

INSPECTION REPORT

THE DRIVE COMMUNITY PRIMARY SCHOOL

Felling, Gateshead

LEA area: Gateshead

Unique reference number: 108361

Headteacher: Ms H Gofton

Lead inspector: Mr A Smith

Dates of inspection: 6th - 8th October 2003

Inspection number: 260930

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
Gender of pupils:	Mixed
Number on roll:	150
School address:	The Drive Felling Gateshead
Postcode:	NE10 OPY
Telephone number:	0191 4210390
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Gray
Date of previous inspection:	October 1998

CHARACTERISTICS OF THE SCHOOL

This small primary school mainly serves an area of high unemployment and deprivation. It also takes pupils from the surroundings areas as many parents choose this school because of its family feel. Few pupils join or leave during the school year. Most pupils are white British and very few speak English as an additional language. These are of Asian heritage. The percentage of pupils eligible for free school meals is much higher than average. Attainment on entry to the nursery is much lower than average in most aspects of their development. The number of pupils with special educational needs is average, and two of them have statements of special educational needs, which is a low percentage. The special needs cover a wide range of difficulties, mostly to do with learning problems. The school has gained Basic Skills and Schools Achievement Awards and is recognised as a Healthy School.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18037	Mr A Smith	Lead inspector	Mathematics
			Music
			Physical education
			Religious education
			Citizenship
			Special educational needs
			English as an additional language
12536	Mrs S Bullerwell	Lay inspector	
21020	Mrs T Galvin	Team inspector	Science
			Art and design
			Design and technology
			The Foundation Stage
8070	Mr J Haves	Team inspector	English
			Information and communication technology
			Geography
			History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The Drive is an effective school, which provides a **good quality of education** for its pupils and gives good value for money. Pupils enjoy school and behave very well and so make the most of the good teaching. Pupils' achievements, overall, are good. Standards are above average in mathematics and information and communication technology and not less than satisfactory in all other subjects by the time pupils leave the school. The leadership and management are good, overall. The school has very good links with parents and the community it serves.

The school's main strengths and weaknesses are:

- The headteacher and deputy headteacher give very good leadership to the school and are well supported by the governors.
- Pupils have very good attitudes to the school, they behave very well and form very good relationships with staff and with each other.
- Standards in mathematics and information and communication technology are better than expected.
- The teaching is very good in the nursery and reception unit and good overall throughout the rest of the school.
- The school's links with parents and the community are very good.
- The school's assessment system is well founded in the nursery and reception unit but is in need of improvement in the rest of the school.
- Pupils' spiritual, moral, social and cultural development is very good.
- The curriculum is generally good but the planning for mixed age classes does not always fully meet the needs of both age groups.

The school has made good improvement since the last inspection. Standards continue to improve; teaching is now good and pupils' behaviour is very good. As a result, pupils' achievement is consistently good. The school has effectively addressed the key issues from the previous inspection.

STANDARDS ACHIEVED

Pupils' achievements overall are good. Most children enter the nursery and reception unit with early learning skills that are well below average. Teaching and the curriculum are very good and as a result children's achievement is very good and most are on course to reach the expected standard in all areas of learning by the beginning of Year 1. Pupils' achievement in Years 1 and 2 is good. Standards are improving and are broadly average for the pupils in Year 2 in most subjects including reading and writing and above average in mathematics. Pupils continue to build rapidly upon prior learning as they move through the school. They make good gains in their literacy and numeracy skills and achievement is good from Year 3 to Year 6. As a result, standards for Year 6 pupils are presently average, other than in mathematics and information and communication technology where they exceed expectations. There are no significant differences in the achievement of boys and girls, pupils of different ability, pupils of different ethnic origin and those who use English as an additional language. The achievement of pupils with special educational needs is good.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E*	B	D	B
Mathematics	E	A	B	A
Science	C	A	B	A

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

In 2002 pupils' attainment in English was below the national average. Results in English tests have dipped since 2001 but this is not reflected in standards seen in Year 6 English lessons, which were judged to be average. Attainment in mathematics and science was above the national average. The school is doing particularly well in mathematics and science in relation to similar schools with results, which are well above when compared to the average. The results of national tests in 2003 have not been included in this summary as at the time of publication results were still unreliable due to a challenge having been made by the school. Pupils have very good attitudes to the school. Their behaviour is very good and they form very good relationships with staff and with each other. **Pupils' spiritual, moral, social and cultural development is very good.** Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good. Teaching is very good in the nursery and reception unit and as a result the childrens' learning is very good. Teaching is good in Year1 to Year 6 and because pupils are well motivated, their learning is good. Assessment is satisfactory. It is very good in the nursery and reception unit but is in need of improvement in the rest of the school.

The curriculum is good with very good provision for the children in the nursery and reception unit. The provision for ensuring pupils' care, support and guidance is very good. The provision for listening to parents, valuing and acting upon their views is excellent. Parents know they can approach the school with suggestions and receive a considered response. This contributes positively to pupils' achievement. The school's links with parents and the community are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management are good. The headteacher and deputy headteacher give very good leadership to the school. The management of many subjects is good and, as a result co-ordinators have good knowledge of what is happening in their subject. The management of the school is good. Planning for school improvement is well focussed and having a good impact on standards. The governance of the school is good. The governing body is well informed and very supportive of the school. Financial management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school. They feel that the school expects pupils to work hard and achieve well. The school works hard to ensure parents are kept fully informed. As a result, a trusting and positive relationship is in place, which is clearly beneficial to the education and welfare of all pupils.

