

INSPECTION REPORT

**WINLATON WEST LANE COMMUNITY PRIMARY
SCHOOL**

Winlaton, Blaydon on Tyne

LEA area: Gateshead

Unique reference number: 108346

Head teacher: Mr C J Scott

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 5th – 8th February 2001

Inspection number: 188272

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	West Lane Winlaton Blaydon on Tyne Tyne and Wear
Postcode:	NE21 6PH
Telephone number:	0191 4142557
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Barber
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

OIN	Team members		Subject responsibilities	Aspect responsibilities
17794	Mr D Hardman	Registered inspector	Science	What sort of school is it?
			Physical education	How high are standards?
			English as an additional language	How well are pupils taught?
				How well is the school led and managed?
				What should the school do to improve further?
9511	Mrs E A Longfield	Lay inspector		How well does the school care for its pupils?
				How well does the school work in partnership with parents?
23375	Mr J Hicks	Team inspector	Information and communication technology	
			Art and design	
			Design and technology	
29188	Mrs G Ulyatt	Team inspector	Religious education	How good are the curricular and other opportunities offered to pupils?
			History	
			Special educational needs	
28037	Mrs P Smith	Team inspector	English	
			Children in the Foundation Stage	
14991	Mr A Hardwicke	Team inspector	Mathematics	
			Music	
			Geography	

			Equal opportunities	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Winlaton West Lane Primary School is a large school situated in Winlaton to the west of Gateshead town centre. The school serves a wide geographical area. There is a broad social mixture in the school. The school does not have a nursery although most children have received part time nursery education before entering reception. Many pupils' attainment on entry to the school is below the national average although the full ability range is represented. The number of pupils joining or leaving the school at times other than that normally expected is high. There are 209 boys and 185 girls currently on roll, including 52 children in the reception classes. There are no pupils who have English as an additional language and very few from ethnic minorities. Approximately 19 per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Ten per cent of pupils have been identified as having special educational needs, this is well below the national average and three pupils have statements of special educational need, which is below the national average. The majority of pupils with special educational needs have speech or communication difficulties.

HOW GOOD THE SCHOOL IS

This is a good school. The leadership and management by the head teacher, key staff and governors are good. By the end of Key Stage 2, pupils' attainment in English, science, religious education, history and music are above the levels expected for 11 year olds. Pupils achieve as well as could be expected in relation to their previous attainment and standards are rising because of good, sometimes very good teaching and pupils' very good attitudes. As a result, the school gives good value for money.

What the school does well

- The quality of teaching and learning is good and, by the end of Key Stage 2, pupils achieve well when compared with their previous attainment.
- The leadership of the school by the head teacher, key staff and governors is good. Educational priorities are supported by good financial planning.
- Very good teamwork by staff and stimulating rooms for children in the reception classes make sure they get a very good start to their education.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils' attitudes to school, their personal development and relationships are very good. As a result, their behaviour is very good.

What could be improved

- Standards in some aspects of information and communication technology are not high enough because the school does not have sufficient resources to meet the requirements of the National Curriculum.
- The equal opportunities for all pupils are not fully met because the timetable arrangements for pupils withdrawn from lessons for extra help mean they are missing important parts of the same subject every week.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The quality of leadership and management has improved significantly since the last inspection. The head teacher has worked closely with the local education authority and colleagues with a planned programme to improve the quality of leadership in the school. This has included training courses, links with local businesses and the establishment of a new structure that provides key staff with a clear understanding of their roles. The senior management team, in partnership with the governors, has a positive impact on deciding the future direction of the school and there is a good system in place to evaluate the success of the school's priorities.

The head teacher, deputy head teacher and subject co-ordinators regularly observe teaching and learning throughout the school and share the good practice observed with their colleagues.

The central office, established in 1996, provides effective administration systems to support the work of the school and the head teacher. Although the buildings on the site are widely scattered, there is good communication and the good quality support from the office allows teachers to concentrate on their teaching. There has been good progress in teachers' planning to implement the new curriculum introduced in 2000. For example, there are good links between subjects such as English and history, which lead to good opportunities for pupils to use their literacy skills in other subjects. This curriculum planning is based on the audits undertaken every year by subject co-ordinators who decide what is required for the following year. This information is used very effectively during a residential weekend for the senior management team to draft the school development plan for the following year. This draft is fully discussed by all staff and governors before it is finally adopted which ensures that all members of the school community have an opportunity to contribute to a shared vision for future development.

The school has organised a number of initiatives to raise teacher expectations, particularly in English and mathematics. These include the successful implementation of the National Literacy and Numeracy Strategies, attendance at appropriate courses, the monitoring of teaching and learning by the local education authority, external specialists and the subject co-ordinators, revised planning for all subjects and the setting of pupils, in Key Stage 2, for English and mathematics. This has resulted in improved standards, for the present Year 6, and pupils achieving well when compared to their previous attainment. The school has brought in the new Performance Management initiative which has replaced the appraisal cycle criticised in the last inspection and is consequently now fully up to date with national requirements. The appointment of a teacher with specific responsibility to improve pupils' personal, social and health education has been so successful that this aspect of school life is now a strength. The school has improved as much as could be expected and the capacity for future improvement is good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	C	C
mathematics	A	C	E	E
science	A	C	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The results of the inspection show that, by the age of 11, standards in English, science, religious education, history and music are above the level expected for 11 year olds. This is an improvement since the previous inspection. In all other subjects, except information and communication technology, pupils' standards are in line with that expected. Pupils' results in the National Curriculum tests in 2000 show similar results in science to the previous year but a fall in English and mathematics. This is partly because of the significant number of pupils, approximately 15 per cent, joined the school during Key Stage 2. The school's analysis of pupils' results showed that they performed badly on the first morning of the tests in their mathematics paper and consequently did not reach the standards they were capable of which accounts for the large drop in the mathematics tests. In addition, the school analysed the results of all the tests well and this showed that

pupils who were in the school at the start of Year 3 made good progress during their four years in Key Stage 2. The school's implementation of the National Literacy and Numeracy Strategies and the setting for English and mathematics in Key Stage 2 have had a significant impact on pupils' attainment. The trend of pupils' attainment over time has been broadly in line with the improving national trend. Pupils' attainment in information and communication technology is below the level expected mainly because the school does not have sufficient resources to teach the full requirements of the subject. The school is aware that improved resources and a concentrated effort to improve pupils' understanding of how computers control events, how to explore imaginary situations and use their skills to decide how to progress through a program is a top priority this year. The school is well set to continue to improve standards, meet its realistic targets and implement the new curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and their work. They are keen to come to school and this improves their learning.
Behaviour, in and out of classrooms	Very good. Pupils are aware of how to treat each other and they work and play well together. Pupils are polite and courteous towards one another and adults.
Personal development and relationships	Pupils' personal development and relationships are very good. They respond well to the rules clearly displayed in all classrooms. Relationships between pupils and staff are very good which lead to pupils trying hard and doing their best.
Attendance	Attendance is satisfactory. Most pupils arrive at school promptly, settle into class quickly and lessons start on time. There have been no exclusions from the school in the last year.

Pupils' very good attitudes result from the school's positive ethos and their response to the caring, family atmosphere in the school. This is a particular strength of the school. Pupils are very polite, friendly and welcoming. They have a clear sense of right and wrong and treat all people appropriately. They are considerate of others when they move around the building, use the dining hall and play at break times. Pupils respond well to the trust and respect they are shown.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good, often very good.	Good, sometimes very good.	Good, occasionally 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.

Eighty seven lessons were seen. Teaching was satisfactory or better in 99 per cent of lessons. It was good in 53 per cent of lessons and very good or excellent in a further 20 per cent. Good teaching was seen throughout the school. This is a significant improvement since the previous inspection. There was only one unsatisfactory lesson seen during the inspection. This was in mathematics where the work set was too difficult and not clearly explained. The National Literacy and Numeracy Strategies have been successfully implemented and, in the present Year 6, pupils' standards are improving. The quality of teaching has been monitored by the head teacher, key staff and subject co-ordinators and the sharing of good practice is having a positive impact on the quality of teaching and learning throughout the school. This strategy has been successful in establishing a climate within the school where teachers are more aware of their strengths and areas for development.

The teaching of basic skills in English and mathematics is good throughout the school. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies and where tasks are organised to challenge different ability groups in classes, pupils make good progress. Teachers use their daily observations of pupils' work to set challenging tasks and this is having a positive impact on their learning. This is particularly effective in the reception classes where the teachers have a very good knowledge and understanding of how young children learn. As a result, they plan stimulating activities, which appeal to the children, generating a very productive working atmosphere. Child care and classroom assistants give effective support to both individuals and groups of pupils when they are working with them.

When withdrawn for specialist help, pupils with special educational needs are well taught. However, the timetable arrangements for these pupils mean that they are withdrawn from the same lessons each week and are missing important parts of the same subject every week which adversely affects their learning in these subjects. Although the teaching of information and communication technology skills is good, especially in the computer suite, the lack of sufficient programs and occasional missed opportunities to use the classroom computers to support other subjects mean that pupils' attainment is not as high as it could be.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a relevant curriculum that meets the needs of all pupils. Many opportunities are provided to stimulate pupils' curiosity, interest and understanding. A good range of activities, both in and out of lessons, enhances the quality of pupils' learning.
Provision for pupils with special educational needs	The procedures and provision for pupils with special educational needs are satisfactory. The quality of focused teaching for pupils with special educational needs when they are withdrawn and taught in small groups is good. Teachers know their pupils well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual and cultural development is promoted strongly through lessons and assemblies.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good. There are good procedures for assessing pupils' attainment and progress. However, the good analysis of pupils' National Curriculum test results is not always used effectively to set specific targets for individuals and small groups of pupils.

The curriculum is broad in both key stages and meets statutory requirements with the exception of information and communication technology. This is mainly because the school has insufficient resources to cover all the skills required by pupils in this subject. The curriculum includes several features that enrich it considerably, for example, there is a very good personal, social and health education programme which pays due attention to both sex education and drug misuse. The school has formed a satisfactory partnership with most parents, which makes an effective contribution to pupils' learning both at home and in school. However, the information in teachers' annual reports to parents often covers the class topics and does not give sufficient information on pupils' individual attainment and progress. The school has good procedures in place to monitor and promote pupils' attendance and behaviour. These are effective and pupils' behaviour has improved since the last inspection and is now very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides good leadership and gives a clear educational direction for the school. The quality of teamwork by all staff is good and fosters a positive ethos in which all pupils are valued and their efforts well-supported.
How well the governors fulfil their responsibilities	Good. The governing body is committed to helping the school move forward. Governors make an effective contribution to the running of the school and are committed to maintaining and raising standards further.
The school's evaluation of its performance	Good. The school knows its strengths and areas for development. The monitoring and evaluation programme is having a very positive impact on the quality of teaching and all staff work very hard to improve their own work and the educational opportunities provided for pupils.
The strategic use of resources	The school has sufficient staff and they are well deployed. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is well maintained. With the exception of information and communication technology and large outdoor equipment for children in the reception classes, resources to support pupils' learning are satisfactory and used effectively. The school's finances and administration procedures are good.

