

INSPECTION REPORT

ST JOHN THE EVANGELIST RC PRIMARY SCHOOL

Billingham

LEA area: Stockton-on-Tees

Unique reference number: 111675

Headteacher: Mr T McNicholl

Lead inspector: Mrs M A Palmer

Dates of inspection: 26th – 28th April 2004

Inspection number: 257708

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:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	215
School address:	Cowpen Lane Billingham
Postcode:	TS23 1LJ
Telephone number:	01642 643400
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Appropriate authority:	Governing Body
Date of previous inspection:	15 June 1998

CHARACTERISTICS OF THE SCHOOL

St John the Evangelist Roman Catholic Voluntary Aided Primary School is situated in Billingham, some five miles northeast of Stockton-on-Tees. Principally, it serves the Catholic community of the local parish, although some pupils come from further afield. With 215 pupils on the school roll, this school is similar in size to the average primary school. During the last school year, the proportion of pupils (almost 17 per cent) known to be eligible for free school meals was broadly in line with the national average. Overall, pupils' attainment on entry to the school is below average. There are 27 pupils on the school's register of special educational needs and two who need support from specialist teachers or trained assistants¹. The number of pupils who have special educational needs is below average for a school of this size, as is the number of pupils with Statements of Special Educational Need. There are no pupils from ethnic minority backgrounds and none speaks English as an additional language, which is very low in comparison with schools nationally. The school benefits from a stable and supportive school community and the annual turnover of pupils is low. The school is regarded as a beacon school² within the local authority. It was awarded the Basic Skills Quality Mark in 2001 and received a Schools Achievement Award in 2002³.

¹ Nine pupils are currently subject to Statements of Special Educational Need that require this additional level of provision.

² Beacon schools provide examples of good practice that contribute to the training of staff from other schools in the area.

³ These awards recognise schools who establish a record of consistently effective teaching and of high standards of achievement.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20646	Mrs M A Palmer	Lead inspector	Foundation Stage Curriculum Science
9884	Mrs M A Roscoe	Lay inspector	
19830	Mr G T Storer	Team inspector	Special Educational Needs Mathematics Information and Communication Technology Art and Design Design and Technology
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St. John the Evangelist Primary School provides a good education for its pupils. The school is improving because the headteacher and governors provide good leadership. Teaching is good and children throughout the school achieve well. The school gives good value for money.

The school's main strengths and weaknesses are:

- Children get a good start to their education in the nursery and reception classes and continue to achieve well throughout the school. By the time they leave the school they achieve above average standards in English and science and well above average standards in mathematics.
- Throughout the school pupils are very keen to learn. They show a great interest in school life and in the very good range of activities provided for them.
- The headteacher leads the school very purposefully. He successfully promotes a very strong commitment to equality of opportunity and recognising the needs of individual pupils.
- Pupils form very good and trusting relationships with the adults in school, which result in very effective arrangements for providing support and advice for pupils.
- In most respects, teaching is good. However, in subjects other than English and mathematics, teachers do not use assessment information systematically enough in planning pupils' learning.
- There are very good arrangements for welcoming children into school and for transfer between classes and into the next stage of education.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. However, pupils do not learn enough about living in a multi-cultural society.
- The literacy co-ordinators have successfully led staff in improving standards of writing. However, most curriculum leaders do not have enough time to monitor their subjects effectively.

The school has made good progress since its last inspection. Pupils achieve higher standards in writing, mathematics, information and communication technology (ICT) and music. The quality of teaching has improved. The quality and range of pupils' learning experiences are better. The accommodation and resources are improved. There is, however, still work to be done in some subjects on teachers' use of assessment information in their planning.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - bottom 5% nationally*

Similar schools are those schools whose pupils attained similarly at the end of Year 2.

The achievement of pupils is good. Pupils with special educational needs achieve well. Many children enter nursery with below average skills. They make good progress and are on course to achieve the standards expected for their age by the end of their reception year, with a small proportion exceeding these standards. In the 2003 tests for seven-year-olds, results in reading and mathematics were well above the national average and the average for similar schools. Results in writing were also well above the national average and very high compared with similar schools. Current Year 2 pupils are on course to achieve high standards in reading, writing and mathematics. In the teacher's assessments of science in 2003, Year 2 standards were below average overall. Results of current Year 2 pupils are set to rise, with more pupils attaining or exceeding the expected level. In the tests for 11 year-olds in 2003, the results in English were in line with the national average

and well below the average for similar schools. However, pupils' standards and achievement are improving. Weaknesses in writing are being successfully addressed and current Year 6 pupils are on track to achieve above average results, with more attaining and exceeding expected standards than did at the end of Year 2. In 2003, mathematics results were well above the national average. Pupils' current work suggests that high standards are being maintained. This represents very good achievement compared with their results at the end of Year 2. In science, pupils' results were above average in 2003 and current Year 6 pupils' work indicates that these standards are being maintained. In Year 6, standards are average in ICT and geography. Standards are above average in physical education. Although there is insufficient evidence to make judgements about other subjects, work seen was satisfactory or good.

Pupils achieve good standards overall in relation to their spiritual, moral, social and cultural development. Pupils are very reflective and sensitive. They very readily draw on their personal experiences and share their views. They are very well motivated to learn and are proud of their achievements. Pupils respect the feelings of others and their behaviour is good. Pupils are responsible members of the school community. However, they do not learn enough about life in Britain's multi-ethnic society nor about the richness and diversity of cultures other than their own. Pupils arrive very punctually at school and their attendance rate is good.

QUALITY OF EDUCATION

The school provides a good education for its pupils. Teaching and learning are good overall. Teachers have very secure subject knowledge. They plan very interesting work and have high expectations of pupils' response. The school uses specialist staff very effectively. However, except in the Foundation Stage and in English and mathematics, teachers do not consistently use assessment information to plan for pupils with different capabilities so that there are times when some pupils do not achieve as well as they might. There is very effective support and guidance for pupils. However, some procedures to ensure their well-being are not in place. Good partnership with parents and the wider community makes a significant contribution to pupils' achievement.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The headteacher very successfully inspires commitment to the school's aims. With the senior staff he provides a very good role model for other staff and pupils. There is a very strong emphasis on providing continuing professional development for staff. Although aspects of curriculum leadership are good, some co-ordinators lack opportunities to monitor their subjects effectively enough. Governors are conscientious in overseeing the work of the school and in holding the school to account for what it achieves. However, they are not fully effective in ensuring that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very satisfied with the school. Parents are pleased that their children like school. They are taught well, make good progress and are polite and considerate. Parents find the staff very approachable and feel that a strength of the school is the support it gives to families. Pupils are happy that, although they have to work hard, they learn new things in lessons. They say that teachers listen to their ideas and there are adults to turn to if they are worried.

