

# INSPECTION REPORT

## **CORBRIDGE CE AIDED FIRST SCHOOL**

Corbridge

LEA area: Northumberland

Unique reference number: 122287

Headteacher: Ali Barden

Reporting inspector: Dr Melvyn J Bradshaw  
6169

Dates of inspection: 16<sup>th</sup> to 18<sup>th</sup> May 2000

Inspection number: 188740

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Aided
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	St Helen's Lane Corbridge Northumberland
Postcode:	NE45 5JQ
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr Ron Tipping
Date of previous inspection:	30 <sup>th</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr Melvyn Bradshaw	Registered inspector	Mathematics	What sort of school is it?
		Science	The school's results and pupils' achievements
		Geography	How well are pupils taught?
			What should the school do to improve further?
Mr Brian Jones	Lay inspector		Pupils' attitudes, values and personal development?
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs Janet Gill	Team inspector	English (support)	How well is the school led and managed?
		Art	
		Design and technology	
		History	
		Information technology	
		Under fives	
		English as an additional language	
Ms Diane Wilkinson	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Music	How well does the school care for its pupils? (support)
		Physical education	
		Under fives (support)	
		Equal opportunities	
		Special educational needs	

The inspection contractor was:

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The Registrar  
 Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school has 152 pupils who attend full-time from Reception to Year 4. At the time of the inspection, 14 of the children in Reception were not yet five years old. Since the previous inspection, a Nursery class has opened; 22 children attend this class in the mornings. Few pupils leave the school before the end of Year 4, but there is a significant number who enter into Year 3. As a result, the school is over-subscribed in Years 3 and 4. Almost all of the pupils (99 per cent) are white. There is one pupil for whom English is an additional language. The socio-economic background of pupils is generally a little above average; eight pupils (5.3 per cent) claim free school meals, which is below average. Including those in the Nursery, the number of pupils identified as having special educational needs is below average; 21 (12 per cent) are on the register of special educational needs, of these two have statements. Attainment on entry is broad and generally average overall, although that of children who joined the Nursery this year is above average.

### **HOW GOOD THE SCHOOL IS**

Corbridge CE First School is a very effective school. It is a well organised and happy community. Children enjoy their time in the school and progress well. They achieve standards that are above average; in addition their attitudes to learning are high. The school cares for its pupils very effectively. Staff work very hard and enjoy being with the children. Their teaching is good, and often very good. The dynamic leadership provided by the headteacher, supported by staff and governors, has helped the school to improve rapidly. All staff want the school, and its pupils, to succeed. The school has broadly average income; it uses its resources well and provides very good value for money.

#### **What the school does well**

- The leadership and management provided by the headteacher are very good; she is well supported by staff and governors.
- Teaching is very good overall, it is never less than satisfactory and over half is very good or excellent.
- Teaching is often inspirational in Years 3 and 4; and is very good for children in the early years.
- All staff value the children and help to create a happy learning environment.
- Pupils make good progress during their time in the school. As a result, they achieve mostly above average standards.
- Pupils' attitudes and behaviour are very good. Relationships are excellent.
- The school makes very good provision for pupils' personal development, especially spiritual, moral and social aspects, and it has an excellent ethos.
- The quality of care and support given to pupils is high.

#### **What could be improved**

- The quality of pupils' spelling and handwriting, especially in subjects other than English, is not as high as for other aspects of English.
- Minor areas for improvement include the need to continue to develop the role of subject co-ordinators and the detail in written reports sent home to parents.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When it was inspected last in April/May 1996, Corbridge CE First School was found to require some improvement in the quality of education and the management and efficiency of the school. Since then, it has improved significantly and all major areas of weakness identified in the previous report have been successfully dealt with. All staff work hard to support the school's aims and promote a very positive ethos. The results achieved by its pupils, in the National Curriculum tests at the end of Year 2, have risen, and have consistently remained above the national average. Good progress is now evident in Years 3 and 4 and, as a result, pupils now leave with good standards. In information technology, attainment is now about average. The quality of work in art and music is much improved.

