

# INSPECTION REPORT

## **WHITE MERE COMMUNITY PRIMARY SCHOOL**

Wardley

LEA area: Gateshead

Unique reference number: 108362

Headteacher: Mrs B Bentley

Lead inspector: Mr J C Midgley

Dates of inspection: 6 – 8 June 2005

Inspection number: 268248

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	188
School address:	Sherburn Way Wardley Gateshead
Postcode:	NE10 8BA
Telephone number:	0191 433 4004
Fax number:	0191 438 5237
Appropriate authority:	Governing body
Name of chair of governors:	Councillor Stuart Green
Date of previous inspection:	1 February 1999

## **CHARACTERISTICS OF THE SCHOOL**

White Mere Community Primary School is situated on the eastern edge of Gateshead. Almost all pupils come from the immediate locality, which consists mainly of privately owned housing. Most pupils come from homes whose socio-economic circumstances are average. Attainment on entry to the school is broadly average and almost all children have been involved in pre-school education. There are 190 pupils on roll at this one form entry school, with a standard admission number of 30. The transfer of pupils to and from the school is below average and the roll is falling. Most pupils are white with a very small number of pupils coming from different ethnic groups. Four per cent of pupils are eligible for free school meals, a proportion which is below the national average. Two pupils have a statement of special educational need, which is below the national average. The school has achieved a Healthy Schools award for five consecutive years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1064	Mr J C Midgley	Lead inspector	Mathematics Music Religious education Foundation stage
9214	Mrs J R Garland	Lay inspector	
2895	Mr D R Jobbings	Team inspector	Science Information and communication technology Design and technology Geography
14975	Mrs C Halsall	Team inspector	English Art and design History Physical education Special educational needs English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school's overall effectiveness is good** – it is an improving school, which provides good value for money. Standards are well above average and pupils achieve well in most lessons. The quality of teaching and learning is generally good. The leadership and management of the school are good overall and the governing body is effective.

The school's main strengths and weaknesses are:

- Standards are well above average in English, mathematics and science by the end of Years 2 and 6.
- The good provision for children in reception ensures they make a good start to their education.
- Teaching and learning are consistently good in Key Stage 1 and upper Key Stage 2.
- There is some unsatisfactory teaching in lower Key Stage 2.
- The effectiveness of the governing body makes an important contribution to the smooth running of the school.
- Pupils have very positive attitudes and enthusiasm for learning.
- Pupils are very well cared for, relationships are very good and pupils behave very well.
- Limited information is given to parents about pupils' standards and progress.
- The senior management team could provide more effective leadership.

The improvement since the last inspection in January 1999 has been good overall. Standards in English and mathematics have risen. In response to the areas for development identified at the last inspection, child protection training and policy are in place, risk assessments are carried out and reviewed annually, performance management is fully implemented and related objectives reflect school priorities. The provision of ICT hardware and software is much improved, curriculum coverage is now good and standards are at least in line with national expectations.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	A	A	A
mathematics	A	A	B	D
science	B	A	A	C

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

**Achievement is good** and overall standards are high. Children in reception start school with broadly average skills. They make good progress towards achieving the goals they are expected to reach and many children exceed them. Pupils also achieve well in Key Stage 1 – current standards in Year 2 are well above the national average in reading, writing and mathematics. Pupils achieve well in upper Key Stage 2 – current standards in Year 6 are well above the national average in English, mathematics and science. Standards are above average in ICT and in religious education. Results in national tests confirm that pupils' attainment by the end of Year 6 is well above average in English and science – the minor weaknesses in mathematics have been addressed effectively this year. However, there is some underachievement in lower Key Stage 2 in lessons lacking appropriate pace and challenge.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils have very good attitudes to school and their behaviour is very good. Attendance and punctuality are both very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good overall.** Teaching and learning are consistently good in reception, Key Stage 1 and upper Key Stage 2, particularly in English, mathematics and science. This leads to the high standards achieved at the end of each key stage. Teaching and learning are satisfactory overall in lower Key Stage 2, but some lessons lack sufficient pace and appropriate challenge. Teaching in information and communication technology (ICT) and the use of ICT across the curriculum is satisfactory.

The quality of the curriculum is good. The suitable range of extra-curricular activities and educational visits enriches pupils' learning. Accommodation is good overall and the quality and quantity of learning resources are good, particularly in ICT. Provision for pupils with special educational needs is satisfactory and there is an effective programme of personal, social and health education, including citizenship.

The school ensures pupils' care, welfare and safety very well. The partnership with parents is satisfactory and links with the community are good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good overall.** The headteacher provides good management focused on raising standards. Her leadership and that of the senior management team is satisfactory but it could be more effective. The leadership and management provided by the subject co-ordinators for English, mathematics and science are good. The governing body is hard working, supportive and challenging. It has a good understanding of the school's strengths and weaknesses, and it provides effective leadership and management. Statutory responsibilities are fully met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Overall, parents have a high regard for the school and they are positive about the way their children are cared for. They believe that their children like school, behave well and make good progress. They think the teaching is good and that staff expect their children to work hard and do their best. However, a significant proportion has some concerns about the leadership and management of the school and about the information they receive about how their children are getting on.

Pupils like school and they are eager to learn. They know which adult to go to if they are worried at school. They believe that teachers are fair, they listen to their ideas and help them when they are stuck. They often find out new things in lessons, where they are expected to work hard.

## **IMPROVEMENTS NEEDED**

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

- Raise the standards of teaching and learning in lower Key Stage 2.
- Ensure that parents are provided with better information about pupils' standards and progress
- Enhance the leadership role of the senior management team.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall standards are high. The achievement of pupils, including those with special educational needs, is good. Standards and progress are best in Years 2, 5 and 6. Standards in the core subjects are well above average. There has been good improvement since the last inspection with regard to progress and standards.

#### **Main strengths and weaknesses**

- Standards are well above average in English, mathematics and science by the end of Years 2 and 6.
- There is some underachievement in lower Key Stage 2 in lessons lacking appropriate pace and challenge.
- In reception, most children achieve the expected standards and many exceed them.
- Standards are above average in ICT by the end of Year 6.

