

INSPECTION REPORT

HEDDON ST ANDREW'S CE FIRST SCHOOL

Heddon-on-the-Wall

Newcastle-upon-Tyne

LEA area: Northumberland

Unique reference number: 122275

Headteacher: Mrs P Johnstone

Reporting inspector: Mr J J Peacock
25344

Dates of inspection: 20th – 24th March, 2000

Inspection number: 185653

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Church of England controlled
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	Trajan Walk Heddon-on-the-Wall Newcastle-upon-Tyne
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Appropriate authority:	Governing body
Name of chair of governors:	Rev Dr PJ Bryars
Date of previous inspection:	November, 1995

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		Geography History Physical education Provision for pupils with special educational needs	The quality of teaching and learning Leadership and management What should the school do to improve further?
Kathryn Lee	Lay inspector		Pupils' attitudes, values and personal development Partnership with parents and carers
Carol Carrington	Team inspector	Equality of opportunity English Art Music Religious education	Curriculum and other opportunities offered to pupils
Terry Aldridge	Team inspector	Provision for children under five Mathematics Information technology Design and technology	Care, support and guidance of pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Heddon St Andrew's Church of England First School caters for pupils from three to nine years of age. It is smaller than average with 137 pupils on roll, of which 77 are boys and 60 are girls. In addition there is a nursery class each morning with places for 14 boys and 12 girls.

The school, founded in 1852, is situated in the historic village of Heddon-on-the-Wall, to the west of Newcastle-upon-Tyne. The present building was opened in 1963. At present, 27 pupils are transported by bus to the school from local villages and 15 pupils live at the nearby Albermarle army barracks. The immediate area has a high proportion of private housing. The social and economic background of most pupils is above average and almost all pupils have experienced pre-school provision of some kind before they enter the reception class. Approximately 6 per cent of pupils are eligible for free school meals, which is below average. There are no pupils from a home where English is an additional language. The school has 13.7 per cent of pupils on its register of pupils with special educational needs which is below the national average. The proportion with a statement of special educational need (1.3%) is broadly in line with that found nationally. The attainment of four-year-olds when they start in September in the reception class is above average.

The mobility of pupils is a problem the school has to deal with regularly. Last year, for example, eight pupils were admitted and four left during term time. This can increase significantly due to army postings.

HOW GOOD THE SCHOOL IS

This is a most effective school where pupils achieve high standards. This is largely because the leadership provided by the headteacher is very good and the quality of teaching overall is also very good. Pupils show positive attitudes to learning and their behaviour is of a very high standard. Children in the nursery have an exceptionally good start to school because of the quality of the provision for them. Pupils, including those with special needs, are well motivated, interested in their work and keen to do well. All pupils are working at or near to their capacity and achieving well. This includes pupils of higher attainment. However, the school does not identify any gifted or talented pupils who form part of this group. When all these factors are considered, along with the above average level of funding, the school provides good value for money.

What the school does well

- Standards are well above average in the core subjects of English, mathematics and science and teachers and governors are committed to maintaining and raising standards for pupils of all abilities.
- Nursery provision, particularly the quality of teaching, is a strength of the school. Children are given a very good start to school.
- The quality of teaching and learning is very good at Key Stage 1 and 2. This enables effective learning to take place in all lessons.
- Pupils' attitudes to learning, behaviour in school and relationships with one another are all very good. This has a strong impact on their rate of progress.
- Provision for pupils' moral development is very good. All adults involved with the school provide very positive role models.
- Procedures for child protection and ensuring pupils' welfare are very good.
- Pupils' attainment is assessed well and their progress is closely monitored.
- The leadership and management of the school is very effective.

What could be improved

- Opportunities for pupils to write at length.
- Pupils' handwriting.
- The identification and provision for gifted and talented pupils.
- The quality of pupils' reports.

The areas for improvement will form the basis of the governors' action plan.

It is evident from the information above that the strengths of the school greatly outweigh its weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection in November 1995 found Heddon St Andrews to be a good school with many good features. Since then the school has experienced a period of change, with a new headteacher, deputy headteacher and virtually a complete change of teaching staff with the exception of two teachers. The results achieved by pupils in the national tests for seven-year-olds have been maintained at a high standard in reading, writing and science all through this period. The quality of teaching is much better now than at the time of the previous inspection. All the key issues for action previously identified have been tackled effectively. It is the view of the inspection team that this is now a very good school with many strengths. It has the leadership, commitment, people and expertise needed to continue to improve.

STANDARDS

The table shows the standards achieved by 7-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	A	A	A
Writing	A	A*	A	B
Mathematics	C	B	B	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

These are good results and evidence from the inspection indicates that in reading and writing they are being maintained as pupils move through the school. All pupils are working at or near to their capacity and achieving well in terms of their prior attainment. Work in lessons is demanding. There is much added value from when pupils start at the school. By the time they are five, children exceed the standards expected of them in all areas of the curriculum for children of this age.

In mathematics, standards are improving steadily with the successful implementation of the National Numeracy Strategy. In science, teacher assessments in 1999 show a very high proportion (100 per cent) achieved Level 2, (the nationally expected level) and the proportion achieving Level 3 was well above the national average. The school's performance in the subject is in the highest five per cent nationally. Most pupils, including those with special educational needs, reach the standards expected in reading, writing, mathematics and science. The work of the present Year 3 pupils confirms the high standards.

Consistently high standards have been maintained over the past three years in reading and writing. However, opportunities for pupils to write at length are limited and this has meant that fewer achieved the higher levels in comparison to pupils in similar schools. As there are relatively fewer higher attaining pupils in the current Year 2 cohort than in previous years and more pupils with special educational needs, targets to be met in the national tests this year have been lowered slightly. New targets, aimed at maintaining the school's high standards, are realistic and achievable. In information technology, standards are above those normally seen. This represents a significant improvement since the previous inspection. In religious education, standards are above those expected in the requirements of the locally agreed syllabus.

By the time pupils are ready to leave the school at the end of Year 4, standards in English,

mathematics and science are well above the expectations for pupils of this age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic in lessons, eager to participate and concentrate well. All enjoy coming to school.
Behaviour, in and out of classrooms	Very good in lessons and around the school.
Personal development and relationships	Good. Many opportunities are provided for pupils to take responsibility which they readily accept. Pupils relate positively to their teachers and to one another. They work extremely well together in small groups.
Attendance	Attendance rates are good with no unauthorised absence recorded. Lessons throughout the day start punctually and no time is wasted.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, the quality of teaching in the school is very good and this is one of the factors which accounts for the high standards at the school. During the inspection, no unsatisfactory teaching was seen. It was very good or excellent in 38 per cent of lessons. Good or better teaching was seen in 83 per cent of all lessons, which shows a remarkable consistency throughout the school. Every lesson seen in the nursery and Year 2, for example, was of a very high standard, and in one Year 2 physical education lesson, the quality of teaching was excellent.

In literacy and numeracy sessions, teaching was generally of a high standard in both key stages and the skills pupils gain are generally well promoted in lessons other than English and mathematics. However, pupils are given few opportunities to write at length.

Pupils with special educational needs are given appropriate work to help them meet the targets in their individual education plans. They are supported very well by teachers and parent volunteers and all make very good progress. Pupils of higher attainment are suitably challenged with demanding tasks. This helps to maintain their interest. However, teachers do not identify or make any special provision for gifted or talented pupils in their class. Consequently, it was not possible to assess the progress of these pupils.

Children under five in the nursery are given a very good start to school. Work is carefully planned to meet the Desirable Learning Outcomes and support staff are effectively deployed. The quality of support provided by the nursery assistant, who gained a national award in recognition of her ability, is exceptionally good. Provision for the under-fives in the reception class is satisfactory overall. It is adversely affected by the above average number of pupils and the above average number of pupils with special educational needs in the class.

All teachers work hard to establish a good working atmosphere and to promote effective learning. Very good subject knowledge, detailed planning and high expectations account for the marked improvement in the quality of teaching since the previous inspection. Pupils enjoy lessons and concentrate well. They often help one another and are encouraged by teachers to complete a considerable amount of work. The use of homework to promote learning is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The quality and range of learning opportunities are very good. All subjects of the National Curriculum are given the necessary time and value. The provision for extra-curricular activities is currently below the level seen in most schools.
Provision for pupils with special educational needs	Pupils' needs are met well. Specific targets in pupils' individual education plans are used purposefully in lessons. A good level of support ensures pupils make very good progress. They often achieve standards expected of all pupils in the national tests. The school does not yet identify gifted or talented pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The development of pupils' moral awareness is very good. All aspects of spiritual, moral, social and cultural experiences contribute effectively to the personal development of all pupils.
How well the school cares for its pupils	Very good. The school is a caring community, where pupils feel secure and are happy. Attendance and behaviour are closely monitored. Procedures for assessing attainment and progress are very good and good use is made of assessment information in teachers' planning.

The school works in close partnership with parents for the benefit of all pupils. Many parents enjoy working alongside class teachers and this adds to the very effective support most parents give to the school. This support was evident in the very high return rate of 76.2 per cent of questionnaires sent out prior to the inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership and management are key features in the school's success. The headteacher is an outstanding leader and provides very good educational direction for the work of the school. All staff with management responsibilities work in close harmony with other teachers towards the common goal of maintaining the very high standards. All are fully committed to continued improvement in all aspects of school life.
How well the governors fulfil their responsibilities	The governors are extremely conscientious and deeply committed to the school. They make a substantial contribution to its effectiveness. All are knowledgeable and fulfil their statutory duties extremely well. Spending is strictly controlled as all governors are fully aware of the principles of best value. They constantly check that they are getting value and the best quality in aspects such as services, staffing and standards. Financial planning and budgetary control are very good.
The school's evaluation of its performance	The work of the school is well monitored and evaluated. The commitment to improve and capacity to succeed are very good.
The strategic use of resources	Very good. The school is well resourced in most areas. Specific grants are used effectively for their intended purpose.

Staffing levels are good. The accommodation is very good and enables the curriculum to be delivered effectively. Resources are generally good. In English, mathematics and physical education, they are very good. Overall, the time, money, people, accommodation and resources available to the school are used well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents like the fact that their children like school.• They appreciate the good progress their children make.• The very good behaviour in and out of classrooms.• They value the approachability of the headteacher and teachers.• They agree that the school expects pupils to work hard.• The school is helping pupils to become more mature and responsible.	<ul style="list-style-type: none">• Some are unhappy about the quality of work pupils are expected to do at home.• Some would like to be better informed about how their child is getting on.• A significant number feel that the school does not provide sufficient extra-curricular activities.