The good leadership and management provided by the head teacher, staff and governors are important factors in the quality of teamwork and positive ethos in the school. All staff regularly watch their colleagues teach and how pupils are learning; as a result, they are well placed to improve and prioritise initiatives for raising standards. For example, all staff have undergone training to improve their skills in information and communication technology and the creation of a computer suite is helping to raise standards throughout the school. Governors and the head teacher keep a close eye on spending to ensure that they get the best possible value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children are making good progress • Behaviour is good • Teaching is good • They feel they can go to the school with any questions or problems • The school expects children to work hard • The school helps children to become more mature and responsible 	<ul style="list-style-type: none"> • The amount of homework given to pupils • The information on pupils' progress • The way the school works with parents • The range of activities outside lessons • The leadership and management

Inspectors agree with the positive comments and views of the parents but do not agree with the concerns over the leadership and management of the school. The inspection team agrees with some of the concerns identified above, particularly for information on pupils' progress. There are limited open evenings when parents discuss with teachers how their children are getting on and the teachers' reports on pupils' attainment and progress provide information about the topics covered and not sufficient information on pupils' learning. Although the school has an established homework policy, teachers do not always consistently implement it and, as a result, the amount of homework varies from class to class and is therefore not consistently used to reinforce pupils' learning. Parents liked the "Year Books" and the parents of reception children appreciated their detailed booklet and home visits. There is a good range of extra

curricular activities, which makes a positive contribution to pupils' learning. Regular informative newsletters and an "open door" policy make a good contribution to the partnership with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 The Foundation Stage is made up of two reception classes. There are currently 26 children in each class. Children enter the reception classes in the September of the school year in which they are five. There are very few children identified as having special educational needs. When children start reception their achievements vary widely but are generally slightly below what is expected for their age in all areas of learning. During their time in the reception classes children make very good progress in personal, social and emotional development and they are above the expected standards when they move to Year 1. In the other areas of learning, standards are broadly typical of the age group.

2 The school builds on the good start made in the reception classes and pupils make at least satisfactory progress in all subjects in Key Stage 1. For pupils in the present Year 2, attainment in reading, writing and speaking and listening is in line with what is expected. The quality and range of reading is a strength in Key Stage 1. This is better than the last inspection, when standards were sometimes unsatisfactory. In the most recent National Curriculum tests, pupils' attainment in reading and writing was close to the average but the number achieving the higher levels was below the average which brought the school's overall performance down. Pupils' performance in all the national tests was below average in comparison with similar schools. In Key Stage 1, pupils' attainment is improving because of the successful implementation of the National Literacy and Numeracy Strategies.

3 In the 2000 National Curriculum tests in English for 11 year olds, pupils' attainment matched the national average and was in line with the results for similar schools. Standards in English for 11 year olds have improved since the last inspection and are now above the level expected for their age. There has been positive progress in raising attainment in English for the present Year 6 pupils because of the successful introduction of the Literacy Strategy, the setting in Key Stage 2 and the detailed analysis of pupils' previous results. This analysis of data also means the school has evidence of the good progress made by these pupils over the last four years. The trend over time has been broadly in line with the improving national trend. The school is setting realistic targets for improvement in English.

4 By the end of Key Stage 1 pupils' speaking and listening skills are broadly similar to those expected for their age. Pupils develop in confidence and by the end of the key stage they are eager to contribute verbally in discussions using books during the introduction of the Literacy Hour. By the end of Key Stage 2 pupils' speaking and listening skills are above the level expected for their age. Many pupils have a wide vocabulary and secure command of grammar. Teachers try to involve all pupils, including the reluctant ones, in answering questions and taking part in discussions. For example, in a mathematics lesson in Year 6, pupils explained how to use co-ordinates and listened carefully to answers given by their teacher and their classmates.

5 By the end of Key Stage 1, pupils have a high interest in books and stories generated by effective teaching of literacy and this is having a gradual, but positive impact on their reading standards. They regularly read to their teachers in groups and are given opportunities to read silently for their own pleasure. By the end of Key Stage 2, most pupils are eager, competent, fluent readers with well developed library and information retrieval skills. By the end of Key Stage 1, pupils' standards in writing are satisfactory. Pupils undertake regular handwriting practice and so they make satisfactory progress and move from a basic print to a neat, joined style. Most pupils use punctuation correctly and their spelling is satisfactory. Pupils use language imaginatively in their stories and poems. By the end of Key Stage 2, most pupils have developed a regular, fluent, joined and legible style of writing. The majority of pupils use punctuation correctly and consistently. Grammar is taught throughout the key stage and pupils' ability to use it effectively in their free

writing is improving because of the focus the school has placed on the importance of this. Teachers use pupils' literacy skills in other subjects effectively, for example, in the recording of experiments in science, in written descriptions of different faiths in religious education and in editing poems by using computers.

6 By the end of both key stages, pupils' attainment in mathematics is in line with what is expected for their age. In the 2000 National Curriculum tests for mathematics for seven year olds, attainment was in line with the national average but below the average for similar schools. In the 2000 National Curriculum tests for 11 year olds, pupils' attainment was well below the national levels. When compared with similar schools, the school's results were also well below the average for these schools. There has been very good analysis of pupils' performance in last year's tests to identify the areas where pupils did badly, for example, in the first mathematics test pupils' performance was well below their capabilities. The analysis of tests has resulted in the setting of good class targets to focus on improving the weaker areas of mathematical knowledge. Pupils' attainment is improving and the positive effect of the National Numeracy Strategy and the setting arrangements in Key Stage 2, are raising standards. Pupils use their numeracy skills well in other subjects such as science. For example, they work out the strength of forces and accurately record results of scientific experiments.

7 By the end of Key Stage 1, pupils' attainment in science is in line with what is expected for their age. In the teacher assessments in science in 2000 for seven year olds, pupils' attainment was above the national average. It was also above the average when compared with similar schools. In the National Curriculum tests for 11 year olds in 2000, pupils' attainment was in line with the national average. When compared with similar schools, the school's results were also in line with the average. Pupils' attainment in the present Year 6 is above the level expected for their age. This is an improvement since the previous inspection and on the test results last year because of the school focus on experimental science. This is having a positive effect and raising pupils' standards because they are now explaining how they achieved their results and using a good range of scientific vocabulary when writing accounts of their experiments. During the inspection, there was no significant variation noted in the attainment of boys and girls. The careful analysis of results from National Curriculum tests means that there is a good capacity for further improvement.

8 Pupils with special educational needs make sound progress. There is a weekly timetable for extra support and pupils are withdrawn from classes throughout the week for small group teaching. During this time pupils make good progress in their learning, particularly in their literacy and numeracy skills. However, because pupils are regularly missing parts of the same lesson each week it means that the school does not ensure that pupils with special educational needs make steady progress in their learning in all subjects.

9 Standards in information and communication technology have fallen slightly since the last inspection but the school is now in a good position to recover this lost ground because of the establishment of a modern computer suite. Pupils' attainment is broadly in line with the level expected for seven year olds but it is below the level expected for 11 year olds. This is because the school does not have the necessary resources to adequately cover the full curriculum in Key Stage 2. For example, pupils reach satisfactory standards in the elements that are taught but do not learn to control machines and equipment, explore models, sense physical data, use programs to determine their route by making their own decisions or use electronic mail to communicate with others. The school is aware of these shortcomings and has set challenging targets in a bid to raise standards.

10 By the end of both key stages, pupils' attainment in religious education and music is above the levels expected for their age. In Key Stage 2, pupils' attainment is also above the levels expected in history. In Key Stage 2, pupils understand the importance of religion to different people and they relate well to stories through discussions and writing about their own life experiences. For example, pupils in Year 4 discussed their recent visit to Durham Cathedral and the meaning to Christians of the various parts of the cathedral, such as the alter, pulpit and the use of the cloisters. All pupils, including those with special

educational needs, make satisfactory progress in religious education. In all other subjects pupils' attainment, by the end of both key stages, is in line with the levels expected for their age.

Pupils' attitudes, values and personal development

11 This area of learning is a very strong feature of the provision for children in the reception classes. All adults work closely together to create a warm secure and stimulating atmosphere in which children quickly gain a sense of belonging. Throughout both key stages pupils are eager to come to school and consistently show very good attitudes towards work and school. They show interest in lessons, particularly when there is something new, such as the visit from the Jazz Workshop. Pupils are excited about using the computers in the information and communication technology suite and are proud of what they achieve. They try hard to please their teachers and are capable of sustained concentration. They co-operate well in group work and are appreciative of the work of others, for example, in a Year 2 English lesson when the task was working with a partner to write a simple dialogue and then read it to the class. All pupils enjoy lessons where there is a practical element and the older pupils show that they work well independently, for example, in a Year 6 science lessons testing materials. The younger pupils are keen and enthusiastic and show appreciation of each other's work. Many enjoy attending the lunchtime and after school activities, especially the music club and clog dancing.

12 The behaviour in the school is very good. Pupils move around the school quietly and without fuss. They show appropriate respect for all adults and a good level of self discipline. The absence of litter and the tidy classrooms are examples of the respect pupils have for their own and other people's property. Parents, staff and pupils acknowledge that there are incidents of occasional bullying and playground arguments but generally pupils play well together. Pupils are well aware of the school rules, what is right and wrong and the sanctions that can be imposed.

13 There are very good relationships throughout the school. Pupils interact very well with each other, with teachers and with other adults in the school. They are polite and courteous. The staff provide excellent role models. Personal development is good. Year 6 pupils take opportunities to show initiative and also take the responsibilities that they are given very seriously. They provide valuable assistance to the staff through their roles as head boy, head girl, prefects and class monitors. During "circle time", when pupils discuss different aspects of school life, they are encouraged to value each other and to respect their views. Pupils from each year group are elected to sit on the School Council. Their suggestions are taken seriously and, where practical, are acted upon by the school, for example the refurbishment of the toilets.

14 Levels of attendance throughout the school are satisfactory. An accurate record of absence is maintained. The high level of authorised absence is due to the number of parents taking their family holidays during term time. Registration periods provide a structured start to the school day and the marking of registers meets statutory requirements.

15 Pupils with special educational needs show a good, positive attitude to their work. Learning support staff are effective in supporting pupils, consequently all concentrate well in both small group teaching sessions and in whole class situations. Their behaviour is good and staff praise and encourage their efforts so that pupils develop good self esteem and confidence in their learning.

HOW WELL ARE PUPILS TAUGHT?

16 Teaching is good and often very good in the reception classes. This is the new Foundation Stage, which was introduced in September 2000. Teachers are very confident and have a very good understanding of the curriculum for this age group. They also have very good knowledge and understanding of how young children learn. As a result, they plan stimulating activities, which appeal to the children, generating a very productive working atmosphere. There is a good balance between direct teaching and well planned,

structured, investigative activities. A particular strength is the very good teamwork by all staff who work together very effectively. This has a positive impact on the good progress children make and is raising the standard of all their work. Staff are currently reviewing the Early Years Policy and long term planning to more accurately reflect the effective practice shown in the classroom.