#### **Commentary**

1. Children in reception start school with broadly average skills. They make good progress towards achieving the goals they are expected to reach and many children exceed them. The good teaching they receive means that children achieve particularly well in personal, social and emotional development, in communication, language and literacy, and in mathematical development.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
Reading	17.5 (17.6)	15.8 (15.7)
writing	15.5 (16.9)	14.6 (14.6)
mathematics	17.6 (18.6)	16.2 (16.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

2. At the end of Year 2, the results of the national tests in 2004 show that standards in reading were well above the national average and above the average of similar schools. Standards in writing were above the national average and in line with those of similar schools. In mathematics, standards were well above the national average and above the average of similar schools. The proportion of pupils attaining the higher level (Level 3) was well above average for mathematics, and in line for reading and writing. The school trend is above the national trend and both boys and girls achieve well.
3. In the current Year 2, achievement is good and standards are well above the national average in reading, writing and mathematics. This is because of the consistently good teaching pupils receive, their very positive attitudes to learning and their very good behaviour. Standards are average in ICT and above average in religious education. There was insufficient evidence to make a judgement on standards in other subjects. The achievement of pupils with special educational needs is good in Key Stage 1.

## **Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	30.0 (28.5)	26.9 (26.8)
mathematics	28.3 (29.4)	27.0 (26.8)
science	30.0 (30.9)	28.6 (28.6)

*There were 24 pupils in the year group. Figures in brackets are for the previous year*

4. At the end of Year 6, the results of the national tests in 2004 show that standards in English were well above the national average and well above those of similar schools. Standards in mathematics were above the national average but below those of similar schools. Standards in science were well above the national average and broadly in line with similar schools. The proportion of pupils attaining the higher level (Level 5) was very high for English, and well above average for mathematics and science. The school trend is broadly above the national trend and both boys and girls achieve well.
5. In the current Year 6, achievement is good. Standards are well above the national average in English, mathematics and science. This is because of the consistently good teaching pupils receive in upper Key Stage 2, their very positive attitudes to learning and their very good behaviour. Standards are above average in ICT and in religious education. There was insufficient evidence to make a judgement on standards in other subjects. There is some underachievement in lower Key Stage 2 in lessons lacking appropriate pace and challenge. The achievement of pupils with special educational needs is good in Key Stage 2.
6. The Year 6 national tests of 2004 in mathematics and science were analysed thoroughly and the intervention strategies employed this year have had a discernible effect on raising standards. Pupils in the present Year 6 are on line to achieve the school's demanding targets for 2005.

### **Pupils' attitudes, values and other personal qualities**

Pupils have very good attitudes to school. Behaviour is very good as is pupils' personal development. Spiritual, moral, social and cultural development are good. Attendance and punctuality are very good.

### **Main strengths and weaknesses**

- Pupils develop very good attitudes to school and to their learning.
- Pupils are eager to take responsibility.
- Behaviour is very good which contributes to the very good relationships throughout the school.
- Provision for pupils' moral and social development is very good.
- Attendance is well above the national average.

### **Commentary**

7. Pupils display very good attitudes to lessons and to the variety of activities on offer. They are keen to learn and their behaviour is very good because they enjoy their work. Staff have high expectations and generate a shared sense of pride and purpose, creating a very positive atmosphere in school. Pupils are open and friendly with visitors and talk confidently about their work and school life. They are supportive of each other and play and work co-operatively together.
8. Relationships and personal development are very good. Pupils are encouraged to take responsibility for their actions and are given opportunities to exercise wider responsibility by

...serving on the school council and by acting as playtime ‘buddies’. Pupils are confident, outgoing and capable. They treat each other with courtesy and respect, listening attentively to each other’s ideas and celebrating each other’s achievements. They are well motivated and have a strong sense of right and wrong. They have good self-knowledge and learn about the responsibilities of living in a community. Pupils with special educational needs are fully integrated into the life of the school.

9. Pupils’ spiritual and cultural development are good. The school makes good provision for the study of their own and other cultures through curriculum provision and through the multicultural week, which is becoming an annual event. Pupils take part in experiences, such as drumming and dancing, and in a range of art activities to celebrate cultures of the world. They study poetry and songs from other countries as well as the traditional songs of the north east of England. The religious education curriculum reflects the multi-faith nature of the world and pupils are given opportunities to consider the values and ideas of a variety of faiths and customs. Pupils show good levels of respect for others’ feelings, values and beliefs.
10. The school's approach to attendance is very good, resulting in very good punctuality and a level of attendance which is well above the national average. Parents make sure their children come to school on time and regularly, and there was no unauthorised absence. A few parents take their children out of school during term time for holidays, and in some instances, more than once a year.

**Attendance**

***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.0
National data	5.1	National data	0.4

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

**Exclusions**

There were no exclusions during the last reporting year.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. Teaching and learning are good overall and the quality of the curriculum is good. Provision for pupils with special educational needs is satisfactory. Pupils receive very good care, guidance and support throughout school. The partnership with parents is satisfactory and links with the community are good.

**Teaching and learning**

The overall quality of teaching and learning is good. Teaching and learning are consistently good in reception, Key Stage 1 and upper Key Stage 2. This leads to the high standards achieved in the core subjects by the end of each key stage.

**Main strengths and weaknesses**

- Teachers have a very good understanding of the core subjects of the National Curriculum, which helps to ensure pupils’ high standards by the end of Years 2 and 6.
- Well planned lessons and activities engage pupils’ interest effectively.
- Teachers are very good at ensuring that pupils behave very well.

- Some lessons in lower Key Stage 2 lack appropriate pace and challenge.
- Teachers promote equality of opportunity well and lessons are inclusive.
- Assessment of pupils' work and progress is very effective in the core subjects.