Pupils really enjoy school. They feel they are learning a lot as lessons are interesting and they have to work hard. They think that teachers are fair, listen to ideas on how the school can be improved in discussion sessions and show them how to make work better. Some think that other children do not behave as well as they should but inspectors found behaviour to be very good.

IMPROVEMENTS NEEDED

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

- Improve the school's system for assessment.
- Ensure the curriculum for pupils in mixed age classes fully meets the needs of the pupils in both age groups.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good overall. Standards in the current Year 2 and Year 6 are average overall and improving. Pupils make consistently good progress as they move through the school.

Main strengths and weaknesses

- Standards in mathematics and information and communication technology are above average by the time pupils leave the school.
- Children make very good progress in the nursery and reception unit and achieve very well.
- Pupils make consistently good progress from Year 1 to Year 6 and achieve well.
- Standards are rising across the school, though this is not always reflected in national tests.

Commentary

1 Most children enter the nursery with early learning skills that are well below average. Teaching and the curriculum are very good therefore children achieve very well and as a result most children are set to reach the expected standards in all areas of learning by the beginning of Year 1. Pupils' achievement in Years 1 and 2 is good and standards are broadly average for the pupils in Year 2 in most subjects. Pupils continue to build rapidly upon prior learning as they move through the school. They make good gains in their literacy and numeracy skills and achievement is good from Year 3 to Year 6. As a result, standards for Year 6 pupils are presently average, other than in mathematics and information and communication technology where they exceed expectations.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	16.2 (14.2)	15.8 (15.7)
Writing	13.8 (13.8)	14.4 (14.3)
Mathematics	17.0 (12.4)	16.5 (16.2)

There were 18 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.1 (27.8)	27.0 (27.0)
Mathematics	27.6 (28.1)	26.7 (26.6)
Science	29.2 (29.8)	28.3 (28.3)

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

2 Standards in national tests at the end of Year 2 in 2002 were below the average in writing, average in reading and above the average in mathematics. When compared with results in similar schools the standard is well above average in writing and well above average in reading and mathematics. This year's pupils in Year 2 are operating at similar levels and reflect the improvement in writing because of the additional opportunities for them to practice their writing outside the literacy hour. The trend of improvement in these tested subjects is better than the national trend, a steady rise upward and the school does very well in comparison to similar schools.

3 Standards in national tests at the end of Year 6 in 2002 were below average in English and above average in mathematics and science. When compared with similar schools standards were above average in English and well above average in mathematics and science. The dip in English results is not reflected in the work of this year's pupils in Year 6 where standards were judged to be average. The trend of improvement in these tested subjects is broadly in line with the national trend and the school does particularly well in comparison to similar schools.

4 Standards are rising across the school as a result of good teaching, the very good attitudes of the pupils, good leadership and a consistent, whole school approach to improvement. The school gives pupils sufficient skills in English, mathematics and information and communication technology to enable them to make good progress in all areas of the curriculum.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to the school. Their behaviour is **very good** and they form very good relationships with staff and with each other. Pupils' spiritual, moral, social and cultural development is **very good**. Attendance is **satisfactory**.

Main strengths and weaknesses

- The school works hard to encourage good attendance;
- There have been no recent exclusions.
- Pupils enjoy school and have very positive attitudes to work.
- In Years 1 to 6, pupils' personal development is very good because of the care with which this is promoted.
- The school's playground friends' group is an outstanding part of the provision.
- The provision for the personal, social and emotional development of children in the nursery and reception unit is very good.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Asian or Asian British – Indian

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
148	0	0
2	0	0

Commentary

5 Attendance is average because of the good systems for follow up that the school has in place. The school works hard to encourage good attendance, for example by rewarding pupils with

certificates and prizes for the best attendance. Most pupils have a good attendance record but a small number of pupils have a poor attendance rate and this affects the overall percentage.

6 The provision for pupils' personal development is very good. Teachers consistently implement the school's behaviour policy, for example staff give out certificates and merit badges. As a result pupils' behaviour is very good in lessons, assemblies, and at playtimes. Pupils are polite and courteous and listen well to instructions and to the contributions of other pupils. They willingly apply themselves to their work and work hard. This contributes significantly to their good achievement in most lessons and over a longer period of time. There is no evidence of oppressive behaviour. Pupils say they like school and they enjoy taking a full part in all the activities.

7 Pupils' personal development is very good. This is because of the very good relationships throughout the whole school community and the way that staff successfully promote pupils' spiritual, moral, social, and cultural development. The playground friends' scheme is an outstanding example of the school's provision. The pupils in the scheme provide counselling sessions at lunchtimes for any pupils who may be experiencing problems. The service they offer is impressive and effective in improving pupils' confidence and ability to sort out problems amicably and show responsibility for their own actions. Staff promote very effectively pupils' spiritual development through planning very carefully collective worship, including the time for reflection, and inviting enthusiastic and interesting visitors to contribute to it. The nursery and reception staff provide very successfully for children's personal, social and emotional development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**.