The school has successfully established an effective Nursery. The quality of teaching has improved, especially in Years 3 and 4. No unsatisfactory teaching was observed, and much was very good. Schemes of work are now in place for all subjects, although some now need further attention. Assessment, especially in English and mathematics, is much improved. Staff know their pupils very well and ensure their teaching meets the needs of all. An attractive library has been provided, which is used well by pupils. The leadership and management of the school are now very good. The school's financial organisation is much improved and the school now provides very good value for money.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	B	A	B	C	well above average    A above average        B average                 C below average         D well below average    E
Writing	A	A	A	A	
Mathematics	C	A	A	B	

Over the past four years, the school's results have improved at a rate similar to that found nationally. At the end of Year 2, they have generally been above the national results and those of similar schools; that is those with few pupils who claim free school meals. Pupils in Years 3 and 4 also make good progress. As a result, standards when children leave the school are generally above the national picture. They are particularly good in mathematics and in the content of pupils' writing. The school sets challenging targets and meets them. Although pupils know how to spell most important words correctly, they do not always do so in other subjects. Attainment in science is above average and in Years 3 and 4 they tackle scientific investigations well. Improvement is evident in information technology and standards are now similar to those expected. In other subjects, standards are at least satisfactory and have improved, especially in art and music. Children under five make good progress in the Nursery and Reception classes. By the age of five, the majority of children achieve the standards expected.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They are proud of its success in sport and the arts. They participate very eagerly in lessons and extra-curricular activities.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and throughout the school. The school is free from bullying and aggressive behaviour; there have been no exclusions.
Personal development and relationships	The personal development of pupils is very good. They take responsibility for extending their learning. Excellent relationships between pupils of all ages, and with teachers and other adults, are always in evidence.
Attendance	Attendance is satisfactory. Punctuality is good and there is no unauthorised absence.

Pupils are very positive about their school. They enjoy school, have very good attitudes to their work and are fully involved in their learning. Their behaviour is very good and, throughout the school, relationships are excellent. Pupils' very good attitudes and values make a very strong contribution to their learning. There are no significant weaknesses.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
46 lessons seen overall	Very good	Good	Very good

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

High quality teaching is evident throughout the school. All teaching is at least satisfactory, and in over 85 per cent of lessons is at least good. The level of very good or excellent teaching is very high, exceeding 55 per cent. Some of the teaching in Key Stage 2 is inspirational. The teaching of English and mathematics is very good. As a result, pupils learn well and develop good literacy and numeracy skills. The teaching of children in the early years is also very good. Strengths of teaching include good planning, high expectations, outstanding relationships with children and high quality pupil management. In the best lessons in Years 3 and 4, the teachers' enthusiasm inspires pupils. The school is successful in meeting the needs of all its pupils well. There are few weaknesses in teaching. Occasional weaknesses include the way questions are used and allowing the pace of lessons, and hence pupils' learning, to drop. Teachers often ensure that pupils need to use their literacy and numeracy skills in a wide range of subjects. This is usually successful except for pupils' spellings. The high quality teaching helps to promote children's learning. They work hard, showing interest and concentration. Pupils respond positively to opportunities to work independently and to support other pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall, and very good for children under five. A particular strength is that activities are relevant and interesting. This helps pupils to make good progress and achieve high standards.
Provision for pupils with special educational needs	This is good. Pupils are well supported and have full access to the curriculum. They make good progress and achieve well for their abilities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The very good programme for personal development supports pupils very well and is a significant factor in the good progress they make in their learning. Provision for spiritual, moral and social development is very good, and that for cultural development good.
How well the school cares for its pupils	The school has very effective procedures to care for its pupils. Assessment procedures are particularly good for children under five and in English and mathematics. They are developing well in other areas and the results are used very effectively to set targets and plan work. Pupils' welfare has a very high priority and procedures to promote good behaviour are very good. As a result the school is a very orderly community.