## Commentary

### Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	0 (0%)	21 (60%)	11 (31%)	3 (9%)	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.*

- In the reception class, the teacher and teaching assistant work together well as a team. They provide a secure learning environment where children make significant gains in their levels of confidence and in the development of their social skills. All staff involved have a good knowledge and understanding of the Foundation Stage curriculum and this is reflected in the effective planning. Provision is good, as they have high expectations of children in all the six areas of learning. Teaching is particularly strong in the areas of personal, social and emotional development, communication, language and literacy, and mathematical development. In these areas, effective reference is made to the children's own practical experiences so that they are fully engaged in the learning. There was insufficient evidence to make a judgement on teaching and learning in creative development, physical development, and knowledge and understanding of the world.
- In Years 1 to 6, teachers are secure in their subject knowledge and understanding of English, mathematics and science. They teach the basic skills of reading, writing and numeracy very competently, using consistent approaches, which ensure that pupils build up their skills effectively and achieve high standards by the end of Years 2 and 6. Teachers consistently reinforce good behaviour with the result that pupils behave very well in class and concentrate on their work. There is a harmonious working atmosphere in lessons, which has a positive effect on pupils' learning. Lessons are well organised and there is usually a good range of worthwhile activities that interest and engage the pupils. This is particularly noticeable in the core subjects in Years 2, 5 and 6, where the teaching is best. However, there is some unsatisfactory teaching in lower Key Stage 2 in lessons which lack sufficient pace and where the level of challenge is inappropriate. The two newly qualified teachers are well supported and they have made a good start to their teaching career. Teaching and learning in ICT and religious education are satisfactory overall, with some good features. There was insufficient evidence to make a judgement on teaching and learning in other subjects.
- In most lessons, teachers' planning is thorough. It is appropriately based on national guidance, such as the National Literacy and Numeracy Strategies. In almost all lessons, teachers begin with the learning intentions to ensure that pupils are clear about the overall purpose of the session. These are linked to success criteria for effective learning and are strong features of the daily English and mathematics lessons. When the learning intentions were not identified, pupils' quality of learning and progress were unsatisfactory. In general, work set is well matched to the levels of knowledge and understanding of most pupils. Staff work together well as a team, so that teaching assistants are clear about the purposes of the activities and their roles and responsibilities within them. This ensures that individuals and small groups are given the extra help they need with specific tasks, including pupils with special educational needs. Teachers carefully monitor the progress of pupils with special educational needs towards their learning targets. New work is planned to build effectively on what pupils already know and can do. Teachers promote equality of opportunity well and lessons are inclusive.

14. In the core subjects, teachers use a suitable range of teaching strategies and learning resources are used well, including ICT. In design and technology, pupils use different materials and forms of construction. In art and design, pupils work in a variety of media and are provided with a range of stimuli. Good use is made of visitors and the local area to extend the learning in history and geography.
15. Overall, the quality of assessment procedures is very good and it is used effectively to plan future work, particularly in the core subjects. Marking is careful and thorough with constructive and helpful comments. However, except in English, there are few suggestions as to how pupils could improve their work. In the core subjects, teachers' questioning is generally rigorous and plenary sessions are used appropriately to check what learning has taken place. Where teaching is consistently good, effective reviews take place at the end of lessons so that pupils can assess for themselves what they do and do not understand; for example, pupils in a Year 1 science lesson had to report back on what gives light and their experiences in the dark. Good use of technical language is a feature of the best lessons seen, as is the strong focus on asking pupils to explain their thinking, which promotes the use of oracy.
16. Individual lessons in ICT are satisfactory. The programme provides a good range of opportunities over time for pupils to both develop and consolidate their skills. Lessons are well planned and all aspects of the National Curriculum are covered. ICT is increasingly used in other curriculum subjects as an integral part of the teaching and learning process to raise standards. Interactive white boards are mostly used appropriately and effectively.
17. Different types of homework, such as reading and learning multiplication tables, are given and these suitably reinforce the pupils' learning. The school's homework policy and procedures meet the expectations set out in the national guidelines.

## **The curriculum**

The good quality curriculum provided by the school is inclusive and consistently planned. It is satisfactorily enriched through a programme of activities, including a multicultural week and a health week. The accommodation and resources are good.

## **Main strengths and weaknesses**

- The breadth and range of the curriculum provide equality of access.
- Curriculum planning is focused on improvement and catering for pupils' aptitudes.
- There is good provision for personal, social and health education.
- There is good support for learning outside the school day and participation in sport.

## **Commentary**

18. The quality of the curriculum is good and fully meets statutory requirements. Since the previous inspection, the curriculum has been developed further through a consistent focus on literacy, numeracy and the development of pupils' knowledge, skills and understanding in ICT. The whole school approach to curriculum planning ensures that the teaching of skills and knowledge in subjects is clearly linked to national guidelines yet adapted to meet the needs of pupils in lessons. Thorough subject planning enables teachers to identify and share clear learning intentions with pupils in almost all lessons. The scope of activities and the cross-curricular links take account of prior attainment. As a result, work is often set at an appropriate level to both motivate and challenge the pupils. The provision for pupils with special needs is satisfactory and in lessons these pupils are well supported by adults.
19. The school provides an appropriate range of interesting and stimulating activities. Sound links with a local secondary school provide pupils with a greater range of learning experiences; for example, using the ICT facilities at the city learning centre. A satisfactory range of clubs is

organised after school and pupils are keen to participate in sports teams. Visitors are invited into the school and provide a variety of additional teaching activities, such as the gym club, netball and football, to increase the range of extra-curricular activities for pupils.

20. Pupils receive good support for their personal development. Drugs' awareness is a feature of the health week and sex education is provided in line with guidelines and school policies. Pupils' personal, social and health education and their awareness of citizenship are well supported by the caring ethos and the very good quality of relationships that exist throughout the school.
21. There is a good match of teachers and other adults to the needs of pupils and the curriculum provided. Teaching assistants work closely and effectively with teachers. Together they form effective teams. As a result, pupils are provided with equality of access and the opportunity to participate fully in planned activities. The quality of accommodation, both inside and out, is good overall. Teachers make appropriate use of outside spaces to support pupils' learning experiences within subject topics such as science, history, geography and art. The school grounds provide a valuable resource for play and learning, with firm plans to extend the quality and range of facilities already provided.
22. The quantity and quality of learning resources are good. A good range and variety of books are available within the new school library and the quantity of resources provided for ICT, including interactive white boards, is good.

### **Care, guidance and support**

Provision for pupils' care, welfare, health and safety is very good. All staff contribute to making pupils feel confident and happy in school and give them good advice. There are good arrangements for consulting pupils' views.