Teaching and learning

The quality of teaching and learning is **good**. It is very good in the nursery and reception unit and as a result pupils' learning is very good. Teaching is good in Year 1 to Year 6 and because pupils are well motivated, pupils' learning is good. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teachers have high expectations of pupils and generally set work, which seeks to challenge them.
- The best aspect of teaching is the very good management of pupils' behaviour by all staff, which is based on warmth and mutually respectful relationships.
- Teachers make the best use of time and lessons have good pace.
- At the start of lessons teachers make it very clear what pupils are going to learn.
- Assessment systems are well founded in the nursery and reception unit but are in need of further improvement in the rest of the school.
- Pupils enjoy their lessons.

Commentary

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	7	6	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.

8 The strongest area of teaching is the very good management of pupils' behaviour by all staff. The ethos the staff have created, which allows pupils to be happy in their learning and enjoy lessons, is a strength. All pupils interviewed during the inspection liked their teachers and the lessons they taught. In the nursery and reception unit, the co-ordinator leads and manages the unit very well and the staff work together as a very effective team. They plan the work very carefully so that it is interesting, very practical and meets children's varying needs. Assessment is well founded in the unit but is in need of further improvement in the rest of the school. All classes are made up of mixed age groups and on occasions teachers make insufficient use of assessment in planning pupils' work. Teaching is very good in the unit. Teaching is good in Years 1 to Year 6. Teachers have high expectations of pupils and generally set work which challenges them. However, all teachers have classes with more than one age group and while their planning is generally good, on occasions, it does not always meet the needs of both age groups. Lessons start on time, have good introductions in which teachers fully explain the lessons' learning intentions and they then move with pace to interesting conclusions. Pupils of all abilities, pupils of different ethnic origin, those who use English as an additional language and those with special needs are kept fully involved and as a result they learn well. The teaching of pupils with special educational needs is good. Carefully constructed individual education plans are used well and the support for these pupils is good. The consistently good quality of teaching is the main reason why standards are improving across the school.

The curriculum

The curriculum is **good** with very good provision for children in the nursery and reception class (Foundation Stage). The provision is **very good** for activities that take place outside of lessons. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses:

- The very clear and effective leadership and management.
- The good improvements in the curriculum since the time of the last inspection.
- The planning for mixed age classes does not always meet the needs of both age groups.
- The teachers cover well personal, social and health education.
- The school's ethos ensures that all groups of pupils are fully included in the experiences it offers.
- The library accommodation is excellent.
- The outdoor accommodation and its resources are very good.

Commentary

9 The head teacher's very clear leadership and management of the curriculum has been pivotal in bringing about the good improvements in the curriculum since the time of the last inspection. She is supported effectively by the subject co-ordinators. Staff plan very thoroughly the curriculum for children in the nursery and reception unit so that it is very interesting, practical and meets the needs of these young children. Therefore children achieve very well. Also, throughout the school teachers plan carefully a broad range of learning experiences for the pupils that cater for their interests, aptitudes and particular needs and ensure progression in their learning on the whole. As a result pupils' achievement in most subjects is good by the time they leave the school in Year 6. On the other hand, the school has had to organise some pupils into a Years 2/3 class for the first time this year. The overall curriculum plan for pupils in this class does not ensure enough progression in science for the Year 3 pupils. As a result the progress of these pupils is currently unsatisfactory in science.

10 Staff cover well the programme for personal, social and health education. It is mainly carried out through science, religious education and lessons in which pupils sit in a circle and discuss their thoughts and feelings (circle time). The school gained the healthy school's award this year.

11 The school's caring ethos permeates the whole curriculum and this ensures equal access for all pupils, for example for girls and boys and pupils with special educational needs. Teachers ensure that the curriculum is relevant and sensitive to the needs of the few pupils who learn English as an additional language. The school is accessible to wheel chair users and it has a plan to cater for their needs should the occasion arise. The school does not provide a programme for gifted and talented pupils.

12 The very good provision for activities outside lessons helps pupils to see links across subjects, has a positive effect on pupils' enthusiasm for school and creates very good social skills and relationships. In Years 1 to 6, there are for example, clubs for seasonal sports, drama, recorders and homework. The school provides a wide range of visits out, for example, to Beamish and Bede's World. The *Pathfinders Project* contributes very successfully to these experiences through providing visits for parents and their children during the holidays, such as to York and Hall Hill Farm. Also many visitors come to the school, for example, artists and musicians.

13 The school's accommodation and resources are satisfactory on the whole to meet the needs of the curriculum. The school's support staff work effectively alongside teachers and provide good extra support for pupils. The excellent library accommodation and good resources for most subjects have a positive effect on pupils' achievement. The very good outdoor accommodation and resources help to promote successfully pupils' social skills and personal development.

Care, guidance and support

The provision for ensuring pupils' care, guidance and support is **very good**. Processes for seeking and acting upon pupils' views are **highly effective**.

Main strengths and weaknesses:

- Thorough child protection procedures.
- There are good arrangements for settling children into school.
- The good involvement of pupils in supporting one another.
- Record keeping for pupils' personal development is too informal.

