

INSPECTION REPORT

WESTERN COMMUNITY PRIMARY SCHOOL

Wallsend

LEA area: North Tyneside

Unique reference number: 133384

Headteacher: Mrs S Craigen

Lead inspector: Mr B Tyrer

Dates of inspection: 15th - 18th September 2003

Inspection number: 258370

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
Number on roll:	333
School address:	Forrest Road Wallsend
Postcode:	NE28 8PY
Telephone number:	(0191) 200 7250
Fax number:	(0191) 200 7251
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Robson
Date of previous inspection:	This school has not previously been inspected

CHARACTERISTICS OF THE SCHOOL

This larger than average school has been in existence for one year and is set to move into a new building in November 2003. It is designated as a community school. There are 333 pupils on roll, of whom 166 are boys and 167 are girls. The school population is almost entirely white. Those pupils in minority ethnic groups are principally Indian or Bangladeshi. Three pupils are at an early stage of English language acquisition. The proportion of pupils identified as having special educational needs is lower than the national average but the proportion having a statement of special educational needs is very close to the national average. The proportion of pupils eligible for free school meals is average. Pupil mobility is low and children entering the school do so with attainment that is slightly below what might be expected. The school draws pupils from different areas but overall, the socio-economic situation of the pupils is lower than average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
231201	Mr B Tyrer	Lead inspector	Art and design Music Citizenship Special educational needs
9511	Mrs A Longfield	Lay inspector	
24031	Mrs I Idle	Team inspector	Science Design and technology Information and communication technology The Foundation Stage
32138	Mr T Plant	Team inspector	Mathematics Religious education Physical education
30590	Mr P Tuttle	Team inspector	English Geography History

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Bristol
BS8 2BN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school with a **good** level of effectiveness and one that, after one year of operation, is providing **good** value for money. The leadership and management of the school are excellent and teaching is good overall and very good in the Foundation Stage. There is a good curriculum. Standards are broadly average in the core subjects of English, mathematics and science. Pupils achieve satisfactorily and their attainment is broadly average.

The school's main strengths and weaknesses are:

- The leadership and management of the school are excellent and this has meant that the school has made a very good start in its first year.
- The quality of teaching is good so pupils learn well.
- Pupils' attitudes and behaviour and attendance are good.
- Procedures for assessment are good.
- The curriculum is good with some very good features.
- The school takes very good care of its pupils.
- The school has good links with parents and the community and excellent links with other schools.

This is a new school and this inspection report is its first so it is not possible to comment on changes that have taken place since a previous inspection.

STANDARDS ACHIEVED

Because this is a new school, it is not possible to show the results of National Curriculum tests or offer subsequent interpretative comments.

Inspection shows that pupils are generally making good progress and are achieving satisfactorily overall. They often work close to their capability. Children in the Foundation Stage enter school with levels of attainment that are lower than average and make good progress and achieve well by being on target to reach the expected levels in all aspects of their curriculum by the time they enter Year 1. Standards for pupils at the end of Year 2 are in line with expectations in English and are below the expected standards in mathematics and science. In all other subjects that are reported, standards are as expected for pupils of their age, with the exception of art and design and music where they are below. Pupils in Year 6 are attaining standards that are in line with expectations in English, mathematics and science. In all other subjects that are reported, standards are in line with what is expected of pupils of their age except for art and design and music where they are below. There is a need to improve the quality of handwriting throughout the school. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Their attitudes and behaviour are good and attendance is also good.

QUALITY OF EDUCATION

The quality of education is **good**. The quality of teaching and learning is **good** overall and whilst there was a small proportion of teaching that was unsatisfactory, this was offset by a higher proportion of both very good and excellent teaching. Teaching is good in all subjects and is very good across the Foundation Stage curriculum. The school offers a **good** curriculum despite the restrictions of its current building and resources. It has several innovative features that reflect the quality of the vision of the headteacher and senior management team and the commitment of the whole staff and governing body. The curriculum is set to expand when the school enters its new purpose-built accommodation. Pupils are **very well** cared for. The school's links with parents are **good** and there are **excellent** links with many different schools and organisations.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are excellent and the governing body is making a good contribution to determining the direction that the school is taking. The governors fulfil their statutory obligations well. Because the school is new, it is too early to judge the impact that this has on the standards pupils achieve. It is clear that the school has been most expertly led and managed in its first year and that as time passes, the influence of the new school will become progressively more apparent in the improvement of pupils' standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school has acted quickly to responses to its own questionnaire so that, for example, there is now a very much better system in place for informing parents about progress. Because of the newness of the school, many parents felt unable to comment on certain aspects. The view of the inspection team is that parents generally have favourable views and attitudes towards the school. Pupils' views vary widely and to some extent are coloured by their previous experience of the other schools they previously attended. Generally, they recognise the value of what is being done for them.

IMPROVEMENTS NEEDED

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

- Improve the quality of handwriting.
- Continue to develop the role of the co-ordinators and thereby raise standards in subjects where they are below average.
- Continue to improve the quality of the small amount of teaching that is currently unsatisfactory.
- Improve the quality of resources in areas of inadequacy.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning

It is not possible to comment on standards achieved in National Curriculum tests as, due to the fact that as the school is only one year old, there is no published data. The link between standards, achievement and the quality of teaching and learning is a tenuous one because of the relatively short time that the new regime has had in being able to influence the existing standards and achievement of the pupils who all entered the school when it opened for the first time a year ago. Teaching and learning are generally good and pupils were seen to be making good progress and achieving well in some lessons but achievement overall is satisfactory. The clear exception to this is the Foundation stage where teaching and learning are very good and where children are achieving well.

Children enter the Foundation Stage with skills and that are generally below expectations. Because of the very good provision they receive they are on target, even at this early stage of the school year to achieve the expected level by the time they enter Year 1.

Main strengths and weaknesses

- Teaching and learning in the Foundation Stage are very good and so children achieve well even allowing for the fact that many enter the nursery with lower than average attainment.
- The attainment of pupils in art and design and music is below expectations and their achievement in these subjects is unsatisfactory.
- The quality of handwriting needs to be improved.