### **Main strengths and weaknesses**

- Health and safety is very well addressed by governors and staff.
- Arrangements for child protection are good.
- Pupils are well supported, advised and guided.
- The school council is successful, is taken seriously, and includes the youngest pupils.

### **Commentary**

23. Pupils are happy and secure in school, which contributes to consistently very good behaviour and an absence of bullying problems. The support and guidance provided to individual pupils is good, and children flourish from their entry into reception, where they settle into school life very well, a view which was echoed by parents.
24. The school's approach to behaviour and a culture of respect result in pupils and teachers having very good relationships, so that a friendly, supportive atmosphere prevails. The 'buddy' system, to support new pupils and those who are shy or isolated, is working well and pupils are pleased to be involved with the scheme. Pupils with special educational needs are well integrated into all school activities.
25. The school has introduced several schemes to make activities outside lessons enjoyable and productive. Playground equipment and games engage pupils' interest and energy and help to reinforce good behaviour, so that lunchtimes are a positive experience. A breakfast club has recently started and school meals are of good quality, with due regard for healthy options. Pupils are encouraged to stay fit and healthy, and games such as skipping are recommended for their beneficial effects, as well as being fun. After school there are several well attended clubs, including a French club, which encourages high standards of speaking and listening.

26. Child protection procedures are good and all staff have undergone training on the subject. Health and safety is a priority for governors, and there are very good procedures to ensure that pupils are not put at risk, with good first aid cover and effective risk assessment procedures. This is an improvement since the last inspection.
27. The school council is successful in engaging the pupils, who are keen to make suggestions to the enthusiastic delegates via suggestion boxes placed round the school and by class discussion. The views of all the representatives are taken into account in discussions, including those in the reception class, who show remarkable maturity.

### **Partnership with parents, other schools and the community**

A satisfactory partnership has been built up with parents, who are very committed to their children's education. Links with the community are good and there is satisfactory liaison with other schools.

### **Main strengths and weaknesses**

- Parents praised the school and its approach to most aspects of education.
- A significant number of parents want more detailed information on the levels their children are working at and how they are progressing.
- Parents read regularly with their children and are actively involved with their learning.
- Parents are encouraged to become involved with their children's work from reception onwards; they participate in information sessions when they are provided by school.
- The school has good links with the community, including the hosting of a toddlers' group on the premises.

### **Commentary**

28. There was a very high return to the questionnaires before the inspection. Most parents expressed very positive views on the school and the way it involves them with their children's learning. They stressed that their children were very happy at school.
29. However, a significant number of parents stated firmly that they would like more information on how their children are progressing, especially in relation to the expectations for their age. They said they would welcome more detailed and frequent explanation of progress in each year group and they feel their views have not been sufficiently attended to on this matter. Reports to parents contain very good information on pupils' personal development and what they have studied but they lack precision about progress and targets for improvement.
30. Parents are very willing to help their children; they read regularly with them and are involved with their homework. They praised the information they receive on school events and said that they wanted to be kept abreast of what their children will be studying. The new website and regular newsletters were welcomed as a good means of keeping in touch, especially for parents who work. Arrangements and explanations of procedures when children start school in reception were found to be very helpful and many parents have attended workshops on such subjects as numeracy.
31. The parent-teacher association (HOWAY) is involved in supporting and fundraising for school, and it is a dynamic force. Partnership with the community includes liaison with the local church, groups for the elderly, and the establishment of a toddlers' group on the premises.
32. Liaison with local secondary schools is satisfactory and improving, and there is a recognition that links could be deepened.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The governance of the school is good. The leadership of the headteacher and other key staff is satisfactory. Statutory responsibilities are fully met.

### Main strengths and weaknesses

- The headteacher provides good management focused on raising standards.
- English, mathematics and science are well led.
- Analysis of performance data is thorough and is used effectively to improve attainment.
- There is an increasingly effective system of monitoring and evaluation.
- The governing body makes an effective contribution to the leadership of the school.
- The senior management team could provide more effective leadership.

### Commentary

33. The management of the headteacher is good with a clear focus on raising standards. She has worked hard to establish policies and planning, as well as systems and structures, which provide a firm foundation from which the school can continue to make progress. She has given a satisfactory lead in raising standards of teaching and learning, attainment and achievement. She has promoted a supportive environment in which staff and pupils feel valued. The working relationship between the headteacher and the deputy headteacher is not effective enough. This hinders the overall quality and impact of the leadership provided by the senior management team.
34. The headteacher, together with senior staff, has analysed the available performance data thoroughly, including National Curriculum test results at the end of key stages and teacher assessments. These analyses include pupils' performance at the higher levels, the performance of boys and girls and the value added between key stages. The analyses have helped the school to sharpen the target setting process, monitor progress in each class and diagnose the weaknesses. The headteacher regularly monitors teachers' planning and scrutinises pupils' work. Monitoring and evaluation of teaching and learning have improved but this process is not yet sufficiently systematic and rigorous to ensure consistency throughout the school. There are appropriate systems for performance management across the school and a suitable whole-school pay policy. Performance management is supported by a programme of staff training and the effective mentoring arrangements that are in place for staff new to the school and newly qualified teachers.
35. The headteacher is supporting staff to develop their leadership capability. Subject co-ordinators for English, mathematics and science have a good overview of the quality of the standards in their subject. They are conscientious in their approach, monitoring teachers' planning regularly and scrutinising pupils' work. From a detailed analysis of assessment data, they set challenging targets for individual pupils and monitor their progress regularly. Co-ordination of other subjects is satisfactory.
36. School improvement planning is detailed and thorough. It provides clear educational direction for the work of the school. Resources are linked to priorities, with actions, timescales and measurable steps specified, and a goal of raising standards and quality. Staff and governors are consulted about the review of the previous year's plan and they are included in the improvement planning process. This high level of involvement ensures that the plan is a useful management tool and that all aspects of school life are considered.
37. The school's aims and values are clearly reflected in its day-to-day work. The headteacher, staff and governors work closely together to promote the school's vision of providing a happy, caring and secure environment, in which all are encouraged to achieve their best. This pervading ethos enhances pupils' spiritual, moral, social and cultural development. Pupils are



very well cared for and all feel safe and secure in their surroundings. Very good relationships have been established between pupils, and between pupils and adults. The school administrator provides an efficient and welcoming point of contact for visitors and parents, and the school's financial procedures are managed well. ICT is used effectively in managing the school's finances.