Commentary

14 The school ensures all pupils are well protected in school. All staff have clear guidelines for child protection and receive relevant training when appropriate. These arrangements meet local authority requirements. There are effective links with those outside agencies charged with protecting the welfare of children. Regular risk assessments of the premises are conducted under 'health and safety' regulations. The school is kept clean and secure, because of this pupils work in a safe and healthy environment.

15 The school has developed a set of procedures for promoting good relationships and providing support for individual children. These procedures are good overall and include providing support for parents. All pupils receive effective guidance as they move through the school; some provided through personal, social and health education lessons. Class teachers know their pupils well. However, the record keeping, relating to pupils' personal development, is too informal. There are thorough induction procedures for settling children into nursery and careful arrangements made as pupils move through the school. An important strength in these procedures is the 'peer counselling' procedures which currently involve a considerable proportion of pupils who offer support to fellow pupils. On leaving the school, at age eleven, effective links are in place to support transfer into secondary education.

16 The school has very good arrangements for consulting pupils and seeking their views. Through constantly seeking to reinforce pupils self esteem, the school ensures pupils can confidently offer opinions that contribute well to the future development of the school.

Partnership with parents, other schools and the community

The schools provision for parent and community links is **very good**. Links with other schools are **good**.

Main strengths and weaknesses:

- Very effective listening to parents and responding to their views.
- The school's very good support of community projects.
- Good partnerships with other schools.
- Target setting in school reports is not specific enough.

Commentary

17 The school's links with parents and the community are very good. There are good links with neighbouring schools and colleges.

18 The school works hard to ensure parents are kept fully informed. As a result, a trusting and positive relationship is in place, which is clearly beneficial to the education and welfare of all pupils. The provision for listening to parents, valuing and acting upon their views is excellent. Parents know they can approach the school with suggestions and receive a considered response. This contributes positively to pupil progress. There is good on-going guidance to support pupils' learning at home. However, the targets set in some pupils' school reports are not specific and therefore do not give enough guidance for improvement. The school ensures that parents know how to raise concerns and there are clear guidelines to help resolve them.

19 There are very good opportunities for involvement by parents and the community in the life of the school. A considerable number of parents work in the school on a voluntary basis. There are appropriate procedures in place for child protection and where necessary training for specific tasks is provided. The school is a focus for specific areas of adult learning in the community, some through the 'Pathfinder' project. There are good links with local business and a considerable level of fundraising activity for the school. The school's involvement in local community initiatives makes it a focal point for developing harmonious relationships.

20 The school is actively involved in cluster arrangements with neighbouring primary and secondary schools. These provide opportunities for mutual support, information sharing and staff training. In addition, the link with the local secondary school provides good opportunities for pupils to extend their learning through 'summer schools' and gain useful information ahead of transfer into secondary education.

LEADERSHIP AND MANAGEMENT

The leadership and management are **good**. The leadership of the headteacher is **very good** and she receives good support from other senior staff. The management is **good**. The governance of the school is **good**.

Main strengths and weaknesses:

- The headteacher provides strong and caring leadership.
- The deputy headteacher makes a very good contribution to the work of the school, particularly in his teaching.
- The management of many subjects is good and never less than satisfactory.
- Co-ordinators have good knowledge of what is happening in their subject.
- The planning for school improvement is well focussed and having a good impact on standards.
- The governing body is well informed and very supportive of all that is done.
- The school's finances are managed effectively.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	378663	Balance from previous year	11223
Total expenditure	379517	Balance carried forward to the next	-854
Expenditure per pupil	2328		

Commentary

21 The headteacher provides very effective leadership. She has been very successful in creating a warm, very caring school but also maintains a very clear focus upon continually raising standards. She has built up a very strong, effective staff team, which she leads by example and is effective in the role of managing and maintaining an overview of the school. The deputy headteacher provides very good support to the headteacher and sets a very good example to other staff, particularly in his teaching.

22 Co-ordinators manage their subjects well. They have good knowledge of what is happening in their subject as a result of well structured opportunities to monitor teaching and learning. The leadership of the special educational needs provision is good. The co-ordinator is very knowledgeable and gives very good support to pupils and staff. As a result, the school provides a good quality of education, is an equitable and inclusive school, which seeks to meet the needs of each pupil and in which standards are steadily improving.

23 The school is well managed. The headteacher ensures that it is continually seeking to improve in all areas. The school improvement plan is a well focussed, rigorous document and as a result it is having a good impact on standards. It is very closely linked to the school's finances and the school works very hard to ensure that it gains best value for money. The school carefully examines the performance of pupils in national tests and takes appropriate action to modify teaching to take account of areas of strength or weakness. Staff development is good and the school provides good training and support for staff.

24 The governing body is well informed and very supportive of all that is done. Governors have a good understanding of the strengths and weaknesses of the school. They are very aware of current budgetary constraints and work in effective partnership with the senior management team to address them. Governors give good support to co-ordinators and are effectively involved in the monitoring of teaching. They are very involved in the school curriculum, for example when the local vicar takes school assemblies or when the chair of governors gives talks to pupils on water safety.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the nursery and reception unit (Foundation Stage) is **very good**.