IMPROVEMENTS NEEDED

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

- ensure that teachers use assessment information consistently to adapt teaching to meet the needs of all pupils;
- ensure that all subject leaders have opportunities to evaluate teaching and learning in classrooms and so contribute more effectively to curriculum development;
- improve pupils' cultural education so that it equips them better for life in a multi-ethnic society and give them a greater understanding of cultures other than their own; and, in order to meet statutory requirements:
- strengthen procedures relating to risk assessment and information published for parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils of all ages and abilities are **achieving well**. Children in the Foundation Stage make **good progress**. Standards in all of the core subjects⁴ are **above average** and in reading and mathematics throughout the school and in writing at the end of Year 2, standards are **well above average**.

Main strengths and weaknesses

- Almost all children in the nursery and reception classes achieve the Early Learning Goals and a small number exceed them.
- Standards in all core subjects in Years 1 and 2 and in mathematics in Years 3 to 6 are higher than they were at the time of the last inspection.
- Standards in science are rising in Years 1 and 2, as are standards in writing in Years 3 to 6.
- Standards in ICT and music are higher than they were at the time of the previous inspection.

Commentary

Key Stage 1

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

Standards in:	School results	National results
reading	17.6 (17.6)	15.7 (15.8)
writing	17.1 (15.5)	14.6 (14.4)
mathematics	17.7 (17.8)	16.3 (16.5)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

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

Standards in:	School results	National results
English	26.6(30.2)	26.8 (27.0)
mathematics	28.5 (29.8)	26.8 (26.7)
science	29.6 (28.8)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

1. Children's attainment on entry has declined over the last five years. Many of the children in the current reception class entered the school, with below average skills for their age, particularly in communication language and literacy and in aspects of mathematical development and personal, social and emotional development. They are making good progress and almost all are on course to attain the Early Learning Goals in all areas of learning by the end of the Foundation Stage, with a small number of children set to exceed these standards. Children in the Foundation Stage achieve well.

⁴ The core subjects are English, mathematics and science

2. In the 2003 national tests for pupils at the end of Year 2, the school's results in reading, writing and mathematics were well above the national average and overall above the average for similar schools. Inspection evidence indicates that standards for the current Year 2 class are above national expectations in all three areas. Current standards in Key Stage 1 are considerably higher than they were at the time of the previous inspection. Pupils are achieving very well in reading, writing and mathematics in Years 1 and 2. In relation to their attainments at the end of the Foundation Stage, most have made very good progress.
3. In the tests for 11-year-olds in 2003, the school's results in English were in line with the national average but well below average compared with those in similar schools. The results in mathematics were well above the national average and in line with those in similar schools. Inspection evidence indicates that standards in English are set to improve. The school's efforts to improve pupils' writing in Years 3 to 6 have been successful. More pupils in the current Year 6 are attaining or exceeding the nationally expected standard in writing and this is improving the overall quality of pupils' work in English. Pupils' current work in mathematics suggests that last year's standards are likely to be maintained in 2004. This represents very good progress in relation to their attainment at the end of Year 2.
4. The proportion of pupils on course to attain and to exceed the nationally expected standard in science is above average in Years 2 and 6. This is an improvement on the results of teachers' assessments for pupils in Year 2 in 2003 when the school's results were below the average for schools nationally and for similar schools, and maintains the good standards achieved by pupils in Year 6 last year. By the time that pupils leave the school, standards in physical education are higher than in schools nationally and standards in ICT and geography are in line with national expectations. Both of these subjects have improved since the last inspection. There is insufficient evidence to make judgements about other subjects, although examples of work seen were satisfactory and, at times, good.
5. Pupils of all abilities throughout the school are achieving well. In most aspects of English and in mathematics, many pupils make very good progress and in science, ICT and physical education pupils' progress is good. The limited evidence available suggests that pupils' achievement and progress are satisfactory in other subjects of the curriculum. In core subjects, able pupils achieve the above average standards of which they are capable. Pupils with special educational needs also make good progress towards their individual targets. There are no significant differences between the results of boys and girls or of those from different backgrounds.

Pupils' attitudes, values and other personal qualities

Pupils have **very good attitudes to school** and **behave well**. The school promotes pupils' **spiritual and moral development very effectively**. Pupils' **social development** is **good** and **cultural development** is **satisfactory overall**. Pupils' **attendance** rate is **above average** and their **punctuality** is **very good**.

Main strengths and weaknesses

- Pupils are very eager to learn, interested in school activities and proud of their work.
- Relationships are very good.
- The school promotes pupils' spiritual and moral development very effectively.
- Pupils do not learn enough about living in a multi-ethnic society nor about cultures other than their own.

Commentary

6. Most pupils like school and work hard. As a result, pupils are very keen to learn. These very positive attitudes effectively promote pupils' achievements. Parents say that the school helps their children to become mature. They agree that their children enjoy coming to school. This is borne out by the pupils' good attendance.
7. Pupils relate very constructively to one another and adults. Staff encourage pupils to be considerate and to treat everyone with respect and the pupils are very responsive. They work together purposefully in class and in the playground boys and girls of different ages play together co-operatively. Pupils behave well because teachers and other staff insist on good standards of behaviour. Teachers successfully motivate pupils by consistently recognising and rewarding their efforts. Any transgressions are quickly dealt with. No pupils have been excluded from school for fixed periods during the last school year.
8. The school very successfully supports pupils' spiritual and moral development. Pupils have frequent opportunities to sing, be thoughtful and develop self-knowledge and awareness in carefully prepared assemblies and class discussions. Pupils demonstrate considerable sensitivity in their response to beauty in both man-made objects, such as Sydney Harbour Bridge, and living things, such as tiny coriander seeds. The school successfully promotes pupils' awareness of the beauty of the natural world. Teachers seize opportunities to praise pupils' efforts and encourage them to feel good about themselves. In assemblies and talking to pupils, teachers consistently encourage pupils to recognise their own individuality and worth. Pupils are well aware of how they are expected to conduct themselves in and around the school. Pupils' good behaviour and very positive attitudes to work promotes their learning and their good achievement.
9. Arrangements for promoting pupils' social development are good overall. Pupils readily engage in discussions, such as, 'respecting others' differences' and 'being friends'. Pupils have regular opportunities to work collaboratively in pairs and small groups. In addition, Year 6 pupils participate in a residential trip. These arrangements successfully improve pupils' skills of co-operation and social interaction. Pupils reflect on the needs of others and support a range of charitable causes both at home and abroad. However, pupils have limited opportunities to extend their knowledge and understanding of life in Britain's multi-ethnic society. The school promotes pupils' cultural development satisfactorily through activities, such as theatre visits and presentations by a historian in school. There are also occasional opportunities for pupils to experience other cultures, as in Year 5 and 6's Day of Philippine Music and Dance. However, current teaching does not prepare pupils well for life in Britain's multi-ethnic society nor enable them to fully explore and appreciate the richness and diversity of cultures other than their own. This aspect of the school's work is unsatisfactory.
10. The rate of pupils' attendance is good. Parents and carers ensure that their children attend regularly and arrive very punctually at school. These are key factors in the high standards that many pupils achieve.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.1	School data:	0.0
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. Teaching is effective overall and the curriculum is very stimulating. The school gives very good guidance to its pupils although some procedures to ensure their well-being are not in place. Good links with parents and the wider community add to the quality of pupils' learning.