38. The school is committed to providing equality of opportunity for all its pupils. This leads to inclusive lessons and satisfactory provision for pupils with special needs.
39. The governing body makes a good contribution to the leadership of the school and to its successes. It works hard, supports the school well and provides an appropriate degree of challenge. It is committed to ensuring the highest quality of education for all pupils and it works closely with the headteacher to achieve this objective. The governing body has a very good knowledge of the strengths and weaknesses of the school. Governors know and understand their role clearly and they fully meet their statutory responsibilities. The proceedings of the governing body are conducted efficiently and committees are well organised. Many of the governors visit the school regularly; they have close links with specific curriculum areas and are involved in the life of the school.
40. Financial planning is good with a planned programme of spending clearly linked to the priorities in the school improvement plan. The school's budget is monitored closely by governors and the school uses specific grants well for their purpose. The school ensures that money is spent wisely by researching and making decisions about goods and services that represent best value. Governors also compare, contrast and challenge how effective the school is in helping the pupils to achieve the best possible standards before making major spending decisions. The large balance carried forward into last year has been wisely spent, mainly on the library extension and ICT resources. Overall the school provides good value for money.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	419,512	Balance from previous year	54,656
Total expenditure	431,162	Balance carried forward to the next	43,006
Expenditure per pupil	2,315		

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Overall, the provision is **good**.

Children start in reception during the year in which they become five. Prior to entry, almost all children have been involved in pre-school education. There is a wide range of attainment on entry but overall children's attainment is broadly average. Children's achievement is good and most children are on course to attain the expected goals by the time they start in Year 1. Children with special educational needs are well supported and they make good progress.

The school has maintained the positive picture noted at the last inspection; teaching is consistently good and staff work closely as a team. Planning is detailed and good links are made between the areas of learning through the use of different themes. Children's progress is carefully monitored and assessed. The provision is well led and managed and the partnership with parents is good.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children achieve well because of the high expectations set by staff.
- Children's behaviour is very good.
- Very good relationships have been established.

#### **Commentary**

41. Children make good progress and achieve well. Almost all children achieve the expected standards and many exceed them. Teaching in this area is good; staff provide good role models and set high expectations of children. The children respond very well to the warm welcome from the staff and show a good sense of belonging to White Mere. Praise and encouragement are used very well, raising children's confidence and self-esteem. Relationships are very good and children enjoy coming to school. Routines are well organised, children settle quickly and work with confidence and independence. Behaviour management is consistent and fair, and children behave very well. Children learn to take turns and share equipment, and they develop good social skills. They work purposefully and concentrate appropriately on the well structured activities. The school provides appropriate opportunities for children to develop an understanding that people have different needs, views and beliefs that should be respected.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Most children will achieve the expected standards by the end of the reception class.
- Teaching and learning are good and children achieve well.
- Children enjoy learning to read and write.

## Commentary

42. Children make good progress and achieve well. Most children will achieve the expected standards by the end of the reception class and many will exceed them. Teaching is good and planning is effective. Staff have a good knowledge of the teaching of children of this age, and there is a suitable emphasis on this area of learning. A wide range of activities is planned, which supports children's development effectively.
43. Many children speak confidently in different situations and listening skills are well developed. They are learning very well the early skills of reading. There is a structured approach with individual attention given to the development of children's understanding. When the teacher reads stories to the whole class, she engages children's interest in books effectively and encourages them to develop a love of books. Most children are able to answer questions about stories they have read and can retell their favourite ones. A good emphasis is given to children learning about the ways in which books are organised and they learn to handle books with care. Staff encourage children effectively to learn the sounds and shapes of letters of the alphabet and children apply these in their reading and writing. Writing skills are developed well through activities which adults initiate and in which children learn to write for different purposes. More able children can write simple sentences by the end of the year and they can talk knowledgeably about their writing.

## MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

### Main strengths and weaknesses

- Most children will achieve the expected standards by the end of the reception class.
- Teaching and learning are good and children achieve well.
- Good emphasis is placed on children's development of number skills.

## Commentary

44. Standards are broadly average on entry and most children make good progress and achieve well. By the end of reception, the attainment of most children is at least in line with expectations and many children exceed the expected standards. Teaching and learning are good; effective planning ensures that there is a structured approach to the teaching of all aspects of mathematics. There is a good emphasis on number work. Staff encourage children to count and use numbers in a variety of situations; most children work reliably up to ten and some beyond that. They learn to carry out simple calculations, such as adding the number of fish displayed on the interactive white board. Children enjoy mathematics and benefit from the interesting practical activities that encourage problem solving. They are learning to record their thinking in different ways. Children are developing a good grasp of the concepts of shape, space and measure. They talk with good understanding about the properties of different shapes, they recognise and recreate simple patterns and make comparisons using size and quantity. Staff insist on children using the correct mathematical language and children develop an appropriate mathematical vocabulary.
45. In the short time available for the inspection it was not possible to observe three areas of learning – **knowledge and understanding of the world, physical development and creative development**. Scrutiny of the teacher's planning and a consideration of children's work show that a suitable programme is in place for each area.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Standards in reading and in speaking and listening are well above average at the end of Year 2 and Year 6.
- The overall quality of teaching and learning is good.
- Formative assessment is used well to ensure that pupils know how well they are doing and what they must do to improve further.
- The subject is very well led and managed.
- Standards in writing are good overall but need to be further improved throughout the school.