Main strengths overall

- The improvement has been very good since the time of the last inspection.
- Staff work very effectively together as a team.
- Leadership and management are very good.

Commentary

25 The school had a separate nursery and reception class at the time of the last inspection. The children are now organised into one unit. The arrangement is now very effective and efficient in the use of equipment and staff. Most children enter the nursery with early learning skills that are well below average. Teaching and the curriculum are very good therefore children achieve very well. As a result they are on course to reach the early learning goals for children of this age. The arrangements for settling children into the school are very good. There are no children with special educational needs or children who learn English as an additional language. The co-ordinator leads and manages the unit very well and the staff work together as a very effective team. They plan the work very carefully so that it is interesting, very practical and meets children's varying learning needs. As a result the quality of teaching, learning and the curriculum are now much better than at the time of the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision is **very good**

Main strengths

- The relationships between staff and children are very good.
- Staff frequently ask children to take responsibility and show initiative in their learning.
- Children concentrate well and try hard in all their work.
- Children are polite and very well behaved.

26 Staff are very caring supportive and friendly so children feel secure and this gives them the confidence to learn. Staff frequently ask children to decide which activities to carry out and to review what they have done at the end of the lesson. Therefore children show good levels of initiative and responsibility for their age. They take turns, share equipment and work sensibly together as friends. Staff give children the opportunity to reflect upon their work and their relationships with each other. Therefore children are developing a good awareness that some actions are right and some are wrong. They are polite and behave well. Children are on course to reach above the expected level for their age.

COMMUNICATION, LANGUAGE AND LITERACY

The provision is **very good**

Main strengths

- Staff have high expectations of what children should achieve.
- They take every opportunity to extend children's speaking and listening skills.

- Staff match the work well to children's varying learning needs.

Commentary

27 Many children in the nursery have a narrow range of vocabulary when they enter the school. Teaching and learning are very good, therefore children are on course to reach average standards.

28 Nursery and reception staff take every opportunity to encourage them to talk about their ideas, experiences and work. Therefore children grow in confidence and they make very good progress over time. Nursery staff inspire children through reading them a variety of interesting stories. For example two boys did not want to go home when their parents came to collect them because they wanted to finish the books they were reading. The reception teacher builds very well upon children's skills in literacy lessons, for example when she encourages children to recognise the initial sounds of letters. As a result children read, spell and write correctly simple words. Staff use well the checks and reviews of children's progress to match the work to their varying learning needs. This ensures the very good progress of all children, for example in reading and spelling.

MATHEMATICAL DEVELOPMENT

The provision is **very good**

Main strengths

- Staff teach basic skills and the correct mathematical vocabulary very well.
- They have high expectations of what children should achieve.

Commentary

29 Teaching and learning are very good therefore children are in line to reach average standards. Staff give a lot of time to number work and they also encourage children to use their mathematical skills across the curriculum. Therefore children make very good progress. This is evident when the nursery staff ask children to sort a variety of fruit by colour and count objects that they play with in the sand and water tray. In numeracy lessons the teacher encourages reception children to use the correct mathematical vocabulary. As a result they know the properties of two-dimensional shapes, for example, that a triangle has 3 sides and 3 corners. They count and order numbers to ten and by the end of reception children solve and write simple addition and subtraction calculations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision is **very good**

Main strengths

- Staff make the learning practical and enjoyable.
- They give children a wide variety of experiences.

Commentary

30 Staff use very well the good resources, visitors and visits out, to make the work interesting and enjoyable. This was very evident last year when the children watched duck eggs hatch in an incubator in the classroom following a visit to Bill Quay farm. Children help to plant bulbs in the garden and study how plants grow. They use the computer confidently and carefully to use a variety of computer programs linked to their work across the curriculum, such as letter and number recognition. Children are on course to reach average standards by the end of reception.

PHYSICAL DEVELOPMENT

The provision is **very good**

Main strengths and weaknesses

- Staff plan well the outdoor physical activities but they do not use the resources as efficiently or effectively as they could.
- The skills of reception children are extended very well by lessons in physical education.

Commentary

31 Staff plan well the outdoor physical activities to extend not only children's control of their movements but also their learning across all the areas of the curriculum. The outdoor session takes place at a set time twice a day for all children. Staff do not use it for groups of children as part of the ongoing activities that take place within the classroom. Staff teach successfully the skills to help children gain safe control of finer movements, such as using glue spatulas, paintbrushes and cutting with scissors. The reception teacher adds very well to children's physical skills through lessons that take place in the school hall. As a result children show a developing awareness of space and of each other when they run, walk and jump as they travel around the hall. Children are in line to reach average standards.

CREATIVE DEVELOPMENT

The provision is **very good**

Main strengths

- Staff plan the work very carefully across a variety of activities.

Commentary

32 Nursery children print patterns with a wide variety of fruits linked to the book *Handa's Surprise*. Reception children use paints, crayon and pencil with developing skill. Staff teach early music skills very well therefore nursery children play percussion instruments with increasing control and use the correct name for the instruments, such as tambourine and maracas. Children are on course to reach average standards by the end of reception.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**

Main strengths and weaknesses

- Improved standards in writing.
- A well planned curriculum
- The good quality of teaching.
- Lack of opportunities for writing throughout the curriculum.

