to follow. In this lesson high standards were reached and pupils achieved well.
98. There is satisfactory guidance for music, which is an improvement since the last inspection. However, there has been too little monitoring and evaluation of pupils' work to ensure that there are improvements in standards and achievement throughout the school. Some basic assessment of standards reached by pupils now takes place linked to National Curriculum expectations; however, pupils' targets are too general and not well linked to the units of work for each year. Leadership and management of music are satisfactory overall but could be improved by adding a system to ensure that the good practice of the best teachers is shared throughout the school.

Physical education

The provision for physical education is **satisfactory** overall.

Main strengths and weaknesses

- Pupils across the school benefit from access to specialist teaching in physical education which results in high standards and good achievement in those lessons.
- Standards and achievement are not high enough for pupils in Years 3 to 6 because they have too few opportunities to develop and practise their skills.

Commentary

99. The school has strong and effective partnerships with the local secondary school and local football club. This results in regular visits to the school by specialist teachers and coaches who teach physical education classes throughout the school. Pupils in Year 1 are taught key skills for throwing and catching by a trained coach as well as learning how to use the inside of their foot to direct a ball more accurately and keep it under control. Lessons such as these are particularly effective because the class teacher and support staff work with the specialist staff to observe pupils and give timely guidance to help them improve their skills. In a dance lesson for Year 1 and 2 pupils taught by a specialist dance teacher, the provision was particularly good in the way that all pupils including those with significant physical difficulties were able to take part in the activities which were appropriately challenging for pupils of all abilities. Pupils in the five to seven age range have an appropriate number of lessons each week which means they are able to learn new skills and practise regularly so their progress is good.

100. The range of activities provided for pupils in Years 3 to 6 is good. For the oldest pupils it includes lessons held at the local secondary school, where they have access to a wide range of equipment as well as teachers with specialist subject expertise. However, pupils in Year 6 have only one physical education lesson each week which is not enough to ensure that they reach high standards or make as much progress as they could. In addition there are no timetabled sessions for teachers to plan with visiting teachers and coaches which means that opportunities are missed for class teachers to increase their own knowledge and understanding. Teachers' subject knowledge in some aspects of physical education is not as good as it needs to be to help pupils improve. In some lessons teachers missed key points to help pupils improve their success in striking a ball and some teachers do not focus sufficiently on improving the quality and definition of movement.
101. Subject leadership in physical education is satisfactory. The subject leader is well organised and has worked with some teachers effectively to identify and address particular needs such as in the Year 5 class where pupils are having difficulties with basic skills. She has carried out an audit of provision and has a good understanding of what needs to be done to improve the standards and achievement of older pupils. However, she has not yet been able to put forward plans for improvement at the whole school level.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).