17 Teaching is good and sometimes very good in Key Stage 1. It is good and occasionally very good in Key Stage 2. This is a significant improvement since the previous inspection when 10 per cent of lessons were unsatisfactory. The head teacher and subject co-ordinators regularly observe colleagues teaching and check to ensure that all pupils are learning effectively. The quality of teaching is having a positive impact on pupils' learning but has not yet had time to raise their attainment further by the end of Key Stage 2. Teachers assess individual pupils' attainment and progress regularly and use their daily observations of pupils' work to set challenging tasks which improves pupils' learning and attainment.

18 The teaching of basic skills in English and mathematics is good in both key stages. Teachers' planning is clearly linked to the National Literacy and Numeracy Strategies and tasks are often organised to challenge different ability groups in classes. The pace of most lessons is good and teachers use the techniques of the Literacy and Numeracy Strategies to best effect. For example, in a Year 1 English lesson pupils joined in enthusiastically with the shared reading and most responded well to the teacher's prompting to predict the next stage of the story. Pupils were given work in different groups and the support staff worked very effectively with a small group of pupils rearranging words to make sentences. Pupils have very good relationships with teachers and adults in the classroom and this has helped to improve the quality of their learning. Teachers' expectations of pupils' behaviour and effort are high and pupils are expected to do their best. This was seen in a Year 6 science lesson, when pupils improved their knowledge of experimental science and the importance of fair tests when finding out the most suitable material to make a tent. They tested different materials for different qualities and answered questions, such as "are they waterproof, strong, fireproof and light?". They were very attentive to the teacher's introduction when previous work was discussed and very keen to explain how they arrived at their conclusions.

19 Teachers, in both key stages, have a good knowledge and understanding of the subjects of the National Curriculum. They use the correct language to develop pupils' knowledge and understanding of each particular subject. This was particularly evident in English, mathematics and science where specific technical language was used well. For example, in a Year 3 science lesson pupils understood the working of the heart and used the words "vein" and "artery" correctly. Teachers have good knowledge and understanding of the teaching of all subjects and they use good observational assessment of pupils to build upon the areas that pupils need to develop. For example, in a mathematics lesson in Year 5 the teacher used well chosen questions to check that pupils understood the properties of fractions, such as numerator and denominator. The teacher kept all pupils interested and enthusiastic in the session and used good examples to ensure that pupils could change improper fractions to mixed numbers.

20 Teachers know and manage their pupils very well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. Teachers make daily informal assessments during lesson times on which to base their future planning. Most teachers include positive comments when marking but do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils are learning from their mistakes. Although the school has an established homework policy, teachers do not always consistently implement it and, as a result, the amount of homework varies from class to class and is therefore not being used effectively enough to reinforce pupils' learning.

21 The teaching of pupils with special educational needs is good. All staff have a very positive attitude towards these pupils and know the pupils' strengths and areas for development well. Class teachers, the special educational needs co-ordinator and support staff all work effectively together ensuring pupils take part in the curriculum and make sound progress. Teachers plan according to the needs identified in the

pupils' statements and work towards the targets identified in their individual education plans. All adults working with pupils with special educational needs are enthusiastic in their approach and liberal with praise. This effectively encourages pupils and helps them develop confidence. Clear records are kept on each pupil's attainment and this information is used effectively to inform future planning and teaching. When withdrawn for specialist help, pupils with special educational needs are well taught. However, the timetable arrangements for these pupils mean that they are withdrawn from the same lessons each week and are regularly missing important parts of the same subject so that their learning is sometimes adversely affected.

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

22 The curriculum for the children in the reception classes, now called the Foundation Stage, is good. In most areas of learning children experience rich and very stimulating activities which enable them to make good progress. The provision for physical development is currently underdeveloped. There are insufficient regular opportunities for children to gain greater physical agility across a range of learning experiences because only one hour a week has been designated. There is currently no provision for structured outdoor play to allow children the freedom of more robust, adventurous and stimulating play. This is limiting their learning and physical development.

23 In the previous inspection report, curriculum provision was sound in Key Stage 1, although there was an imbalance at certain times of the year. Pupils did not build effectively on their previous learning because teachers' planning was not consistently implemented according to the school guidelines. In Key Stage 2 the curriculum balance was unsatisfactory. This situation has changed and the school has worked hard to develop and improve curricular provision and its breadth and balance have been improved. The variations in time allocated to different subjects and in different classes have now been remedied. Planning in year teams is carried out and the co-ordinators monitor curricular provision to ensure a good balance with pupils building effectively on their previous experiences. Particular effort is made to provide rich and stimulating extra-curricular experiences for pupils through a wide range of activities and clubs including clog dancing, music clubs, sport and jazz groups. This good provision has a positive impact on pupils' learning and progress.

24 The curricular opportunities for pupils with special educational needs are satisfactory. These pupils have their areas of need identified and appropriate activities are planned. The special needs co-ordinator gives clear guidance to individual teachers and support staff and assists in the reviews of pupils' individual education plans.

25 The school has a very good personal, social and health education (PSHE) programme in place. The co-ordinator has produced a well-defined programme which ensures that clear guidance is offered to all teachers. This very good curriculum guidance ensures that the planning for PSHE is well linked to all curriculum subjects and the co-ordinator monitors its effectiveness. The school prepares pupils well for the opportunities and responsibilities of adult life. Pupils have a good knowledge and understanding of health issues and the school has won a "Healthy School Award" for the third year running. Most health issues are taught through the science and physical education programmes. There are appropriate programmes for sex education and drug awareness which are well incorporated into science lessons. These emphasise facts and benefits of a healthy lifestyle and give pupils the knowledge and skills to make informed choices. Effective use is made of outside experts to support pupils' learning.

26 There are very strong links with the local community. The school continues to entertain in the area with the "Geordie Road Show" and demonstrations of clog dancing. They were asked to perform at the opening of the Gateshead Quays and at Gateshead Stadium during an athletics meeting. The choir sings at Christmas in the local superstore. There are good, informal links with local industry through the parents. The school has good links with the local secondary schools. A member of staff visits the school regularly to

take French lessons with Year 6. Pupils thoroughly enjoy these sessions and join in with great enthusiasm. These activities have a very positive impact and make a significant contribution to pupils' very good attitudes.

27 The previous inspection found that the provision for cultural and social development were strong features of the school and the school has continued to provide opportunities for pupils to maintain this high standard. The school has also worked hard to improve opportunities for pupils' spiritual and moral development and these are now very good, whereas they were sound in the previous inspection.

28 There are very good opportunities for pupils' spiritual development in the daily act of worship. For example, one assembly focused on the responsibility Grace Darling undertook to save the men at sea. Pupils become aware that Grace acquired a strong sense of responsibility through the good influence of her father. All assemblies contain an appropriate time for prayer and reflection. Outside visitors also support pupils' spirituality through well focused themes, for example, discussing Dr. Barnado with Key Stage 2 pupils and the Bible Society with Key Stage 1. Planning for spirituality as part of other subjects is well developed, particularly through English, science, art and design, history and music.

29 Provision for moral development is very good. A sense of right and wrong is taught from an early age and is interwoven into much of the daily life of the school. Class rules are displayed and have positive statements encouraging pupils to care for others and be kind to their friends especially in the playground. All staff act as excellent role models for pupils encouraging them to be aware of others and to consider how others feel. Teachers reward and praise pupils for behaving well and showing care for others.

30 Provision for social development is very good. Opportunities for this are very well developed. In the reception classes, adults promote social development very well and organise activities to help children to take turns, play together and make friends. Behaviour is good; children begin to understand the difference between right and wrong. They treat each other and adults with respect. In lessons throughout the school pupils are encouraged to work in pairs to discuss their ideas. "Circle time", when pupils discuss different aspects of school life, is used effectively by teachers to assess pupils' attitudes and confidence. Pupils are given responsibility as they operate equipment during assemblies. There are class monitors who make sure pupils walk sensibly in the corridors. The school has a council with representatives from each class selected by their classmates and this is led by a head girl and a head boy.

31 Pupils' cultural development is very good and improved through visits to historical and religious sites, including Morpeth, Beamish Open Air Museum and Durham Cathedral. The School Council recently held a meeting in the council chamber within the local education authority. Pupils who join the music and dance clubs take part in several local festivals where they sing local traditional songs and perform clog dances. Pupils enter art competitions and visit the Shipley Art Gallery.

32 Pupils' learning is enriched by visits from local speakers, clergy who lead assemblies and teachers from Gateshead music service. Authors, poets and artists visit the school from time to time. Year 6 pupils have a French lesson each week with a teacher from one of the comprehensive schools to which pupils may go. They have some opportunities to visit the local secondary schools, although these are not planned consistently. There are good links between reception class staff and the nearby nurseries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33 The school's procedures for child protection and for promoting the well being, health and safety of all pupils are good. The head teacher takes the lead in setting an ethos of care, order and structure. The standard of care provided by the teaching and non-teaching staff is good. The school has a suitable policy for child protection and all teaching and non-teaching staff are aware of their responsibilities. Necessary

health and safety measures are in place and regular risk assessment inspections undertaken. The school is concerned with the road safety issue of parents parking their cars outside the main gates.

34 Procedures to monitor pupils' attendance are good. Registers are carefully checked each day. There are various incentives to encourage pupils' attendance including two shields presented termly by the governors to the class with the highest attendance and vouchers, to be used at a nearby fast food outlet, for pupils with 100 per cent attendance. The educational welfare officer visits the school weekly and contacts parents when any pupil's attendance or lateness gives cause for concern. The school constantly reminds parents not to take their annual holiday in term time but this is largely unsuccessful.

35 The school promotes good behaviour successfully through its behaviour and anti bullying policies. Pupils, staff and parents know the rules and sanctions and parents are informed of all instances of their child's inappropriate behaviour. Staff often praise pupils for their behaviour and work. Pupils value the "Well Done" certificates and termly awards assemblies.

36 Assessment procedures for children in the reception classes are good. Achievements made at home and when they were in the nursery are valued. Initial assessments when children enter the reception classes act as a good reference point from which progress is tracked. The way in which assessments are used to inform the next steps for learning is good. Through careful observation, children's achievements are noted and individual records carefully kept in all areas of learning including personal, social and emotional development. There are good procedures for assessing pupils' attainment and progress through the rest of the school. For example, the school places pupils in ability sets in Key Stage 2 for English and mathematics based on the results of specific, regular tests.

37 Pupils are regularly assessed in reading, writing and mathematics using optional and compulsory standardised tests. This allows the school to judge progress as well as attainment. Some assessment procedures and records such as the Gateshead Primary Reading Record have only recently been adopted and these have not yet been in use long enough to accurately measure progress over time. Nevertheless, teachers make detailed assessments of different ability groups within their class showing careful thought and a clear awareness of their strengths and weaknesses. Records include notes on important personal issues with which the school can give help and support. Teachers refer carefully to their lesson objectives and National Curriculum level descriptions when assessing the core subjects.