Commentary

33 In the 2002 national tests pupils in Year 2 achieved average standards in reading and below average in writing. Pupils in Year 6 achieved below average standards in English. In comparison with similar schools, standards were above average for both age groups.

34 The results from inspection indicate standards are now improving and are broadly average for the oldest pupils in Years 2 and 6. Pupils build rapidly upon prior learning as they move through the school. They make good gains in the acquisition of literacy skills and achievement overall is good from Year 1 to Year 6. There are no significant differences in the achievement of boys and girls. This is because of good teaching, well motivated pupils and the school's clear focus on raising achievement in writing. As a result there are clear improvements in standards for younger pupils since the previous inspection.

35 Pupils in Year 2 listen carefully to questions and to one another's responses. They provide sensible answers and speak clearly. Pupils are aware of the appropriate responses required in different situations, such as group discussion and individual conversation. This has a positive impact upon their learning, enabling them to move onto successive tasks more quickly.

36 When reading, pupils follow the text carefully and possess an appropriate range of strategies to recognise difficult words. They use inference and deduction effectively to interpret meaning. Reading groups are organised carefully to ensure all pupils are heard and that their needs are assessed accurately. Because of this pupils make good progress and enjoy reading.

37 Pupils writing skills are improving because of the additional curricular opportunities beyond the literacy hour. This gives good opportunities for pupils to extend their writing skills through frequent and varied practice. Most pupils develop their handwriting well and learn to punctuate accurately. The more able pupils use language effectively to enliven their work.

38 Pupils in Year 6 use discussion effectively to analyse text and offer suggestions for improvement. Through careful teacher questioning they explore ideas for improvement. This helps to extend their vocabulary and so helps to raise their overall attainment.

39 Most pupils enjoy books, reading for both information and pleasure. Pupils read accurately, some with good expression and most are fluent. They interpret text appropriately and possess sufficient strategies to overcome difficulties with pronunciation and understanding of unfamiliar words. Many pupils offer reasoned comments on their preferences between authors and also possess a sound level of library skills. This enables them to choose books intelligently and seek out information effectively.

40 Pupils' written work is improving rapidly, because the school has given a clear priority to this area of work. Writing skills are carefully taught, pupils are given good guidance to improve and ample opportunities to write in different styles. As a result, most pupils have clear, legible handwriting, use punctuation and paragraphs appropriately and choose language well for effect.

Spelling is quite secure. Most pupils write interesting imaginative and descriptive prose. A good number of pupils write lively poetry. Good teaching and careful planning underpins the good progress achieved, which is successfully raising standards.

41 A well planned curriculum for English and the effective promotion of writing is paying dividends. The co-ordinator provides good leadership, by carefully analysing progress and providing guidance for colleagues. The good level of resources, including library provision, helps raise standards by encouraging pupils to explore literature at different levels.

42 The inspection found that pupils, including those from minority ethnic groups and pupils with special educational needs achieve well throughout the school. Pupils with special educational needs are well supported and staff make every effort to raise their attainment by carefully planned work and good support.

Language and literacy across the curriculum

43 Teachers generally make sound use of opportunities to teach literacy skills in subjects other than English. However, the school is aware of the need to increase opportunities for writing in other areas of the curriculum.

MATHEMATICS

The provision for mathematics is **good**

Main strengths and weaknesses

- Year 6 pupils often reach above average standards in national tests.
- The quality of teaching is good.
- The co-ordinator gives very good leadership
- The curriculum is very well planned.
- Good use is made of information and communication technology in mathematics
- Pupils behave very well in lessons

Commentary

44 Standards in mathematics are rising throughout the school. From a very low base on entry to the school, pupils achieve well in the early years unit and in Years 1 and 2. As a result, standards of Year 2 pupils are broadly average. Pupils achieve well in Years 3 to 6 and because of this are on course to attain above average standards by the end of Year 6. This is an improvement on the last inspection.

45 Good teaching is having a significant impact upon raising standards. Teachers have good subject knowledge and plan lessons well. They begin lessons with challenging, quick-fire sessions to test mental ability and as a result, mental working out is good. A key factor in improving standards is teachers' sharing lesson objectives with pupils at the start of lessons and checking to see if they have been successful at the end of the session. As a result, pupils know exactly what is expected of them and settle very quickly to their tasks. At the end of the lesson they effectively share their achievements with other pupils and the teacher and this helps them to understand how well they are learning. Assessment is generally satisfactory but needs to be more rigorous on those occasions when pupils use and apply mathematics.

46 Pupils are keen to learn mathematics. They listen attentively, volunteer responses readily and co-operate productively in groups. Teachers manage pupils' behaviour very well and as a result pupils' behaviour is very good. This ensures that pupils' learning is consistently good in mathematics and they make the very most of each lesson. This applies to all pupils and because of this there are no significant differences in achievement between different groups of pupils.