Teaching and learning

The quality of teaching and learning is **good** overall. However, teachers' use of assessment information in their planning for some subjects is unsatisfactory.

Main strengths and weaknesses

- Teaching is consistently good throughout the school.
- Pupils' very positive response in lessons helps them to learn.
- Teachers have very secure subject knowledge.
- In most subjects, other than English and mathematics, teachers do not use assessment effectively to plan the next steps in pupils' learning.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	8(23%)	18(51%)	9(26%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons

- Teaching and learning have improved since the previous inspection. Almost three quarters of all lessons seen were good or very good. There was no unsatisfactory teaching. Throughout the school, teachers plan and structure their lessons carefully. They are clear about what they want pupils to learn in the course of the session and share this with pupils, so that lessons are purposeful. Teachers have very good subject knowledge. As a result, they are confident and accurate. The school's use of specialist staff to teach music and aspects of art and physical education very effectively promotes pupils' achievement.
- The quality of pupils' learning is good and is boosted by the pupils' very good attitudes to work. All teachers establish very good relationships with pupils. They manage pupils effectively, insist on good standards of behaviour and establish classroom routines that promote effective learning. Teachers consistently encourage and praise pupils' efforts. This very successfully motivates pupils and enhances their self-esteem and confidence. Pupils are very keen to participate and apply themselves to their tasks with interest. They persevere with their work when they are not directly supervised and co-operate sensibly when they are working in small groups. Throughout the school, pupils readily undertake investigative and problem solving activities that effectively consolidate their understanding and skills, particularly in mathematics and science.
- Teachers carefully plan how teaching assistants can support pupils as they carry out their tasks and as a result, contribute significantly to pupils' learning. There is effective collaboration between the special educational needs co-ordinator (SENCO), teachers and support assistants. These arrangements ensure that pupils with special educational needs receive the help and encouragement that they need to overcome their difficulties, take an active part in lessons and make the same progress as others in the class.
- The school's assessment procedures are satisfactory overall and some areas of provision are good. The Foundation Stage staff assess children's skills thoroughly and create a helpful range of records. This information is used well in identifying individual children's development and

learning needs, and in planning targeted activities for individuals and groups. In English, mathematics and science, the co-ordinators and senior staff maintain detailed records and use this information effectively to track pupils' progress and to target additional support to meet the needs of specific groups of pupils. Procedures for assessment are also being established in ICT. Assessment and recording procedures for pupils with special educational needs are good and information is used effectively so that pupils make good progress towards the targets on their individual education plans.

15. In Years 1 to 6, teachers check pupils' understanding effectively by questioning them in the course of lessons and regularly marking their work. However, other than in English and mathematics, teachers do not consistently use the information from their assessments to plan tasks that always meet the needs of pupils with different abilities by building carefully on their prior learning. On occasions, this leads to work being set that is too easy or too difficult for some pupils. Teachers set targets for pupils in English and mathematics and regularly check their progress towards them. This initiative successfully boosts pupils' understanding of how they can improve their learning.

The curriculum

The school provides a **good** curriculum, which is enriched by a very wide range of additional activities. The accommodation and resources are **good**.

Main strengths and weaknesses

- A very good range of visits, visitors and extra-curricular activities helps to bring the curriculum to life for pupils.
- Preparation for the next stage of learning is very good.
- Accommodation and resources have improved since the previous inspection.

Commentary

16. The school provides a broad and balanced curriculum, whilst maintaining a clear focus on raising standards in literacy and numeracy. Children in the Foundation Stage participate in a wide range of carefully structured activities, which take account of the Early Learning Goals and give them a good start to their education. Planning for Years 1 to 6 ensures that all of the required subjects are securely represented. Specialist staff teach music and elements of physical education and art very effectively. As a result, pupils achieve well.
17. A very good range of visits, visitors, activities and special events enriches the curriculum. Visits include those to a nuclear power station, Charlton's Pond and a residential outdoor venture trip. These activities make a valuable contribution to pupils' personal development and extend their learning in geography and science. Visitors to the school also support pupils' learning very effectively. These include the Mayor of Stockton, a Philippine music and dance group and a theatre group presenting Little Red Riding Hood in French. Furthermore, there is a very good range of well-attended extra-curricular activities, including sports, music and dance.
18. The school is sensitive to the needs of individual pupils. Provision for pupils with special educational needs is good. Work is carefully matched to their needs and enables them to make good progress towards the targets set for them. The school prepares pupils very well for the next stage of learning. There are very good links with the local secondary school and pupils in Year 6 have the opportunities to visit the school, attend performances and discuss life at the secondary school with former pupils. Pupils also take part in lessons taught jointly with the secondary school.
19. The accommodation and resources are good and are used well to support learning. There have been a significant number of improvements in the accommodation since the last

inspection, including the provision of a secure outdoor area for the Foundation Stage. Resources are good, particularly those for science, information and communication technology and physical education.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **satisfactory** overall. Levels of support and guidance are **very good** and the involvement of pupils in the school's development is **satisfactory**.