Commentary

1. Unvalidated data from National Curriculum tests for pupils in 2003 shows that the targets that had been set for them were not met at the expected level (Level 4 and above) in English and mathematics but were exceeded at the higher level (Level 5) in English. The school has set more challenging targets for pupils in 2004 and these are based on secure data. Inspection shows that the attainment of pupils in the core subjects of English, mathematics and science is in line with expectations for pupils in Year 6 and for pupils in English in Year 2. Standards in mathematics and science are below expectation for pupils in Year 2. The quality of handwriting is not as good as it should be.
2. The school is able to analyse the performance of different groups of pupils in the core subjects of English mathematics and science. Achievement is satisfactory overall but is set to improve in line with the good teaching and learning that were seen during the inspection and as the development initiatives in the school plan continue to impact across the whole curriculum. Pupils with special educational needs achieve well because of the very good provision that is made for them in terms of support and the quality of their Individual Education Plans (IEP).
3. Standards in Years 2 and 6 in other subjects and religious education are as expected, with the exception of music and art and design which are below average. This was apparent to the senior management team early in the school's first year and effective plans are in place to address this weakness.
4. Many pupils make generally good progress and this applies to pupils across the ability range. There was no evidence to show that boys and girls are learning at different rates, although the school is aware of gender issues such as, for example, the differing responses shown by girls and boys to different types of literature.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good** and, together with the **very good** relationships that exist, are strengths of the school. Pupils' spiritual, moral and social development is **good**, and their cultural development is **satisfactory**. Their attendance is **good** and punctuality is **satisfactory**.

Main strengths and weaknesses

- Pupils' attitudes and enthusiasm for school life contribute very effectively to their learning.
- There are very good relationships throughout the school. Pupils and staff work well together.
- The good atmosphere for learning is strongly reinforced through assemblies, lessons and the additional provision of residential visits and clubs.
- Provision for cultural development is not as good that made for the spiritual, social and moral aspects.
- Attendance is adversely affected by the number of parents taking holidays in term time.

Commentary

7. Pupils enjoy their learning across the curriculum. Good examples include a Year 3/4 lesson in religious education about the Christian perception of 'the family', and a Year 6 religious education lesson about Siddhartha, where pupils were video-taped enjoying the opportunity to act out the story of the founding of Buddhism. They are looking forward to seeing their efforts during the next lesson.
8. Pupils relate very well to each other and to other adults in the school. The staff provide and set excellent examples of professionalism to pupils. Learning benefits from the strong relationships between staff and pupils. Behaviour in lessons and around the school is good, especially during assemblies where there is a minimum of room for the whole school to meet together. The pupils agree it is a friendly school and that any incidences of bullying are dealt with quickly.
9. The provision for the pupils' spiritual, moral and social and cultural development is good overall. Pupils are taught to respect and value each other. They listen carefully in assemblies, the theme for the week of the inspection being about 'Trust and Respect'. The school sets clear guidelines about what is right and wrong; the good behaviour of the pupils is evidence that they recognise the difference. The pupils are kind and caring towards each other. They take on the role of monitors in class and around the school very seriously. The Year 6 pupils apply to be 'Year 6 Assistants' involving a range of jobs around the school, including being 'playground monitors'. The theme of a corridor display about the school's first year is based on the words 'One more step around the world I go' and this permeates the ethos of the school. The opportunities for pupils' cultural development, is an area that the school agrees needs further development.
10. Overall attendance is good and is in line with the national average, despite the tendency for some parents to take holidays in term time. Punctuality is satisfactory and some pupils find themselves marked late when they spend too much time on arrival, talking to their friends in the cloakroom.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	255	2	0
White – any other White background	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Bangladeshi	5	0	0

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

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	94.3	School data	0.1
National data	94.1	National data	0.5

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 quality of education provided by the school is **good**. This is because in its first twelve months, the school is providing:

- Teaching and learning opportunities that are good for all pupils.
- A curriculum that is good for all pupils.
- Very good provision for health, care, welfare and safety for all pupils whilst, in some circumstances, providing pupils with very good opportunities for taking responsibility themselves.
- Good links with parents and the community and excellent links with other schools.

Teaching and learning

Teaching and learning are **good** overall. They are **very good** for children in the Foundation Stage and **good** for pupils in the rest of the school. The quality of assessment is generally **good** and a strength of this is the developing use of effective self-evaluation by pupils at the end of the lesson.

Main strengths

- The quality and thoroughness of the teachers' planning.
- The relationships between staff and pupils.
- High expectations on the part of staff.
- Very effective use of resources.
- Very good deployment of teaching assistants.
- Good attention to providing work that challenges all pupils including those with special educational needs.
- Pupils' application to the task in hand.
- The quality of assessment in the Foundation Stage and all subjects in the curriculum other than art and design, music, physical education and religious education.

and weaknesses

- Where teaching is unsatisfactory there is ineffective planning, little challenge and unsatisfactory pupil management.
- Inexperience which leads to unrealistic expectations of pupils.

Commentary

Summary of teaching observed during the inspection in 57 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (7%)	14 (25%)	26 (46%)	10 (18%)	3 (5%)	0 (0%)	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.