The inspection team agree with parents that this is a very good school with many very good features. Inspectors' judgements wholeheartedly support parents' positive views. However, inspection evidence indicates that the quality, range and amount of homework is satisfactory for the age and ability of pupils. The school provides more opportunities than most to discuss pupils' progress with parents, but the quality of pupils' reports is an area for improvement for the school. Few reports indicate areas for pupils to improve and parents with pupils in the reception class are not properly informed about their child's progress in National Curriculum subjects. There are few opportunities for pupils to participate in extra-curricular activities and this includes sporting activities outside of normal lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception class with levels of attainment which are generally above those expected nationally. By the time they are five, all have attained the Desirable Learning Outcomes for children under five. However, their rate of progress in all subjects of the National Curriculum is adversely affected by the larger than average number of children in the class. Another factor is the above average number of children who have special educational needs. These children require much attention and help to complete their work. Most children, including those with special educational needs, make satisfactory progress, mainly because of their willingness to work and the support given by non-teaching assistants and other voluntary helpers.
2. The well above average standards that pupils attain at the end of Key Stage 1 are a reflection of how well they are taught, their very good behaviour and positive attitudes towards their learning. Many parents returned the questionnaire and 96 per cent of them believe that their children are making good progress.
3. By the end of Key Stage 1, pupils' attainment overall, taking into account test results and pupils' work, are above the national expectation. This is an improvement since the previous inspection in November 1995, which judged pupils to be achieving standards appropriate for their age and their abilities. A significant number achieved high standards in English and some did in science. Since the previous inspection the school has consistently maintained high standards in reading, writing and mathematics in the national tests for seven-year-olds. Results in the 1999 tests for seven-year-olds show that in comparison with all schools, standards in reading and writing are well above average and in mathematics they were above average. In comparison to schools with pupils from similar backgrounds, pupils' attainment in reading is well above average, in writing it is above average and broadly in line with the average for similar schools in mathematics. The variation in standards is wholly due to the very small number of pupils who failed to achieve the higher Level 3 in the national tests. The results for science, based on teacher assessments are particularly good, placing the school in the highest 5 per cent nationally for those achieving Level 2 and well within the top quarter for those achieving Level 3. The results of the last three years also show that both boys and girls attain equally well in all areas. However, in mathematics last year, boys did much better than girls at the school. Steps have already been taken to improve girls' performance for example, by encouraging a greater contribution in oral sessions.
4. The performance targets that the school set for pupils at the end of Key Stage 1 in the 1999 National Curriculum assessments were realistic and were achieved. Targets set for achievement in the year 2000 are slightly lower, but nevertheless realistic. This is because the present Year 2 cohort of pupils has a higher proportion of pupils with special educational needs and a lower proportion of pupils capable of reaching the higher levels.
5. Work seen during the inspection shows that at the end of Key Stage 1, the standards pupils attain are well above the national expectations in speaking and listening and reading. In writing, mathematics and science, standards are above the national expectation. Pupils do better than expected in art, design and technology, information

technology, music and physical education. In religious education, attainment is above the requirements of the locally agreed syllabus. However, in history and geography, attainment is in line with national expectations for seven-year-olds. This is mainly due to the low emphasis on these subjects as the school implemented the National Literacy and Numeracy Strategies.

6. Pupils continue to make good progress in the two Key Stage 2 classes, and by the time they are ready to leave the school at the end of Year 4, attainment in English, mathematics and science is well above the level expected for pupils of this age. Their performance in the optional national tests conducted by the school, confirm the high standards in these core subjects. In art, design and technology, information technology and physical education, pupils do better than expected for their age, and in religious education their attainment is above the expectations of the locally agreed syllabus. In history, geography and music, attainment is in line with expectations.
7. In English standards are mainly well above average and all pupils, including those with special educational needs, make good progress. The achievement of pupils in speaking and listening and reading throughout the school is better than it is in writing. Good opportunities for listening and speaking are incorporated into most lessons. Pupils at both key stages express themselves very well as they discuss a wide range of topics. This enables them to develop their ideas and express opinions confidently. Speaking and listening skills are well above national expectations and pupils make good progress in all classes. Reading skills are also well above average throughout, and pupils make good progress. Most pupils enjoy reading and understand the difference between fiction and non-fiction. The most confident readers read fluently and accurately. Others are equally enthusiastic about books, and are prepared to persevere, all using a range of strategies to tackle words they do not know. The partnership between home and school in reading is strong and this contributes effectively to the good progress of pupils. Lower attaining pupils benefit from the additional support they receive in the classroom from their teacher or parent helpers. Parental concerns, expressed at the meeting prior to the inspection about the amount of reading undertaken since the literacy hour was implemented, are largely unfounded. Inspection evidence shows pupils have good opportunities to develop their reading skills.
8. The attainment of most pupils in writing is above average and progress is satisfactory overall in this aspect of English at both key stages. However, standards in handwriting are unsatisfactory. Pupils in Key Stage 1 write sentences using punctuation correctly. However, progress in developing the imaginative use of vocabulary is hindered by infrequent opportunities to write at length. In Key Stage 2, considerable emphasis is placed on developing and understanding the correct use of English. However, opportunities to write at length and put into practice the skills acquired in the literacy hour in other subjects are limited. This adversely affects pupils' skills in planning, drafting and editing their writing. As in Key Stage 1, insufficient emphasis is placed on the development of handwriting skills and work in pupils' books often appears untidy.
9. Work seen during the inspection in mathematics shows that at the end of Key Stage 1, standards of attainment are above national expectations. This represents a fall in standards over the previous year, when pupils achieved standards which were well above average in the 1999 national end of key stage tests. This is wholly due to the higher proportion of pupils with special educational needs and the lower proportion of pupils of higher attainment in the present Year 2 cohort of pupils. This school has

revised its targets accordingly for this year group. Standards in numeracy are above average. Pupils benefit from regular mental mathematics work during the daily Numeracy Strategy. Good opportunities are provided to use and apply mathematics in other subject areas. In science, for example, pupils measure the length of limbs, produce graphs of their results and record temperatures. All pupils use number confidently and know the names and properties of common two- and three-dimensional shapes. Throughout Key Stage 2, pupils make good progress and by the time they are ready to leave in Year 4, standards of attainment are well above the expectations for pupils of this age. The implementation of the Numeracy Strategy, pupils very good behaviour and attitudes to learning mean that much is now achieved in lessons. Pupils with special needs are supported well and work is closely matched to their targets in their individual education plans. Most make very good progress as a result.

10. Standards of attainment in science are above national expectations by the end of Key Stage 1. This represents a fall in standards over the previous two years, when every pupil achieved the expected Level 2 in the teacher assessments. It is again because of the wider range of abilities in the present Year 2 class. Opportunities for pupils to investigate and conduct experiments are good. Boys and girls both enjoy this practical approach and work hard in lessons to complete their work. As a result, there is no difference in the performance of girls and boys. Standards in Year 4, when pupils are ready to leave the school, are well above expectations for pupils of this age. This is linked to the very good quality of teaching in the subject and the many opportunities to work practically, conducting experiments or investigations. Pupils in Year 4, for example, carefully use instruments to measure the different forces needed to lift or pull objects. All competently make electrical circuits, examine the properties of various materials and can describe the internal organs of the body and their functions. Boys and girls apply themselves equally well and achieve well in science.
11. Attainment in information technology is above the national expectation by the end of Key Stage 1 and Year 4. Standards have improved measurably since the previous inspection, when they were in line with national expectations. Teachers' knowledge is generally secure and most provide good opportunities for pupils to use computers in all areas of the curriculum. Many pupils have computers at home and this helps with the development of basic skills. In some classes, graphs are produced by hand rather than using a data handling program and pupils waste time colouring these in during lessons when they could be doing something more productive.
12. In the school as a whole, the achievement of pupils is generally good. High expectations of teachers, very good discipline and control in lessons and careful planning result in very good learning in a large proportion of lessons. Pupils' learning is further enhanced by their positive attitudes and very good behaviour. This creates a very good atmosphere in which to learn for all pupils. Pupils with special educational needs benefit greatly in this climate for learning. Most reach the levels expected for all pupils by the end of Key Stage 1 in reading, mathematics and science. However, gifted and talented pupils are not identified and the school makes no additional provision for them, other than by providing suitably challenging work in lessons for all higher attaining pupils. This is a weakness and means that the small number of pupils in the school who are very high attainers are not given every chance to reach their full potential.

Pupils' attitudes, values and personal development

13. Pupils of all ages, including those in the nursery, show very good attitudes to their work in school. All appear to enjoy coming to school. The vast majority of parents agree that their children like school. Pupils are enthusiastic in lessons, are eager to participate and concentrate well on their work. This is due to the very good teaching overall. Class teachers set a brisk pace in lessons which motivates pupils and keeps them interested. Attendance rates are good with no unauthorised absence.
14. Behaviour is very good in lessons and around the school. The inspection team agree with the views of most parents on the standards of behaviour in school. There have been no exclusions reported. Staff have high expectations of the standard of behaviour. Pupils are clear about how they should behave such as when following the routine for the start of the day. When the whistle blows all stand still in the playground and line up quickly. Lunchtime is a very orderly occasion. Pupils behave extremely well. They queue quietly and have good table manners. A few parents expressed concern over instances of bullying. No behaviour of this nature was observed during the inspection. The school has clear procedures for dealing with any instances reported which should reassure any parents who are worried. Pupils understand the impact of their actions. For example, in a religious education lesson, Year 2 pupils came up with sensitive responses when asked to think of what it means to be a good friend. They were able to reflect on their own behaviour as a friend and demonstrated a good awareness of the qualities needed for good friendship.
15. Pupils' personal development and relationships are very good overall. Pupils' learning is promoted well because they have very good relationships with adults and with each other. In a dance lesson, Year 2 pupils worked well individually or with a partner with equal enthusiasm.
16. Pupils have the opportunity to be responsible for routines such as the school bank and at lunchtime helping the younger pupils and clearing and processing the empty trays. They enjoy these responsibilities and undertake them with enthusiasm. In some classes however, there are missed opportunities for pupils to be more independent and show initiative for their own learning. Class teachers tend to over prepare for lessons by setting out all the equipment needed for the lesson themselves. In some classes, pupils are not given sufficient opportunities to use the library to develop their research skills.

HOW WELL ARE PUPILS TAUGHT?

17. In the previous inspection, the quality of teaching was described as consistently good and occasionally outstanding. The quality of teaching in the school is judged by this inspection team to be very good because there is a high proportion of good and very good teaching.
18. During the inspection, teaching was satisfactory or better in every lesson seen and it was very good or excellent in 38 per cent of lessons. Examples of good or better teaching were seen in 83 per cent of all the lessons seen, which shows a remarkable consistency in the quality of teaching throughout the school. Every lesson seen in the nursery for instance was of a very high standard and in a Year 2 physical education lesson, the quality of teaching was excellent. This was mainly due to the very good subject knowledge of the teachers concerned, their high expectations of pupils, attention to detail in lesson planning and the enthusiastic way in which they delivered the lesson.

19. The quality of teaching in the literacy hours and during numeracy sessions was generally of a high standard throughout both key stages. Teachers use the skills pupils have learnt in other lessons well. However, pupils are given insufficient opportunities to write at length and this adversely affects the quality of their handwriting and rate of progress in writing.
20. All teachers work hard to establish a good working atmosphere and promote effective learning. High expectations of what pupils can achieve are a feature of most lessons. The pace of learning in almost all lessons is very good, with little time wasted once pupils have finished the tasks set for them. All teachers had additional activities for those who finished their work early and these extended pupils appropriately, particularly those of higher attainment. This answers a criticism in the previous inspection where it was felt pupils of higher ability were not sufficiently challenged in some lessons. All teachers have effective strategies to maintain good behaviour and ensure pupils keep working. Chime bars were used in one class for instance, when noise levels rose or when pupils' attention was required. Pupils generally behave very well and have a very good attitude towards their learning. This results in very good work atmosphere in most classes with all pupils making good progress. There is good use of ongoing assessment to guide teachers in planning work that gives adequate challenge to pupils of all abilities. Planning is a strength in all lessons as all teachers clearly set learning objectives for lessons. These always build effectively on pupils' previous knowledge. Teachers are well prepared for their lessons with resources readily available for pupils. In some lessons, such as art, this was counter productive, as pupils were not given the opportunity to be responsible or to use their initiative and choose suitable tools or materials.
21. The quality of teaching is very good in English, mathematics, science and physical education and pupils make good progress. They respond positively to their lessons in these subjects, showing interest, behaving well and sustaining concentration. As a direct result, effective learning occurs with pupils working hard in class, maintaining interest and concentrating well on the tasks set for them.
22. Teaching is also of a similarly high standard in the nursery, mainly because of the teacher's knowledge and expertise, very effective planning and quality of support from the non-teaching assistant and parents. As a result, the quality of learning is very good. Children concentrate well on the tasks set for them and show much independence in their learning. The high quality of support, provided by the classroom assistant, was recognised last year with a national award. As a result, children do well in all areas of the curriculum for the under-fives in the nursery. The quality of teaching in the reception class is satisfactory. The number of children is well above that normally seen for this age group and a significant proportion have learning difficulties. This adversely affects the rate of progress as much of the teacher's time is spent dealing with disruptive behaviour or helping pupils of lower attainment to succeed.
23. Teaching is good in information technology, art, design and technology, music and religious education and most pupils achieve standards above those normally expected. In history and geography the quality of teaching is satisfactory. The subjects are taught separately on the timetable, but have had a low priority recently as the National Literacy and Numeracy Strategies have been implemented. However, pupils throughout the school work hard and produce much work during lessons. They are keen to do well and show very good levels of intellectual, physical or creative effort.