#### **Commentary**

46. Standards are well above average in reading and in speaking and listening at the end of Year 2 and Year 6. Standards in writing are above average. Early indications suggest that targets set for pupils in Year 2 will be exceeded in 2005. There are no significant differences in the attainment of boys and girls and all pupils make good progress.
47. Pupils throughout the school are enthusiastic and successful readers. They are able to express their preferences for different types of book and explain reasons for their choices. Pupils in Year 2 explain the differences between fiction and non-fiction and use the correct vocabulary to do this, such as contents, glossary, and index. They have learned about popular authors, such as Dick King Smith and Jacqueline Wilson, and can talk with confidence about their books. They have acquired many strategies for reading and understanding unfamiliar words, and read with fluency and expression. By the end of Year 6, pupils are competent readers and can deduce meaning from complex text. They can analyse the attributes of characters in stories and justify their findings with reference to words and phrases from the book. They use non-fiction books well to support their research in a range of subjects. The new library provides a good range of both fiction and non-fiction texts and is used by classes throughout the school. Research skills using the Internet and ICT-based materials could be improved.
48. Pupils write effectively in a range of styles and take pride in their work. Strategies for teaching writing are successful but more could be done in guided writing to ensure that higher attaining pupils are challenged to make improvements to their work. Handwriting is good and pupils write legibly and fluently. Teachers mark work effectively with constructive comments and provide good feedback to pupils. This is particularly effective as it is consistently linked to the learning intentions and success criteria of the lesson. ICT could be used more consistently to provide opportunities for composition of writing using computers.
49. Pupils' skills in speaking and listening are well above average at the end of Year 2 and Year 6. Throughout the school, pupils learn to become confident speakers and are keen to express their opinions. Pupils of all ages respond well to their teachers and contribute to class discussion and can express themselves well. They answer questions and listen actively and attentively. Most teachers make good use of the 'Talking Partners' strategy and pupils engage in this activity with confidence and enthusiasm. Teachers use a wide range of strategies to encourage speaking and listening, such as group and paired work, games, and role play. More use could be made of drama to enhance the teaching of story, poetry and plays. Teachers provide good models of rich and varied vocabulary and complex sentence construction which pupils incorporate into their own use.

50. The quality of teaching is good in most classes. Teaching is best in Years 2, 5 and 6 ensuring good progress and high standards. In these classes, there are effective planning, interesting activities and very good relationships. Teachers have high expectations of their pupils and challenge their thinking and reasoning. Lessons are well balanced between whole class, group and independent work. Teachers are confident in their use of a range of strategies to engage learners of all abilities. Teaching in lower Key Stage 2 is only satisfactory, as lack of pace, challenge and imagination limits achievement. The school has developed highly effective formative assessment strategies which ensure that pupils know the purpose of each lesson and what they have to do to be successful. Pupils know how well they are doing and what they have to do to improve further. Good relationships and very good behaviour contribute to the very good ethos for learning in most classrooms. Pupils with special educational needs make good progress and are encouraged to be independent through the provision of word banks, prompts, and paired work.
51. The leadership and management of English are very good and standards have risen since the last inspection. The co-ordinator has a very good understanding of the subject and a secure grasp of standards throughout the school. She has had an impact on the teaching of the subject across the school and ensures that staff are knowledgeable and up to date. She has conducted a thorough audit of provision in English and produced an action plan that provides good direction for the subject. The introduction of learning intentions and success criteria in lessons has been particularly effective.

### **Language and literacy across the curriculum**

52. Teachers are beginning to make links across subjects, for example, by linking a study of ancient Egypt to the design of a travel poster for modern day visitors. In some classes, teachers plan for links between the foundation subjects and the selection of fiction and poetry in English lessons. Teachers are also planning explicitly to use the text types taught in the literacy lesson to support learning in other subjects; for example, where pupils are taught the structure for writing an explanation text type and are then required to apply this to the study of how the rain cycle works.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are well above average by the end of Year 2 and Year 6.
- Effective action has been taken to further improve standards.
- The quality of teaching and learning is good overall.
- Mathematics is well led and managed.

### **Commentary**

53. At the end of Year 2 and Year 6 standards are well above average, and well above those of similar schools. Pupils of all abilities, including those with special educational needs and the more able, achieve well. Achievement is best in Key Stage 1 and upper Key Stage 2, where the teaching is consistently good. By the end of Key Stage 1, the percentage of pupils working at Level 3 is well above the national average. Similarly, by the end of Key Stage 2, the proportion of pupils working at Level 5 is high. Boys and girls make good progress overall in both key stages.
54. Evidence from books, discussion with pupils and observations of lessons shows that pupils are developing a good knowledge and understanding of mathematics as they move through the school. Number work is a strong feature. In Year 2, pupils partition a number into tens and units, add and subtract numbers using two and three digits, and use the two, three, four,

five and ten multiplication tables. In Year 6, pupils multiply and divide whole numbers and decimals by ten, 100 and 1000, they understand the equivalence of decimals and fractions, they represent and interpret data effectively, and they can identify and use operations to solve problems.

55. Progress is good and standards are high in Years 1 and 2, where the quality of teaching and learning is good. Lessons are well planned and the learning intentions are shared effectively with the pupils and revisited in the plenary session at the end of the lesson. Challenging work is set, which interests and engages the pupils. Learning resources, including ICT, are thoughtfully used to support the learning. For example, in a Year 2 lesson on data handling, the interactive white board clearly enhanced pupils' knowledge and understanding of tally charts and graphs. In these classes, time is well used – sessions begin promptly, not a minute is wasted and lessons are delivered with energy and enthusiasm. Relationships are very good and there are high standards of behaviour.
56. In Key Stage 2, although teaching and learning are good overall, there is a lack of consistency. Progress and standards are best in Years 5 and 6, where expectations are high and there is a good level of challenge. Teaching methods are effective, the pace of lessons is suitably brisk and pupils work productively throughout. Careful planning ensures good curriculum coverage and work well matched to the abilities of pupils. Pupils are clear about the activities and the criteria for success. There is a strong emphasis on the use of correct mathematical terms, as in a Year 5 lesson on percentages. Relationships are very good and there are high standards of behaviour. In Years 3 and 4, although teaching is satisfactory overall, there are some unsatisfactory features. Some lessons lack appropriate pace and challenge – the different activities are not timed, pupils are not set learning targets or pupils are unable to undertake the task. For example, in a Year 4 lesson on problem solving, pupils were very confused by the explanation, methods and resources offered and made little or no progress. Teaching assistants generally provide good support for pupils' learning. Homework is set regularly to reinforce and extend what is learned in school.
57. Leadership and management of the subject are good. There has been good improvement since the last inspection with regard to progress and standards. The Year 6 national tests of 2004 were analysed thoroughly and the intervention strategies employed this year have had a discernible effect on further raising standards. The long and medium term plans follow the National Numeracy Strategy and provide effective direction for the subject. Pupils' books are marked regularly with supportive comments but they do not always indicate how the work could be improved. Monitoring and evaluation now feature strongly in mathematics – there is analysis of performance data, monitoring of teachers' planning and scrutiny of pupils' work. Observation of teaching and learning is not sufficiently systematic or rigorous to identify and remedy weaknesses. The improved assessment data on pupils is used effectively for setting targets and tracking pupils' progress.