11. The high proportion of good and very good teaching and some excellent lessons show that teaching has many strengths. Most impressive is the teachers' use of technology and innovative approaches to teaching the curriculum and the ways in which they engage pupils in self-evaluation. This can be either by telling them what the lesson objectives are and how they can tell if they have been achieved or actually asking the pupils to suggest for themselves how they might tell with a given objective if they have been successful in achieving it or not. Planning shows that care is taken with ensuring that the needs of pupils of different abilities are taken into consideration and this is also true when pupils have special educational needs. Where learning support assistants are in place they are effectively deployed, for example, forming part of the very good provision being made for pupils with special educational needs. The assessment by staff and pupils of the progress they have made during a lesson is also a prominent feature, being very good in the Foundation Stage and generally good throughout the rest of the school.
12. Because this is a new school, it is not possible to say how teaching has improved over time. Similarly, it is not possible to associate pupils' levels of attainment, which are broadly satisfactory, with the good levels of teaching, learning and progress seen during the inspection. This is because the pupils – all but the very youngest in the nursery and reception classes – have levels of attainment that are attributable, in the main, to the quality of teaching they experienced in their previous schools.
13. By way of improving skills and knowledge in the area of music for both pupils and teachers, a specialist musician has been engaged for a term. The lessons she gave were excellent. The level of engagement of class teacher and pupils was very high. Challenge built on further challenge and pupils were carried along at a brisk pace. Control and expectation of maximum effort were excellent and a tremendous enthusiasm for, and excitement about, music was conveyed. Resources were used most effectively and pupils' enjoyment was obvious. Pupils and teachers learned and then had their learning evaluated and taken to a higher level. Musical ability of the teacher was very high and teachers and pupils gained greatly from these sessions.
14. Elements of unsatisfactory teaching are listed above as weaknesses. The senior management team and governors are aware of what needs to be done to improve this and have taken, and continue to take, action in this regard.

The curriculum

Curriculum provision is **good**. Opportunities for enrichment are **good**. Accommodation and resources are **satisfactory**. The Foundation Stage curriculum is **very good**. The curriculum for pupils in Years 1 and 2 and for pupils in Years 3 to 6 is **good** and meets all statutory requirements.

Main strengths and weaknesses

- Schemes of work are based upon national guidance to ensure continuity and progression.
- Year group curriculum maps encourage an innovative cross-curricular approach to lesson planning.
- Approaches to teaching and learning recognise the different ways that pupils prefer to work and learn.
- Good range of lunchtime and after school activities.
- Working towards Healthy School award, which is a focus of classroom displays.

Commentary

15. The curriculum is at an early stage of development in this emerging primary school but very good progress has been made. Year-group curriculum maps allow thematic and subject teaching to be combined with flexible timetabling. The senior managers in the school are proactive in monitoring and evaluating how well subjects are being taught, to what depth and for how long. Personal, social and health education was identified as a weaker area and a new policy and teaching guidelines have been implemented this year to rectify this. There are specific lessons to teach Years 5 and 6 pupils about sex, relationships and alcohol and drug misuse. The school is careful to ensure that all pupils have equality of access and opportunity in all aspects of school life. Those pupils who have special educational needs are well provided for in such a way as to guarantee their full curriculum entitlement.
16. A good range of extra-curricular clubs and activities enrich the curriculum; many of these are sports-based but other areas are also included, for example, French and gardening. These extra activities are available to pupils of all ages, from the very youngest to Year 6. Educational visits, including residential visits for older pupils, are used well to enhance pupils' curriculum experiences. Pupils are given responsibilities at class and school levels, for instance, as monitors and house captains. Groups of pupils show initiative and organise their own clubs in the playground at lunchtimes.
17. The systems to ensure a smooth transfer of pupils from primary to secondary education are at an early stage of development. In the school's first year, induction and familiarisation for Year 6 pupils was combined with an Enterprise Week involving pupils from Year 7 at the secondary school. This was quite successful in bridging the gap for pupils but the Burnside pyramid of headteachers is now looking to improve on last year's programme.
18. The school is soon to transfer to a completely new site and building just across the road and so the accommodation prospects are excellent. At present, the school is able to function reasonably well and the accommodation is satisfactory but if the move were not planned, then aspects of the accommodation such as the size of the hall and the computer suite would be areas for concern. There are some shortcomings in resources such as the quality and quantity of non-fiction books in the library and in the Foundation Stage but despite this, resourcing in general is satisfactory.

Care, guidance and support

The school provides **very good** care for its pupils. Pupils are involved in the work of the school and are provided with **good** support, advice and guidance.

Main strengths and weaknesses

- There are very good procedures in place for child protection, racial awareness and for promoting the pupils' well-being, health and safety.
- The good staff knowledge of the pupils ensures that every pupil is encouraged to achieve well.

- Pupils' and parents views were requested at the end of the first year and plans are in place to start a school council.

Commentary

19. The school has a suitable policy for child protection and race equality and all the staff are aware of their responsibilities. There are good health and safety procedures in place. Fire drills are carried out regularly. Teachers are conscientious in their supervision of pupils in their class. There are good arrangements for administering first aid and dealing with accidents or sickness. There is an ethos of care, order and structure, which is emphasised in the school's expectations and the response in the daily assemblies. The provision made for pupils with special educational needs is very good.
20. Parents value the visits of the Nursery staff before their children start school and the opportunity to discuss their child's abilities and development. Personal development is then monitored through the class teacher's knowledge of their class. Academic achievement, good attitudes and behaviour are acknowledged throughout the school with house points and the announcement of the weekly class 'Star Pupil'. Pupils are able to work towards Bronze, Silver and Gold awards and good attendance is rewarded at the end of the year
21. The school actively seeks, values and acts on pupils' views so that, for example, a pupils' questionnaire taken at the end of the school's first year revealed areas for further scrutiny. The school has subsequently addressed issues, including pupils not being aware of their own achievements and knowing how to improve their learning.

Partnership with parents, other schools and the community

The school has established **good** links with parents and the wider community. There are **excellent** links with the other schools in the area.

Main strengths and weaknesses

- The school actively involves the parents in school life.
- The local community is becoming more and more involved in the life of the school which is due to develop further once the school is established in the new building.
- There are excellent links with the other schools in the area.