24. The teaching of English is effective. In the literacy hour, teachers use whole class or group teaching sessions well to develop pupils' skills in reading, writing and spelling. Most use large print books effectively and all pupils read the text. However, on one occasion in the reception class, the print was too small for pupils at the back to see and the teacher had to do most of the reading. The expectations of teachers are high in literacy sessions. This ensures the quality of learning is good as pupils effectively gain skills, knowledge and understanding. During individual work on letter sounds, spellings and the use of words in sentences, pupils are set tight time targets to complete work. They have to concentrate and work hard to complete them successfully. Most teachers provide worksheets for pupils to complete and pupils write in a single word or a simple sentence in answer to questions. There are few opportunities provided for pupils to write at length in the literacy sessions, mainly because of a shortage of time. Pupils' handwriting on worksheets is often untidy, with poorly formed letters. Older pupils in Year 3 for example, preferred to print rather than attempt to join up their letters, because they could do it neater.
25. The teaching of basic literacy skills through other subjects of the curriculum is satisfactory overall. However, insufficient emphasis is placed on the development of a neat joined handwriting style and writing at length. Pupils' technical knowledge, their use of full stops and other punctuation is generally accurate. Overall, the subjects of the curriculum do contribute in a satisfactory way to the development and application of literacy skills.
26. The teaching of numeracy and mathematics is very good. Oral, mental mathematics sessions at the beginning of the daily numeracy hour are helping to give pupils more confidence with numbers. These sessions are conducted at a good pace, which helps to focus pupils' attention. They enjoy the challenge and most pupils try hard to be the first to answer. Pupils' positive attitudes, and work provided by teachers which is well matched to individual pupils' capabilities ensure most make good progress in developing their numeracy skills.
27. The quality of teaching for pupils with special educational needs is good. Teachers take care to prepare work which addresses the targets set for pupils in their individual education plans. Learning support assistants and parent helpers provide valuable and effective additional support. As a result, pupils are well activated, concentrate and behave well. This ensures that the quality of learning for pupils with special educational needs is very good and all make very good progress. Many pupils achieve the levels expected in the core subjects of English, mathematics and science. For the past two years in science, for example, every pupil achieved Level 2 by the end of Key Stage 1. Pupils who are gifted or talented in a particular area are not identified at present. As a result, their special needs are not met effectively by teachers.
28. The quality of teaching for children under five is good overall. The teacher in the nursery has a very good understanding of the curriculum for children under five. Lesson planning is very good and addresses all areas of learning very well. As a result, the quality of teaching in the nursery is very good. However, the quality of teaching for children under five in the reception class is satisfactory. This is mainly because there is an above average number of pupils in the class and a significant number have special educational needs. Moreover, some of the lessons are unduly formal. They do not allow enough opportunities for children to play in groups, share conversations with one another and learn to take turns in a way that helps them to work more co-operatively with each other. Sometimes, teaching sessions conducted

with the whole class around the teacher on the carpet area are lengthy. Disruptions slow the pace and children lose their concentration. The adults working in the nursery are very sensitive to children's needs and form very good relationships with them and their parents. In the reception class, non-teaching assistants also provide good support. Planning for children with learning difficulties is good for all children.

29. Parents at the pre-inspection meeting were generally happy with the amount of homework their children were expected to do. However, a significant proportion of those returning their questionnaire tended to disagree. Inspection findings support parents' views expressed at the meeting and not in the questionnaire. The quality, amount and use made of homework is satisfactory. The school has a clear home/school partnership policy and details about homework are included. Pupils are regularly given homework and overall it makes a satisfactory contribution to pupils' learning. However, inspectors feel that more opportunities could be provided for pupils to undertake research and to practise their writing.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

30. The school provides a broad, balanced and relevant curriculum that effectively promotes the intellectual, physical and personal development of pupils. All subjects meet the requirement of the National Curriculum and religious education is taught in accordance with the agreed syllabus. The planning of the curriculum for pupils under five is successfully based on the Desirable Learning Outcomes for nursery education. The evidence gathered during the inspection supports the view of some parents that the school does not provide an interesting range of extra-curricular activities.
31. The curriculum offers equality of access to all pupils, including those with special educational needs. The school fully meets the requirements of the national Code of Practice for special educational needs. Pupils with special educational needs follow the school's curriculum. The tasks and teaching methods are suitably modified to meet their specific requirements. Individual education plans are of good quality and set out clear targets for learning.
32. The overall teaching time is within that recommended nationally. Subjects are usually timetabled separately and time is allocated according to guidelines laid down nationally. Time is used effectively in lessons and usually results in the satisfactory completion of tasks.
33. The school's strategies for promoting literacy skills are good. Opportunities are taken during literacy lessons and within the other subjects of the curriculum to develop reading and writing skills but insufficient opportunities are given for pupils to write at length. This results in standards of writing which are not as high as other aspects of English. Insufficient emphasis is given to laying down the foundations for a joined cursive handwriting style. The school's strategies for promoting numeracy are good. Number is strongly promoted and mental maths is a feature of all lessons. Identified groups of pupils receive additional support that is sharply focused on improving their literacy and numeracy skills. Overall, curricular provision makes a good contribution to the standards achieved.
34. The curriculum is given breadth as the inclusion of personal, social, moral and health education is effectively integrated into other subjects such as science and religious education. The school's policy is not to provide a formal sex education programme.

35. The school's curricular planning is good and shortcomings identified in the previous inspection report are no longer an issue. Subject policies and schemes of work are in place for all subjects of the National Curriculum. These identify clearly what pupils in each group should learn and provide the basis for the planning and teaching of the National Curriculum. The quality of lesson planning is good. It usually identifies what is to be assessed. In all subjects, planning is well matched to the different abilities of most pupils. However, teachers do not plan specific enrichment activities to challenge gifted pupils and consequently this leads to underachievement for a small but significant minority of pupils.
36. The curriculum is enhanced by a well-planned programme of visits. Visitors to the school, including artists and members of the public services and of the local community, make a valuable contribution to the curriculum. These opportunities have a positive effect on motivation and attainment as pupils benefit from the first hand experiences they offer.
37. The school is effective in providing for pupils' spiritual, moral, social and cultural development. The provision for pupils' spiritual development is good. The nursery and reception classes have a strong positive ethos giving pupils a secure foundation which enables them to do well in school. All pupils benefit from a clear set of values that are reflected in the everyday life of the school community and positive examples set by staff. Acts of collective worship which follow a carefully chosen programme of topics with a spiritual or moral focus make a good contribution to nurture personal belief and spiritual growth. A more detailed evaluation of the school's provision for worship is due under the terms of a section 23 inspection to be conducted in the near future. The result of this will be reported to parents separately. Teachers and non-teaching staff contribute effectively to creating a community in which beliefs are taught and respected. In religious education pupils consider stories from the Bible and study different faiths. This encourages them to reflect on their beliefs as well as those of others. Within the curriculum opportunities for contemplation and reflection occur, for example in science and music.
38. Provision for moral development is very good. The school is very successful in achieving a supportive environment in which pupils are learning to develop self-discipline. The school's moral code is clearly understood by pupils. It emphasises respect and fairness. Its impact is evident in pupils' behaviour, their respect for each other and their care for their own and each other's property. Expectations of behaviour are high and sanctions are applied appropriately when pupils do not conform to acceptable standards of behaviour. Parents are appreciative of the way the school promotes and rewards good behaviour through its merit system.
39. Good provision is made for pupils' social development. In class, the youngest pupils learn to share and take turns, and are introduced to working collaboratively. They learn to take responsibility and how to become responsible members of the school community. Older pupils are given responsibilities at lunchtime and supervise younger pupils with care and consideration. Some readily accept the responsibility to run the school bank. Pupils are encouraged to think about the needs of others through regular collections for charities. Pupils do not have opportunities to take part in sporting activities with other schools mainly due to some pupils travelling distances to school and the absence of inter-school sporting activities for First schools. This lack of opportunity to compete was a concern expressed by some parents. Nonetheless opportunities for teamwork and personal development are provided in physical

education where pupils have opportunities for competitive games. Pupils experience the wider aspects of society through educational visits, their involvement in the local community and the community's involvement in the school.

40. The school is successful in making pupils aware of their cultural heritage and the richness and diversity of different cultures. The contribution of art and music to pupils' cultural development is strong. History and geography help pupils to consider other peoples and their civilisations in different times and places. The cultural life of pupils is enriched by their study of different faiths and cultures. The textile wall hanging, which is a focal point in the school hall, demonstrates the school's commitment to celebrating and raising pupils' awareness of the diversity and richness of other cultures and faiths.
41. Parents expressed concern about the lack of extra-curricular activities at the meeting for parents and in the returned questionnaires. Some opportunities are provided, for example pupils learn to play the recorder and on occasions take part in dramatic and musical productions. These provide a valuable extension to the curriculum. However, beyond these, there are few opportunities for extra-curricular activities and provision is currently unsatisfactory.
42. The school liaises effectively with the middle school which pupils will attend and prepares all pupils well for the next stage in their education. Through its links with the community, it prepares pupils well for life outside school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school takes very good care of its pupils. Clear and appropriate procedures are in place to ensure the welfare, health and safety of pupils. The headteacher and staff are committed to providing a safe environment for pupils where they feel secure. For example, there are very good arrangements for child protection where all staff, teaching and non-teaching, are trained on how to deal with problems sensitively. There is good monitoring of attendance, particularly the tracking of pupils who move from school to school or as a result of army postings.
44. The school has very good procedures for promoting good behaviour based on assertive discipline practices. Staff have high expectations of behaviour and their very good management of pupils ensures that there is a purposeful working atmosphere in the classroom. Pupils know the rules and the standards of behaviour expected of them. Behaviour in school is very good. There is a very clear anti-bullying policy with detailed procedures to cover the monitoring and elimination of oppressive behaviour.
45. There are good procedures for monitoring pupils' academic performance and personal development. Staff know their pupils well and all pupils are valued. They encourage pupils to do their best, using praise well to boost pupils' self-esteem and promote learning through very good relationships and teaching.
46. The previous inspection highlighted the need for the headteacher and staff to devise further strategies for making more effective use of assessment data to inform future planning of curricular work. The school has made very good progress in this area and has reviewed and revised assessment procedures with assessment being a major item in the school improvement plan. Current procedures for assessing pupils' attainment and progress, including the recently introduced Baseline Assessment, conducted when pupils enter the reception class, are very good. All staff have been

successfully involved in assessment training with very effective help from the local education authority personnel. Pupils are formally assessed in reading, spelling and mathematics from Year 2 and the school also uses the optional national and other tests in mathematics and English. The school has produced effective systems for regular teachers' assessment in English, mathematics and science and these have very recently been introduced in other subjects based on Curriculum 2000 learning objectives. Portfolios of pupils' chosen work are maintained for each child and are regularly updated. The information in them is shared with parents/carers at the three parent/carer meetings during the year and this is an effective way of keeping parents fully informed on pupils' progress. The school also identifies a child from each ability group in each year as a typical child and maintains finely graded assessments which are used to highlight what the child can do to more closely monitor group progress. Detailed profile sheets have been developed and these provide valuable information on each child's rate of progress, supported with examples of their work. Performance targets are effectively predicted in September in partnership with the previous class teacher for each year group. Assessment procedures on a daily basis are very good with all adults in the classroom being involved. Marking of pupils' work, an area identified for improvement in the last inspection, is satisfactory overall with good practice seen in Year 2.