#### **Mathematics across the curriculum**

58. Pupils use mathematics confidently in other subjects where appropriate, for example, frequency tables and bar charts in Year 2 science. They are developing an appreciation of the practical uses of mathematical skills, such as measuring and application of number in Year 6 design and technology. Good progress has been made in using ICT to assist learning in mathematics.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Pupils make good progress and attain above average standards by the end of Year 2.
- Pupils continue to make good progress and attain well above average by the end of Year 6.
- Standards in scientific enquiry are not as high as the other aspects of science.
- The quality of teaching and learning is good overall.

### Commentary

59. Standards by the end of Year 2 are above average and by the end of Year 6 they are well above average. A large proportion of pupils achieve at the higher levels. However, standards attained in scientific enquiry are not as high as the other aspects of science.
60. In lessons, pupils of all abilities make good progress. By Year 2, they are able to express and discuss their ideas, know that living things grow and are inter-dependent, recognise that everyday objects are made from different materials and are aware of different forces and the effects of light and sound. Pupils bring to their lessons a natural sense of curiosity and are very keen to ask questions and eager to find out more information. In Year 1, for example, they were eager to share their experiences of dark places in a topic on light and dark. Pupils carefully observe and record ideas using words, pictures, diagrams, graphs and charts, using ICT appropriately. Pupils continue to make good progress and by the end of Year 6 the standards attained are well above average. Through their curriculum topics, pupils have developed a very good depth of scientific knowledge and understanding of life processes and living things, the properties of materials and physical processes. Their knowledge and understanding of the need for fair tests is secure and they are able to make predictions and develop simple hypotheses. Having undertaken their investigations, pupils record results, carefully presenting information and drawing tentative conclusions.
61. Overall, teaching is good although there are some unsatisfactory features in lower Key Stage 2. Teachers are secure in their knowledge of science and place a strong emphasis on the discussion of ideas and the use of scientific vocabulary. Teachers make appropriate use of the interactive white boards to present scientific ideas and information, and they encourage pupils to use ICT to record and present evidence. In most lessons, learning intentions are clearly articulated and a good range of topics is selected to develop the curiosity and interest of pupils. The tasks are explained clearly and the progress of pupils is assessed effectively so that teachers can adjust the level of the task accordingly. In most lessons, pupils are very keen, enthusiastic and are actively involved. Throughout the school, pupils are well supported by teaching assistants and they are encouraged to develop independence. Where the teaching was unsatisfactory, learning intentions were unclear and inappropriate activities were set. As a result, pupils were unable to make progress or learn productively from their experiences.
62. Leadership and management are good and the high standards noted at the last inspection have been maintained. The subject co-ordinator has rightly identified that further improvements are needed in scientific enquiry and has obtained some valuable materials to provide a framework for investigation. These are proving effective when used with pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are above expectations by the end of Year 6.
- The curriculum fully meets national requirements and provides a good range of experiences.
- Overall, the quality of teaching and learning is satisfactory.
- Teachers make effective use of interactive white boards in lessons.

### **Commentary**

63. Standards are higher throughout all year groups than those reported during the previous inspection, as pupils are now able to experience all aspects of ICT on a regular basis. By the end of Year 2, pupils attain expected standards and they attain above average standards by the end of Year 6. Pupils' progress is satisfactory in Key Stage 1 and good overall in Key Stage 2.
64. By Year 2, pupils can use the computer network confidently to load, print and save files. Almost all pupils are able to use the keyboard and mouse to input, edit and present information in the form of words, simple diagrams and graphical images. In a Year 2 lesson, for example, pupils were able to use the mouse to create a colourful design as a representation of a colourful coat, based on the story of "Joseph and the Amazing Technicolour Dreamcoat". In Key Stage 2, pupils continue to develop their ICT skills and gain a wider understanding of the various ways in which ICT can be used. They are increasingly able to make use of suitable software to present and combine a range of information as text, images and sounds, and to control physical and simulated devices. In a Year 5 lesson, for example, pupils were able to program different commands and variables to control the relationships between selected input and output devices. Good links with a secondary school have extended the range of pupils' experiences and awareness of ICT.
65. Overall, teaching is satisfactory, with some good features in Key Stage 2. Teachers are continuing to develop their confidence in using ICT for teaching and learning. In most lessons, the learning intentions are precise and they are shared with pupils. Topics are well chosen and often capture pupils' interest. Good use is made of the interactive white board, particularly in the ICT suite, to present activities, share knowledge and to demonstrate ICT skills. Pupils are motivated and keen to make use of ICT. As a result, they learn quickly and are confident enough to try things out and practise their skills. Pupils are well supported by classroom assistants and form an effective partnership so that all pupils benefit and learn effectively. In the unsatisfactory lesson in lower Key Stage 2, learning intentions were unclear and a sequence of disconnected tasks was set for pupils. As a result, pupils' learning was impaired and they were not able to make the rate of progress they were certainly capable of.
66. Leadership is satisfactory and management is good. A clear curriculum overview has been established and all the requirements of the National Curriculum have been met. Appropriate support and advice have been provided for teachers and teaching assistants. At present, the ICT section of the school improvement plan continues to focus on providing systems, and places insufficient emphasis on teaching and learning. A programme of monitoring has been introduced.

### **Information and communication technology across the curriculum**

67. Almost all teachers make effective use of the ICT suite to support work in other subjects. Pupils have used ICT topics and can input, arrange and present information in a variety of forms in English, science, design, art and music. However, during the inspection, pupils were not encouraged to make use of the computers that are available in each classroom.



68. The school has made a large investment in interactive white boards for every classroom and the ICT suite, all linked to the Internet. Teachers make appropriate use of this resource in many lessons. During a literacy lesson in reception, for example, the teacher made effective use of graphical images to encourage children to identify and practise “sh” sounds.