Commentary

22. Parents are kept well informed of all school affairs through the weekly newsletter and subsequent correspondence. The format of the annual academic report has been improved, following consultation with parents. The school keeps parents informed about the progress that pupils with special educational needs are making and the parents have the opportunity to be fully involved in the review process.
23. The school works closely with the local community. The parent and toddler group meets in school premises, their room being decorated and equipped by Barclays Bank. The toddlers already feel that they are part of the school; the majority go on to start their formal education in the Nursery class. The school works closely with Sure Start Wallsend and is starting to develop a range of community initiatives.
24. There is an excellent range of links with the local schools. They have established a partnership with a Beacon Nursery and primary school to share good practice in the Foundation Stage. The older pupils benefit from the school's working closely with the Burnside family of schools through sport- and work-related activities. This included a very successful 'Enterprise Week' for Year 6 pupils as part of their induction into the next stage of their education, with their work being included in the Wallsend Festival. As part of 'Enterprise Week', Year 3 and 4 pupils were joined

by pupils from the local special school; their assignment was to develop 'school meals of the future'. Links with a special school and a smaller primary school are designed to develop ways of promoting learning and inclusion for all.

LEADERSHIP AND MANAGEMENT

The leadership of this school is **excellent**. Its management is **excellent** and its governance is **good** when judged against what has been achieved by the headteacher, senior management team and governors in the first year of the school's operation. Co-ordinators have made excellent progress so far in developing their roles and, as recognised in the school improvement plan, this work continues.

Main strengths and weaknesses

- The headteacher's skills, knowledge, understanding, vision and her ability to lead and manage.
- The ability of the senior management team, and some of the coordinators with roles that have already been effectively developed, to make their own significant contributions.
- The good support and good level of efficiency of the interim governing body.

Commentary

25. The school has a combination of excellent leadership and excellent management. These have brought the drive and vision, as well as the understanding that the school has of where it is and where it wants to go, which make the school as effective as it is after such a short time in existence. Prior to the opening of the school in September 2002, the headteacher, senior managers and governors were most effectively engaged in planning for that time. Because of excellent management, systems and procedures that would enable the school to function well from its first day were devised and the expectations of how the school would work were made clear. An evaluation of the skills and knowledge of the staff was undertaken – especially important as they had no experience of teaching in a primary school, having come from a first school and a middle school – and their individual needs identified.
26. Enabling the school to function effectively included setting up a system of assessment and the procedures for this are excellent, including as they do, a strong emphasis on enabling pupils to make their own evaluations of how successfully they have achieved their objectives. Because of the excellent leadership shown by the headteacher, procedures for identifying and providing for those pupils with special educational needs were also effectively established. A systematic approach to planning and curriculum development was initiated and all teachers undertook professional development interviews with the headteacher. An audit was made of standards in English and action initiated after this to address the issues that arose.
27. Teaching and learning are good because the senior management team has acted most effectively in monitoring and evaluating the skills, knowledge and understanding of a teaching staff which arrived 12 months ago as the school opened. The staff had little experience of functioning as the staff of a primary school, having come from both a first school and a middle school. Into this equation has also gone the provision for the needs of three teachers who were newly qualified. There is now a clear understanding of strengths and weakness and it is clear that interventions in areas such as planning and assessment and curriculum development have already had a beneficial effect. Work in this respect continues and the need to continue to address unsatisfactory teaching is a key issue for the staff and governors. Teaching and learning are also good because of the positive way in which the staff have responded to the lead they have been given.
28. Links with the community and other schools are exceptional and were also set up during the first year. Parents and pupils were asked to complete questionnaires which would indicate their levels of satisfaction. Where issues were raised, prompt action to bring about improvement was initiated. This is clearly a listening school and one that is committed to developing the closest links with parents and the wider community. The school has shown itself willing to embrace the

latest technology and the process of recording digital portfolios is another example of the innovative approach that the school is developing.

29. At the same time, the headteacher and senior management team have been involved in contributing to, and following subsequently, the design and build of the new school which is due to open in November. This is a private finance initiative and there is evident strong partnership with all stakeholders.
30. The school improvement planning articulated these actions firstly as broad-brush strokes and latterly in more detail as issues became smaller and more specific. There are clear plans to develop the role of many of the coordinators and to continue to equip teachers with enhanced skills in areas such as art, music and physical education, which monitoring by the senior management team identified as being found in need of improvement. An example of the effectiveness of the process underway could be seen in the lessons taken by the music teacher who had been drafted in to teach the subject, whilst at the same time providing class teachers with the wherewithal to understand and teach the subject themselves.
31. Much remains to be done but the school is aware of this so that unresolved issues such as shortcomings in some teaching continue to be addressed.
32. The governance of the school is good. The governing body and senior management team also had to deal with issues arising from the way the funding of the school was set up and the way in which resources were allocated. Because the school budget did not match the cost of the staffing profile, it immediately went into substantial deficit, which has now been considerably reduced. Funding levels remain an issue for the governing body. An outcome of this less-than-satisfactory aspect of the development of the school has been that, for example, teachers and pupils have had to put up with a stock of non-fiction books in the library that is inadequate in number and range and which therefore constitutes a present barrier to learning. The school has ensured throughout its initial phase that pupils' individual needs are being met, that issues such as racial awareness are properly addressed and that where funds are spent, best value is always sought and obtained. This is a school which already has a good level of effectiveness and one that is providing good value for money

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	781423
Total expenditure	783657
Expenditure per pupil	2353

Balances (£)	
Balance from previous year	N/A
Balance carried forward to the next	- 2234

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision is **very good** and is a strength of the school.

Children enter the nursery with standards that are below average in all the areas of learning. A significant number have poorly developed speaking and listening skills and their personal, social and emotional skills are weak. The inspection took place in the third week of the term and many children entered nursery for the first time during this time. Nevertheless, the children settle very quickly because the nursery provides a very secure learning environment. Standards seen during the inspection are below those expected but children make good progress and are on target to achieve the expected level in all areas of learning by the time they enter Year 1.

Children make good progress and achieve well because teaching is very good in all areas of learning and staff plan very carefully to match the exciting activities to the needs of all children.

Main strengths and weaknesses

- The excellent leadership.
- The very good team spirit and experience of the newly formed Foundation Stage team.
- The exciting learning environment created despite the poor building.
- Teaching, planning and assessment are very good.
- The sensitive, caring interactions between staff and children quickly establishes very good relationships.
- Resources are unsatisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make good progress.
- Children settle very quickly into nursery routines.