Main strengths and weaknesses

- Very good systems for monitoring pupils' academic and personal development lift pupils' confidence and help them improve.
- Induction arrangements are very good and combined with friendly staff provide a smooth and welcoming start to school life.
- In many respects, arrangements for pupils' care are good. However, in some aspects governors do not fully comply with requirements.
- Pupils know their views count because staff value and respond to their wishes. Regular consultation with pupils is not a feature of the school's work.

Commentary

20. Staff are very aware of the rate of progress that individual and groups of pupils make in English and mathematics. Pupils' personal development is monitored continually and the information used well to promote higher achievement through praise or the school's popular award systems. Pupils with special educational needs are comfortable within school because staff are well aware of their needs.
21. There are excellent practices for getting to know children before they start in the nursery and very good arrangements for settling them into other year groups. These sensitive, effective procedures help pupils and their parents, and are mirrored in Year 6 when pupils smoothly move on to secondary school.
22. Pupils are well supervised and emotionally secure. They highlight improved toilet facilities, access to water, and to adults in times of need as important features of their happy school. Older pupils point to the privacy afforded to them by separate physical education changing facilities. Parents are right to feel that their children are treated fairly and are in a happy environment.
23. The governors and headteacher successfully manage the school buildings and grounds and aspects of their work in promoting pupils' health and safety are good. However, the governors do not fully comply with all requirements, including the completion of all risk assessments.

Partnership with parents, other schools and the community

The school's links with parents, other schools and the community are **good**.

Main strengths and weaknesses

- Most parents are very satisfied with what the school provides and gladly support their children's learning.
- Very good relationships between parents and teachers underpin the induction process and encourage the daily involvement of parents of the younger pupils.
- The school works effectively with parents and outside agencies to support pupils with special educational needs.

- Parents receive a range of essential information. The school is aware that some statutory items are missing from the prospectus and governors' annual report for parents.
- Links with other educational establishments, outside organisations and local businesses are managed well so that they consistently contribute to pupils' achievements and personal development.

Commentary

24. Parents hold the school in high regard because of the welcome it provides for them and their children. Parents are highly satisfied with the opportunities they have to help in school, support homework, or be involved in the 'Barnaby Bear' adventures. The Parent Teacher Association is strong and supports a range of activities, not least in developing ideas for the playground re-development. Parents support fund raising initiatives that draw in others from the parish and local community. A well-run toddler group meets weekly on school premises.
25. Parents find staff very approachable and ready to support them and their families. They appreciate the great efforts made to involve parents in their children's education. This begins before their children start in the nursery and extends to inviting parents in to share books each morning. These arrangements strengthen the school's partnership with parents, promote interest in reading, and promote pupils' achievement.
26. Provision of information about the school and pupils' progress is satisfactory with some weaker elements. There are good, well-established communication channels with parents, particularly through the frequent meetings held to discuss children's achievements. Some curriculum information is provided and termly newsletters also help to keep parents up to date with events. There are also omissions from the statutory information for parents contained in the school prospectus and the governors' annual report. Most parents are satisfied with annual reports on pupils' progress. They highlight clearly what pupils can do in English, mathematics and science and provide an overview of the progress pupils make in other subjects.
27. The school works effectively with parents of pupils with special educational needs in all stages of the identification, planning and review procedures. The school keeps parents fully informed and gives advice about how they can help their children in the home. The school has effective partnerships with a range of outside agencies and as a result, is able to identify pupils who have special educational needs and initiate effective programmes of support. This means that pupils who might otherwise not be able to be educated in a mainstream school can learn alongside their friends.
28. Worthwhile links have been established with other schools and local organisations such as the police and fire services. Very effective transition procedures are in place. Parents believe their children go on to their next school well prepared as a result. Inspection findings fully support this view. Pupils' learning benefits from the involvement of the wider community, particularly during residential visits. There are well-established links with the local ecology park, which contributes successfully to pupils' achievements in science and geography, and successfully promotes citizenship.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management provided by the headteacher, senior staff and governing body is **good**.

Main strengths and weaknesses

- The headteacher very successfully promotes the school's fundamental values, a strong sense of common purpose and commitment to improvement in the school.
- Aspects of curriculum leadership are good. However, some co-ordinators do not have opportunities to monitor their subjects at first hand.

- The use of specialist staff to teach music and aspects of physical education and art is very effective.
- The school's leaders provide very good role models for other staff and for pupils. They are very committed to inclusion, equality of opportunity and to meeting the needs of individual pupils.
- High quality continuing professional development for staff is improving teaching, learning, and the overall quality of education that the school provides.
- Governors are not rigorous enough in ensuring that the school fully complies with all requirements.

Commentary

29. The headteacher has firmly held educational values, which underpin the school's fundamental ideals and aims. He consistently upholds these principles and ensures that staff do not lose sight of what is most important to the school, its pupils and the wider community. As a result, staff share a strong sense of common purpose and commitment to improvement in the school.
30. The school's self-evaluation is satisfactory and aspects are good. The headteacher makes good use of assessment data to track pupils' progress, to identify trends and to highlight areas of weakness. Improvement planning involves all staff and clearly reflects the main priorities of the school. Subject leaders maintain resources at a good level, keep policies and schemes of work up to date and undertake periodic monitoring activities. In subjects such as English and ICT and in the area of provision for pupils with special educational needs, co-ordinators have been particularly effective in supporting staff, identifying areas for development and in bringing about improvements. This is because the school has provided these leaders with the time and resources to do their jobs well. However, most subject leaders are not sufficiently involved in the monitoring of teaching and learning, the sampling of pupils' work or the evaluation of teachers' planning. This aspect of their work is unsatisfactory because they are not contributing to school improvement as effectively as they could.
31. The school uses specialist staff very well to teach music and elements of physical education and art. A member of staff from a local specialist sports college offers lessons in table tennis, while a specialist music teacher teaches every year group. In addition, an artist in residence very successfully promotes pupils' drawing skills.
32. The school's leaders provide very good role models for other staff and for pupils. The headteacher is thoughtful and measured. He has a calming influence on all in the school. Staff at all levels treat each other with courtesy and respect. This sets the tone for pupils who are equally pleasant in their dealings with one another and courteous to staff and visitors. Relationships at all levels are very good. Leaders are very committed to inclusion, equality of opportunity and to meeting the needs of individual pupils. The high degree of mutual support that staff and pupils display is an essential factor in the overall quality of teaching and learning and in the standards that pupils achieve.
33. The school provides very good support and professional development opportunities for all of its staff. Newly qualified teachers receive effective support from an experienced colleague and have full access to advice and training provided by the local education authority. Teachers and teaching assistants have received extensive training, for example in the use of ICT, which makes their teaching more effective. Staff training is very well targeted. It has regard for both the identified development needs of the school as a whole and for the professional development needs of individual members of staff.
34. The governing body takes its responsibilities seriously. Governors have been conscientious in undertaking training in order to carry out their duties effectively. The governing body has a very good working relationship with the headteacher and staff. This relationship is very supportive and is developing a suitably critical edge. The committee structure ensures that all governors are active in support of the school and allows governors to collect the information that they

need in order to hold the school to account for what it achieves. However, governors are not rigorous enough in ensuring that the school meets all statutory requirements in respect of information for parents and some risk assessments.