38 The procedures for monitoring the progress of pupils with special educational needs are satisfactory. Individual education plans include well defined targets and strategies, with clear criteria for judging success. These are reviewed every six months. The school liaises well with external agencies, including the psychology services, regarding the assessment of pupils and the implementation of statements for pupils with special educational needs. However, the way in which pupils with special educational needs are withdrawn from classes in order to be given individual help, is unsatisfactory. Whilst the work provided is satisfactory, pupils are often withdrawn from classes in ways which disadvantage them. For instance, in some classes pupils are withdrawn at the same times each day or week and this leads to them missing the same lessons. On other occasions some pupils leave lessons part way through and others return while the lesson is still taking place. These pupils therefore miss parts of the lesson and there is often no opportunity for them to catch up on what they have missed. There is also some disruption for the rest of the class, as numbers of pupils enter and leave during the lesson.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39 The school has satisfactory links with parents. Most parents are satisfied with the school. They state that their children receive good teaching and are confident that any problems will be dealt with quickly. Some parents identified concerns about the lack of information about their children's progress. Although there are consultation evenings in the spring and summer terms, the inspection team agrees with parents'

concerns because the pupils' annual progress reports do not give sufficient information about their achievements. The quality of information that parents receive about the school and its curriculum is satisfactory. Parents liked the "Year Books" and the parents of reception children appreciated their detailed booklet and home visits. Parents with children who have special educational needs are kept well informed of their progress. The prospectus presents key information in a straightforward manner and the governors' annual report gives a clear picture of school life in the preceding year.

40 There is an active Friends Association which organises social and fund raising events. Several parents and grandparents provide good help in the classroom and on educational visits on a regular basis. This has a positive impact on pupils' learning and attainment. A number of parents are at present attending a useful "Classroom Helpers" course. The majority of parents have signed the Home School Partnership. Parents provide good support for their children at home by listening to them read and supervising the homework set for them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41 The head teacher and key staff provide good leadership and give a clear educational direction for the school which has a positive impact on pupils' improving standards. The quality of teamwork by all staff is very good and fosters a positive ethos in the school where all pupils are valued and their efforts well supported. For example, the newly appointed deputy head teacher has a planned programme to work alongside colleagues in all classes as well as giving specific support for older pupils. The governing body takes its responsibilities very seriously: governors make a good contribution to the effective running of the school and are committed to maintaining and raising standards further. The roles and responsibilities of the senior management team have been reviewed and they provide good role models for all staff. The observation of teaching and learning by the head teacher and subject co-ordinators is regularly discussed with governors who are well aware of the school's strengths and areas for development. Subject co-ordinators are taking much more responsibility for their subjects. For example, they control their own budgets, review schemes of work, undertake a regular audit and recommend training needs, regularly scrutinise teachers' planning and pupils' work and observe teaching and learning. The school has worked effectively to address the key issues from the previous inspection and is well placed to maintain the strengths of the school and build effectively upon them.

42 The head teacher, key staff and governors work together closely and manage the school well. There is a clear agenda for the work of the school, ensuring that strategic decisions determine the financial and educational development of the school. The school works very closely with the local education authority to ensure that all decisions relating to the budget are closely linked to the development plan, are manageable and the principles of "best value for money" are applied rigorously. The staff meet regularly, both formally and informally, to discuss curriculum matters. Subject and key stage co-ordinators undertake their roles conscientiously. For example, there has been a thorough audit of teachers' skills in information and communication technology and a good action plan drawn up to identify a training programme that will develop teachers' skills further, especially when using the computer suite.

43 The head teacher and key staff use a residential weekend to pull together all the strands of the school development plan for future years. This working document is then fully discussed with staff and governors before becoming the action plan for the following year. It is an effective document which clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is having a positive effect on the future direction of the school. Educational and financial planning are clearly cross-referenced. Priorities include the continued observation by co-ordinators to check on the quality of teaching and learning across the school intended to improve further pupils' attainment and learning. The school knows its strengths and areas for development and has a good grasp on how to improve. All staff work hard to improve their own performance and the educational opportunities presented to pupils. The school has clear targets for improvements. For example,

the school is aware that further resources are required for information and communication technology to meet the requirements of the National Curriculum and allow pupils to fully develop their skills in all aspects of the subject.

44 All staff have a shared commitment to raising standards. They have succeeded in creating a learning environment where relationships are very good and pupils feel secure and valued. A positive ethos reflects the school's commitment to achieve the highest educational standards and equal opportunity for all pupils. Teachers ensure that the work is planned in such a way as to ensure that pupils of all abilities are fully included. The governors are committed to improving the school building, where funds allow, and maintaining standards in the school. They keep themselves well informed. The good committee structure enables them to support the head teacher and meet their statutory responsibilities. There are link governors in place for all subjects of the National Curriculum and they visit the school regularly and effectively observe pupils' learning. The chair of the governors works very closely with the head teacher and they meet regularly to discuss the school and its work. The school's aims are clearly expressed and have been collaboratively developed and agreed. The governors have a clear picture of the work of the school and are pleased with the improving attainment of pupils.

45 The school has sufficient teachers and support staff to meet the needs of the curriculum, and they are appropriately qualified and experienced. Procedures for the induction of newly qualified teachers and others new to the school are well developed and effective. Appraisal and performance management procedures are in place and all staff have clear job descriptions. This is a significant improvement since the last inspection. Training has been provided for non-teaching and lunchtime staff and all are fully aware of their duties. The effectiveness of their work makes a positive contribution to the behaviour and work of all pupils. The school has a well developed in-service training programme for teachers, which is closely related to the school development plan. Over the last few years the main areas for development have been linked to national initiatives for literacy and numeracy. There is a particular need at present to provide further training for teachers, at both key stages, in ways of using different aspects of information and communication technology as tools for learning in all subjects.

46 The accommodation, consisting of two main buildings and several outside classrooms, is satisfactory overall for the number of pupils. The halls are too small for whole school assemblies and create a problem at lunchtime and during physical education lessons, which teachers do well to overcome. There are two well marked playgrounds and a very good sized, well used playing field. Children in the reception classes do not have access to their own secure outside play area, which restricts their physical development. The caretaker and cleaning staff work hard to maintain the buildings to a high standard and this makes a valuable contribution to the appearance of the school. The school is aware of the difficulties presented by the site and the number of outside classrooms in use. They are maintaining these buildings as well as they can with the budget they have available. Classrooms are suitably furnished and, together with corridors and public areas, contain good quality, attractively mounted displays of pupils' work.

47 The staff and pupils appreciate the recent acquisition of the computer suite and it is well used to improve pupils' skills in the subject. The school's resources for learning are satisfactory overall, but lacking in some areas of information and communication technology, as well as in the provision for outdoor play activities for the children in the Foundation Stage. The lack of resources in information and communication technology means that it is not possible at present for the school to fulfil statutory requirements for the teaching of some aspects of this subject. The school is aware of these deficiencies and plans are in place to remedy them. There are also occasions when the provision and deployment of resources is unsatisfactory. For example, in a Year 5 mathematics lesson on symmetry pupils were unable to use mirrors because they were being used by another class.

48 The quality of leadership and management has improved significantly since the last inspection. The head teacher has worked closely with the local education authority and colleagues with a planned programme

to improve the quality of leadership in the school. This has been well supported by key staff and governors. Co-ordinators are monitoring teaching and learning and leading discussions on recent initiatives, for example the implementation of the National Literacy and Numeracy Strategies. Educational priorities are well supported through the school's financial planning. There have been good improvements since the last inspection. The cost of educating each pupil is below the national average. There is good leadership by the head teacher, key staff and governors, good financial management and very good relationships in school. Pupils' attainment is improving and their learning is good when compared with their previous attainment. As a result, the school is giving good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49 **In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:**

- A. Improve pupils' progress and raise the standards further in information and communication technology by:
- providing the necessary training to improve staff confidence for teaching all aspects of the subject;
 - providing sufficient resources to meet the requirements of the National Curriculum and ensuring that pupils have opportunities to cover all aspects of this subject in sufficient depth;
 - giving all pupils more regular opportunities, especially with the class based computers, to practise and improve their information and communication technology skills.
- (Paragraphs 9, 43, 45, 47, 67, 80, 95, 96, 97, 98, 99)
- B. Provide equal opportunities for all pupils by reorganising the timetable arrangements for pupils with special educational needs so that when they are withdrawn from lessons for extra help, they are not missing the same lessons every week.
- (Paragraphs 8, 21, 38)

NB. The school has identified the issue of improved resources for information and communication technology in its own priorities.

In addition to the key issues above, governors should include the following minor issues as part of the action plan:

- improve the quality of teachers' annual reports to parents by providing more information on pupils' learning and progress in all subjects; (Paragraph 39)
- give children in the reception classes more opportunities for adventurous, structured play by improving their time allocation for the use of the hall and providing a range of large apparatus, particularly for outdoor play. (Paragraphs 22, 58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	19	53	26	1	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	394
Number of full-time pupils eligible for free school meals	70

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	54

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	25
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	25	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	18	18	23
	Girls	23	24	24
	Total	41	42	47
Percentage of pupils at NC level 2 or above	School	84% (85%)	86% (92%)	96% (88%)
	National	84% (82%)	85% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	21	21	23
	Girls	24	24	24
	Total	45	45	47
Percentage of pupils at NC level 2 or above	School	92% (88%)	92% (90%)	96% (86%)
	National	84% (82%)	88% (86%)	88% (87%)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	30	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	21	15	24
	Girls	23	16	25
	Total	44	31	49
Percentage of pupils at NC level 4 or above	School	79% (83%)	55% (72%)	88% (91%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	19	21
	Girls	23	23	24
	Total	39	42	45
Percentage of pupils at NC level 4 or above	School	70% (69%)	75% (78%)	80% (89%)
	National	70% (68%)	72% (69%)	80% (75%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – Afro heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	341
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 – Y6

Total number of qualified teachers (FTE)	17.6
Number of pupils per qualified teacher	22.5
Average class size	26.2

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	4.5
Total aggregate hours worked per week	103

Financial information

Financial year	1999 - 2000
	£
Total income	604,649
Total expenditure	602,553
Expenditure per pupil	1,492
Balance brought forward from previous year	8,884
Balance carried forward to next year	10,980

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

394

Number of questionnaires returned

130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	5	1	0
My child is making good progress in school.	48	41	8	1	2
Behaviour in the school is good.	40	49	7	2	2
My child gets the right amount of work to do at home.	35	41	17	7	0
The teaching is good.	48	40	5	1	6
I am kept well informed about how my child is getting on.	27	40	24	8	1
I would feel comfortable about approaching the school with questions or a problem.	59	32	5	4	0
The school expects my child to work hard and achieve his or her best.	57	36	6	0	1
The school works closely with parents.	30	42	17	6	5
The school is well led and managed.	28	51	9	8	4
The school is helping my child become mature and responsible.	35	52	8	1	4
The school provides an interesting range of activities outside lessons.	27	36	21	9	7

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

50 The Foundation Stage is made up of two reception classes. There are currently 26 children in each class. Children enter the reception class in the September of the school year in which they are five. There are very few children identified as having special educational needs. Most, but not all of the children have received part-time nursery education before entering reception. When children start reception their achievements vary widely but are generally slightly below what is expected for their age in all areas of learning. During their time in the reception classes children make very good progress in personal, social and emotional development and are above the expected standards by the end of the reception class. Standards achieved in the other areas of learning are broadly typical of the age group by the time children start the National Curriculum in Year 1.