Commentary

33. Younger children are already very settled. The way in which some of the very anxious children were encouraged to join in the activities was very effective and impressive. They quickly forgot that their parent was no longer there and settled down to investigating their new surroundings. They are beginning to work and play together well and are learning about how to be part of a group. Older children in the reception classes are developing a sense of what is right and wrong and what is or is not acceptable. Relationships are good because teachers know their children well and capitalise on information gained from induction visits. They provide very well for their children and have very well-managed and effective systems for recording and acting upon the progress the children make. Teaching is very good. As a result, the children are making good progress.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress.

Commentary

34. Children enjoy learning their letter sounds and are learning to listen closely to their teacher. Older children show this, for example, when they answer the register and tell their teacher what sort of lunch they are having. Many write their names with their parents each morning and are beginning to write simple sentences with very good support. They are interested in books and enjoy listening to stories. Teaching is very good because it targets work and experiences are at the appropriate level.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children make good progress.

Commentary

35. Children count to five and enjoy number songs. The older children recognise and name circles, squares and triangles. They are just beginning to develop their understanding of subtraction, using simple numbers. In using materials such as sand and water, they learn to develop language such as 'full' and 'empty' and begin to come to terms with issues of size. Teaching is very good because work is well planned, giving children many opportunities to extend and consolidate through other areas of the curriculum the gains they are making in mathematics. As a result, children's achievement is good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children make good progress.

Commentary

36. Children in reception investigate materials. Those in the reception class have followed the progress of the building of their new school and have been visited by 'Bob the Builder'. They only have to look through the school railings to see plant such as diggers in action and men dressed for the part. Teaching is very good because it takes every opportunity to emphasise the many things that young children are becoming aware of, such as birthdays and events in the family. Technology is used well and, as in other areas of the curriculum, classroom assistants make a very good contribution.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children make good progress.

Commentary

37. On the limited evidence available, teaching is very good. Children control wheeled vehicles with some degree of accuracy and can manipulate small construction materials and hold brushes and pencils appropriately. The resourcing in the particular aspect of outdoor play is better than that seen in other areas of the curriculum

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children make good progress.

Commentary

38. Children show sound observational skills when drawing and creating collages of a digger. They select appropriate materials to make a model digger and recognise the colours to paint their models. Good sticking skills are demonstrated. Children know and can sing a good range of songs. Very good teaching, based on detailed and appropriate planning, shows that staff understand the needs of their children. Children are actively encouraged to experience the full range of activities on offer and careful records of progress are made. As a result, children in the nursery and reception achieve well.

Overall strengths of teaching

- The very detailed planning, linked carefully to the Foundation Stage curriculum.
 - The very good knowledge, shown by all staff, of how young children learn.
 - Children are very sensitively supported as individuals to learn in a secure environment.
 - Staff use questioning very effectively to assess and record children's learning.
 - Parents are keenly encouraged to share in their children's learning.
 - The resources available are used very effectively.
 - All staff expect good behaviour and children respond very well.
39. The resources for the two reception classes, with the exception of the outdoor play equipment are in need of improvement as they are not adequate neither in range nor quality.
40. The leadership and management of the Foundation Stage are excellent. The new team works very well together. They demonstrate a keen enthusiasm and excitement for learning and children find this infectious. The needs of all children are fully considered and included in planning. Teaching assistants support children's learning very well. Ongoing assessment is fully in place and detailed records are kept of the children's achievements. These are shared with parents on a daily basis and through annual reports. The induction of children to school is very good and parents are fully involved.

SUBJECTS IN KEY STAGES 1 AND 2

English

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

Main strengths and weaknesses

- Pupils are making good progress in reading and are achieving well.
- The teaching and learning of English are good.
- The leadership and management of the co-ordinator are very good.
- The quality of handwriting is in need of improvement.
- The unsatisfactory provision of books in the library, and particularly of non-fiction books, is a weakness and a barrier to learning.

Commentary

41. Standards in English, at this stage of pupils' learning (early in the school year), are in line with expectations for Year 2 and for Year 6. Standards in speaking and listening throughout the school are satisfactory. Pupils are good listeners but more opportunities should be provided for them to give their views in the main part of lessons; teachers do involve pupils well in introductions and in reviews of learning. Overall, pupils' achievement in speaking and listening is satisfactory
42. Standards in reading are good throughout the school and pupils achieve well. The school action plan to focus on reading for 2002/2003 has been effective. Parental support and the use of reading logs to track and report progress have contributed to the good standards achieved. The lack in quantity, quality and range of non-fiction books restricts the reading opportunities for the pupils. Standards in writing are satisfactory but standards in handwriting are below those expected for pupils in all age groups. Pupils' achievement in writing is satisfactory but achievement in handwriting is unsatisfactory. The school has identified handwriting as an area for focus and improvement.
43. There is no significant difference in the progress of both boys and girls. Pupils with special educational needs benefit from effective additional support and guidance from their teachers and assistants and make satisfactory progress towards meeting English targets set in individual educational plans.
44. Strengths in the teaching and learning of English include:
 - Teachers have a good knowledge of the subject and pupils learn well; the teaching of phonics is particularly good.
 - Lessons are made interesting and challenging for pupils, learning objectives for the lesson are shared. Pupils respond with enthusiasm and are motivated to learn.
 - The organisation and management of pupils are good. Pupils respond well.
 - Teachers model reading and writing to a good standard, this enables pupils to develop their skills.
 - Good use is made of the assessment of pupils' progress and achievement during the review stage of the lesson. This is used well by teachers to inform future planning and to ensure there is progression and continuity in pupils' learning.
 - The majority of teachers manage time well in literacy lessons.
45. Areas to develop include:
 - Raising standards in handwriting by setting higher expectations and challenge for pupils.
 - Ensuring higher attaining pupils are sufficiently extended in their learning.
 - Providing regular opportunities for pupils to develop their speaking skills.
 - Ensuring the pace in some lessons is sufficient to cover all planned activities.