47. The school builds effectively on existing assessment procedures to identify pupils with special educational needs and to comply with the Code of Practice. Pupils' performance is regularly reviewed and recorded and the school alters the stage at which pupils are placed or removes them from the register as appropriate. These procedures are very effective in monitoring pupils' progress and deciding on their placement on the register, in accordance with the policy and the Code of Practice. Regular reviews take place to monitor how well these pupils are achieving and the information gained is used well to agree revised targets.
48. Assessments are used very effectively to identify strengths and weaknesses and to set targets for attainment for individual and groups of pupils and to track progress. The school is beginning to develop a clear picture of what it does well and what parts of the curriculum need to be improved to help raise standards. Records are passed on from teacher to teacher when pupils move classes to ensure continuity and progression and teachers work very well together. Test results are analysed and monitored to identify gender, and teaching and learning issues. The school has specific targets for both numeracy and literacy, which are linked to teaching and learning targets within the curriculum. Assessment results are used very well to monitor the progress of pupils with special educational needs and the information is used to plan next steps in their learning. Annual reports, which parents at the parents' meeting said they liked, do not currently meet statutory requirements for pupils in the reception class as they do not include details about National Curriculum subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The links with parents are good and most parents are very supportive of the school. They are happy with the teaching and the leadership and the way that the school supports their children so that they can make good progress and achieve well. The inspection team findings support these views.
50. Some parents are less happy about the level of homework set and many are not satisfied with the range of extra-curricular activities provided. The team finds that the amount of homework set is satisfactory and not so different from other schools.

However, in some classes, it could be more structured to the abilities of pupils rather than the same homework set for the whole class. In the view of the team, parents are justified in their opinions of the extra-curricular activities as there are few regular opportunities for this to take place and provision is unsatisfactory.

51. The quality of information for parents is satisfactory overall. Ensuring that the annual reports on pupils' progress meet statutory requirements was a key issue in the previous inspection report. While there have been improvements in reporting on all the National Curriculum subjects, in the reception class reports, parents are only informed about the areas of learning for children under five. The information in the reports in all other classes is generally satisfactory but few teachers include targets for pupils to improve. Parents regularly receive very useful information on the curriculum in the newsletters and appreciate the more detailed information on school matters and events which has been included recently.
52. The contribution of parents to their children's learning is very good. The Parent Teachers Association is strong and plays an important part in providing resources for the school through fundraising and social events. Many parents give effective help in the classroom and in the nursery, for example working with small groups, supporting class teachers and helping pupils with computers. Class teachers deploy their parent helpers well to make the most of their skills and commitment. Parents are very involved in their children's learning at home through regularly listening to them read and with homework. Many are conscientious in writing comments in the reading diaries but some parents feel the school could do more to extend this to make a more effective dialogue between home and school. The school has acknowledged parents' views and is trying to tighten up its procedures.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the headteacher and key staff are very good. In the previous inspection report, leadership and management were described as strong features. Since then, a new headteacher, deputy headteacher and four new teaching staff have been appointed. The dynamic leadership provided by the very capable new headteacher is one of the main reasons for the success of the school. Much has been accomplished in the two years since her appointment. The governors feel that the leadership of the school has been strengthened even further as the new headteacher has an excellent grasp of current educational initiatives and very good inter-personal skills. Her strong leadership and relentless determination to raise standards ensures a clear educational direction for the work of the school. The newly appointed deputy headteacher is providing good support in the school's efforts to bring about improvements. Both are fully involved in identifying the school's strengths and weaknesses. Targets in national tests for example have been revised in view of the number of pupils with special education needs in the current Year 2 class. Detailed action plans are in place to further develop the role of subject co-ordinators, raise resource levels in information technology, and update all subject policies to include the latest National Curriculum guidelines. However, it is too early to see any impact of some of these changes at present. For example, subject co-ordinators have been working in pairs to develop an effective system for monitoring the teaching in some subjects.
54. The delegation and contribution of staff with management responsibilities is satisfactory overall. However, the role of the senior management team, which consists of the headteacher and deputy headteacher is under-developed at present.

Meetings are infrequent and this limits the opportunity to discuss issues for improvement. Other key staff are involved by invitation to address specific issues but a programme of regular meetings is not in place and the early years department of the school has only recently been represented with the inclusion of a teacher for the under-fives. The responsibility for monitoring and evaluating teaching in the core subjects of English, mathematics and science is delegated to subject co-ordinators and is carried out effectively. However, in all other subjects of the National Curriculum the role of subject co-ordinators in this area is limited. It means that co-ordinators are unable to form a clear view on standards and the quality of teaching in their subject. All co-ordinators carefully monitor colleagues' termly lesson planning each term.

55. The governors are interested in the work of the school and are generally very supportive of it. Some have loyally served the school for many years. The chair of the finance committee, for example, has been a governor for 35 years. The governing body fully meets its statutory obligations and produces a detailed report for parents each year. Most governors frequently visit school to work with pupils in class and in this way they are fully aware of the strengths and weaknesses. There is a very strong commitment to improve and with the present knowledgeable governors, an equally strong capacity to succeed. The governors responsible for literacy and numeracy, for example, regularly visited classrooms to oversee the successful implementation of the National Literacy and Numeracy Strategies and most were involved in a survey into the behaviour of pupils. This gave them good information to add to that from the headteacher about the school's performance.
56. The school has clear aims as expressed in the prospectus and these are reviewed annually by governors. They are strongly focused on what should be done to raise standards and improve the quality of education for all. Boys and girls have equal opportunities to take part in all areas of school life and this ensures that all pupils try to achieve their best and constantly strive to do better. However, gifted or talented pupils are not identified at present and no extra provision is available to ensure that their special needs are met.
57. The school has established a firm commitment to improvement and this is clearly defined in the school development planning. The link between the budget and priorities for development is good. Specific grants are being used for their designated purposes, for example extra administrative support has been provided and teachers have attended training sessions for literacy and numeracy. Additional funds allocated to increase provision for pupils with special educational needs have also been used appropriately. Through the diligent work of the school secretary and chair of the finance committee, the school applies the principles of best value in its use of finances. Senior staff and governors carefully compare their own performances in a wide range of areas, including pupils' attainment, with other schools. They also constantly compare the costs of teaching and the provision of non-teaching staff. Every effort is made to ensure goods and services are purchased at competitive rates. The budget is monitored and controlled effectively by the headteacher and conscientious school secretary. Satisfactory use is made of new technology to administer the accounts at the school but at present, the school does not have the facility to send and receive electronic mail. A surplus in the school's budget has been built up which is above that normally expected. This is wholly due to the allowances paid to the school to minimise the impact of major fluctuations in pupil numbers resulting from army postings. Currently it stands at approximately eight per cent of the total allocation and under the circumstances, it is an acceptable contingency amount. A recent audit of the school's finances and procedures found very few faults. All the

recommendations in the audit report were quickly and efficiently put into place.

58. The school is well staffed with teachers and support staff to meet the demands of the curriculum and all are deployed appropriately. All teachers co-ordinate a subject area or other aspect of the curriculum such as special educational needs. Most are appropriately qualified in their subject area and carry out their duties effectively. Job descriptions are in place and these clearly outline specific roles and responsibilities. The special educational needs co-ordinator is experienced and knowledgeable. Good support is given to all teachers, particularly when formulating individual educational plans for pupils. The quality of these is very good. All have clear targets for improvement, making it easy to measure individual pupil's progress. The governor responsible for special needs effectively helps to ensure the requirements of the code of practice in all other respects are fully met.
59. The school's strategy for appraisal and performance management is satisfactory, overall. Appraisal procedures for staff are unsatisfactory at present as they have been allowed to lapse. Consequently, no teacher has had their performance formally appraised this year. However, the headteacher visits all classrooms on a daily basis and is fully aware of the quality of teaching in all classes. Under the guidance of the headteacher, all staff are working towards developing the culture for performance management. Procedures for self-appraisal and the appraisal of teaching by colleagues are being introduced. There are very good systems in place to support newly qualified teachers and the school is used frequently by two Universities for the initial training of teachers.
60. The accommodation for the number of pupils on roll is very good. The building is very well maintained by the caretaker and cleaning staff. Indoor facilities such as the large hall and corridor areas, are used effectively to support pupils' learning. Classrooms are reasonably spacious and attractive displays of pupils' work enhance the learning environment. The school has spacious grounds that are more than adequate for teaching physical education. There is only one playground and this limits the range of activities that are available to pupils. It is unsafe, for example, to kick large balls with so many pupils crowded together. Pupils who wish to be quiet have no designated space at break times. The provision for outdoor play for children under five is very good as they have free access to a secure area. The school has successfully developed an environmental area and it is used well to promote pupils' learning.
61. Resources for most areas of the curriculum are good. In English, mathematics, information technology and physical education they are very good. The quality and quantity of fiction and non-fiction books is satisfactory to cater for the range of pupils' interests. However, it is insufficiently used as a place for personal research and study. This limits the rate of progress for all pupils in this aspect of their education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In their work to raise standards and improve the quality of education at the school, the governors and staff should now consider the following key issues:

- i. Provide more opportunities for pupils to write at length in all subjects of the curriculum, making full use of skills acquired in the literacy hour.
Paragraphs (8,19,24,29,33,79,80,83)
- ii. Improve the standard of handwriting by laying the foundations in Key Stage 1 for a fluent joined style and developing it consistently throughout Key Stage 2.

Paragraphs (8,19,24,25,29,33,79,80,96,117)

- iii. Identify gifted or talented pupils and provide an appropriately challenging curriculum for them.

Paragraphs (12,27,35,56)

- iv. Improve the quality of pupils' annual reports to parents by reporting fully on all National Curriculum subjects in all classes and including details about areas for pupils to improve.

Paragraphs (48,51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	35	46	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	13	137
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	17

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	10	13	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	10
	Girls	13	13	12
	Total	22	21	22
Percentage of pupils at NC level 2 or above	School	96 (87)	91 (96)	96 (87)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	13	13	13
	Total	21	22	23
Percentage of pupils at NC level 2 or above	School	91 (91)	96 (95)	100 (100)
	National	82 (81)	86 (85)	87 (87)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	137
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	5.9
Number of pupils per qualified teacher	23.2
Average class size	27.4

Education support staff: YR – Y4

Total number of education support staff	1
Total aggregate hours worked per week	35

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	17.5

Number of pupils per FTE adult	23.8
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FTE means full-time equivalent.

Financial information

Financial year	98/99
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	£
Total income	254,494
Total expenditure	244,239
Expenditure per pupil	1,707
Balance brought forward from previous year	8,430
Balance carried forward to next year	18,685

Results of the survey of parents and carers

Questionnaire return rate

76 per cent

Number of questionnaires sent out

122

Number of questionnaires returned

93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	2	1	1
My child is making good progress in school.	57	37	4	0	2
Behaviour in the school is good.	45	48	2	3	1
My child gets the right amount of work to do at home.	38	38	15	1	9
The teaching is good.	62	26	3	4	4
I am kept well informed about how my child is getting on	38	45	11	3	3
I would feel comfortable about approaching the school with questions or a problem.	67	26	5	2	0
The school expects my child to work hard and achieve his or her best.	57	35	1	0	6
The school works closely with parents.	39	49	10	1	1
The school is well led and managed.	45	41	5	2	6
The school is helping my child become mature and responsible.	54	41	0	4	1
The school provides an interesting range of activities outside lessons.	22	23	19	20	16

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. Children enter the nursery in the September after their third birthday. There are currently 26 children on roll and they attend part-time for mornings only. Older children join the reception class in the September after their fourth birthday and attend full-time. There are currently 15 children under five in the reception class and 19 who are five.
63. The majority of children join the nursery with knowledge and skills above the levels normally expected, in almost all the areas of learning. Most have good levels of attainment in speaking and listening although there are currently five children with speech problems. Most children have above average levels of attainment in all areas of learning by the time they enter the reception class.
64. The nursery makes very good provision for children's personal and social development by creating a welcoming and secure environment with consistent and well-balanced routines. Children respond positively to the care of the staff and the good role models they provide. Most settle into routines quickly. At the beginning of the day, they register themselves and choose their activities happily. None appear to be anxious as their parents leave. There are usually three structured activities daily and all children are involved and thorough assessments undertaken of what they have achieved. Management of the activities and children is very good and staff discretely ensure children undertake a range of experiences each day. Children trust the nursery staff and have no hesitation in asking for help. They play happily on their own and alongside each other taking turns and sharing when working independently. Older children in the reception class are more confident, work more co-operatively together and show greater independence and concentration. By the time they are five, most can dress themselves, go to the toilet independently and with encouragement, carefully tidy things away. Most children are likely to attain the Desirable Learning Outcomes in their personal and social development by the time they are five.
65. By the time they are five, children have made good progress in language and literacy. Their attainment is above the levels expected of children of their age in speaking, listening, reading and writing. Very good opportunities are provided for children to acquire competence in talking and listening from an early stage. They successfully carry out activities, having listened attentively to simple instructions. Most speak clearly when they comment on what is happening, using a wide vocabulary. Most speak confidently in short phrases or use simple sentences. Many in the nursery say and use words correctly as they talk clearly about planting seeds, what seeds need to grow, and how the tadpoles in the classroom develop into frogs. Many younger children correctly recognise individual letters and by the time they are in their last term in reception successfully match the written letter to the appropriate sound. All recognise their names and know the days of the week. By the time children are in their first term in the reception class, they have made steady improvement in their ability to follow instructions and hold a conversation. They know that print carries meaning, that the words on the front of a book tells its name and that looking at pictures gives an idea of the story. They handle books carefully. Children follow instructions well when working in a group, for example, when following the teacher's instructions for making a cage for a dinosaur. Most children are likely to attain the Desirable Learning Outcomes by the time they are five.