The school has good links with parents, although written reports are not always detailed enough. The involvement of parents in their children's education, and in the life of the school, is excellent. The curriculum offered to children under five is particularly good and the range of extra-curricular opportunities offered by the school is excellent. In relation to both academic and personal development, the school cares very well for all its pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good, dynamic leadership. She is very well supported by the deputy headteacher, staff and governors. They now form a very strong and effective team, determined to raise the standards in all areas of school life.
How well the governors fulfil their responsibilities	The Governing Body carries out its duties well and, with minor exceptions, fulfils its statutory responsibilities. Governors are very clear and positive in relation to their roles and responsibilities.
The school's evaluation of its performance	The school evaluates its performance effectively. It is aware how well it is doing and sets targets through its school improvement plan to do better.
The strategic use of resources	Staff, finance and accommodation are used very effectively to give pupils maximum benefit throughout the school. The school uses its budget well and provides very good value for money.

The recently established Nursery class has been successfully opened and integrated very well into the early years team. Standards in art have risen, partly due to extra facilities for a range of projects. Support staff are valued and make a significant contribution to pupils' progress. The school has very good accommodation and an effective range of staff; learning resources are good. The school applies principles of best value very well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school and their progress is good.</li> <li>• Behaviour is good.</li> <li>• The school cares very well for the children.</li> <li>• The school sets the right amount of homework.</li> <li>• Teaching in the school is very good and teachers are approachable.</li> <li>• Parents are well informed about their children's progress.</li> <li>• Children are expected to work hard.</li> <li>• The school works closely with parents.</li> <li>• Management and leadership of the school are good.</li> <li>• Children are helped to become mature and responsible; the school builds up their self-confidence.</li> <li>• The standards have improved, especially in music and drama.</li> <li>• The good range of extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents expressed few concerns about the school.</li> <li>• A small proportion thought that they were not well informed about their children's progress and that, if they worked full-time, they did not get enough information.</li> <li>• A similar figure thought the school did not work as closely with parents as it could.</li> <li>• Some thought that there was not enough homework set, others that there was too much.</li> </ul>

Inspectors support parents' positive views of the school. Children do like school, they behave very well and become mature, responsible and self confident. Their progress is good because of very good, well organised teaching and high expectations of pupils. The school is approachable and works well with parents. Management and leadership of the school are now very good. Extra-curricular activities are excellent. The amount of homework is set is adequate and relevant. Inspectors agree that parents are not adequately informed of their children's progress because the written reports lack sufficient detail.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

- 1 In 1999, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was similar to the national average in reading, above the average in writing, and very high in mathematics, being in the top five per cent of the country. Similarly, the proportion achieving the higher Level 3 was close to the average in reading, well above the average in writing and above the average in mathematics. Overall, taking account of the full range of attainment, results were well above the average in writing and mathematics, and above the average in reading. In comparison with similar schools, results in reading were similar to the average, above the average in mathematics and well above the average in writing. Since 1996, results have remained above the national average and increased at about the same rate as the national improvement. Inspection evidence indicates that standards are above the average in reading and writing, and well above the average in mathematics. Teacher assessments in science indicated that all pupils achieved the expected Level 2, a very high figure, and 23 per cent of pupils were recorded as attaining the higher Level 3, which was above the average. Inspection evidence supports the view that attainment in science is good.
- 2 Standards of attainment when pupils leave the school in July, at the end of Year 4, will be above the average in English and science, and well above the average in mathematics. These results represent an improvement over those reported in the previous inspection. The weaknesses, identified in the previous report, relating to standards have been successfully dealt with. In information technology, attainment is now about average and there have been improvements in art and music. The school analyses its assessment data carefully and sets challenging targets for achievement at the end of Year 2. In most instances, these targets are achieved well.
- 3 Attainment on entry to the school is varied but, generally, average overall. The current children in the Nursery class show attainment that is higher than this. Children improve well during their time in Nursery and Reception, and the vast majority achieve the expected levels of attainment by the age of five in all areas. In language and literacy, children speak confidently, handle books well and show enjoyment in role-play. Children's work in the mathematical area of learning improves well. Children have a good knowledge of number. They count up to 10, adding to or subtracting from a single digit number. They know a range of shapes and colours. Children's knowledge of the world gradually increases, for instance, they describe the features such as growth and simple life cycles. They build confidently and move the computer mouse accurately. In other areas, children also achieve the expected standard by five. They use a wide range of media, mix paint well, and produce colourful, careful paintings, such as those of guinea pigs. Children handle scissors or nuts and bolts with skill and develop good physical control when using large ride-on toys.
- 4 Pupils in Year 2 are achieving above average standards in English and science. They are well above average in mathematics and similar to the average in information technology. Most pupils read accurately and with developing expression and awareness of punctuation. Attainment in this area is above average. Pupils'