- Increasing the number of library books to support pupils' learning.
46. The English co-ordinator has a clear vision for his subject; he is well supported by the senior management team. The provision for, and the teaching and learning of English, are regularly monitored and evaluated. The action plan for 2002/2003 has been effective in raising reading standards to a good level. The introduction of reading logs and links with parents has been productive. Action to raise standards in writing is already planned. The introduction of ongoing assessment, involving pupils, is proving effective; pupils are more aware of their achievements and progress. The co-ordinator is well aware of the resource issue in the library and together with the senior management team has raised this as a school issue.

Language and literacy across the curriculum

47. Many classrooms displays are enriched by labels and written information. Pupils have opportunities to read and to learn the spelling of new words and gain knowledge and understanding of subject-specific language. Good displays were in evidence in a Year 2 class on 'The Great Fire of London' and 'The Human Body'. Pupils use information retrieval skills in history and geography, and assemblies provided opportunities during the inspection for pupils to demonstrate and consolidate their dictionary skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good.
- Pupils demonstrate positive attitudes and respond well.
- Because the role of the co-ordinator is not sufficiently well developed opportunities to improve the quality of teaching and learning through the evaluation of its direct observation are lost.
- Marking does not always tells pupils what should be improved.
- Higher attaining pupils in some sets are not sufficiently well challenged.

Commentary

48. Standards are below expected levels at the end of Year 2 but are in line with expected standards at the end of Year 6. In 2003 the school did not achieve its very challenging mathematics targets for Year 6 pupils. Boys are doing better than girls at both key stages and the school is investigating possible underachievement.
49. Teaching and learning are good and pupils are currently achieving standards that are in line with the expectation for their age. Their achievement is satisfactory. Pupils are supported well by learning support assistants, where they are available, and pupils with special educational needs make good progress. Teachers ensure that all pupils are involved in oral work, taking good account of those who may not otherwise volunteer an answer. Pupils have positive attitudes and co-operate well in pairs and small groups. Pupils work in ability sets in Years 3 and 4 and Years 5 and 6 but there is a need for work to be set which meets pupils' needs more closely within these mathematics sets, particularly to challenge higher-attaining pupils.
50. The school tests pupils' attainment in each class and the results are being carefully analysed to identify strengths and weaknesses. Teachers' assessments are accurate. showing that they have a good understanding of pupils' achievements. The work in pupils' books and folders is checked regularly and given lots of supportive comments. Written comments that tell pupils what they need to do to improve should appear more often than they do at present.

51. The co-ordinator is developing a clear overview of mathematics in school and is setting appropriate priorities. There is good leadership and management of mathematics but the co-ordinator's role needs to be extended so that he can look at teachers' planning and observe what is happening in lessons. This will then enable strengths and weaknesses in teaching and learning to be identified and pupils' progress enhanced by the resulting interventions. Guidance for teachers on what should be taught is clear and gives good coverage of the National Curriculum.

Mathematics across the curriculum

52. The use of mathematics across the curriculum is satisfactory. Graphical skills are used to support work in science, as are skills of measuring and reading of scales.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils show a keen interest and enthusiasm, particularly in one Year 3/4 class, and in Year 6.
- These pupils also show a good understanding of what constitutes a fair test.
- Good links exist between science and information technology.
- Pupils work well together, discuss sensibly and share ideas.
- Poor recording skills restrict the progress that many pupils make.
- More opportunities for pupils to record their own predictions and conclusions are needed.

Commentary

53. Standards in Year 2 are below those expected and achievement is unsatisfactory. Standards at the end of Year 6 are in line with expectations and pupils' achievement, in most classes, is satisfactory. Pupils with special educational needs achieve their best as a result of the very good support they receive. Last year's National Curriculum test results for Year 6 show that 96 per cent of pupils achieved Level 4 (the expected level) and 45 per cent achieved Level 5. Teaching and learning in Years 1 and 2 are satisfactory. Teaching and learning in Years 3 to 6 are good and one excellent lesson was seen.
54. Teachers' subject knowledge in some classes is very good and when linked with very good planning, ensures that pupils make good progress and achieve well. In an excellent lesson, very good use was made of a digital profile that enabled pupils to show that they were conducting a fair test. In those lessons that were good or better, teachers made good use of assessment opportunities and thus were able to adapt their teaching accordingly so as to maximise the progress pupils made. Two unsatisfactory lessons were observed. The progress pupils made and their achievement were unsatisfactory because these lessons had the following shortcomings:
- There were inconsistencies in teachers' subject knowledge and teaching.
 - More able pupils were not sufficiently well challenged.
 - Pupils' interest was not sustained because a more practical approach was needed.
55. The subject leader provides good leadership but has only been in post for one year. During this time, she joined the senior management team to monitor pupils' science books throughout the school. This process has been effective and the team have accurately identified future developments. Assessment at the end of each unit of work is now in place. As this is a new school just entering its second year, some staff still lack sufficient subject knowledge and the confidence to teach science well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**, although the present suite is small, cramped and lacks sufficient ventilation.

Main strengths and weaknesses

- Older pupils demonstrate good access skills, good knowledge of menus and how these are used to locate programs.
- Younger pupils show sound word processing skills and add pictures to their text.
- These pupils use simple art programs and achieve sound designs for Joseph's Technicolor Dream-coat.
- Pupils understand and use a range of graphs effectively in mathematics.
- More opportunities are needed to use computers in classrooms.
- More opportunities needed for older pupils to consolidate their understanding of control and how to write a sequence of instructions accurately.

Commentary

56. Standards at the end of Years 2 and 6 are in line with national expectations with a significant number of pupils achieving well by the end of Year 6. The progress they make matches this. Good provision is made for pupils with special educational needs and they make good progress. As no lessons were observed in Years 1 and 2, it is not possible to make a judgement on teaching and learning. Teaching and learning in Years 3 to 6 are very good.