66. The majority of children come into the nursery with a good knowledge of mathematics. Most are likely to attain the Desirable Learning Outcomes in mathematics by the time they are five. A few children correctly count and recognise numbers beyond five, and most can count up to five. Most match objects reliably as they count. Younger children name primary colours, match pictures and sort objects. Through very effective teaching, the children in the nursery make very good progress. They recognise colours, match and sort with confidence and begin to use mathematical language such as 'taller', 'shorter', 'more', and 'less' with confidence. They begin to recognise mathematical shapes, make patterns and sing number and counting songs.
67. Children's attainment in their knowledge and understanding of the world by the time they are five is above that normally expected. Through well-managed activities, children gain steadily in knowledge and understanding of the world in the nursery and reception class. Some of the younger children say how they have come to school, talk about their homes and holidays and what they like. They explore sand and water, name living plants and talk about the castles they have built from reclaimed materials. Most talk confidently about the books they have made about themselves. Older children discuss the work they have done on computers at school, what to do at dinner-time and their favourite games. Both older and younger children including those with learning difficulties recognise and describe in detail the life cycle of the frog or creatures that live in woodlands. They recognise and understand that plants are living things which, like humans and animals, grow and change. Both older and younger children successfully explore and select materials appropriately when cutting and sticking, and are confident in their use of construction equipment when they make models. Children use computers independently, and their progress in this area is good, especially in the reception class. Here they confidently make pictures using an art program and describe well what they did. The majority of children are likely to achieve the Desirable Learning Outcomes by the time they are five.
68. Children do well in their physical development and nearly all achieve the Desirable Learning Outcomes by the time they are five. All make good progress in balancing, running, jumping and climbing in the play area. They move with confidence, and use space well with a good awareness of others when using wheeled toys and playing with small apparatus such as balls and hoops. Children benefit from the very good outside play provision. In particular they benefit from the opportunities provided by the climbing apparatus and large wheeled toys. In the classroom, children handle small objects such as glue, crayons and paint brushes easily and use construction materials effectively when making models. They persevere to complete puzzles and handle the computer mouse and keyboard confidently.
69. The good provision for children's creative development ensures that all make good progress in this area. Most are likely to attain the Desirable Learning Outcomes in their creative development by the time they are five. Children in the nursery and reception class explore sound and colour with interest. In the nursery they enjoy dressing up and acting and playing in the home corner where they learn to share. They create pictures and models with a variety of materials and choosing different colours and mixing. They develop an understanding of colour and texture through using paint and printing techniques, and mouldable materials to make pictures and flower arrangements. They listen to story tapes and learn a collection of counting songs and rhymes and sing with enjoyment. Most are receptive to new ideas, both those suggested to them and those discovered for themselves. Their above average linguistic skills means that they are able to share imaginative ideas and make good progress.

70. The quality of teaching is good overall. The teacher in the nursery has a very good understanding of the curriculum for children under five. Lesson planning is very good and addresses all areas of learning very well. The quality of teaching in the nursery is very good and as a result, children make very good progress in their learning. However, the quality of teaching in the reception class is satisfactory. This is mainly because some of the lessons are unduly formal for children under five. This is a strategy employed by the teacher to compensate for the above average number of pupils in the class. Sometimes, teaching sessions conducted with the whole class around the teacher on the carpet area are lengthy. Disruptions slow the pace and children lose their concentration. These sessions do not allow enough opportunities for children to play in groups, share conversations with one another and learn to take turns in a way that helps them to work more co-operatively with each other. This adversely affects the rate of progress for most children in the reception class. The adults working in the nursery and reception class are very sensitive to children's needs and form very good relationships with them and their parents. Planning for children under five with learning difficulties and the support they receive is good.
71. The management of the provision for children under five is very good. The co-ordinator shows very good leadership and has clear ideas for the future. She is very ably assisted by a classroom assistant who recently gained an award for the quality of her work. The very good support provided by parent volunteers and friends of the school is valued and appreciated. All adults in the nursery are very good role models for the children. The nursery classroom provides a stimulating learning environment with interactive areas and very attractive displays of children's work. Assessment procedures are very thorough and evaluations are used very well to provide suitable targets and to measure progress. There is close and effective liaison with the main school and the co-ordinator for special educational needs. The nursery staff work very well with parents, keep them well informed of what children will be doing with a weekly newsletter and share opportunities for them to work at home with their children. Induction procedures are very good with home visits, pre-visits for children and parents, and staggered admission procedures during the first two weeks which provides a good introduction to the nursery. Resources are very good, continue to be developed and are effectively used.
72. In the previous inspection report, the quality of teaching in the early years was found to be sound or better with almost all lessons having good or outstanding features. In this inspection, the quality of teaching is good overall. The rate of progress is linked to the quality of learning to be found in each class. It is good overall with children making very good progress in the nursery and satisfactory progress in the reception class. The difference in progress in the reception class is mainly attributable to the above average number of pupils in the class and the slightly higher proportion of pupils with special educational needs.

ENGLISH

73. Standards have been maintained since the previous inspection. Most pupils enter the school with standards of attainment which are above national expectations. They leave the school with standards well above expected levels in speaking and listening and reading and above expected levels in writing.
74. In the 1999 Key Stage 1 National Curriculum tests, pupils' results in reading and writing were well above average in comparison to all schools. When compared to the results achieved by pupils in similar schools, pupils' performance was well above

average in reading but above average in writing. Work seen during inspection confirms that by the end of Key Stage 1 and Year 4 standards in speaking and listening and reading are well above the national expectations and the progress of all pupils is good. Standards in writing are above average and achievement is satisfactory.

75. The school has implemented all elements of the literacy hour fully and pupils' literacy skills are frequently promoted in subjects other than English. In science for example, pupils record the results of their investigations and in design and technology they write out lists of ingredients or materials to be used.
76. Pupils make good progress in developing speaking skills at both key stages. By the end of Key Stage 1, they develop their vocabulary and confidence in expressing ideas throughout both key stages, where opportunities for listening and speaking are incorporated into most lessons. In Year 1, for example, pupils made good progress in developing their ideas and expressing them as a result of the teacher's effective questioning and encouragement to answer questions fully. Occasionally when pupils do not listen, this is because of the slow pace of the teaching. In Key Stage 2, pupils responses become more thoughtful and reasoned. Discussions on a wide range of topics enable pupils to make good progress in developing their ideas and expressing opinions. By the end of Year 4 pupils structure their presentations more coherently and consider others' points of view. Pupils make good progress in reading aloud confidently and fluently. Opportunities to take part in drama offer good opportunities for speaking.
77. Pupils' achievement in reading is very good. By the end of Key Stage 1, pupils have developed a variety of skills to help them to read well. For example, they use contextual information and make good use of word-building skills. Pupils enjoy reading, understand the difference between fiction and non-fiction and use reference books for information. They are beginning to use dictionary skills with confidence. The most confident readers read fluently, accurately and with understanding. Others are equally enthusiastic about books and are prepared to persevere using phonic clues and pictures to help them understand. They have good strategies to help them tackle words they do not know. Pupils make good progress in developing their ability to recognise on sight an increasing number of high frequency words and to use phonic clues. The partnership between home and school in reading is strong. Reading is taught through a reading scheme and currently pupils read to their teachers and parents on a regular basis. This contributes to the high standards achieved.
78. By the end of Year 4, attainment is well above average and most pupils read fluently and expressively. They understand what author, character and plot mean and many can predict and infer meaning. Most pupils are enthusiastic about non-fiction and locate information competently in the library and seek information confidently from books. However, opportunities to use these skills to help research on various topics are infrequent. Lower attaining pupils receive additional support. Some read a little hesitantly but accurately. As a result they make good progress in reading and continue to have access to the curriculum. The school encourages parents to take an active part in their children's learning and as a result pupils are well supported at home. Reading logs serve as a useful channel of communication between school and parents but are not always monitored frequently by teachers and this reduces their effectiveness. Parents expressed concerns about the amount of reading undertaken in school and the frequency of books being changed. Inspection evidence confirms

that pupils have good opportunities to develop reading skills and use them within the literacy hour and within subjects. Some pupils do not change reading books as frequently as others, particularly at Key Stage 2 where pupils read books from home and logs are monitored less regularly.

79. The attainment of most pupils is above average in writing at the end of Key Stage 1 and Year 4 and their achievement is satisfactory. However, standards in handwriting are generally below expectations for most pupils and this is unsatisfactory. A scrutiny of work shows that many pupils at the end of reception are able to attempt to spell words and write a sentence. By the end of Key Stage 1, pupils of average and above average attainment progress from writing a sentence to writing short pieces. Some are beginning to use capital letters and a full stop with increasing accuracy. Pupils make satisfactory progress in spelling. However, progress in developing the imaginative use of vocabulary, structuring ideas and increasing the complexity of the writing is hindered by infrequent opportunities to write at length. Handwriting is not taught systematically and as a result the foundations for a joined cursive style are not being laid satisfactorily.
80. By the end of Year 4, some pupils write at length, quite imaginatively and use more formal writing styles such as reports confidently. They have a good mastery of spelling and effective strategies to improve their work. At Key Stage 2, considerable emphasis is placed on developing and understanding the correct use of English. Pupils complete exercises aimed at improving punctuation and understanding of parts of speech such as verbs, nouns and adjectives and the use of present and past tense. They learn and understand about direct speech and how to structure their writing. The range of writing is wide; it includes stories, poetry, letters and reports. The opportunities to write at length are infrequent and as a result many pupils do not have the opportunities to put into practice the writing skills acquired in the literacy hour. Scope exists to develop further the opportunities for pupils to plan, draft and edit their writing. Many pupils do not use a consistent joined handwriting style. This is a result of insufficient emphasis being placed on the development of handwriting skills and as a result, finished work in pupils' books looks untidy.
81. Pupils' rate of learning in virtually all lessons is good. They are well behaved, listen attentively and are keen to take part. Pupils sustain their interest well and show high levels of concentration. They treat books with respect and enjoy reading. Many read for pleasure at home. Some pupils develop good study skills, including search and research strategies in books and on the CD-ROM. However, few pupils were seen using the library to extend these skills.
82. The quality of teaching and learning overall, in both key stages, is good. In half of the lessons seen during the inspection it was very good. Teachers show a good understanding of the subject, seen in the familiar use of technical vocabulary and the encouragement of pupils to do the same. They plan work that is stimulating and relevant and structure lessons well. This ensures that learning objectives are clear and pupils' interest and concentration are sustained. Teachers use skilful questioning to encourage pupils to think about their reading and writing or make an improved response during discussions. At the time of the previous inspection, it was reported that marking was inconsistent and feedback to pupils was rarely helpful. This is no longer an issue. Teachers mark work regularly and constructive comments are given. Marking is particularly effective in Year 2, where comments are made which show clearly how pupils can improve their work. Pupils with learning difficulties are identified at an early stage and given additional attention. Work is well matched to

their capabilities.