writing skills are well developed and attainment is above average; their writing is often interesting. Pupils listen well, and are confident and articulate speakers. Pupils' mathematical knowledge is well above average. Many pupils attain high standards. The majority accurately add and subtract numbers to 100, and many beyond this. Many can also multiply and divide using simple numbers. They tell the time to the quarter hour and know a range of two- and three-dimensional shapes. Pupils' literacy and numeracy skills are developing well, and are often used to good effect in other subjects. In science, pupils' attainment is above average by the end of Year 2. They have a broad knowledge across all areas of science and use descriptive vocabulary well. They know that magnets can attract or repel, understand that forces can cause changes in shape and are aware of the force of friction. Pupils' skills also develop well, especially observation and description. In information technology, attainment is about average; most pupils use the keyboard to input text, select different icons and control the mouse satisfactorily.

- 5 By Year 4, pupils demonstrate attainment that is above average in English and science, and well above the average in mathematics. Attainment in information technology is about average. Pupils read with accuracy and expression. They have a good understanding of what they have read. Pupils write using correct punctuation and know how to spell many important words. Their writing is interesting and imaginative. Pupils' listening skills are very good and they are very articulate. Most pupils know how to use the contents and index pages of a non-fiction book. Pupils' literacy skills are good. There are occasions when effective use is made of pupils' literacy skills, especially writing, in subjects such as science, geography and history. However, a common weakness is that too many words are spelt incorrectly. Pupils' mathematical knowledge is well above average. Pupils have very good number skills, and apply these well when solving problems. Their mental mathematical skills are also good. They draw block graphs and histograms with reasonable accuracy, but do not always take sufficient care. Almost half the pupils in Year 4 measure angles accurately using a protractor and know how to draw a regular polygon, such as a hexagon, within a circle. Pupils' numeracy skills are well above average and used effectively to support learning, particularly in science. Their knowledge of science is good. Pupils use scientific vocabulary well when describing investigations they have carried out. They understand that a circuit is required for a light to work and know different kinds of seed dispersal. They investigate transparency and absorbency of different materials well, and apply this knowledge to the materials needed to build a dolls' house. In information technology, attainment is average. Pupils are confident in using the mouse and keyboard. They make effective use of information technology to support their learning in mathematics and geography, including finding Corbridge on Ordnance Survey maps using the Internet.
- 6 Throughout the school, pupils generally achieve at least satisfactory standards in other subjects. The satisfactory standards, identified in the previous report, in geography, history and physical education, have been, at least, maintained. The weaknesses in art and in music have been overcome and many pupils display good standards of attainment in these subjects. In art, in Key Stage 1, pupils use a range of media to good effect in both two- and three-dimensional work. Artistic skills continue to develop well in Key Stage 2 and, by Year 4, standards are high. This is well illustrated by the still life pastel work in Year 3. In music, pupils in Key Stage 1, sing rhythmically and confidently; by Year 4 they perform well. In history, pupils understand that changes have occurred over time. In geography, pupils follow maps accurately and use simple co-ordinates correctly, although Year 4 pupils have not yet mastered four-figure grid references. Pupils develop a satisfactory

understanding of the importance of planning a design, making and evaluating it. In physical education, pupils in Years 3 and 4 swim confidently.