- Assessment at the end of each unit of work is very good.
- Teachers' subject knowledge, particularly those teaching older pupils is very good.
- The use of ICT across the curriculum is good.
- Older pupils show very keen attitudes and are very enthusiastic.
- Pupils work well together, helping each other where necessary.
- Support given to staff by the subject leader is good.
- Involvement in a digital portfolio project is innovative and effective.
- The progress made by older pupils is good.
- There is a need to monitor and ensure consistent use of the computer suite.
- More planned use of computers is needed in classrooms.

57. The subject leader has a good overview of the subject and supports other staff well. The current provision is not the best but this will shortly improve when the move into a new school takes place. Networking to classrooms is not possible at the moment. Some teachers are extending their ICT skills well through training, to enable them to create, with pupils, teaching materials through the use of video recording. Assessment at the end of each unit is very good and now needs to clearly inform future planning. The role of the subject leader does not yet include the monitoring of teaching or analysis of children's work. The work in evidence files needs to be annotated and assessed against National Curriculum levels.

Information and communication technology across the curriculum

58. This subject is well used to support other areas of the curriculum. Word-processing is used in English lessons and data handling is used in mathematics. Evidence of plant growth under different conditions in science is clearly shown through the use of digital photography and most staff make very good use of overhead projectors in many lessons. The pupils' recording of a digital portfolio is another example of the innovative use of technology across the curriculum.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**. The co-ordinator has made an **effective** start and is leading and managing the subject **satisfactorily**.

Main strengths and weaknesses

- Planning ensures coverage of the locally agreed syllabus and avoids repetition in mixed age classes.
- Teachers tell pupils what they are going to learn in each lesson and re-check what has been achieved at the end.
- Difficult concepts are explained well and teachers use examples that pupils can relate to.
- Teachers listen carefully to pupils and extend and clarify their ideas.
- Pupils are given good opportunities for discussion and they work well together.
- Tasks are not always being set at different levels of difficulty.
- Key stage statements are not always sufficiently well used to check pupils' progress.
- Increased use of visits/visitors to enhance pupils' knowledge and understanding is needed.
- The co-ordinator does not monitor and evaluate what is happening in classrooms.

Commentary

59. Standards are in line with expectations in Year 2 and Year 6. A new policy and scheme of work were written last year that give good coverage of the locally agreed syllabus and identify the knowledge and skills to be taught in religious education. These will need to be revised later this year when the local authority publishes a new locally agreed syllabus that will take account of the latest national guidance. The co-ordinator believes that standards achieved by pupils are in line with expectations but has no evidence to support this. The planned introduction of an end-of-unit evaluation sheet will go some way to rectifying this matter. In all lessons seen, teaching and learning were good or very good. There is lively interaction between teachers and pupils who are given good opportunities to develop their speaking and listening skills. Pupils with different levels of ability and confidence are encouraged to take part. Teachers use good questions and prompts to extend pupils' thinking and select examples that are at an appropriate level for pupils to understand and relate to. Pupils respond well and teachers use praise and rewards effectively to recognise pupils' achievements. Teachers ensure that pupils understand their learning targets at the beginning of lessons and re-visit these at the end, sometimes giving pupils a chance to assess their own learning. Teachers assess pupils' work regularly but could give pupils more consistent advice about how it could be improved. Pupils of different abilities are often given the same work to do although the level of support can vary. Pupils who have special educational needs are given additional help and encouragement and teaching assistants are well deployed when they are available. Resources are adequate to teach religious education, and information and communication technology is used as an additional resource.

History and Geography

The school's provision for history is **satisfactory**. The provision for geography is **unsatisfactory**.

No history lessons were seen during the inspection and only two lessons in the junior age group were seen in geography. Inspectors looked at samples of pupils' work, discussed work with pupils, examined plans for coverage of each subject and met with each co-ordinator to evaluate their leadership and management roles and strategies for their subjects. No judgement could be made on teaching, as it was not possible to see sufficient lessons. From the information gained standards in geography and history are judged to be broadly in line with expectations.

Main strengths and weaknesses

- Pupils enjoy their history and geography work.
- They make satisfactory progress in learning about some events and personalities in British history.
- They are developing skills, knowledge and understanding in geography.
- Overall achievement in both subjects is satisfactory.
- The leadership and management of geography is ineffective and in need of attention.

Commentary

60. Some pupils from Year 2 readily related the events leading up to and during the 'Great Fire of London'. They could explain how Samuel Pepys recorded the events in a diary and this is how we know about what happened. These pupils also explained how Grace Darling and Florence Nightingale had helped people in need and how these personalities were famous people in history. They have a secure knowledge of the countries that make up 'The British Isles' and were able to compare and contrast their houses and lifestyles with those on 'The Isle of Struay', following the story of Katie Morag.
61. Some pupils from Year 6 quickly recalled and explained what they had learned in their study of 'The Victorians' in their history lessons. Their knowledge of children at work, education, factory acts and the census during the Victorian period was secure. In one lesson, these pupils showed they had previously learned skills in using maps and interpreting information on them. They also gained knowledge and understanding of rivers, learning the course of the River Tyne.
62. The history co-ordinator has been given the opportunity for training. She has liaised well with staff, who are confident in teaching history, and she has supported them by purchasing a commercial scheme to support the QCA scheme they have adopted. The co-ordinator has monitored planning and pupils' work. She is aware of the priorities to develop this area of the curriculum at the school. She has identified the need for additional resources to support teaching and pupils' learning and the need to focus on monitoring teaching in the classroom.
63. The geography co-ordinator is receiving support and is linking with another school in gaining an understanding of her role. She lacks knowledge and experience in teaching geography in a primary school setting and is not confident in leading this subject. This is an unsatisfactory situation and needs attention. Whole-school planning indicates that the National Curriculum requirements are being covered in geography. Resources inherited from other schools that were closed at the time Western Community Primary School was launched are inadequate and do not totally match with those required to cover the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

The school makes **unsatisfactory** provision. Three lessons were observed and judgements about standards are based on those, on a scrutiny of work, and on interviews with the subject coordinator and pupils in Years 2 and 6. No judgement is made about the quality of teaching and learning.