51 The quality of teaching is never less than good and half of it is very good. Teachers are very confident and have a very good understanding of the curriculum for this age group. They also have very good knowledge and understanding of how young children learn. As a result, they plan stimulating activities, which appeal to the children, generating a very productive working atmosphere. There is a good balance between direct teaching and well-planned, structured, investigative activities. A strength of the provision is the very good teamwork displayed by both teachers and child care assistants, who all work together very effectively. They are highly organised and this supports the good progress that children make. Staff have adapted their teaching and most of their planning to take account of the new Foundation Stage and the “stepping stones” that lead to the children achieving the targets set for them. They are currently reviewing the Early Years Policy and long term planning to more accurately reflect the effective practice shown in the classroom.

Personal, social and emotional development.

52 This area of learning is a very strong feature of the provision. Children are very well supported long before they enter reception. Through sensitive and thoughtful organisation, reception staff visit them in their nursery, then at home before they are invited to visit the school. All adults work closely together to create a secure and stimulating atmosphere in which children quickly gain a sense of belonging. They have their own special place in the cloakroom and their work and photographs are on display. They proudly attach their name beside their chosen activity when they are busy. Children are made to feel important because their efforts are praised and their work is valued. Routines are gradually established which children understand and enjoy. They confidently and happily work between both classrooms to enjoy activities that they have decided to do. They conscientiously stick their name to the activity chart before they begin and proudly put a tick on their planning sheet when the task is completed.

53 Adults encourage children to do things for themselves, allowing them to grow in independence. They put on aprons so they can enjoy painting and playing in the water. They put on their own outdoor coats to play outside and get dressed and undressed for physical education independently because it is expected of them. Adults give constant praise and encouragement and children’s self-esteem grows. Adults read aloud the comments as they write them in books, so children know how well they have achieved. They organise resources at a suitable height for children to select what they need during an activity and, when requested, children responsibly and carefully tidy equipment away. Adults promote social development very well and organise activities to help children to take turns, play together and make friends. Behaviour is good; children begin to understand the difference between right and wrong. They treat each other and adults with respect. Children are motivated to learn because the activities planned for them are stimulating and exciting. They sustain concentration well for their age because they are so interested in what they are doing. Children are happy, confident and comfortable to demonstrate activities in front of the

others, such as actions in singing games and movements in physical education. Children praise each other's efforts, just as the adults praise them. Soon after starting school, children join Key Stage 1 pupils in assembly where they learn about Christian beliefs and those of other faiths.

54 All adults in the reception classes are excellent role models for the children. Relationships are very good. Adults know the children very well and as a result, children who experience difficulties are swiftly and sensitively given additional support. At the end of reception, thoughtful planning ensures that the transition to Year 1 is smooth. Children are treated with care, respect and courtesy and they are happy to come to school.

Communication, language and literature.

55 Adults in the reception classes take every opportunity to talk with children and listen carefully to what they have to say. A significant minority of children are confident to initiate conversation. Adults are skilled at asking open-ended questions to promote speaking and listening skills. They introduce descriptive vocabulary such as "shrivelled" and "crunchy" and then ensure that children have good opportunities to use rich vocabulary themselves. Children listen carefully and follow instructions well. They enthusiastically and independently listen to taped stories, rhymes and music. Children show a keen interest in books, because the book corner is so inviting. They handle books appropriately and turn the pages carefully. Children develop well as readers, with good levels of support and encouragement from parents. They enjoy reading and share books confidently. They talk about the pictures and most know that words tell the story. Most, but not all, recognise an increasing number of familiar words in the text. They are successfully increasing their knowledge of letter sounds. The brightest readers begin to use letter sounds to read unfamiliar words. They discuss the content of the story well and predict what is going to happen next. Children are given many opportunities to write. They practise pencil control frequently through a range of activities. There is a strong emphasis on correct letter formation. This is taught effectively in small groups. Teachers make high quality resources to help children learn to write correctly. They have high expectations and as a result children take pride in the presentation of their work. They copy the teacher's writing fairly accurately, with more confident children attempting to write simple words independently.

Mathematical development.

56 Mathematics is directly taught, but children are given time to explore and investigate patterns, shape, size and capacity for themselves through puzzles, small world toys, sand and water play and art activities. Adults seize every opportunity to reinforce mathematical learning through informal opportunities throughout the school day. They match equipment to the appropriate silhouette, they talk about the number of children allowed to play in an activity and accurately count them. They count the objects in stories and rhymes. Children are well supported in these activities because adults circulate well to check learning. They expertly extend the challenge to allow children to make more progress. Most children readily identify and order numbers to 10. They accurately identify numbers missing from the number line. Higher attaining children recognise numbers to 20 and know when larger numbers are missing from that order. Children create patterns with beads, they match and copy shapes and colours of the beads accurately and recognise the sequence of the patterns. Children make dough, using spoonfuls to measure the ingredients. When it is made they make the required number of cakes and make matching dough numbers. Children know when containers are full, half full, almost empty and empty. They have a good understanding of position and confidently place objects in front of, behind, above, beside and near another object. Teachers use good mathematical language. Children clearly explain what they have learnt, enabling adults to check that mathematical language and understanding is successfully progressing.

Knowledge and understanding of the world.

57 Teachers plan very stimulating activities in the scientific area of learning to arouse curiosity and encourage children to find things out for themselves. A wide variety of well-resourced activities are available for children to investigate. They find out that metal objects move when they play with magnets. They know that lights glow and buzzers buzz when clips are put on batteries. They play with slinky springs and marvel at the way they move. They closely observe their own reflection in mirrors. Through topic work they learn about how the broad bean grows and know that plants need water, food and air to make them grow. Through skilled teaching and well-chosen resources children understand the sequence of growth, they discuss the roots, shrivelled seed, shoots, leaves, flowers and vegetables as the pictures turn and text is read. Children's understanding is checked when they sequence picture cards telling the story of the broad bean. Curiosity is further developed within the setting of the home corner when children "cook" with chopped broad and runner beans. Children make good progress because the teaching is very good and thorough. Children begin to understand about their own family and that some events happened in the past. Photographs of themselves as babies effectively support their understanding of how they have grown and changed over time. They walk around the large school site to give them a sense of place beyond their own classroom. Children enjoy making three dimensional models, which they carefully decorate. They make their own musical instruments to proudly play in assembly. They construct models using large and small equipment and work well with others, take turns and share the equipment. Computers are used well and children confidently use the mouse to control what is happening on the screen.

Physical Development.

58 Teachers plan a rich programme of activities to allow children to successfully develop fine movements such as cutting, gluing, painting and writing. Children develop good control of their body movement when jumping, hopping and skipping. They stretch and curl with good co-ordination and practise their movements successfully until they improve. Good teaching ensures that there is a good balance of direct teaching and sufficient opportunity for children to practise on their own. Routines are well established and children are aware of their own space and that of others. They know how to work safely because the teacher has reminded them. In the lesson seen, children reached a good standard and made good progress. However, overall progress is limited because insufficient time is designated to this area of learning. The challenges are too narrow and do not include opportunities for more adventurous structured play in which children have opportunities to set their own challenges. Resources are currently inadequate to fully develop this area of learning.

Creative development.

59 Teachers plan a wide-range of activities where children explore colour, texture, shape and sound. Children paint imaginative pictures with good control of brush and paint. They carefully print with interesting foam shapes and make repeated patterns. When applying small geometrical textured shapes to large matching shapes it effectively links art and mathematical learning. Charming, carefully drawn pictures illustrate work in other areas. Children explore sound independently through a wide range of percussion instruments and taped music. They enjoy singing games and remember the words and tunes well. For example, when happily jumping, hopping, clapping and shaking in response to lively rhythm. Stimulating high quality resources capture children's imagination successfully in the home corner. The quality of play and speaking and listening is good because the adults sensitively become involved to extend children's learning. This is an improvement since the last inspection.

ENGLISH

60 Standards achieved by seven year olds in the National Curriculum tests in 2000 in reading and writing were below average. Standards have improved in reading and writing since the last inspection and standards have risen since last year with the result that standards are now more in line with those typical of the age group. Although standards fluctuate year by year because of the differing abilities of pupils, this

year a third teacher has been introduced in to Year 2 and as a result pupils are being taught in smaller classes and they are making better progress. Pupils make steady progress throughout Key Stage 1 in all aspects of the subject. However, pupils have a high interest in books and stories generated by effective teaching of literacy and this is having a gradual, but positive impact on standards.

61 Standards in English for 11 year olds have improved since the last inspection and are now above those expected for their age in reading and speaking and listening. Standards in writing are more typical of the age group. Results in the National Curriculum 2000 tests show that standards were in line with those found nationally and those in similar schools. However, standards are better than last year because of the successful introduction of the Literacy Strategy, the setting in Key Stage 2 and the detailed analysis of pupils' previous results. Standards in writing are more in line because a small but significant number of pupils are weaker at spelling and punctuation. The picture is improving, however, as there are fewer low attainers in the current Year 5 with a good proportion of pupils with well developed English skills. Test results have risen over the past four years at a similar rate to the national trend. Boys outperformed girls in the national tests last year but not in previous years. Whilst this is against the national trend, no significant differences were found during the inspection.

62 A strong feature of teachers' planning lies in the way it takes into account the learning needs of pupils of all abilities. Teachers of each year group effectively plan lessons together so that all pupils have the same experiences at an appropriately challenging level. This is particularly effective in Key Stage 2 where pupils are set by ability to allow more challenging work to be set. Support for pupils with special educational needs is satisfactory and they make sound progress. Classroom assistants and support teachers are well briefed and give pupils good guidance during independent activities. They do not, however, give as much support as they might during start and end of lessons because they do not sit with pupils to prompt them or check their understanding. The withdrawal of pupils from classes is not as effective as it might be, for instance in a Year 3 lesson, when the withdrawal of pupils was disruptive and jeopardised the progress of the rest of the class.

63 The quality of teaching has improved significantly since the last inspection and is now good overall, with some very good teaching. The criticism that teacher expectation was too low has been thoroughly addressed through in-service training. The implementation of the National Literacy Strategy has had a powerful impact by raising teachers' knowledge and understanding of teaching the basic skills of literacy. Teachers put considerable effort into developing pupils' vocabulary. They make sure that pupils understand words in the shared texts. New words are introduced and correct terms for language are always used. Teachers plan many opportunities for speaking at the end of the lesson and in responding to questions and suggestions. Year 1 pupils use precise vocabulary when spotting the differences between a series of illustrations. By the time pupils reach Year 6 they enter into debates to express opinions and share views. They recognise and respect that others have opinions different from their own. This is an area where all pupils make good progress and pupils with weaker writing skills have the opportunity to reach good levels of achievement. Teachers seize every opportunity across all curriculum areas to introduce new vocabulary and this has a positive impact on the quality and range of vocabulary that pupils use. For instance, Year 6 pupils effectively suggest words learnt in science such as "soluble" and "indestructible" to enrich discussion in English.