## **HUMANITIES**

69. During the inspection it was possible to observe only one lesson in history and no lessons in geography. These subjects were sampled using curriculum planning, pupils’ work, and discussions with co-ordinators and pupils. There was insufficient evidence to make secure judgements on provision, the quality of teaching and learning, achievement or standards.
70. During discussions about **geography**, Year 6 pupils were able to describe their work on geographical enquiry by using, analysing and producing maps. They demonstrated a reasonable level of awareness about physical and human geography and the impact these processes have had on the landscape and environment.
71. In **history**, Year 2 pupils express their knowledge of chronology and count decades on a time line. They talk about famous people from the past, such as Florence Nightingale, and explain differences between past and present. By the end of Year 6, pupils have studied a wide range of topics and have satisfactory knowledge of periods of history such as Greek, Roman, Saxon and Tudor times. The school makes use of local resources such as museums and the Hadrian’s Wall site, while visitors to the school enrich the curriculum through drama and role play. The school is beginning to make links between history and other subjects, for example, in English where Shakespeare is studied in a topic on the Tudors.
72. Leadership and management of geography and history are sound. There is a clear programme based on national guidance, but adapted well to suit the school’s needs, thus ensuring that pupils are gaining appropriate skills and knowledge.

## **Religious education**

Provision in the subject is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are generally above expectations
- The curriculum is planned effectively

### **Commentary**

73. Standards of attainment seen during the inspection are generally above the expectations of the local agreed syllabus. Only two lessons were observed and, as most work covered in religious education centres around discussion, there was limited written work to examine. However, analysis of the available work, teachers’ planning and talking to pupils indicates that pupils’ achievement is satisfactory
74. In the lessons seen, teaching was at least satisfactory with some good features. Pupils are gaining a good understanding of Sikhism and Christianity. The teachers showed good subject knowledge and made effective use of religious language to support the learning. Resources were thoughtfully chosen and there was a suitable level of challenge. The lessons interested and engaged the pupils, who were keen to answer the questions posed.
75. Appropriate weighting is given to both attainment targets in religious education. The scheme of work is in accordance with the local agreed syllabus. This provides good curriculum

breadth and balance, and the curriculum is planned effectively. Pupils in Year 6 study Christian beliefs and Buddhism. Pupils in Year 2 study topics such as Christianity and Judaism. Younger children learn about the features of a church and visit one to enhance their learning. Co-ordination is sound and standards are in line with those found at the last inspection. Overall, religious education makes an effective contribution to pupils' spiritual, moral, social and cultural development.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

76. Only a few lessons were seen in these subjects. It was possible to observe only one lesson in design and technology, no lessons in art and design, one lesson in music and one lesson in physical education. These subjects were sampled using curriculum planning, pupils' work and discussions with co-ordinators and pupils. No secure judgements on provision, the quality of teaching and learning, achievement or standards are possible.
77. During a discussion about **design and technology**, Year 6 pupils spoke about their work in designing and making slippers. They demonstrated a secure knowledge and understanding of the material, forms of construction and ways in which the design of the finished products could be improved. Pupils also had an adequate awareness of how to evaluate products and designs. Leadership and management of the subject are satisfactory. Evidence from the displays and work in progress suggest that pupils experience a suitable range of activities and experience the properties of different materials. This reflects a clear programme based on national guidance and units of work. Activities are adapted appropriately to suit the needs and experiences of pupils and, where appropriate, linked to other subjects.
78. An examination of the range of work on display in **art and design** indicates that throughout the school, pupils have a good range of experiences in a variety of media. They are encouraged to develop their imagination and are provided with a variety of stimuli such as music and story. They study the work of famous artists such as Monet, Warhol and Mondrian, and older pupils can talk knowledgeably about form, colour, tone and style. The local glass museum has been used to develop pupils' three-dimensional skills resulting in some beautiful stained glass tiles being made by all pupils in Year 6. The art after-school club provides an opportunity for pupils to work creatively in mixed aged groups. The foundation subjects are appropriately linked with pupils using a variety of media to illustrate their learning in science, history and geography. The subject is satisfactorily led and managed.
79. **Music** plays an appropriate part in the life of the school. Many pupils have access to specialist teaching of brass, guitar, 'cello, violin and keyboard. There is a weekly singing practice and pupils sing well in assembly. Pupils have the opportunity to perform in the Gateshead Festival and take part in the termly school productions. Scrutiny of the co-ordinator's file, teachers' planning and pupils' work shows that the provision in this area includes suitable elements of composing, performing, listening and appraising. The subject is satisfactorily led and managed. Music makes an effective contribution to the spiritual, social and cultural development of pupils.
80. The curriculum for **physical education** is satisfactory and provides regular opportunities for pupils to develop their skills in swimming, games, gymnastics, dance and athletics. Teachers make use of national guidance to plan their lessons and ensure that boys and girls are encouraged to participate in all activities. Team spirit is encouraged and pupils are keen to take part. A range of extra-curricular activities enrich the curriculum and older pupils take part in competitive sport. Good use is made of outside providers to give specialist coaching in netball. Pupils in Year 6 have achieved notable success in netball and will represent Gateshead at the forthcoming Regional Youth Games. Good links are established with the school's health education programme. The leadership and management of the subject are satisfactory.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

81. During the inspection, only two short lessons could be observed. Evidence from curriculum planning and pupils' work was also examined. However, it is not possible to make secure judgements about provision, standards or achievement.
82. In lessons, pupils were keen to answer questions and were able to share their ideas about feelings toward one another and the importance of right and wrong, for example. Teachers handled these topics skilfully and always ensured that a balance was maintained in the range of views expressed. The opportunity was taken to link points made to the school's aims and any community and social issues of the day.
83. The pupils' personal and social development and awareness of **citizenship** are reinforced by the caring ethos in lessons, assemblies and other activities, during and after school. An appropriate programme for **personal, social and health education** is in place. The cross-curricular nature of the multicultural and health weeks enrich pupils' experiences and provide opportunities for them to gain from a programme of visits, visitors and alternative activities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
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	4
Accommodation and resources	3
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	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the Headteacher	4
The leadership of other key staff	4
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).*