35. Financial management is good and funds are administered efficiently. Governors monitor spending patterns carefully to ensure that the budget is used to benefit pupils. Spending decisions are taken carefully and due thought is given to the impact they will have on pupils' education. Current figures appear to indicate that the school will have a slightly larger than normal budget surplus. This is because the account contains a large amount of money that was already committed to the recent classroom refurbishment project. The school secretary works efficiently to support the headteacher and ensure that school administration runs smoothly.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	592,864.00
Total expenditure	568,146.00
Expenditure per pupil	2,582.00

Balances (£)	
Balance from previous year	16,694.00
Balance carried forward to the next	41,412.00

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

36. Most children enter school with below average skills, most notably in their communication, language and literacy skills and in aspects of their personal, social and emotional and mathematical development. The children make good progress in the nursery and reception classes because teaching is good and they are actively involved in a good range of stimulating activities that successfully extend their knowledge, skills and understanding. The teachers carefully assess what individuals know, understand and can do. They effectively use this information to identify and plan the next steps in children's learning and development. As a result, the children are almost all on course to attain the Early Learning Goals⁵ for their age. The teachers, nursery nurse and teaching assistant work together purposefully and successfully promote children's learning. The co-ordinator provides good leadership and effective management.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The school makes excellent arrangements for introducing children to school life.
- Nursery staff successfully ensure that the children feel welcome and secure.
- Foundation Stage staff value each child's efforts and very successfully boost their self-esteem.
- Children become confident, well-motivated learners.
- The children quickly learn and accept the boundaries that are set in school.

Commentary

37. Visits by staff to children's homes and by parents and children to school before they start very successfully promote a smooth transition between home and school. All staff ensure that each child feels included and valued so that they settle securely into school. The reception class is welcoming and classroom routines are firmly established. Teaching staff sensitively encourage those children with special educational needs and meet their needs well. As a result, all boys and girls make good progress and by the end of reception achieve the Early Learning Goals. The quality of teaching is very good. Staff seize every opportunity to give individual praise and encouragement and as a result the children are motivated to do their best and show pride in what they have achieved. The teachers plan topics and activities which effectively extend the children's self-knowledge and awareness of others. Many activities successfully build children's confidence in learning and in their relationships with others through encouraging children to work and play co-operatively, take turns and share. The teachers ensure that all children are involved in a good range of carefully planned and prepared activities. The children achieve very well because they are keen to participate and they see learning as fun.
38. The teachers' high expectations of the children's involvement and behaviour are made clear so that the children make very good progress in learning what is expected of them. Almost all respond promptly to instructions and are beginning to clear away equipment efficiently. They behave sensibly in the classroom and when they move around the school. They handle books

⁵ Early Learning Goals – these are the standards that children are expected to reach by the end of their reception year.

and equipment carefully. They settle quickly to tasks and concentrate hard for short periods, when working independently.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children make good progress in learning letter sounds and developing early reading skills.
- The teachers carefully plan worthwhile opportunities that successfully promote the children's writing skills.
- The children regularly engage in activities that successfully extend their communication skills.

Commentary

39. The quality of teaching in this area of learning is good. As a result, the children are on course to achieve the Early Learning Goals and a small number are achieving above average standards. The children learn well because the teachers successfully implement a programme of lively, early reading activities. The children are keen to practise their letter sounds and make good progress in associating letters and sounds. They enjoy sharing a varied range of stories and rhymes, and eagerly recognise familiar words. From their earliest days in school, they regularly take home a range of books and reinforcing activities to share with their parents. This very effectively boosts their interest and confidence and they achieve well. By the end of the reception class, almost all are on the initial stages of reading and a small proportion exceeds the standards expected for their age.
40. Children regularly practise writing patterns. They receive lots of individual support so that they try hard and make good progress in gaining control of their movements and forming recognisable letters. By the time they reach the reception class, many children's writing skills are average and a few children exceed these standards. They write their own names and simple words, phrases or sentences independently.
41. Many children join the nursery with immature speaking skills. The teachers plan regular opportunities for children to talk purposefully to adults and each other. In both the nursery and reception classes the children are attentive and keen to be involved because staff value their contributions. There are also many opportunities for children to talk informally, as part of their imaginative play. As a result, they develop confidence in communicating with others and attain the standards expected for their age.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children make good progress in counting and recognising numbers.
- The teachers plan a good balance of games and practical tasks to encourage children to practise their skills.

Commentary

42. The quality of teaching and learning is good. The teachers are clear about what they want the children to learn, planning is detailed and sessions are purposeful. Children achieve well and almost all will attain the Early Learning Goals in mathematical development, with a small number on course to exceed them. Children develop a secure sense of number, order and

sequence through regular counting routines. They learn addition through activities, such as putting cakes from two plates onto one and counting how many there are. Many children enter school with below average mathematical understanding and basic vocabulary. The teachers, nursery nurse and teaching assistant consistently check and build on individual children's mathematical language. Consequently, children make good progress in learning the names of colours and shapes and understanding concepts, such as 'taller' and 'shorter'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children acquire a secure knowledge and understanding of the world through practical activities and well-planned topics.
- The teachers successfully use ICT to support and extend the children's learning experiences.

Commentary

43. The quality of teaching and learning is good so that children achieve well and are on course to attain the Early Learning Goals by the end of the reception year. Practical activities are used well to make learning meaningful and children discover the properties of sand, water and play dough by handling and working with them. They make good progress in learning about living things through activities such as planting sunflower seeds and beans and taking seasonal walks in the school grounds. The teachers successfully extend children's experiences by arranging stimulating visits, such as those to the local pond, the supermarket or farther afield to Saltburn.
44. The children have frequent opportunities to use computers and simple computer programs, in the computer suite and in their classroom. They confidently use the mouse to select and move words and pictures on the screen. In this way the children extend their computer skills whilst reinforcing other areas of learning. For example, reception class children strengthen their language development by using a word bank to write simple sentences.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **good**.