64 Teachers are confident and knowledgeable about the National Literacy Strategy and make good use of it to ensure that the work they plan for pupils covers all aspects of English. They follow the format suggested for teaching and a strong feature is the shared text work, which is generating an enthusiasm for literature. Year 2 pupils paid rapt attention to the story they shared with their teacher because it was told so well. As a result, they read fluently and expressively. Higher attaining pupils discuss their reading choices and talk about authors maturely. Pupils in Year 6 readily discuss their reading preferences; they talk about character and plot, twists in the story and the underlying meanings. Most pupils read confidently, with

fluency and expression. They read across a wide range of texts. Their good reference skills effectively support research in other subjects. This is a considerable improvement since the last inspection.

65 Pupils make steady progress as independent writers through Key Stage 1 and, by the time they are seven, they confidently express their ideas, although not all are secure in the use of punctuation. The teaching of letter sounds and letter combinations is taught systematically in Key Stage 1, effectively building on what has previously been learnt in a step by step way. Very good teaching of blended sounds such as “pl” and “sl” was seen in a Year 1 class. By the end of the lesson pupils had the confidence to write examples in front of the class, with a fair degree of accuracy. In Year 2, pupils successfully look for patterns in words. Teachers skilfully devise appropriate word games to capture pupils’ interest and make learning fun. Older pupils investigate word patterns and successfully add prefixes and suffixes to extend their vocabulary. The emphasis placed on descriptive vocabulary is beginning to enrich writing. Older Year 2 pupils use description such as “swirling mist” and “his eyes glowed” to create atmosphere. Pupils in Year 5 explore figurative language successfully in shared poems and effectively begin to incorporate it in their own writing. By the time they are 11, higher attaining pupils write descriptions such as, “The fog drifted about like a swan floating on a lake”. Higher attaining pupils in Year 6 are very well taught and, because of the effective organisation of classes, pupils work at an in-depth level with a high level of challenge. All pupils write across a wide range of opportunities with a growing awareness of the reader. They successfully adapt their style of writing according to the purpose. This is a significant improvement since the last inspection. They make effective improvements through redrafting both content and spelling. Handwriting is of a good standard and pupils take a pride in the presentation of their work.

66 Teachers manage pupils’ behaviour very well. They have established good and often very good work habits and, as a result, pupils work productively and at a good pace. Pupils are interested in their lessons and participate well. They are keen to make a contribution and learn to take their turns to speak. In group activities pupils support each other well, helping with spellings and sharing ideas. By the age of 11, they respect each other’s point of view. They show respect for teachers who in turn show them courtesy and respect. Teachers value pupils’ work and make good use of praise.

67 Teachers use time well. Whilst the very best lessons move at a brisk pace, teachers also give pupils time to reflect. They ask very challenging questions and give pupils time to make a well reasoned response. Sufficient time is devoted to the teaching of literacy, with additional time given so that pupils have the opportunity to extend their writing skills. Enthusiastic writers attend an after school “Booster” class. Teachers successfully extend literacy across all curriculum areas. Pupils write sensitively in Year 1 about places which are special to them in religious education. Year 5 pupils check to see if they have used mathematical terms appropriately. Year 4 pupils write labels and captions on their geography display using an appropriate style. Limited use was made of the computers in the classrooms during the inspection to support and promote literacy skills, however pupils do develop word-processing skills when using the computer suite.

68 The management of English by the co-ordinator is good. The co-ordinator checks teachers’ planning, observes teaching and learning in the classroom and gives advice and support appropriately. There is an accurate identification of the strengths and areas for future development. A consistent approach to help teachers assess and track individual progress has been introduced. However, opportunities are missed to share the information gained from the analysis of National Curriculum test results and to pin-point areas of weakness in both the curriculum or individual pupils’ understanding. The co-ordinator and all teachers are committed to raising standards and they are well placed to do so. English makes a very positive contribution to the development of pupils’ spiritual, moral, social and cultural development.

MATHEMATICS

69 By the end of both key stages, pupils' attainment is in line with the levels expected for their ages in all areas of mathematics. Since the previous inspection, improvement has been satisfactory overall. In the National Curriculum tests in 2000 for 11 year olds, pupils' attainment was well below the national average, and in comparison with similar schools, the results were also well below average. The school has done a great deal of work to analyse the results in order to learn from them. The fall in standards last year was partly due to the significant number of pupils who had joined the school during Key Stage 2 and the fact that pupils performed badly on the first morning of the tests in their mathematics paper, consequently they did not reach the standards they were capable of attaining. The analysis of tests has resulted in the setting of good class targets to focus on improving the weaker areas of mathematical knowledge. The school has addressed the issues raised in a systematic way to ensure that future results better reflect the true attainment of the pupils. Assessment data, analysis of past and present performance and the targeting of individuals and groups of pupils all contribute to a rising trend in performance for pupils in the present Year 6. The use of sets in Key Stage 2, where pupils are taught in groups of similar ability, is also having a positive effect, although its full impact on standards has yet to be felt. Pupils with special educational needs are well supported, both by class teachers and well deployed support staff and they make satisfactory progress.

70 By the age of seven, pupils understand place value and choose appropriate methods for addition and subtraction problems. They know the names of common two-dimensional shapes and describe their properties. For example, they enjoyed a game where they held up numbers to show how many sides different shapes have. They competed together in a good natured way and soon progressed to more complex questions, such as "the number of sides of a rectangle, plus the number of sides of a triangle". This work promotes good learning for pupils of all abilities. By the age of 11, pupils in the higher ability set use co-ordinates to plot positions with both positive and negative numbers. They use mathematical language with understanding, for instance when describing the properties of quadrilaterals. This shows that their attainment when manipulating numbers is above the levels expected for their age. In the lower ability set pupils carry out similar work. They develop their understanding of co-ordinates, but need considerable support from the teacher. They make good progress and, although their understanding is less secure, they concentrate and work independently even when the teacher is not nearby.

71 The quality of teaching and learning is good. Teachers show good subject knowledge and explain concepts clearly. The work is well targeted to pupils' needs. The teaching of basic numeracy skills is good and having a positive impact on pupils' learning. The work is well planned and teachers have high expectations of their pupils. As pupils move through Key Stage 2 the quality of teaching improves and is strongest in Years 5 and 6. In classes in both key stages teachers manage their pupils very well. In a Year 5 lesson, for example, when pupils moved into groups they began work immediately, settled down very well and there was a very good working atmosphere. In most lessons pupils enjoy their work and concentrate well. Teachers show enthusiasm for the work and this communicates well to the pupils. Many activities involved sharing and working together and pupils enjoyed this. For example, in a Year 2 lesson, pupils worked with the teacher, sitting on the carpet together folding paper shapes and investigating their properties. They enjoyed the work and used mathematical vocabulary well; "Look at my triangle, yours is a square". Such work makes a useful contribution to pupils' social and moral education.

72 Opportunities to make use of information and communication technology in the classroom are not taken sufficiently and teachers, in both key stages, need to use the computers to support the work they are doing. The subject is well managed by an experienced and well qualified co-ordinator. There has been a great deal of hard work to establish rigorous assessment procedures and methods of data-analysis that have enabled the school to address issues of pupils' attainment and to make a sustained effort to raise standards. These efforts have begun to have a positive effect. The school has a satisfactory range of resources for mathematics.

SCIENCE

73 The school's most recent Key Stage 1 National Curriculum teacher assessments show that pupils' attainment in Year 2 last year, was above average. The present Year 2 achieve well when compared to their previous attainment and are at least in line with expectations with a significant number of pupils above the level expected. By the end of Key Stage 2, pupils' attainment in science is above the level expected for their age. The school has improved standards since the previous inspection. In the Key Stage 2 National Curriculum tests in 2000 pupils' attainment in science was in line with the average both nationally and when compared to similar schools. Pupils' attainment is improving because of the focus the school has placed on improving the investigative and experimental aspects of science and the good teaching of the subject.

74 The school has done well to improve the standards since the last inspection because of the fluctuating numbers of pupils with special educational needs in the different year groups. Pupils have very good attitudes to learning and they make good progress in both key stages. The school has adopted the new national guidelines for science and is using the local environment well to provide practical activities for pupils. The head teacher and science co-ordinator observe lessons, check planning and keep a portfolio of pupils' work. As a result, there is a good capacity for further improvement.

75 In Key Stage 1, pupils are aware of their local environment and the materials needed to build houses. In a Year 1 lesson a range of activities helped pupils to understand the use of materials such as brick, slate, plastic and glass and how they are used in the construction of buildings. The lesson was particularly effective because the teacher used a series of good photographs taken the previous week when the class toured the local area. These stimulated pupils' interest and contributed very well to the discussion on the use of materials. Pupils understand that plants need sun and water to grow and a few pupils explain how seeds grow into a new plant. Pupils' work shows that they have a good understanding of different habitats, for example, the squirrel and rabbit. In Year 2, pupils recognise that pushes and pulls change the shape of materials and that some stay in the new shape while others do not. For example, when experimenting with play dough, pupils mixed the appropriate ingredients together, kneaded the mixture and knew that when cooked the change would be irreversible. In Year 2, pupils' work shows a variety of good ways to record the results of their experiments. For example, they draw accurate diagrams to show simple electrical circuits and how a switch can break the connection. They record their simple experiments, make predictions and indicate why the test is fair.

76 In response to good teaching, in both key stages, learning and progress in science are good for all pupils, including those with special educational needs. Pupils in Year 3 study the effects of exercise on the body and how it affects their own pulse rate. Although some pupils had difficulty finding their pulse they enjoyed the opportunity to check the rate when they were resting and accurately predicted it would be faster when they tried the experiment again in a physical education lesson. In Year 4, pupils build effectively on this work and suggest their own ideas for "Healthy Living". They make lists of foods that are good for their bodies and those that are not. Pupils in Year 5 develop these ideas of how their bodies react to different circumstances in an experimental lesson to demonstrate how their pulse rates change after exercise and during periods of rest. They carefully recorded their results after vigorous activity and then every 30 seconds for the next 2 minutes to show the changes taking place. This well planned lesson captivated pupils and they gained a great deal from the careful scientific methods insisted upon by the teacher. They realised that to make the test fair for everyone they had to be very careful to record their results accurately and stick very closely to the time when they took their pulse rates. Pupils in Year 6 understand the concept of a fair test and explain that only one element in an experiment is changed to make the test fair. For example, they conducted an experiment into the suitability of different materials to make a tent. They tested for the following qualities; how waterproof, how strong, is it a good insulator and, under careful supervision, how fireproof is it? These results were carefully recorded as a graph which provided a good link with mathematics.

77 The good science teaching, in both key stages, and the range of stimulating scientific activities

contribute significantly to the improving quality of pupils' learning. Pupils' attitudes and their behaviour during lessons are prime reasons why their learning is improving. Teachers' knowledge and understanding of the subject contribute to the well planned provision for pupils, such as the improving use of investigations to encourage pupils to use scientific skills in a practical way. Good use is made of the basic skills of writing and measuring in experiments on reversible and irreversible changes. A strength of subject planning is the emphasis placed on the correct use of scientific vocabulary, such as "artery" and "vein" when describing the circulatory system. Lively and enthusiastic teaching styles encourage pupils to carry out their experiments carefully and record their results accurately. For example, in Year 6 work, there are good examples of how to separate substances dissolved in water and how liquids are changed into gas by boiling and then back again by condensation. Teachers' management and control of individual or paired activities are good and pupils become involved in their work, for example, identifying the importance of the senses in our daily lives. In good lessons the quality of teaching and learning are closely matched. For example, Year 3 pupils study the human body and discuss how bones are different sizes depending on the job they do. Pupils' understanding of the skeleton was improved as they learned how it supports and protects the human body. Most teachers include positive comments when marking but do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils learn from their mistakes.