- 7 Throughout the school, pupils' achievement is good. This is due to very well organised teaching, interesting lessons and challenging activities. Pupils are helped to achieve well by being encouraged to take responsibility for aspects of their own learning and by the full involvement of all. Achievement across the wide range of subjects is strong throughout the whole school. By the end of Key Stage 1, pupils have acquired a broad range of good language and numeracy skills, which helps them make good progress in other subjects. The well planned teaching helps to ensure that all pupils have good opportunities to achieve well and make good progress.
- 8 Pupils with special educational needs make good progress throughout the school. This is particularly evident in their English and mathematics, which then helps support learning in other subjects. The amount of progress is illustrated by the fact that, in 1999, by the time they reached Year 2, all pupils achieved at least Level 1 in reading and writing, and Level 2 in mathematics. This good progress is associated with good teaching and well organised support provided by the special educational needs co-ordinator, classroom assistants and parents who help pupils in the classroom. There is little difference in the attainment of boys and girls by the end of Key Stage 1 or Year 4. Achievement has improved since the previous inspection, particularly in Key Stage 2. Higher attaining pupils are now well catered for, and gifted and talented pupils attain the high standards of which they are capable.

#### **Pupils' attitudes, values and personal development**

- 9 Pupils have very good attitudes to the school and their learning. They like the school, they are proud of it, and they feel that the school values them. Pupils enjoy learning, they work hard, and are keen to succeed. They show eager interest in a very high proportion of the lessons and sustain concentration well. In response to the high quality of teaching in the school, pupils' attitudes to learning are very good or better in almost two thirds of lessons. Parents of under fives say that even the shy children quickly settle into the Nursery and make a very good start to their education.
- 10 Pupils are very enthusiastic in their response to the school's high quality teaching and extra-curricular activities in sport and the arts. They achieve a high degree of success. The school won a place in the Millennium Celebration at Sunderland Empire last March. Pupils sang and danced an original adaptation of the Lord's Prayer that they wrote and choreographed at their dance and drama club. They worked with a professional artist to produce beautiful silk paintings for their spectacular painted Millennium Banner at an exhibition in Hexham. Last term they won a football tournament and two swimming competitions.
- 11 The previous inspection reported that pupils' behaviour was very good. Pupils continue to maintain this high standard. There was no unsatisfactory behaviour in any lesson seen. The school has not excluded any pupil during the past year. Pupils are trustworthy, and take care to keep the school buildings tidy. They keep the playground free from litter. The school is excellent in its freedom from harassment and oppressive behaviour. Parents express absolutely no worries about bullying. Pupils have a very good understanding of the effect their actions have on others. They are very courteous to one another and friendly to visitors.

The previous report commented positively on pupils' confident conversations and their sense of humour. They continue to show strengths in both these areas.

- 12 Pupils develop very well in their personal responsibility. The younger pupils return the register to the office, look after materials and equipment, and keep their classroom tidy. Year 4 pupils look after young pupils, especially those in the Reception class. They take on a wide range of whole-school duties. For example, they manage the overhead projector in assemblies and ring the bell at the end of break and lunchtime. Some pupils with special talents gain maturity and self-confidence from their successes in sports, music and the arts. Large groups of pupils speak, sing or play to an audience with great assurance. A whole class presented an assembly for parents on the theme of Christian lifestyle. All pupils in turn took part in dialogue or a prayer that they had written.
- 13 Relationships at school are excellent. Pupils feel that the school is a family. Different year groups sit together at lunch and play together in the playground. From their start in the Nursery and the Reception class, pupils share equipment and take turns smoothly. As they grow older, they work together very well in groups, in whole class lessons, and respond very well to their teachers and the other adults at school. Pupils show very consistent respect for other people's feelings, values and beliefs. They feel that the school is their community.
- 14 Attendance is satisfactory, having increased by 1.4 per cent since the previous inspection. The 1998/99 attendance of 94.4 per cent is slightly above the national primary average. There is no unauthorised absence. Pupils arrive punctually each morning, and make a prompt, purposeful start to the day.