Main strengths and weaknesses

- The children enjoy regular opportunities to be active both indoors and out.
- The children make good progress in developing manipulative skills.
- Facilities and resources for outdoor play are better than they were at the time of the previous inspection.

Commentary

45. Within the nursery and reception classrooms, the children frequently use a broad range of equipment, such as jigsaws, large and small construction materials and simple tools, including scissors, which successfully promote their manipulative skills. The quality of teaching is good. All staff sensitively support and encourage the children so that they work carefully and safely. They participate regularly in physical education sessions in the school hall, when they use both large and small apparatus. The children follow instructions promptly and behave sensibly. Their co-ordination, control and awareness of space are average for their age.

46. The school has better facilities and resources for promoting children's physical development than it had at the time of the last inspection. The well planned and resourced outside play area provides the children with regular opportunities for vigorous and imaginative play.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The teachers plan thoroughly to ensure that the children have opportunities to engage in a stimulating range of creative activities.

Commentary

47. The quality of teaching is good and children develop confidence in this area so that they achieve well and are on course to attain the Early Learning Goals by the end of reception. They join in readily with action songs and number rhymes. The children regularly use good quality percussion instruments and have carefully planned opportunities to extend their musical development. As a result, they make good progress in learning about percussion instruments and exploring the sounds that they make. The children confidently paint and stick paper, card and fabrics to create collages. Children in the reception class make good progress in learning to weave, using an extensive range of wools, ribbons and braid. The staff provide well-thought out role-play areas. They regularly adapt them, for example as a vet's surgery or a flower shop. This very successfully engages children's interest, encourages collaboration and promotes their use of imaginative language.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses:

- The quality of teaching is good and, as a result, children achieve well.
- The school has taken effective action to raise standards in English.
- The assessment of pupils' work and the use of this assessment are very good.
- Leadership and management of English are good.

Commentary

48. In the 2003 national tests for pupils at the end of Year 2, the school's results in reading and writing were well above the national average. They were well above those typically found in similar schools in reading and very high in writing. Inspection findings for the current Year 2 pupils confirm the picture of well above average standards. By the end of Year 6, standards in English are above national expectations. These findings reflect those of the last inspection. In the 2003 national curriculum tests, the average points score⁶ was in line with the national average, but well below average compared with similar schools. The percentage of pupils achieving the nationally expected level was above that found in most schools, but too few pupils achieved the higher level in the tests. However, current Year 6 pupils' work seen during the inspection indicates that overall standards are now above average.

⁶ Average point scores are a statistical method for comparing a school's performance in a single core subject or in all core subjects with the performance of all schools or of similar schools. The school's scores are derived from the levels that pupils in Years 2 and 6 achieve in the annual National Curriculum tests.

49. Teaching and learning in English are consistently good so that pupils achieve very well at Key Stage 1 and well at Key Stage 2. Teaching is most effective when teachers build on pupils' previous work, use their very good questioning skills effectively and match tasks carefully to pupils' ability, allowing them to engage fully in the lesson. Occasionally, however, the independent and group activities in the literacy hour are less effective in reinforcing teaching points or supporting the aims of the lesson. Teachers successfully model writing for the pupils and focus effectively on their individual targets. These features create a positive working atmosphere and successfully underpin learning. Teachers sensitively support pupils with special educational needs so that they achieve well and make good progress towards their individual targets.
50. The school has recognised that progress in writing has not been as good as in reading and has taken effective action taken to address this relative under-performance. This action has included professional development for teachers; reinforcement of the school's handwriting policy and the introduction of regular handwriting lessons; a focus on demonstrating writing and on writing across the curriculum; and the re-introduction of regularly assessed extended writing. As a result, standards in writing are rising.
51. The assessment of pupils' work and the use of this assessment are very good. Pupils' written work is marked in detail and pupils are provided with effective strategies for improving their work. Teachers ensure that pupils' work is edited using these strategies to produce finished work of high quality. Clear and appropriate targets are set for pupils and these are both kept in their books to be available when they write and referred to in lessons.
52. The subject is well led and managed. The co-ordinators are well informed and have a clear understanding of the strengths and weaknesses in the subject. They have a sense of purpose and are currently taking effective action to take the subject forward.

Language and literacy across the curriculum

53. Teachers provide good opportunities for pupils to speak, listen, read and write as part of their work in other subjects and this effectively promotes the development of pupils' language and literacy skills. For example, in science, Year 6 pupils present carefully written descriptions of their experiments and there are further worthwhile examples of the development of literacy skills in work associated with ICT and the humanities.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- By the end of Years 2 and 6, standards are well above average.
- Throughout the school, many pupils are exceeding the expected standard for their age.
- Teachers have high expectations and set tasks that are both engaging and challenging for pupils of all abilities.
- The subject leader has done a good job over time, but is not given the necessary time to monitor teaching and learning effectively.

Commentary

54. In the national tests for seven-year-olds, the school's results in mathematics were well above the national average and the average for similar schools. The results of 11-year-olds were also well above the national average and in line with results in similar schools. Inspection evidence

indicates that pupils currently in Years 2 and 6 are on course to attain similarly high standards. Current standards are higher than those reported at the time of the previous inspection.

55. Pupils of all abilities are achieving very well. Pupils in Year 2 have made very good progress in relation to their attainments at the end of the Foundation Stage. Similarly, pupils now in Year 6 are achieving much higher standards than they did at the end of Year 2 in 2000. Current standards are well above national expectations and throughout the school many pupils are exceeding the expected standard for their age.
56. Standards are high and pupils achieve very well because teaching is consistently good. Teachers have sufficient subject knowledge and understanding to teach mathematics well. They give good emphasis to developing pupils' mathematical thinking and mental agility, which improves their performance across the range of mathematical activities. Teachers also use methods, such as the 'secret numbers' in Year 1 that engage pupils' interest and motivate them to learn. Teachers have high expectations of what pupils can achieve and set work that is challenging to pupils of all abilities. In this regard, they make good use of information from both formal and informal assessments to match work closely to pupils' prior attainments. This careful planning for pupils with different capabilities, including those with special educational needs, improves the progress that they make. Teachers also have high expectations of pupils' behaviour and response. Pupils learn effectively because they are attentive and hard working. They persevere well with difficult tasks and rise to the challenge to do their best.
57. The subject leader has done a good job. Over time, she has managed the school's response to the National Numeracy Strategy and supported staff in a way that has resulted in an impressive degree of consistency in the teaching of mathematics. She has also led initiatives such as the development of assessment procedures and target setting. This work has made a significant contribution to the raising of standards. However, at present, the subject leader is not given the time to monitor teaching and learning systematically. This is unsatisfactory because it slows the rate of curriculum development and innovation in this subject.