78 The school has responded to the issues in the previous inspection well and introduced more investigative and experimental work and the science co-ordinator now observes teaching and learning regularly. This is done in a supportive atmosphere because of the good subject management by an enthusiastic and committed co-ordinator, who has established good liaison with staff. Resources for the subject are satisfactory and are used well to improve pupils' learning, for example, when testing circuits, magnetic fields or how forces affect objects. The school is aware that they need more programs for computers to support pupils' research skills, especially in the developing the use of the very good computer suite. The curriculum for science covers all the required aspects. The breadth of the curriculum ensures that pupils of all abilities, including those with special educational needs, make good gains in learning as they move through the school. The good attention to the use of appropriate scientific language and the use of charts and graphs ensures that the work makes a positive contribution to the development of basic literacy and numeracy skills.

ART AND DESIGN

79 Standards in art and design for seven year olds and 11 year olds are satisfactory. At the time of the last inspection standards for seven year olds were also satisfactory but standards for 11 year olds were judged to be good. This small decline in standards is partly due to the reduced emphasis on the subject in recent years due to the introduction of the National Literacy and Numeracy Strategies. There are still examples of good work in art and design in both key stages but there is a great deal of variation depending on the individual teacher's knowledge, confidence and expertise. In some cases, such as in a Year 3 lesson on Greek patterns, planning is unrealistically wide and so teaching does not focus on a manageable range of skills. Pupils respond particularly well and produce high quality work when stimulated by visiting ceramic artists such as Bob Beaumont. During this inspection, lessons were observed in both key stages and other evidence was obtained from an examination of pupils' work in their books, folders and displays and discussions with pupils and teachers.

80 The teaching of art and design throughout the school is satisfactory. Teachers successfully link art and design with other subjects but teaching materials are sometimes of poor quality or in short supply which reduces the effect. For example, younger Key Stage 2 pupils learn about the patterns and colours used by the Ancient Greeks but some have to copy from photocopied illustrations. Pupils are taught basic skills such as colour mixing and sketching but these are not sufficiently practised or reinforced in lessons. For example, older pupils are taught about Tudor art and use pencil and pastels to copy portraits of significant people such as Henry VIII but they attempt to draw in detail without first sketching in the general outline. Standards are

only satisfactory because five or more pupils have to share one portrait. They are taught techniques like shading and cross-hatching to indicate solidity and texture but do not use them regularly once taught. Pupils are taught how to use a wide range of techniques and materials such as painting, drawing, printing, collage, knitting, papier mache and simple clay work. However, they are not given enough opportunities to exercise their own judgement in choosing suitable materials and techniques when planning their art and design work. Pupils begin to use modern technology effectively when they use a “Paint” program to produce patterns based on an image of the god Thor but this needs to be further developed and refined.

81 Teachers clearly value pupils’ art and design and use it effectively in attractive displays and collections throughout the school. This allows other pupils and visitors to see how learning progresses and develops as pupils get older. Displays of art and design are also used well to maintain an attractive learning environment and encourage a positive ethos. Pupils throughout the school are taught about artists from different countries and periods in history. They develop close observational skills when producing their own pieces of work in a similar style to artists like Van Gogh, Picasso, Kandinsky and Hakusai. Pupils have a positive attitude to art and design, showing concentration, perseverance and pride in their work.

82 Guidance for the teaching of art and design is not effective because there has been very little recent in-service training in the subject and some teachers lack the necessary skills and confidence. The current guidance document does not give sufficient support to these teachers to enable them to deal with their particular part of the art and design curriculum. There is no set system to allow the subject co-ordinator to monitor and support weaker staff so that standards are raised evenly throughout the school.

DESIGN AND TECHNOLOGY

83 Pupils reach satisfactory standards in design and technology in both key stages. This is similar to standards for seven year olds at the time of the last inspection but not as good as those reported then for 11 year olds. Pupils continue to have opportunities to make things but the design and evaluation aspects of their work are not well developed. The lower standards are partly due to the subject recently having a low priority.

84 Teachers plan their work carefully within the requirements of the National Curriculum and make good links with other subjects. For example, Year 3 pupils make a Greek chariot or mask when they are studying the Ancient Greeks in history lessons. However, the range of materials and tools used is limited and most of the work seen only needed cardboard, paper, glue, scissors, staples and paint. Pupils sometimes make good models but are not nearly so good at considering, in a design brief, what the object is meant to do. As a result, they do not evaluate their work systematically against the original specifications. For example, Year 6 pupils make interesting Anderson shelters linked to their study of World War II but are poor at writing instructions saying how they should be made. When exploring alternative designs they write, “If design 1 fails, try again”. There is no agreed structure for the supporting worksheets which leads to inconsistency between classes, even within the same year group. This means that only a minority of pupils are given the chance to refine their thoughts and designs before settling on the final one. For example, Year 4 pupils design and make large boats but most designs are simply unlabelled drawings that show little understanding of practicality.

85 In Key Stage 1, pupils use a range of construction kits to develop their skills at handling and assembling different parts. They learn about different materials and their properties. Teaching in the Year 2 lesson seen was very good and included direct teaching about simple winding mechanisms and hinges. As a result, pupils undertook a technically difficult task with great enthusiasm and confidence and thought carefully about their designs and evaluations. They handled tools with safety in mind, said “It’s hard to cut out dinosaur teeth with scissors”, but persevered and improved their technique.

86 The subject is managed satisfactorily and there is sufficient, planned breadth of coverage. However, there has been no recent in-service training in the subject and the monitoring and supporting of teaching is informal. As a result, there are unnecessary variations between classes and an overall lack of rigour in teaching the higher skills of planning, selecting materials and tools and evaluating against the original design purpose.

GEOGRAPHY

87 Standards in geography at the end of both key stages are in line with expectations and the school has maintained satisfactory standards since the previous inspection. As they move through the school pupils are given a series of worthwhile experiences in geography, usually as part of a well planned cross-curricular topics.

88 By the end of Key Stage 1, pupils develop an understanding of places and how they differ. They draw simple maps of their journeys to school and also of Goldilocks' route to the bears' house. In a classroom display, Year 2 pupils had made paintings of the school buildings and grounds, showing the development of basic map skills. These activities give pupils opportunities to ask and answer questions about places, based on their own observations. As they move through Key Stage 2, pupils develop their understanding of places in various parts of the world. In a Year 5 lesson, pupils followed the voyage of Sir Francis Drake and discussed the different places he visited. There are strong links with history but, although pupils can identify physical features such as continents and oceans, they are less confident about the names and characteristics of features such as the equator and poles.

89 The teaching of geography is satisfactory. Work is regularly marked and pupils are given a range of interesting and stimulating work. A display of work about a study of the River Tyne shows good standards of presentation. Pupils write about their visit with good accounts of the different uses of the river and surrounding areas, contrasting the different localities. Discussions with pupils about their work show that they enjoy geography and have a lively interest in the world, both in their own area and in a range of different countries. Such work makes a valuable contribution to pupils' cultural development. The subject is effectively managed by a joint geography/history co-ordinator. There is a clear overview of the subject and monitoring of standards is undertaken by looking at work from all age groups.

HISTORY

90 Since the previous inspection there have been improvements in teaching and learning in history, particularly in Key Stage 2 where the standards pupils achieve are above those expected for their age. In Key Stage 1, standards remain in line with those expected for pupils' age.

91 In Key Stage 1, all pupils develop their understanding of how we used to live in the past. They learn how schools and houses looked in Victorian times and examine and compare old and new artefacts related to home and school life by sorting them into categories. In Year 1, they handle a range of Victorian artefacts, including a washboard and "posser" and, because the teacher has good subject knowledge, pupils learn to make clear comparisons with laundry items used in their own homes today. Pupils in Year 2 learn about the lives of famous historical people, including Grace Darling and Florence Nightingale. Teachers make effective use of resources, including sketches and photographs, to encourage research skills. Pupils use evidence relating to the work of Florence Nightingale and, through focused discussions with their classmates, they become aware of the impact of her work on hospitals today.

92 The quantity of work and the level of detail increases as pupils get older. Historical understanding is further deepened in Key Stage 2 where pupils at the age of 11 have a good knowledge of key dates and events in British history. They talk with enthusiasm about some of the causes of World War II and how the everyday lives of people were affected by it. Pupils throughout the key stage learn about the passage of

time through themes about settlers and invaders, including the Vikings. They learn that Vikings were explorers and needed good ships, how they travelled, why they invaded and where they eventually settled. Good links are made with other subjects, for example, in some physical education lessons pupils act out a Viking invasion. In Year 5, pupils learn about Tudor lifestyle and the tremendous changes that occurred during this period of history. They discuss main events in the life of Henry VIII and sequence these events. Enthusiastic teaching and good, supportive links to other curricular areas, including art and design, mathematics and geography, ensure that pupils make good progress in their knowledge and understanding.

93 The teaching of history is effective throughout the school and is particularly good in Years 5 and 6 where pupils are encouraged to research their interests within the topic. Teachers have good knowledge and understanding of different historical periods. They make good use of attractive wall displays, books and artefacts to promote historical interest and help pupils develop research skills. Literacy skills are used effectively to enhance history when pupils write reports after discussing facts. Pupils throughout the school enjoy history lessons and listen attentively to their teachers. They interact well with appropriate questions. They work collaboratively and sensibly discussing their ideas with their partner or classmates. They show pride in their work completing all tasks with care.

94 The subject is well led through a detailed scheme of work to ensure a logical sequence in the teaching of knowledge and skills and detailed curriculum guidelines to support teachers' planning. The enthusiastic co-ordinator is new in post and is currently setting up monitoring procedures to examine what is being taught by looking at teachers' planning and pupils' books. This is contributing to the improvements in this subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

95 Standards in information and communication technology have fallen slightly since the last inspection but the school is in a good position to recover this lost ground in the foreseeable future. Seven year olds still reach the expected levels for their age but 11 year olds fall below the expected levels for their age. This is because the school does not have the necessary software, hardware and, in some cases, teacher expertise to enable the full subject curriculum to be taught. Key Stage 2 pupils reach satisfactory standards in the elements that are taught but do not learn to control machines and equipment, explore models, sense physical data, employ simulations or use E-mail to communicate with others. The school is aware of these shortcomings and has set challenging targets so that Year 6 pupils achieve satisfactory standards or better.

96 The school has recently acquired a new computer suite containing enough modern equipment to allow whole classes of pupils to be taught. Pupils experience much more hands-on use of computers which results in better progress. Unfortunately, there are still a number of teething problems so that up to five machines were not functioning correctly during the inspection. This results in last-minute changes to teaching plans and a consequent disruption to pupils' learning. Pupils in Key Stage 1 are beginning to see the benefits of the new equipment and are making good progress. For example, pupils in Year 2 write about Florence Nightingale using a word processor, amend and improve their writing and include pictures to make it more interesting. They use their knowledge well to vary the size of the print and highlight specific important features. Pupils in Key Stage 2 draw and improve pictures using a paint program. They enter information and draw a range of graphs on the computer to illustrate their results. Year 6 pupils use the computers for practical purposes when they use a program to produce a spreadsheet listing educational equipment. Support staff who have good subject knowledge and experience are used well to enable these pupils to explore two separate topics in the same session and therefore make good progress.