83. The subject is led and managed well. The co-ordinator has supported staff in the introduction of the literacy hour and monitors the quality of teaching and learning. She is aware of the need to increase the opportunities to practise the skills acquired in the literacy hour to improve the standard of writing. Ongoing assessment of pupils' progress during lessons is effective. This ensures that pupils' progress is monitored during lessons and further explanation or challenge is provided when appropriate. Assessment of pupils' progress is thorough and results of assessments are used effectively to plan the next stage of learning. At the time of the previous inspection it was reported that progress of pupils with learning difficulties was monitored infrequently. This is no longer an issue. Assessment of pupils' work against the levels in the National Curriculum is used effectively to monitor progress as pupils move through the school. Individual target setting is in place. This is having a positive effect on pupils' motivation and rate of progress.
84. The quality and range of resources are very good and are effectively managed. The library has a satisfactory stock of books. It is conveniently sited for all classes but its use is underdeveloped, particularly for higher attaining pupils who would benefit from the challenge of finding and recording information for themselves.

MATHEMATICS

85. The results of national tests for seven-year-olds in 1999 show pupils' attainment to be above the national average. This was in line with teacher assessments. The proportion of pupils who reached the higher Level 3 was close to the national average. This differed from the teachers' assessments which anticipated pupils would achieve well above average standards. There was a marked difference between the performance of boys and girls with the performance of boys being well above average and that of girls close to the national average. The school has taken steps to correct this following an analysis of the school's national test results. Teachers now try to ensure that boys do not dominate oral sessions for example. Performance in 1999 tests was broadly in line with that of similar schools. The school's results over the past four years have been consistently above the national average although there have been fluctuations in results from year to year. When reading the results of tests and assessments, it is important to note that the published data does not take into account the number of pupils who enter the school during the key stage or the number of pupils with special educational needs in some year groups.
86. Inspection evidence shows that, at the end of Key Stage 1, the attainment of the current cohort of pupils is above national expectations. Pupils' basic knowledge is good. They half and double numbers and confidently add numbers using tens and units. They order and count on and back in 2's, 5's and 10's and name numbers in hundreds. Most recognise regular mathematical shapes and clearly explain their properties. Most pupils measure accurately in centimetres when making a model of themselves and know how to measure curved shapes using string. They are familiar with simple fractions such as half and quarter and know clock times such as quarter and half past and relate these to their daily routines. Pupils are given good opportunities to discuss their mathematics and develop strategies for adding and subtracting numbers. They use the computer effectively to sort and print out information gathered about cars in the form of pictograms, bar and pie charts.
87. By the end of Year 4, most pupils are attaining standards well above those expected

for this age group. For example, they use number strategies well to solve number problems and clearly understand inverse operations. Most have a good recall of number facts to 10×10 and multiply and divide by ten and a hundred. More able successfully divide three and four digit numbers by one or two digits, and many work to two decimal places using money and length. They have a good understanding of fractions and simple percentages and calculate the perimeter and area of shapes accurately. Most measure and draw angles successfully and know the properties of different triangles. They are successfully developing their strategies for solving problems and are beginning to be confident when explaining their thinking to others. They undertake surveys and interpret the results with a good understanding of bar and line graphs and pie charts making use of the computer where applicable. Lower attaining pupils are developing a good understanding of place value and simple fractions.

88. Since the previous inspection, the school has successfully implemented the Numeracy Strategy and teachers have improved their planning for lessons. The implementation of the Numeracy Strategy has been instrumental in raising pupils' confidence and competence with numbers. By analysing information from test results teachers have identified areas of weakness in pupils' achievement and set targets. The school has successfully focused on these areas in its teaching and planning to improve standards. These developments, together with improvements in the leadership and management of the subject, are having a positive impact on standards and pupils' achievement in all aspects of the subject. There was no discernible difference, for example, in the performance of girls and boys in the lessons observed during the inspection.
89. The quality of teaching and learning overall is very good. During the inspection teaching was never less than satisfactory and good or better in the majority of the lessons. Some very good practice was observed in Year 1, Year 2 and Year 4. All teachers have a good understanding of the subject. They use this effectively to help pupils grasp new concepts and vary their approach where difficulties arise. They use questions skilfully to help pupils build on their prior level of understanding and deepen their thinking. In the best lessons, teachers have a good depth of mathematical knowledge, particularly in numeracy, which helps them to provide challenging activities for higher attaining pupils and help to improve pupils' achievement. Teachers use the Numeracy Strategy well as a basis for their planning. Lessons have clear learning objectives which teachers share with pupils at the start of the lesson and this, along with the use of mathematical language, helps pupils to focus on what they are to learn and improves their level of concentration. Teachers ensure that when support staff or voluntary help are used, they are well briefed on the learning objectives. This ensures that they support pupils' learning effectively and help to assess their progress. Most teachers have high expectations of what pupils can do and achieve. In most classes teaching helps pupils to learn in an atmosphere of high motivation. This allows pupils to use their knowledge and understanding to solve problems and use alternative strategies. All teachers use a variety of methods effectively to ensure pupils of all abilities make good progress in lessons. Group work, whole-class teaching or tasks for individual pupils are examples of some methods employed. High expectations and very good discipline and control means that most pupils' behaviour is very good. All show high levels of concentration when working. Most understand what they are learning and Year 4 pupils in particular, appreciate the reasons for learning particular skills and concepts. The work expected by most teachers ensures that pupils work hard and try to do their best. Teachers conscientiously mark pupils' work. In Year 2, the quality of marking is very good as the teacher helps pupils to understand how they

can improve their work by setting targets.

90. Teachers and helpers generally assess effectively what pupils know, understand and can do, and use this information well to plan future work. They use question and answer sessions effectively to increase the range and use of mathematical language and by doing so help pupils to develop their understanding of when to use certain words correctly. This aspect of teaching has a positive impact on pupils' progress and achievement. The closing part of the lesson is used effectively to recap on new skills or find out what pupils have learnt. The use of homework is satisfactory and has a beneficial impact on pupils' progress. However, in some classes, it is not always carefully matched to the needs of individual pupils.
91. The management and leadership for the subject is effective and ensures that the requirements of the National Curriculum are fully met. The monitoring of the coverage of the programmes of study is very good and the co-ordinator has begun to monitor closely the standards pupils attain. An effective programme for monitoring the quality of teaching has begun and is starting to have a beneficial effect on standards as teachers help and advise one another. Procedures for the assessment of pupils' achievements are very good and records are regularly updated. Information gained from assessment is used very well to support pupils' future learning and make targets. The school has successfully implemented the Numeracy Strategy and numeracy is effectively taught in all classes. Numeracy skills are effectively promoted in different subjects. In history, for example, pupils understand the concept of the past through time lines. In science, they record their findings by plotting graphs and in geography use co-ordinates to locate places. Literacy skills are used well to record information. However, most worksheets require very little writing and this limits pupils' opportunities to write at length. The level of resources, including those for information technology, is very good.

SCIENCE

92. The standards attained by pupils by the end of Key Stage 1 are above national expectations. The school's performance using teachers' assessment figures in 1999 show pupils' achievements were very high at Level 2, as 100 per cent of pupils achieved this level, almost half of all pupils achieving the higher Level 3, which was well above the national average. However, in this year's cohort of pupils, there is a higher proportion with special educational needs and fewer pupils capable of higher attainment. This accounts for the above average performance, rather than well above, as in the previous year. Pupils in Key Stage 1 do well in science when their performance is compared with national averages. Standards have improved steadily year on year since the previous inspection when the majority achieved acceptable standards, but some under achievement was also noted. Boys and girls of differing ability achieve equally high standards and pupils with special educational needs make good progress, mainly because of the high quality of teaching and good support they receive in lessons.
93. All pupils, throughout Key Stage 1, including those with special educational needs make good progress and achieve well as teachers provide many practical opportunities to experiment and investigate during lessons. In Year 2 for example, they predict the outcome of experiments and test materials to see which are waterproof. Pupils in Year 1 carefully sort and classify materials by their properties and record their results in writing or by using simple graphs. By the end of the key stage most know about magnetic attraction, push and pull forces and can name the

main organs of the body. When studying healthy foods they also begin to appreciate the difference between medicine and drugs. All can light a bulb by wiring it in a circuit and are aware of the dangers of electricity in the home. For the past two years, every pupil has achieved the expected Level 2 in science, which is a reflection of the quality of teaching and their interest in the subject.

94. By the time pupils are ready to leave the school at the end of Year 4, standards of attainment in science are well above average. This is linked to the very good teaching, their very good behaviour and attitudes to learning and the good opportunities to carry out investigative and experimental work. For example, in Year 3, pupils find out how plant stems soak up water by adding food dyes and in Year 4 they use special instruments to measure the force required to move objects of different weight. Interesting lessons, often involving practical activities, effectively sustain pupils' interest and help them to remember important facts. Many could remember the names of key bones in the human skeleton for example, following a survey into the length of pupils' legs or arms. An analysis of owl pellets reinforced learning about food chains and measuring the effect of exercise on their own heart was linked well to a healthy living topic. All pupils competently make electrical circuits, examine the properties of various insulators and conductors to keep water warm or ice from melting and test different surfaces for friction. Pupils are often given work sheets made by class teachers to complete as part of their work and these are appropriately matched to individual pupils' ability level. This ensures that all pupils, including those with special educational needs, make good progress in lessons.
95. The quality of teaching in science is very good. In the lessons observed during the inspection, the quality of teaching was never less than good and often very good. As a result, the quality of learning was also very good. The scrutiny of pupils' past work revealed that work is of a high standard in all classes throughout the school. The rate of pupils' progress is directly linked to the secure knowledge teachers have in science, and their high expectations of all pupils. Work is planned carefully to match the ability of all pupils and lessons are conducted at a very good pace, ensuring all pupils maintain interest levels and concentrate throughout each lesson. Pupils are provided with many opportunities to experiment and investigate and this practical approach further adds to pupils' interest and enjoyment in lessons. Teachers maintain strict control of events and make sure all pupils take turns during practical sessions. All pupils from Year 1 upwards have a clear understanding of what constitutes a fair test, and this enables them to conduct experiments with accuracy and arrive at the right conclusion. When testing the waterproof qualities of materials in Year 2 for example, pupils were careful to use the same amount of water each time. Teachers assess pupils' progress at the end of each half term and use the results well to plan future lessons. This ensures pupils build effectively on their previous learning.
96. In most lessons, teachers encourage pupils to use computers to record their results. However, in some classes, graphs of results are produced by hand rather than using a data-handling program. Pupils waste time colouring these, when they could be doing something more productive. Good links are made with other subjects, such as art, design and technology, English and mathematics. In a Year 1 class for example, pupils designed and decorated a vase to hold flowers and used a computer to sort materials by their properties. Links with literacy are well established as pupils complete work sheets and research facts from reference books about internal organs of the body or the human skeleton. However, the handwriting of pupils in most classes is below the standards normally expected and as a result, written work in science often looks untidy, as if little care has been taken. Numeracy skills are

developed well as pupils measure the length of limbs, produce graphs of their results or record temperatures.

97. Pupils enjoy science lessons and all work very hard to complete the tasks set for them. Many opportunities are provided for pupils to work in groups and the very good level of behaviour, observed in all lessons, means they co-operate well with one another to solve problems. Teachers are able to start pupils off with their work and then spend much time helping pupils with special educational needs or those of lower attainment to succeed. It partly accounts for the high level of success in the subject with all pupils reaching expected standards of attainment.
98. The school's delivery of the curriculum fully meets the requirements of the National Curriculum. There is a good clear scheme of work to guide teachers and assist them in their lesson planning. This ensures that pupils build continuously and progressively on their previous learning and also identifies assessment arrangements. This has a positive impact on pupils' learning.
99. The co-ordination and management of the subject is good. The recently appointed co-ordinator is keen to maintain the high standards and has reviewed the policy and schemes of work. These now provide clear up-to-date guidance for all staff, ensuring pupils can build progressively on previous learning. The quality of teaching is monitored regularly and all lesson plans are carefully evaluated each term. Standards are monitored and the results of pupils' assessments analysed in depth. This ensures any areas where performance is weak are quickly improved.
100. The science curriculum is enhanced by trips to places of interest, including the seashore and local common. This gives pupils first hand experiences of habitats and they learn to identify various common plants and animals. Good use is made of the school grounds and a conservation area is being developed effectively.