47 The deputy headteacher, as co-ordinator gives very good leadership to the subject. He brings a great amount of enthusiasm to it and sets a very good example by his high quality teaching. In a Year 5/6 class, he made very good use of information and communication technology to introduce a lesson and stimulate pupils' interest in the plotting of co-ordinates. This resulted in a very enjoyable lesson in which pupils made significant gains in their learning. The co-ordinator has made the most of well structured opportunities to visit colleagues' classrooms and to advise on teaching and learning in mathematics. As a result, all teachers have a good, shared understanding of the numeracy strategy and what is expected of them.

Mathematics across the curriculum

48 The basic skills of numeracy are well taught in all classes. Children in the nursery and reception unit are encouraged to use their mathematical skills across the curriculum. As they move through the school this emphasis is maintained and pupils use their mathematical skills effectively in other subjects, for example in their science work when they investigate forces.

SCIENCE

The provision for science is **satisfactory**

Main strengths and weaknesses

- The new co-ordinator has a clear overall view about how to improve the subject.
- Pupils' work shows that teaching is good in Year 2 and that sometimes there is good teaching in the other year groups.
- Standards are higher in Year 2 than at the time of the last inspection.
- Improvement has also been good in investigative work but teachers tend to over-direct the work in Years 4 to 6.
- Teachers extend successfully pupils' learning by the links that they make with other subjects.
- Year 6 pupils often reach above average standards in national tests.
- Teachers do not use effectively the information from the checks and reviews that they make of pupils' work and progress.

Commentary

49 Standards are average by the end of Year 2 and Year 6. Pupils' achievement is good in Years 1 to 2 and satisfactory in Years 3 to 6. Pupils with special educational needs and the few pupils who learn English as an additional language achieve at the same rate as their classmates.

50 The co-ordinator who is new to the role this term has a clear overall view of the subject and has put effective strategies in place to improve it further. For example the deputy head teacher is to lead the staff in improving the quality of the investigative work.

51 Pupils' work last year indicates that over time there is some good teaching in most year groups. Also the teaching seen during the inspection shows that teaching is good for Years 1 to 2. It is satisfactory overall in Years 4 to 6. A strong feature in all the teaching is that teachers manage pupils' behaviour very successfully. As a result pupils' behaviour is very good: they follow teacher instructions promptly and work sensibly. The Years 2/3 teacher extends successfully the learning of the Year 2 pupils by asking them to record their work independently. She expects them to work hard so they produce a good amount of work in lessons and over a longer period of time. As a result their achievement is good. However, the work in Year 2 pupils' books last year, and for the current term, shows that the standard of work is now average. It is higher than at the time of the last inspection. The teacher judged pupils' work to be below average last year so this indicates that she may be too strict in the criteria that she uses to assess pupils' work.

52 In Years 4 to 6, the shortcomings in the teaching are that teachers tend to over-direct the work. They give pupils few opportunities to make choices, for example in the equipment to use or how to carry out the practical work. Also teachers provide too few occasions for pupils to discuss their work at length or to record the factual work independently. This approach does not challenge pupils' thinking sufficiently or allow pupils to show fully what they know and understand, particularly the higher attaining and average pupils. Also it restricts the personal development of all pupils, for example to take initiative and show responsibility for their own learning.

53 Teachers make good links between science and other subjects that promote successfully pupils' interest and learning in science. This was evident when pupils in the Years 5/6 class designed and made effective board games, such as a times table game, that included electric circuits. Pupils are keen to show these to visitors and enthusiastically talk about their work. On the other hand teachers do not make enough use of information and communication technology to support pupils' learning in science. The Years 5/6 teacher is successful in teaching pupils factual information in preparation for the national tests in science. Therefore, the pupils usually reach at least above average standards in the tests. However, the work in pupils' books last year, and talking with the current Year 6 pupils, shows that their knowledge and understanding of the factual work and the level of the practical work is at the average level.

54 Teachers do not use effectively the information from the checks and reviews that they make of pupils' work and progress to match the work to pupils' varying learning needs. Therefore, groups of pupils do not make as much progress as they should. This is evident in Years 4 to 6 when the lower attaining pupils need extra adult support in order to succeed in the same level of work as their classmates. Also in Year 3 this term, the teacher is repeating the same work with the Year 3 pupils that she did with them last year. A contributory factor in the shortcoming is that the school's overall curriculum plan for Year 3 pupils does not provide for enough progression in their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**

Main strengths and weaknesses:

- The good standards being achieved by Year 6 pupils.
- Staff expertise and use of ICT across the curriculum is good.
- The good use of ICT to support community links.
- Assessment procedures are not as good as they could be.
- Classroom computers need up dated.

55 The oldest pupils in Year 2 attain standards that match national expectations and their achievement is satisfactory. The oldest pupils in Year 6 attain standards that are above national expectations and their achievement is good. This represents significant improvement since the previous inspection.

56 Pupils in Year 2 have secure basic skills in using information and communication technology. They know the basic routines for writing text, entering data and using a range of software to support different subjects. On occasion they are unsure of the correct terminology to use, but are able to explain what they can do. Pupils know how to combine text and pictures, sort objects and use drawing programs. They have less experience in using the computer to control events such as programming a floor turtle, but are familiar with different simulation activities. They increasingly use ICT to support work in different areas of the curriculum, to write, handle data and paint. Whilst no lessons were observed with this age group, work seen indicates that the teaching of ICT is good.