#### **HOW WELL ARE PUPILS TAUGHT?**

- 15 Pupils are very well taught and this helps to raise their achievement and learning. Teaching is very good for pupils in Years 3 and 4, and for children under five. All teaching is satisfactory or better, with over 85 per cent being at least good. Very good or excellent teaching is a feature of over 55 per cent of lessons. Some of the teaching in Years 3 and 4 is quite inspirational. The quality of teaching has improved significantly since the last inspection report when about 14 per cent of lessons featured unsatisfactory or poor teaching. This figure has been eliminated. The improvement has been particularly evident in Key Stage 2 where much of the teaching had previously been unsatisfactory. This improvement has largely been achieved through staff changes and the provision of more demanding work. Teaching in Key Stage 1 remains good.
- 16 The teaching of children under five is very good. The range of activities organised in the Nursery is especially effective in promoting learning in all areas of the curriculum. In particular, children's personal and social development is given good emphasis. As children grow older and move into Reception, a slightly more formal timetable is introduced. This is effective and also gives appropriate attention to all areas of learning. Planning, the teachers' knowledge and understanding of the needs of young children and of the areas of learning are good. Activities, including those using the hall or computer, are well structured and good account is taken of the need to develop children's language, numeracy and social skills. The very good teaching helps promote very good learning by children under five. They concentrate very well and show good independence. They are interested in all the activities offered and enjoy what they do.

- 17 The quality of teaching is very good overall, but more variable in Key Stage 1. Here, although over 40 per cent is very good, about 23 per cent is satisfactory. Teaching of English and mathematics is very good in both key stages. In all other subjects, teaching is good overall in each key stage, except for art in Key Stage 2 where it is very good. Insufficient evidence is available to make a secure judgement about the quality of teaching in information technology throughout the school and in history and design and technology in Key Stage 2, although the quality of pupils' work indicates that teaching is satisfactory or good in each area. The strengths and weaknesses are similar throughout the school, although minor weaknesses are occasionally evident in lower Key Stage 1. Strengths are particularly evident in Years 3 and 4, and here pupils' learning is especially good. Teachers' subject knowledge is usually good, and often very good. This helps to ensure that pupils are consistently challenged in their work. Literacy is very well taught, and the effective use of the literacy hour is helping pupils to improve and attain above average standards by the time they leave the school. Pupils' literacy skills are developed and used effectively in other subjects, except that pupils do not spell accurately when writing in subjects other than English. Teachers use questions well to interest pupils and explore their understanding. Occasionally teachers either use questions which restrict pupils' responses to yes or no, or answer the question themselves before pupils are given sufficient time to answer. Mathematics is taught very well. The current emphasis is the introduction of the National Numeracy Strategy. Mental mathematics sessions are quick and valuable. Investigational mathematics is a feature of many well planned lessons. Mathematics is used effectively to support learning in other subjects, especially science and geography, but not enough attention is given to ensuring that pupils spell mathematical vocabulary correctly. Expectations of pupils are high. The good organisation within classes helps teachers plan to meet the needs of pupils effectively. Pupils with special educational needs receive good teaching from classroom teachers and assistants.
- 18 Lesson planning is good throughout the school. Medium-term planning is particularly good in Year 1. In virtually all lessons, a wide range of methods is used well. Teachers encourage discussion and good group work. In Year 4, the teacher skillfully uses pupils to support and teach each other, such as during a mathematics session about drawing regular polygons. This is effective in helping children understand their own learning. Pupils are managed very well, there are only rare occasions when the teacher does not step in sufficiently quickly when there is any inattention. Relationships between staff and pupils are excellent. This is an important reason for the school's success; pupils know they are valued and respond positively to this.
- 19 Within most lessons, time available is used effectively. Lessons are conducted at a good pace. As a result, pupils achieve a great deal, enjoy what they are doing and work hard. There are only a few occasions when the pace falls below this high standard. Resources are well used to support learning, and there is increasing use of information technology to support learning in other subjects. During lessons, assessment procedures are effectively used by all teachers; this enables them to refine what they are teaching when necessary. Teachers know their pupils very well. The quality of marking is mostly good. All work is marked, and includes comments where necessary. The best marking, for instance in the Year 2 class, encourages improvement, acknowledges when this has been achieved and comments specifically on subject content. Homework is used effectively to support pupils' learning, it begins in the Nursery and increases as pupils move through the school.

Much of the homework links with literacy, but there are examples of the effective use of homework in mathematics, including investigations, and music.