ART

101. Since the previous inspection standards have improved a great deal. Pupils' understanding of art and their mastery of materials, tools and techniques are above those expected for each year group. Pupils with special educational needs achieve similar standards of work as other pupils. The under achievement noted for some pupils at Key Stage 2 in the previous inspection, is no longer an issue.
102. Pupils of all abilities make good progress throughout the school and achieve standards that are above national expectations. Examples of pupils' work around the school indicate that they use a wide range of materials well and develop a range of techniques. As they move through the school they use these with increasing precision and expression for printing, mixing and applying paint and working with fabric and clay. Achievements of pupils are particularly good when they apply their knowledge and understanding of the work of artists. In Year 2, for example, pupils incorporate the style of Jawlenski into their work and use colour imaginatively to reflect ideas and feelings in their work. Pupils' skills in printmaking are good because of the many opportunities provided to develop their technique.
103. Pupils' skills of observational drawing are satisfactory and in Year 4, for example, pupils show good awareness of line and tone and attention to detail in their drawings of various artefacts. The use of sketchbooks to practise skills and refine thoughts before producing finished work is underdeveloped. Pupils' ability to plan and think

about their work shows a marked improvement by the time they reach Year 4. Pupils with special educational needs are well supported and make progress at the same rate as pupils of their age. Pupils are able to use IT skills sufficiently well to inform their learning. They produce images and designs of a high standard using computers.

104. The quality of teaching is consistently good. Teachers have a good grasp of the subject and lessons are planned with a clear indication of what pupils will do and the resources needed. The demonstration of techniques such as shading supports the learning well and evaluation of the work helps pupils to improve their work. There is good control and effective use is made of other adults. Pupils enjoy lessons and always try to do their best. They listen carefully to instructions and explanations and show high levels of concentration. As a result, they make good gains in their knowledge, skills and understanding.
105. Teachers make sound links with other subjects of the curriculum and use art to illustrate aspects of history, geography and science. The work in class is supported and extended by opportunities to visit the Laing Gallery and to work with local artists. This has led to high quality work, for example the textile paintings by Year 1 pupils and the wall hanging representing different faiths carefully executed by Key Stage 2 pupils.
106. Leadership and management of the subject are good. The co-ordinator monitors the quality of teachers' planning and pupils' work. However, monitoring the quality of teaching is not in place at present. It is difficult therefore, to have an accurate picture of current standards in each class with a view to affecting improvements and raising standards where necessary. The school has a clear scheme of work that supports teachers' planning well. Assessment procedures have been introduced recently but it is too early to judge the effectiveness of them. Resources for the subject are good.

DESIGN AND TECHNOLOGY

107. Design and technology was not on the timetable in all classes during the inspection. However, from a scrutiny of pupils' work, teachers' planning documents, and discussions with pupils and teachers, it is clear that pupils develop good skills and knowledge in the subject. Standards are above expectations at both key stages. The school has raised standards since the previous inspection.
108. By the end of Key Stage 1, pupils can design carefully, add notes to their designs and follow them to a fair degree of accuracy to make their model. All evaluate their finished product with confidence and suggest further improvements. This is evident in Year 2 for example, when pupils made cars linked to the science topic 'Moving Around'. By the time pupils are ready to leave the school in Year 4, all make pivots competently, levers and linkages when creating moving joints or models. Pupils design and evaluate their projects well, showing how they may be improved. In Year 3 for example, when they designed a sandwich as part of their topic on 'Teeth' and 'Healthy Eating', they evaluate it and said how they could make it better. Pupils are given very good opportunities to investigate and disassemble a range of familiar products such as boxes or pop up cards. In Year 4 for example, pupils design and make a pop up book using the ideas from commercially produced cards very effectively.
109. The quality of teaching throughout both key stages is good. Teachers provide pupils with a good range of opportunities to develop a variety of skills such as cutting, sticking and joining using familiar objects such as paper, card, scissors, glue and

reclaimed materials. Very good planning, using the nationally agreed guidelines of the Qualifications and Curriculum Authority, ensures that the statutory curriculum is fully in place. Pupils undertake three topics per year and progressively develop skills and knowledge of using materials and tools through very focused practical tasks. All pupils enjoy the practical nature of this subject and make good gains in their skills and knowledge. They work well together and take pride in their finished models. Teachers ensure that there is a good link with literacy when writing down ingredients or lists of tools to be used. Numeracy skills are employed well when pupils measure accurately. The curriculum is linked clearly to other subject areas through topic work and this approach provides pupils with the good opportunities to extend their learning. Pupils with special educational needs and those of higher attainment show equal involvement. All concentrate well and maintain high levels of interest. This accounts for the high standards in the subject in all classes.

110. Co-ordination of the subject is good. Although the co-ordinator has no release time to monitor the quality of teaching and learning there is thorough and effective monitoring of planning and the quality of work on display in classrooms and about the school. There is a clear policy and good scheme of work to guide teachers in their planning and this ensures that pupils build effectively on their previous skills and knowledge. Good links are made with other subjects. The range and quality of resources is good and these have been re-organised to match the new planning document.

GEOGRAPHY

111. At the time of the previous inspection standards in geography were reported to be sound for a substantial majority of pupils. This judgement was mainly based on the quality of pupils' work as very few lessons were seen during the inspection. The recent relaxing of National Curriculum requirements for some subjects to allow for the implementation of the literacy and numeracy hours has meant that there has been a low emphasis on the teaching of geography over the past two years. Geography was not featured on some class timetables in the inspection period. Consequently, it was only possible to see two lessons. However, a detailed scrutiny of pupils' books and work on display was undertaken. On the basis of this evidence, standards overall are in line with those expected for pupils at the end of Key Stage 1 and for pupils in Year 4.
112. Throughout the school, pupils demonstrate a satisfactory knowledge and understanding of a range of places. In the reception class for example, pupils begin to use simple sketches to illustrate the route taken by the Gingerbread man and geographical vocabulary about directions is introduced. Year 1 pupils build on this effectively as they make imaginary maps and study features of their immediate surroundings. In Year 2, pupils successfully use co-ordinates to pin-point features on maps and begin to appreciate the concept of different scales for maps. Most compare their own environment with contrasting localities in the United Kingdom and the wider world. Holiday trips by pupils provide much valuable information to incorporate into lessons. For example, in their study of holiday destinations, Year 3 pupils compare the weather conditions of different areas. By the time they are ready to leave the school, Year 4 pupils have a sound understanding of maps as they competently use grid references to locate features and study the area around the Kielder reservoir in depth. Good use is made of modern technology throughout the school to assist pupils in their work. In Year 2 for example, a program was used effectively to reinforce pupils' knowledge of compass directions. Good opportunities are provided to further develop

numeracy skills as pupils' record temperatures or use co-ordinates to find places on maps. However, literacy skills are less well developed as most worksheets require single word responses rather than explanations or descriptions that would involve pupils writing at length.

113. The quality of teaching is satisfactory overall. This judgement takes account of the low emphasis the subject has had over the past two years as priority was given to implement the National Literacy and Numeracy Strategies. However, in the two lessons seen during the inspection, the teaching was very good. In these lessons, teachers use their secure subject knowledge to give pupils accurate information and clear instructions. Very good questioning skills held the attention of all pupils. The worksheets which teachers had prepared were of a good quality and sufficiently challenging for pupils of higher and lower attainment. Resources were well prepared by teachers for the lessons and used effectively to help pupils learn. This meant that little time was wasted but pupils were not given much opportunity to show their initiative or independence. Teachers in all classes and in all subjects manage pupils well and conduct lessons at a good pace. This was the case in the geography lessons. It ensured that most pupils maintained interest and completed the work set for them. The quality of learning is satisfactory. All pupils, including those with special educational needs, achieve appropriate standards.
114. Management and co-ordination of the subject is satisfactory overall. The scheme of work of geography, which effectively sets out what needs to be taught from one year to the next, has recently been reviewed to incorporate the latest Curriculum 2000 guidelines sent to all schools. This ensures that pupils build effectively on previous learning from one year to the next. There are no formal procedures in place to monitor teaching at present but all teachers have been involved in a system of paired evaluation of lessons as a fore-runner to the introduction of formal monitoring. However, teachers lesson planning is closely monitored in order to identify any weaknesses and to ensure that all the programmes of study are covered. The co-ordinator monitors standards in geography at the end of each half term and class teachers assess pupils' progress carefully on an annual basis, reporting their findings to parents. Resources, including computer programs, are satisfactory for all aspects of the subject. Visits to places of interest such as the common, seaside, local farms and shops are used well to enhance pupils' learning in geography.

HISTORY

115. By the end of Key Stage 1 and Year 4 when pupils are ready to leave the school, standards in history are broadly in line with national expectations and pupils, including those with special needs, make satisfactory progress. This is similar to the findings of the previous inspection.
116. By the end of Key Stage 1, pupils have achieved a satisfactory level of knowledge, skills and understanding in history. This is because the subject is taught well and linked effectively to learning in other subjects. For example, pupils in Year 1 study methods of lighting houses in the olden days as part of the work they do on light in science. In the reception class pupils gain a good appreciation of the past by examining fossils and talking to grandparents. They practise non-fiction writing by describing old toys and develop research skills trying to find out more about Victorian toys from books. All have a sound appreciation of the past that includes their own development from birth.

117. Pupils throughout Key Stage 2 demonstrate sound research skills well using a CD Rom, for example, they find out information about the ancient Egyptians or famous people in history like George Stephenson. In Year 3, pupils produced good work for the topic about the invaders of Britain, such as the Romans, Saxons and Vikings. Pupils use a wide range of sources of information well to build up their historical knowledge. Books from the Second World War, posters, computer programs and historical articles on loan from local museums are all used well in their studies. By the time they are ready to leave, pupils describe effectively life in Egypt at the time when the pyramids were being built and are able to sequence the invaders of Britain from the Romans to the Normans. Most appreciate the reason for rationing during the Second World War and write at length about what it is like to be an evacuee. This helps to reinforce their literacy skills. However, the standard of handwriting in pupils' books is generally below that which could reasonably be expected in all year groups. As a result, pupils' finished work often appears to be untidy.
118. The quality of teaching is satisfactory. Teachers have satisfactory subject knowledge and most lessons are carefully planned, answering a criticism in the previous inspection. Learning objectives are clearly defined and resources are well prepared. As a result, pupils' interest in lessons is sustained and all work conscientiously to finish the tasks set for them. Procedures for assessment are satisfactory. There appears to have been an improvement in this particular aspect since the previous inspection as the assessment of pupils' progress is routinely and systematically carried out. The results are used effectively to plan work which is closely matched to pupils' capabilities. The quality of marking varies from class to class as some teachers give pupils a clearer indication on how to improve their work than others. Discipline and control of pupils in all classes and in all subjects is good and in the Year 2 lesson seen, this was also the case.
119. Pupils' gains in learning are generally satisfactory throughout the school. They acquire new knowledge well using reference text, photographs, videos and original documents. Timelines help to develop an increased chronological awareness and utilise pupils' numeracy skills. Research skills are developed well as events such as the fire of London are studied. Higher attaining pupils are given sufficient opportunities to develop their skills to higher levels as the work they are given is often challenging. In Year 2 for example, they wrote interesting accounts for a newspaper about what it was like to be a passenger on the first train journey. In Year 3, when acting as archaeologists, they persevered when trying to piece together a broken pot from the pieces they found buried in soil. The quality of learning for pupils with special educational needs is satisfactory. They are mostly given the same assignments as other pupils but are given a lot of support from the class teacher or parent helpers to complete them.
120. Management and co-ordination of the subject is satisfactory overall. The monitoring and evaluation of pupils' performance in the subject is effectively carried out. For example, there are procedures in place to regularly and systematically monitor teachers' planning. However, formal procedures to monitor the quality of teaching are only recently being developed. The subject has not featured in the school's development planning for the last two years but the enthusiastic co-ordinator has prepared a thorough action plan for the future development of the subject. Resources for history are good and the local area, with its strong links with the Roman occupation of Britain, is used well to enhance pupils' historical knowledge.