Mathematics across the curriculum

58. Teachers satisfactorily use and develop mathematical skills to reinforce and extend pupils' learning within other subjects. There are worthwhile examples of pupils' work in ICT, science, history and geography. For example, Year 6 pupils produce line graphs to present the length of shadows and Year 2 pupils present survey results as tally charts. Year 3 pupils use time lines in history and Year 5 pupils plot co-ordinates in geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching is improving pupils' attainment and progress.
- Practical and investigative work improves the quality of pupils' learning.
- Teachers do not use the information gained from assessments well enough in modifying tasks to meet the needs of pupils with different capabilities.
- The subject co-ordinator is committed to raising standards in the subject but does not have opportunities to monitor the subject effectively.

Commentary

59. In the 2003 teacher assessments at the end of Year 2, standards were below average in comparison with schools nationally and with similar schools. In the national tests at the end of Year 6, standards were above the average for all schools and below the average for similar

schools. Pupils' current work in science suggests that standards are above average. Consequently, standards are set to rise in Year 2 and last year's standards are likely to be maintained in Year 6, with almost all pupils in line to achieve or exceed the nationally expected standards. These findings reflect those of the last inspection.

60. The quality of teaching and learning is good overall and pupils achieve well. Teachers have secure subject knowledge and they prepare carefully for their lessons. They are clear about what they want pupils to learn. They share these aims with pupils at the beginning of lessons so that lessons have a sharp focus, teaching points are clearly made and reinforced and pupils make good progress in learning. Sessions are well structured. Teachers bring pupils together at the end of lessons for a worthwhile recap of what has been achieved by individuals and groups of pupils. Teachers use this opportunity very effectively to reinforce what pupils have learned, praise their efforts and boost their confidence. Teachers and classroom assistants are very responsive to pupils' individual needs and readily give explanations. This promotes pupils' involvement and very positive attitudes towards science. Teachers regularly assess pupils' work. However, they do not consistently use the information they gain, along with the results of their observations and marking, to ensure that tasks are well adapted for the different levels of attainment within the class. This is unsatisfactory because on occasions it restricts the progress that some pupils make.
61. Aspects of leadership and management of science are good. Teaching and learning are improving because the co-ordinator has successfully led the school drive to place greater emphasis on investigative work throughout the school. Science resources are better than they were at the time of the last inspection. In addition, pupils are involved in initiatives, such as Healthy Schools, the annual visit of the Science Caravan, visits to the environmental centre and teachers from the local secondary schools teaching topics, such as electricity in Year 4. These arrangements successfully motivate pupils and support their learning. However, the co-ordinator is not given the necessary time to observe teaching and to evaluate aspects of pupils' learning at first hand. This aspect of her work is unsatisfactory because it limits her ability to maintain an overview of standards in the subject and limits her contribution to curriculum development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards are higher than at the time of the previous inspection.
- The school has improved its resources and facilities for teaching ICT.
- Teachers have the knowledge, understanding and confidence to teach ICT skills effectively.
- Teachers are not using assessment data thoroughly enough in planning work for pupils with different capabilities.
- Effective subject leadership is improving standards and the quality of teaching.

Commentary

62. Pupils reach nationally expected standards in all aspects of ICT by the time they leave the school. Throughout the school, a growing number of pupils have above average skills for their age. A similar judgement was made at the time of the previous inspection, but in fact, standards now are considerably higher than they were then. Pupils of all ages and abilities are achieving well. They competently use a much wider range of programs, applications and ICT equipment, and the use of ICT is more integrated into the curriculum as a whole. This is a marked improvement since the previous inspection.

63. Pupils are learning well because the school's resources and facilities for teaching ICT are better than they were at the time of the previous inspection, and teachers are more skilled in teaching the subject. The co-ordinator plans the use of the new computer suite very effectively so that pupils in Years 1 to 6 have carefully planned sessions in the suite each week. This improves the rate at which pupils acquire and develop their basic skills. In addition, pupils have ready access to portable computers for use in their classrooms. Technical problems are currently preventing teachers from making the best use of these resources but plans are in hand to rectify these problems in the near future. The school has the necessary programs to teach all aspects of the ICT curriculum thoroughly. Pupils have planned opportunities to use a good range of ICT equipment, including computers, programmable toys, computer linked construction kits, sound recording equipment and a digital camera. Teachers have successfully undertaken a range of training and receive regular input, advice and support from the co-ordinator. As a result, they are competent and self-assured when teaching ICT. This promotes pupils' involvement and motivation to learn.
64. There is insufficient evidence make an overall evaluation of teaching. However, in lessons that were seen in Years 3 and 4, teaching was very good. Teachers were very clear about what they wanted pupils to learn and shared it with them, so that lessons were purposeful and pupils used the available time constructively. Teaching was authoritative and accurate and the teachers had the necessary understanding to engage pupils' interest and demonstrate new skills and techniques very effectively. They successfully established very good patterns of behaviour and a sensible approach to work. For example, in a very good lesson in Year 4, pupils were attentive to instructions and shared their equipment and expertise very co-operatively.
65. Pupils' keenness to be actively involved and to help one another effectively improves their learning and results in good progress in ICT lessons. Teachers and classroom assistants sensitively support pupils with learning difficulties and often plan extension activities for pupils who complete their tasks quickly. However, these arrangements do not ensure that all pupils consistently work at the levels of which they are capable. The school has introduced a system for assessing pupils' attainments. Staff have been trained in its use and some are beginning to put it into practice. However, this system has not been in place long enough for all teachers to have developed a clear view of pupils differing capabilities and to use such information in their planning for individuals and groups within the class.
66. Standards are rising rapidly because the co-ordinator for ICT is doing a good job. She works hard to lead colleagues in implementing planned improvements in the subject. She has introduced a programme of work that successfully supports staff and has monitored teaching and pupils' learning at first hand. This has enabled her to play an important role in establishing the computer suite and boosting colleagues' skills and confidence. There are already plans to expand the use of ICT in other subjects, by revising the way in which topics are planned and taught.