57 By the age of ten and eleven, pupils gain good levels of skill and understanding in ICT. They use text for a variety of purposes and are confident in manipulating it to achieve differing effects. Pupils handle information competently, can produce a database and represent data graphically.

They draw valid conclusions from this information. Pupils explore control mechanisms and program movements on screen. They develop skills in information retrieval, using CDROM and the Internet. They recognise the importance of precision when interrogating information. Pupils increasingly have good opportunities to use inter-active technology, to present their work through multi-media resources and to use e-mail to communicate. The improvements in standards and achievement are due to good teaching and the increasing opportunities for ICT within the school curriculum.

58 This subject is carefully planned to ensure progression of skills and good opportunities for wide usage. The curriculum offers some imaginative opportunities for developing ICT and staff training ensures increasing levels of competence and confidence. At present assessment procedures are not as good as they could be and it is not always possible to track individual pupil progress. There is a need to update classroom computers, so that pupils can more easily switch between them and those in the ICT suite. The co-ordinator provides good leadership, which ensures the subject's curricular time is used effectively. At a wider level, the school provides good opportunities for the community to develop ICT skills and share these with their children. The very good attitude of pupils contributes well to the standards being achieved.

Information and communication technology across the curriculum

59 The school makes good use of information and communication technology in most subjects. It is well used in English and mathematics to support teaching and promote good learning.

HUMANITIES

Religious Education

60 No lessons were observed during the inspection but it was possible from sampling pupils' work, looking at teachers' plans and from talking to pupils to form a view of what is being taught and how pupils respond to that teaching. It is clear that the school has successfully addressed the concerns raised at the time of the last inspection. Pupils have sound knowledge of other faiths and from talking to them it is clear that they have understood and enjoyed the topics that they have covered. The headteacher, as co-ordinator has worked hard to raise teachers' knowledge and understanding of the subject and the curriculum is now broad and balanced.

Geography

61 No lessons were observed during the inspection, however from sampling pupils' work and from talking to pupils it was possible to form a view of what is happening in the subject. An appropriate curriculum is provided which enables pupils to acquire sufficient levels of knowledge and understanding in this subject. This includes a number of good opportunities for curriculum enhancement through such activities as orienteering and the use of ICT to promote decision making.

History

62 No history lessons were observed during the inspection, however from sampling pupils' work and from talking to pupils it was possible to form a view of what is happening in history. An appropriate curriculum is provided which enables pupils to develop a range of historical skills. The subject promotes literacy effectively and makes good use of information and communication technology for investigation and the presentation of pupils' work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECT

63 No lessons were seen in either **art and design**, **design and technology** or **physical education** so no secure judgment can be made on teaching or standards. Teachers make attractive displays of pupils' work in **art and design**, for example observational drawings in the Years 5/6 class and pictures in the style of Andy Warhol in the Years 2/3 class. Further evidence comes

from talking to pupils and teachers, work in pupils' sketchbooks, and in a file that the subject co-ordinator keeps. Teachers extend effectively pupils' learning through the use that they make of art in other subjects, such as history. Visiting artists add considerably to pupils' skills. This was very evident when a sculptor worked with pupils and used their designs to make attractive sculptures that now stand in the school grounds. The subject makes a very good contribution to pupils' understanding of the variety of cultures within the school and wider community. Pupils say that they enjoy artwork. The improvement has been good since the time of the last inspection.

64 The evidence for **design and technology** comes from talking to pupils and teachers, pupils' work around the school, and the subject co-ordinator's file that includes photographs of pupils' past work. Teachers make good links with other subjects, such as science and history that extend well pupils' learning. The curriculum is enriched by visits out, for example Year 6 pupils planned and made life-size shelters when they went on a residential visit. The new co-ordinator has the ability and commitment to develop the subject further.

65 **Physical education** benefits from the very enthusiastic leadership of the deputy headteacher. It is clear from talking to pupils and scrutiny of the many sporting photographs on display that the school offers a broad range of sporting activities. The school makes very good use of visiting specialists to further extend the activities on offer. Many extra-curricular sporting activities are available to pupils and as a result, the school enjoys a considerable degree of success in inter-school competitions. The oldest pupils have swimming lessons and the majority of pupils can swim 25 metres by the time they leave the school.

66 The evidence for **music** comes from talking to pupils, teachers and the subject co-ordinator. In addition one lesson was observed in the Year 4/5 class. The evidence indicates that most pupils reach an average standard in their work. In the one lesson seen the teaching and pupils' achievement was satisfactory. Pupils clearly enjoy singing in assemblies and the classroom and experience a broad range of music. They have the opportunity to learn the guitar and recorder when taught by visiting specialists. The new co-ordinator has piano skills and is seeking to further develop the musical knowledge of other teachers through in-service training.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

67 No lessons were seen in this area of the school's work and so no judgements are made about the overall provision. The school sees pupils' personal development as an important part of its work. The programme for personal, social and health education is good. It is mainly carried out through science, religious education and lessons in which pupils sit in a circle and discuss their thoughts and feelings. The school gained the healthy school's award this year. Citizenship is not currently taught as a specific area of the curriculum. The co-ordinator is seeking to promote its development as part of the programme for personal, social and health education.

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	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
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	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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
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	2
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).