INFORMATION TECHNOLOGY

121. Standards of attainment in information technology are currently above national expectations at the end of Key Stage 1 and by the end of Year 4.
122. By the time they are seven, most pupils have a good knowledge of the keyboard and mouse control. In Year 1 for example, they use the mouse confidently to move objects round the screen and place pictures in their writing. Most use word processing skills such as changing font, colour and size with confidence when writing stories and poems. By the time they are in Year 2, pupils use a database to record information about cars and print out their work using pictographs, line, bar and pie charts. They know how to program a robot to move forwards, backwards and turn. In support of their work about famous artists in art, they confidently use a graphics program to create their own pictures. All select appropriate tools for the task such as 'spray' and fill in colours when making pictures in the style of Mondrian on the computer screen. Their knowledge and understanding of the benefits of using information technology in the wider world is good.
123. By the end of Year 4, most pupils know how to use a word processor to write stories and poems and successfully change font, size and colour of text unaided. They know how to justify, centre and move text to the left and right. They make good use of an information program to support a history topic on the Egyptians and 'Britain since the 1930s'. They confidently input and handle information in databases and have a good understanding of line, bar and pie charts. Those pupils who have access to a computer at home, however, show more knowledge and understanding and are more competent in some areas such as word processing and searching for information especially using the Internet and e-mail facilities. Most pupils have a good awareness of the use of information technology and control in the wider world such as in supermarkets, banks and in home appliances.
124. The previous report found that pupils' attainment was satisfactory overall but this is no longer the case as attainment is above expectations by the end of Key Stage 1 and Year 4. This is a significant improvement largely due to increased levels in teachers' knowledge and expertise and higher expectations of what pupils can achieve.
125. The quality of teaching is good. In lessons seen during the inspection, the quality of teaching and learning was never less than satisfactory and often good. Most teachers have a secure knowledge of the programs they use and teach basic skills very well. This is effectively communicated to pupils and has a beneficial impact on their learning. Teachers' planning includes good use of computers to support other areas of the curriculum. This ensures that pupils have regular access to computers. In the reception class for example, pupils made reading books and drew pictures using an art program. In Year 3, lower ability pupils learned number facts and used a graphics program to create Christmas cards. The recent introduction of the guidance from the Qualifications and Curriculum Authority has provided teachers with clear structure and information technology forms an integral part of planned work. This ensures pupils progressively develop knowledge and skills. All teachers make very good use of the computer to make labels and provide good examples to pupils.
126. The curriculum co-ordinator shows good leadership, provides high quality help to colleagues, and is effective in her role. She has supported colleagues by leading training sessions and monitors planning to ensure all areas are covered. However, there is currently no monitoring of the quality of teaching and learning to further raise

standards and this is an area for further development. Assessment procedures, to ensure progression of skills and knowledge, have only recently been introduced and have not yet had time to take effect. The school has recognised the need for further training to improve teachers' knowledge and understanding, and the subject is a feature of the school improvement plan to implement this. The school is well equipped with a range of computers, both old and modern, and teachers make good use of them although not all are equipped for the future needs of the curriculum. There is a wide range of software for the older computers which is used effectively. Other resources such as a digital camera, tape recorders, keyboards and televisions and videos are used well to enhance the curriculum in information technology. This has a positive impact on pupils' learning as many activities encourage their independence and require sustained intellectual effort.

MUSIC

127. Pupils make very good progress at Key Stage 1 mainly due to the quality of teaching in Year 2 by a teacher with very good subject knowledge and high expectations. The result of this is that standards at the end of Key Stage 1 are above those expected nationally. This expertise is not however carried through into Years 3 and 4 where music is taught by teachers with limited expertise in music. This results in teachers teaching with varying degrees of success. Progress is, however, satisfactory overall as teachers are able to follow subject planning that has been well produced and is easy to follow. Nevertheless, the result of this is that there is a drop in standards at Key Stage 2. By the time pupils are ready to leave the school, standards are in line with those expected for pupils of this age. The underachievement identified in the previous inspection at Key Stage 2 has therefore been arrested by the input of the co-ordinator in producing good quality planning for all teachers and the valiant efforts of teachers to follow it.
128. The quality of teaching and learning is satisfactory overall with particularly good teaching and learning seen in Year 2 and in a Year 4 lesson. All teachers ensure that lessons are practical and interesting and this leads to pupils having good attitudes to the subject. Pupils are keen, interested and well motivated. They work hard and purposefully and sustain good levels of concentration throughout lessons. In a Year 2 lesson for example, they kept a steady beat and put into practice the idea of loud and soft, fast and slow. Clear explanations from the teacher enabled pupils to compose their own rhythms using simple notation. At Key Stage 2, pupils know the difference between crotchets and quavers and are able to perform the rhythms confidently and accurately. Most show good control when using instruments. Standards in singing are very good. In assembly for example, pupils sing hymns in two parts with older pupils adding harmony. Good opportunities to listen to a range of music from different times and cultures make a good contribution to pupils' cultural development.
129. Good opportunities are provided for pupils to develop socially and culturally through taking part in performances and listening to music. Pupils are encouraged to develop their musical skills by participating in an extra-curricular session, where they learn to play the recorder and keyboard.
130. The subject is effectively led and managed by a co-ordinator who is obviously very talented in music. Her enthusiasm about the subject's development and expertise gives colleagues confidence to teach musical activities themselves. Guidelines and detailed planning are in place for each year group. This supports teachers' lesson planning well. Lesson plans are detailed and relate well to the National Curriculum.

The school has recently put into place procedures for assessment and monitoring the standards of learning. Early indications are that it is being used effectively in some classes. However, monitoring the quality of teaching is not in place. As a result, detailed information that would enable help to be appropriately targeted to those teachers who are less confident than others is not available. The school has a satisfactory range of resources to promote practical skills and appreciation of music.

PHYSICAL EDUCATION

131. Standards at the end of Key Stage 1 and in Year 4 when pupils are ready to leave the school are above national expectations. This marks a significant improvement on standards since the previous inspection in 1996.
132. By the end of Key Stage 1, pupils throw and catch a ball with accuracy. They work hard in lessons and are guided well by teachers with very good subject knowledge. Teachers' enthusiasm and very good control ensure that pupils' excitement is well contained and all perform to the best of their ability. In a Year 2 dance lesson, for example, the teachers use of the piano and her own singing motivated pupils to respond creatively to the music from 'The Snowman' without any inhibitions. It was an excellent lesson which was thoroughly enjoyed by all, including the teacher who joined in at every opportunity.
133. Pupils in Year 4 attain high standards in gymnastics. They practise, refine and repeatedly try to improve headstands and forward or backward rolls. All show a good awareness of body tension and control and demonstrate good balance. Most know the effects of exercise on their body, warm up for sessions conscientiously and sustain energetic activity well. Pupils show confidence when demonstrating for the whole class and sensibly evaluate one another's performance. Pupils display similarly high standards in dance. They listen to instructions carefully and demonstrate a good knowledge of the set movements in traditional country dances. For example, Year 3 pupils successfully swing a partner, promenade and form a star in groups of four. Boys and girls are equally as enthusiastic and all show a good level of concentration. The only thing which detracts from the very good performance of pupils is the poor quality of sound from the small tape players which are often used in the hall. In warm up games which involve running around the hall, pupils show consideration for others and take care to avoid collisions.
134. Swimming provision at the school is good as pupils in Years 3 and 4 are given the opportunity to learn to swim. The school reports that every year, virtually all pupils achieve the expected standards in swimming by the time they are ready to leave at the end of Year 4.
135. The quality of teaching is very good throughout the school. Teachers now plan their lessons exceptionally well. This answers a criticism in the previous report when inspectors noted that learning objectives did not meet the needs of all pupils. Before and during lessons they give clear instructions to pupils which means that all know exactly what is expected of them. There is now a good balance between instructions and activity. Tasks are sufficiently demanding in their content and their pace to keep all pupils appropriately challenged and interested. Demonstration was used effectively to illustrate skills and encourage pupils to improve their own performance. The quality of learning in all the lessons seen was never less than good and on one occasion it was excellent. In this exceptional lesson, the teacher's knowledge of dance, skill in motivating pupils to perform to very high standards and her own enthusiastic involvement meant all pupils achieved much in the lesson.

136. Pupils of all ages and abilities are motivated, hardworking and keen to be involved. There was no shortage of volunteers to demonstrate in the Year 4 gymnastics lesson and children in Year 2 were eager to share their ideas about actions appropriate to the music. All pupils moved with confidence and enjoyment as a result of good teaching. Pupils with special educational needs and those of higher attainment take part and compete with equal enthusiasm in lessons. Their achievements in the subject equal those of other pupils.
137. The breadth and balance of the curriculum is satisfactory. However, the range of extra-curricular sporting opportunities for pupils is currently unsatisfactory. Last year, the school cricket team were the winners of the area competition but regular opportunities to take part in competitive sport are limited. This adversely affects pupils' social development rather than their skills in games which are above average.. The policy statement provides good guidance to teachers in planning their lessons and ensures pupils successfully build on their previous learning. This is largely responsible for the good progress pupils make and the above average attainment in physical education.
138. The management of the subject is good. Although few opportunities are currently provided for the co-ordinator to monitor or evaluate standards or the quality of teaching, initial steps have been taken to introduce a programme for monitoring teaching more regularly and systematically. The school's facilities for physical education are good. Pupils benefit from lessons in a spacious hall and outside there are adequate hard play and grassed areas. The level of resources is very good for all aspects of the curriculum.

RELIGIOUS EDUCATION

139. Attainment by the end of Key Stage 1 and Year 4 when pupils are ready to leave the school is above the standards required in the locally agreed syllabus. Pupils make good progress throughout the school. This represents an improvement in standards since the previous inspection when they were reported to be in line with the requirements of the locally agreed syllabus.
140. In Key Stage 1, pupils demonstrate a good awareness of what it means to be a friend and take part in a contemporary dramatisation of the story of the Good Samaritan. Effective questioning provoked reflection on how people show love and friendship and on their own behaviour as friends. In Year 1 for example, the teacher effectively used pupils' own experiences of parents showing love and care as a starting point to a lesson. The discussion enabled pupils to develop their own ideas further and come to an understanding of God as parent or friend.
141. At Key Stage 2, pupils have a good knowledge and understanding of how Christians come together in worship and the celebration of major festivals, particularly Christmas, Easter and Pentecost. Good quality resources to support explanations enlivened the teaching and effective questioning developed pupils' understanding of Islam. The teacher carefully washed her hands before handling the Qur'an for example. This successfully showed pupils how to respect the beliefs of others and gave an insight into the value of the Qur'an to Muslims.
142. Teachers have good subject knowledge of Christianity, Judaism and Islam which they impart effectively to pupils. The most successful teaching motivated pupils because they were told by the teacher at the start of the lesson what they would learn. The least effective teaching does not allow sufficient time for pupils to develop their ideas and consequently pupils are not always clear about the message which is being given through the stories they hear. This adversely affects their rate of progress in the subject. Teachers' expectations of handwriting are low and this has a negative effect on the overall neatness of some pupils' work. The quality of learning is good. The methods teachers use are particularly effective in helping pupils to clarify their understanding about religion and moral values.
143. The subject is led and managed well. Monitoring of planning is undertaken but monitoring of teaching is not in place. As a result, co-ordinators do not have sufficient information to advise and guide colleagues on how to improve standards or the quality of their teaching. Assessment of pupils' learning has been introduced recently but it is too early to judge the effectiveness of its use. Visits to the local church and Newcastle Cathedral have a positive impact on pupils' spiritual development and understanding of Christianity. The school has good resources that are used well to increase pupils' understanding of world faiths.