97 The teaching of information and communication technology is never less than satisfactory and is sometimes good in both key stages. Teachers are gaining confidence in their own use of information and communication technology by attending relevant courses linked to the curriculum. Non-teaching support staff are also developing their skills and knowledge during lessons. They are all well motivated, keen to

develop their skills and have a desire to improve teaching and so raise standards. However, there are still important areas such as the use of sensing equipment, which can only be taught by one teacher due to lack of specific training. Planning is usually good and teachers share the learning objectives with pupils at the beginning of lessons. Where it is not so successful teachers do not extend the learning of higher attaining pupils sufficiently because there is insufficient on going assessment of progress and attainment.

98 Pupils of all ages enjoy learning about information and communication technology. Year 6 pupils give it “ten out of ten” and talk with knowledge and enthusiasm about their work at school and at home. They are keen to learn more and to fully develop their skills and knowledge once the necessary additional hardware and software have been obtained. Pupils in Key Stage 1 are very keen in lessons and work with enthusiasm, diligence, perseverance and adaptability. Although information and communication technology is valued as an essential part of the curriculum, the class based computers are not used consistently by all teachers to support pupils’ work in other subjects.

99 The subject is a priority for development and is currently managed by a team of five teachers who have good experience of the needs of the full age range. Shortages in hardware, software and training have been identified and a detailed development plan for the subject has been drawn up. However, the curriculum for information and communication technology does not meet statutory requirements and there is an urgent need to address the issues involved.

MUSIC

100 Standards in music are above expectations at the end of both key stages and pupils make good progress as they move through the school. The school provides a wide range of high quality musical experiences, both in regular lessons and as extra-curricular activities. The standards achieved and the way in which music is made a valuable part of everyday life are a strong element of school life. Since the previous inspection there has been a good improvement in standards in both key stages.

101 By the end of Key Stage 1, pupils have been involved in a range of exciting and active musical experiences. They sing, play instruments and dance as part of the work in many different subjects. They are given opportunities to learn to play musical instruments, sing together and participate in after school activities such as the clog dancing club. Pupils have been involved in musical activities outside school, such as local concerts and performances. In 1998 Key Stage 1 pupils sang as part of a local schools’ production at the Caedmon Hall, Gateshead and the resulting compact disc was sold to parents and the general public.

102 As they move through Key Stage 2, pupils continue to develop their musical skills well. The local education authority peripatetic music service provides instrumental lessons, which are taken by many pupils. During a recorder lesson, pupils played together and learned techniques such as tonguing and developed their ability to read music. The peripatetic service also provides regular performances for both key stages which extend pupils’ experience of music and performance and contribute to high standards. Such activities make valuable contributions to the music curriculum and to pupils’ appreciation of their own and other cultures. By the time they reach Year 6, pupils compose their own musical pieces and perform with an ear to assessing their own and others’ performances to decide ways to improve and develop. They experience music from a range of different cultures and recognise it as an important part of life.

103 The teaching of music is good at both key stages. Teachers show an enthusiastic and involved approach which promotes positive attitudes in pupils. Teachers manage their classes very well and the work is well planned and appropriate for the ages and abilities of all pupils. Many activities are practical and performance based and this motivates pupils well and promotes positive attitudes and good learning. This approach also means that the work is accessible to pupils of all abilities, including those with special educational needs who are fully involved and included. There is a sense of enthusiasm and excitement in many lessons. Pupils enjoy composing, singing and playing together and they listen to music with interest.

104 The subject is well managed by two co-ordinators. They work well together and have ensured that the subject is well promoted throughout the school. The school has a good range of resources which are well organised and readily available. For example, in the Key Stage 1 hall there is a board with percussion instruments available for everyone. Each instrument has its own place and can easily be found and replaced after use and this has a positive impact on pupils' learning.

PHYSICAL EDUCATION

105 By the end of both key stages, standards in physical education are in line with that expected for their age. The school has maintained the standards since the previous inspection. As they move through the school, pupils are given a range of worthwhile experiences in physical education. By the end of Key Stage 1, pupils explore basic skills in dance, games and gymnastics. They carry out simple actions with increasing control and co-ordination and develop their understanding of safe exercise and how it affects their bodies. In an excellent Year 1 lesson, pupils explored different ways of stepping and striding in the warm up activities and then extended their movements in the dance section of the lesson to lively, interesting music. The teacher questioned the pupils to encourage them to think about their work and how they could improve. In Key Stage 1, pupils get out apparatus and put it away safely and they co-operate well together to accomplish this.

106 During Key Stage 2, pupils continue to develop their physical education skills. By the end of the key stage they participate in team games with an understanding of tactics and fair play. Pupils apply skills and techniques with accuracy. They use their developing understanding of these skills to improve their performance. For example, in a lesson with Year 4 pupils a very good link was made to history when pupils used a good range of physical movements to create a dramatic scene of a Viking invasion. This combination of physical education and drama enriched pupils' experiences and they responded with some very good movements, particularly in the "battle with the local villagers". By the age of 11 pupils have a clear understanding of the effect of exercise on their bodies, together with ideas of health and fitness. During the key stage all pupils are given appropriate opportunities to learn to swim and the requirements of the National Curriculum are met. The swimming lesson seen was well organised and purposeful. Pupils are very effectively taught in two groups under the supervision of the swimming coaches. As a result, many pupils achieve more than the minimum requirement in swimming and they obviously enjoy the sessions.

107 The teaching of physical education is at least satisfactory and often good. Teachers have good subject knowledge and present the work in a stimulating way. Pupils of all abilities are well catered for, including those with special educational needs; the activities they are given are well matched to their abilities. In a Year 1 gymnastic lesson the teacher undertook an energetic warm-up session which involved all pupils. In the main part of the lesson a very interactive approach was used asking pupils questions about their performance and how it could be improved. This promoted a good attitude in the pupils, making them think about what they were doing and how they could do better. Pupils join in activities with enthusiasm. They are keen to discuss all aspects of what they have done. Most share and co-operate well. Behaviour is good, often very good and pupils show responsibility appropriate for their ages. Pupils respond well to teachers and this improves their personal development in the way they work together when performing different tasks.

108 The subject is well managed by an experienced and committed co-ordinator. The co-ordination role is carried out effectively and there is a good awareness of how the development of the subject fits with the overall school development plan. Resources are well organised and of satisfactory quality. The school's indoor accommodation in two halls is small but teachers use the facilities to best advantage to make sure that pupils' physical development is not adversely affected. The outdoor facilities are very good and used effectively. For example, an extra curricular football session, led by coaches from Newcastle Football Club was attended by over 60 pupils. This session, for both boys and girls, made a significant contribution to

pupils' developing skills and to their sense of teamwork and co-operation. There is a good range of extra curricular sporting activities and outdoor and adventurous activities are undertaken during the school's annual residential visits which are open to all Year 6 pupils. These all contribute well to pupils' learning, the standards in physical education and pupils' social skills.

RELIGIOUS EDUCATION

109 Since the previous inspection the school has worked hard to raise the status of religious education. In the previous inspection few lessons were observed and religious education was judged to be sound, although there were some unsatisfactory features. This is not the case now. Religious education is taught regularly and effectively in all classes. In both key stages standards of attainment are above those that are expected in the locally agreed syllabus.

110 In Key Stage 1, pupils in Year 1 learn how people live their faith through special ceremonies such as christenings and weddings. Displays in Year 1 classes of christening robes and photographs of special religious occasions support pupils' understanding well. They learn to identify the differences between the old and new testament and, through very good teaching in Year 1, the Story of Noah is used very effectively to help pupils consider the importance of co-operating and considering the needs of others. Pupils in Year 2 develop their knowledge and understanding of Christian principles as they learn how Jesus forgave and loved people. They discuss the reasons for prayer and begin to write their own prayers on thanksgiving and sorrow. Sensitive teaching results in pupils openly discussing their ideas, listening attentively and supporting one another well. Pupils continue to explore Christian values, including issues of care and responsibility, through heroism. This understanding is well linked to history topics where they learn about the care Florence Nightingale showed towards the soldiers during the Crimean War and the heroic activities of Grace Darling. They learn that we live in a multi-faith society and find out about celebrations in other major world faiths including Hannukah.

111 In Key Stage 2, pupils deepen their understanding of the old and new testaments. They learn to use Bible references and become aware of the fact that there are different versions. Good links are made with literacy as pupils consider ways of describing God using metaphors, similes and analogies. In Year 3, pupils know which disciples Jesus chose and realise that these men were not perfect. Teachers in Year 4 support pupils' understanding of Christianity through a well planned visit to Durham Cathedral. Subsequent lesson plans focus on pupils increasing their understanding of rituals within the Christian Church as teachers focus well on the main parts of the cathedral and why they are important. Pupils, throughout the key stage, learn about some of the major religions of the world and the festivals and rituals associated with Christianity, Hinduism, and Judaism. They know that people try to live better lives by following their faith. When learning about Hinduism, in Year 5, pupils know that God is shown in many forms. In Year 6, they develop an understanding that responsibilities change with age and they learn about the lives of famous Christians, including Jonathan Edwards and Cliff Richard, and how their faith influences their work.

112 The quality of teaching is predominantly good in both key stages. Lessons are well planned, with clear learning objectives and activities are appropriate to pupils' understanding. Teachers make sure that pupils link religious understanding to other curricular subjects and there are strong links made to pupils' personal, social and health education in religious education lessons. For example, teachers encourage all pupils to participate in discussion times. They make sure that pupils discuss their ideas with a partner. In lesson observations, discussions and work scrutiny, pupils demonstrate a growing awareness of spiritual values. Pupils in Key Stage 1 learn to compare their good actions with the actions of people in stories. Effective use is made of role-play in Year 4 to help pupils remember where the altar, choir and nave of the cathedral are placed. Teachers also use clear, appropriate plans of a cathedral to develop pupils' understanding that the nave and transept form a cross. All teachers employ good balance between story, discussion and activity. In a Year 1 class, where the quality of teaching is very good, the teacher interacts very well with pupils and most can easily relate the experiences of Noah and his animals, before and during

the flood, with their own personal experiences of their pets and animals they know. All teachers have secure knowledge of the subject and manage pupils very well, consequently pupils listen well, contribute their ideas and enjoy religious education lessons.

113 Attitudes to learning are positive and pupils behave well. They develop a mature understanding of the needs and feelings of others and are willing to listen to the ideas of their classmates. They confidently express their opinions and develop a good understanding of appropriate vocabulary, such as items and locations associated with a cathedral. The subject is well co-ordinated and the detailed scheme of work was written with support from the local education authority to match the agreed syllabus. This has made a good contribution to the improvements since the previous inspection. The scheme also links well with learning objectives throughout the curriculum and supports teachers' planning well. Resources and artefacts have been recently purchased and are used effectively by teachers.