Main strengths and weaknesses

- The coordinator has a good understanding about what needs to be done to improve standards.
- Pupils enjoy the subject.
- Some teaching shows good recognition of the skill levels that pupils have.
- Pupils in Years 2 and 6 underachieve.
- The co-ordinator's role is inadequately developed.
- A systematic approach to assessment is not in place.

Commentary

64. Pupils' work shows that they have not had the opportunity in the past to develop in a progressive way the skills and knowledge expected for their age. Because progress is, and has been, patchy and because their attainment is below expectations, their achievement is unsatisfactory. Observational drawing is weak and pupils have only a limited experience of using different media. They have had little exposure to the works of recognised artists or to art and design from other cultures. Sketchbooks are used too infrequently and with little imagination. In those lessons that were seen, the pupils showed good levels of application and enthusiasm. They showed that they were generally capable of making satisfactory progress – especially when the task set revealed an understanding of their ability level.
65. At present the coordinator's role is not adequately developed. He does know what needs to be done and the school also recognises this by virtue of having prioritised the development of the subject in the school improvement plan. Inasmuch as the school and the coordinator have a good picture of the standards that pupils brought to the school and have identified subsequently what action is to be taken, it can be said that reasonable progress has been made in the school's first year. The coordinator should now have his role extended so as to provide him with the opportunity to see the subject being taught at first hand by other members of staff.

Design and technology

The school makes **satisfactory** provision for design and technology.

Main strengths and weaknesses

- Younger pupils demonstrate good fixing and fastening skills when creating playgrounds of the future during Enterprise Week.
- These pupils use ICT well to create patterns prior to making Joseph's Technicolor Dream coat.
- Older pupils discuss confidently their 'buildings of the future' models and show obvious enjoyment of their practical work undertaken in Enterprise Week.
- Very little written evidence of opportunities to evaluate/improve their work.
- Older pupils do not have sufficient opportunities to develop their food technology skills, due to lack of facilities in the old building.

Commentary

66. No judgement is made on teaching and learning because no design and technology lessons were inspected. Judgements were reached through discussion with staff and pupils and analysis of pupils' work. Progress is satisfactory. The subject leader for design and technology is not primary trained and has little understanding of the skills/knowledge of the younger pupils in school. He has only been responsible for this subject for six months. No training for teachers has been possible and many teachers lack confidence in this subject. Resources are satisfactory except for food technology.

Music

The provision for music is **satisfactory**. Three excellent lessons, a good hymn practice and an unsatisfactory lesson were observed but this does not provide enough evidence to comment on the overall quality of teaching. Judgements made about standards are based on these lessons, on a brief interview with the coordinator, interviews with pupils in Years 2 and 6 and from evidence of the part played by music in assemblies.

Main strengths and weaknesses

- This is the co-ordinator's first role as subject manager and whilst she has had a very short time so far it is clear that what she is doing is effective and that the actions taken so far, and the proposals for the future, are sound.
- The school is making excellent provision through its employment of a music specialist to raise standards for pupils and to provide teachers with the skills, knowledge and confidence to teach effectively in the future.
- The pupils respond very well except where teaching is unsatisfactory.
- Standards are below expectations for pupils in Years 2 and 6.
- The co-ordinator needs to establish a well-defined role that encompasses monitoring and evaluation of teaching and learning and the curriculum and the overseeing of a systematic approach to assessment. This is recognised in the school development plan.

Commentary

67. Standards are lower than they should be but this is a reflection of the levels of attainment pupils brought to the school when it opened a year ago, rather than an indictment of what has happened since. The skills, knowledge and understanding that are expected have not been systematically developed over time and this accounts for low standards. Where the teaching was excellent, pupils were seen to be achieving as well as could be expected and conversely, where teaching was unsatisfactory, due in part to unsatisfactory musical skills but also in part to generally weak teaching skills, achievement was unsatisfactory.
68. The subject is reasonably well resourced and all concerned look forward with great anticipation to moving into the new building which will have so much more to offer in terms of facilities and resources. The subject coordinator is new to this aspect of teaching and has only been in post since the beginning of the term (three weeks at the time of the inspection). With the support of the senior management team, there are clear plans for raising standards and for the development of teachers' ability to teach the subject effectively. Other plans to introduce a wider experience for pupils are also appropriate.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- There is helpful guidance for teachers about what and how to teach physical education.
- The co-ordinator has produced a clear development plan.
- A programme of staff development has already been implemented and is having a positive impact.
- There is a good range of extra-curricular activities, which will be enhanced on the new site.
- The school is committed to physical activity and education and is working towards a Sport England Activemark award.
- Some staff have no previous experience of teaching physical education but targets have been set to increase their confidence and competence.
- There are no systems to monitor individual pupils' progress and achievements.
- The role of the co-ordinator is insufficiently developed to evaluate planning, teaching and learning across the school.

Commentary

69. Standards are average in Year 2 and Year 6. Raising standards in physical education is a target in the current school development plan and good progress has already been made. Work in physical education is linked appropriately to a Healthy Schools initiative. Lessons seen were planned and prepared well and teaching and learning were satisfactory or better.

70. Teachers and pupils both recognise the need to warm up and cool down properly. Pupils are given good opportunities to develop and apply new skills and are able to evaluate their own performances and those of others sensitively. Pupils respond well to physical challenges and they are learning to co-operate and compete with each other. Teachers who have little or no experience of teaching physical education have been keen to take advantage of courses and demonstration lessons to improve their knowledge and understanding of PE. Lunchtime supervisors have also been given training, funded by a playtime grant. There is a good range of lunchtime and after-school activities, including cricket, football, judo and cycling. The facilities at present are just adequate; there are limited outdoor playing areas but there is no immediate access to a field. However, this will be greatly improved in the near future when the school moves to its new building and grounds. Other resources and equipment for physical education have been audited and found to be satisfactory in terms of quantity and quality.
71. The co-ordinator has worked closely with local authority advisory staff to put suitable systems in place to teach physical education through the school. The subject is being well led by an enthusiastic co-ordinator.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
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	3
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	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	1
The leadership and management of the school	1
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

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