Information and communication technology across the curriculum

67. Teachers make satisfactory use of ICT to reinforce and extend pupils' learning within other subjects. This constructive use of ICT should expand when portable computers are fully up and running. Examples seen or discussed during the inspection include:
- drafting, editing and publishing pupils written work;
 - using dedicated programs to practise mathematical skills;
 - combining text, pictures and sounds in PowerPoint presentations;
 - using information handling software to process data from scientific investigations and display it as charts or graphs;
 - using the Internet as a source of information for history lessons.

HUMANITIES

Geography and history were sampled during the inspection, and only a small number of lessons were seen. There was insufficient evidence to make overall judgements about provision or the quality of teaching and learning in geography and history, or standards in history.

68. In Year 2, standards in geography are above the national expectations. Most pupils successfully distinguish between physical and human geographical features and confidently give examples. In Year 6, standards are average. Pupils identify the features of rivers and use specific terminology accurately.
69. In the two geography lessons seen, teaching was good. Teachers used questioning well to elicit pupils' ideas and to encourage them to make connections with previous learning. However, questions were less effective when they led to guesswork from pupils. Teachers carefully plan activities to support pupils' learning. They encourage pupils to use specific vocabulary and so promote their understanding of geographical terms.
70. Resources for geography are good. The wide range of maps and photographs are particularly well used to develop pupils' understanding. There is also a varied programme of visits and visitors to give pupils hands on experience and to enable them to benefit from expert knowledge.
71. In the one very good history lesson seen during the inspection, the teacher captured the pupils' attention through a drama activity which very successfully promoted their understanding of aspects of life in Vikings times. She maintained their interest and enthusiasm throughout the lesson, making effective links to learning in other subjects and matching tasks well to their ability levels, so that all children achieved well.
72. Analysis of pupils' work in history indicates that they take pride in their work and present it carefully. The school offers a broad curriculum for history. A good range of visits and visitors, including the visit of Brother Robert, a local historian, successfully motivates pupils' interest and involvement in the subject.
73. In both geography and history, approaches for assessing pupils' progress and matching tasks to their differing capabilities are not established. The subject co-ordinator for both subjects does not have regular opportunities to monitor teaching and learning and this impairs her effectiveness in evaluating what works well and what requires further development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was sampled during the inspection, but not in sufficient detail to provide overall judgements on provision, standards or the quality of teaching and learning. **Design and technology** was not on the timetable during the inspection and was not a focus for inspection.

74. The school adds to the quality of the curriculum and enhances the pupils' experience in art and design lessons by employing an artist in residence. He brings excellent background knowledge and understanding to the teaching of art and the skill to demonstrate techniques to a very high standard, which together improve the overall quality of pupils learning significantly. Class teachers and support staff attend his classes so that they gain valuable in-service training during his visits. The opportunity to work with a real artist contributes well to pupils' cultural development.

MUSIC

Provision for music is **good**.

Main strengths and weaknesses

- The school makes very effective use of a specialist teacher to promote pupils' achievement.
- Teaching in music is good.
- Resources for music are good and are used well.

Commentary

75. Although no judgement can be made about standards in all aspects of music, standards of singing are above those typically found in other schools, as they were at the time of the last inspection. Pupils of all ages achieve well in this area.
76. A music specialist teaches all classes. She has very good subject knowledge and pupils are well taught. In addition, as all class teachers also attend music lessons, the specialist teacher also provides a good model for them and contributes to their professional development.
77. The teaching of music is good overall. The teacher's skills and experience enable her to give very good demonstrations that the children can use as models for their own performances. Pupils are fully involved at all stages of lessons and have the opportunity to experience a wide range of music and to make music using a range of untuned instruments. They are expected to learn challenging lyrics, for example Year 2 pupils were asked to learn a Gujarati song. Teaching is less effective when areas for improvement are not identified between practices and, as a result, pupils' performances do not improve.
78. The school provides a good range of resources for music, including a variety of instruments and recorded music. These are used effectively to ensure that pupils have both the opportunity to listen to different music, including music from other cultures, and to participate actively in making music.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- The quality of teaching is good leading to above average standards by Year 6.
- The school uses specialist teachers and coaches very effectively to support learning.
- There is a very good range of extra-curricular activities.
- Resources for physical education are good.

Commentary

79. By the end of Year 2, standards in physical education are in line with national expectations. By the end of Year 6, standards are above those typically found in other schools, while standards in swimming are average.
80. Overall, teaching in physical education is good and pupils achieve well throughout the school. Teachers have good subject knowledge and use this well to demonstrate skills. They coach pupils effectively, breaking skills down for them and helping them to improve their performance. They place appropriate emphasis on health and safety and on helping pupils to understand the effects of exercise on muscle groups and their heart rate.
81. The school successfully uses specialist teachers to support pupils' learning. A teacher from a nearby sports college provides very good coaching in table tennis to all junior classes on a weekly basis, while local sports clubs offer cricket, rugby and football coaching. Pupils attend a range of competitions, including regional table tennis competitions. They visit sporting festivals; experience sporting events in school, such as a Health and Fitness Day; and are provided with a very wide range of extra-curricular activities including football, netball and hockey coaching.

82. Resources for physical education are good. The school has a good range of equipment in good condition. Much of this equipment is gained through attending training or through specific grants, including the football nets and table tennis tables and equipment.
83. There are no consistent arrangements for assessing pupils' attainment in the creative, aesthetic, practical and physical subjects. In most lessons, all pupils complete the same activities because teachers do not have the necessary information to match tasks closely to pupils' prior attainment. This reduces teachers' capacity to fully challenge and extend individual pupils' learning. The subject co-ordinators do not have regular opportunities to monitor teaching or pupils' learning and this limits their effectiveness in evaluating what works well and what requires further development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The overall provision is **good**.

84. The school successfully promotes pupils' personal, social and health education (PSHE) and planning for the subject includes work on diet, health, sex and relationship education, personal safety and some elements of citizenship. Pupils have regular, planned opportunities to develop greater self-awareness and confidence by discussing a range of general issues including those they face as part of everyday life. Teachers plan appropriate activities for the timetabled PSHE lessons or 'circle time'⁷. The development of the School Council also gives pupils an opportunity to act on behalf of others and to represent pupils' views on aspects of school life. Initiatives, such as the Healthy Schools Award promote pupils' interest and support their learning in subjects such as science.

⁷ Circle Time – when younger pupils sit together and share thoughts and feelings or talk about things that are important to or concern them.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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