- 20 Staff work together effectively so that pupils with special educational needs, and some particularly able pupils, are given relevant support and activities. As a result, these pupils learn well and make good progress. A very good knowledge of individual pupils allows teachers to pay close attention to the targets on pupils' individual education plans. These plans support talented and gifted pupils as well as those on the register of special educational needs. In literacy and numeracy lessons in particular, different activities are planned and well matched to pupils' needs. Throughout the school, stimulating teaching interests pupils who then work hard and concentrate very well. Acquisition of new skills and knowledge is good, and often very good in English, mathematics and art, and for children under five. Pupils enjoy their work and they are fascinated by the new knowledge and skills they are gaining. One weakness in their learning is that pupils do not consistently apply their good knowledge of spelling and presentation to work in subjects other than English. This is most evident in Key Stage 2. The range of exciting activities and stimulating teaching, together with ethos for learning that the school achieves, help to ensure pupils' interest and effort. As a result, their learning and progress are good.

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

- 21 The school provides its pupils with good quality learning experiences and a broad, balanced and rich curriculum. All pupils have good equality of access and opportunity. Good attention is given to the needs of individual pupils including the higher attainers and those with special educational needs. A particular strength is that activities are relevant and interesting and this helps motivate pupils well. As a result, they make good progress and achieve high standards.
- 22 The curriculum provided for children in the early years is very good. It is broad, balanced and relevant and is based on the national guidance for young children's learning. Appropriate use is made of the National Literacy and Numeracy Strategies in the Reception class. All children, in both the Nursery and Reception classes, have access to a good range of learning opportunities.
- 23 At Key Stages 1 and 2, the quality and range of activities are good. This is a good improvement since the last inspection where the curriculum was not broad and balanced because the activities provided in some subjects, for example information technology and music, lacked depth. The curriculum is particularly good in English, mathematics, art, music and physical education. Statutory requirements are fully met. Curricular planning is good. The lack of schemes of work was a weakness identified at the last inspection, but the school has worked hard to deal with this issue. Effective schemes of work are now in place for all subjects. They provide good guidance in helping teachers to plan for pupils to build on and extend their skills and knowledge. At present they are not organised as efficiently as they could be in all subjects, but this weakness should be addressed as they are refined and adapted to meet current needs.
- 24 The National Literacy and Numeracy Strategies have been successfully introduced. The scheme of work being developed in English is good for Key Stage 1 and very good at Key Stage 2. This is having a very positive effect in helping to raise the rate

of progress and standards in these subjects. Personal, social and health education is very well taught throughout the school. Sex education is covered informally in the Programmes of Study for science and good attention is given to teaching pupils about the dangers of drug misuse. The school is particularly good in promoting independent and collaborative learning.

- 25 The school uses the local area and community very well to support learning. The curriculum is enriched by a range of visits covering activities in English, science, history, geography and physical education. These include visits to the local library and historical buildings in the area and to undertake a river study. The school also makes very good use of a number of visitors, such as traditional storytellers, an archaeologist and an environmentalist, who come into school to share their expertise with the pupils. At both key stages, pupils have swimming lessons. Those in Key Stage 2 take part in a good range of sporting competitions, with local schools, and music festivals and productions in the local area and beyond. There are good links with the local playgroup and the middle school to which most pupils transfer. For example, during the inspection, the headteacher of Corbridge Middle School visited to take an assembly and observe a Year 4 mathematics lesson. Experiences such as these help pupils to be well prepared for their next stage of education. The school provides an excellent range of extra-curricular activities, particularly for Key Stage 2 pupils, many of which are organised and led by parents. The activities on offer include dance, drama, aerobics, recorder and choir, as well as many sporting activities. In addition to the recorder club, some children have individual instrumental music lessons. There are good links with local churches which pupils visit to help their learning and various church leaders visit the school, particularly to lead assemblies.
- 26 Curricular planning for pupils with special educational needs is good and they have access to the full curriculum. This represents a good improvement since the last inspection. The school also identifies gifted and talented pupils and provides well for their needs. In the majority of lessons, pupils are taught alongside their peers. The very good knowledge that staff have of individual pupils and the provision of different activities well matched to their needs, ensure they are well supported. At other times, small groups of pupils work separately with learning support assistants on activities well matched to their specific needs, for example, when receiving additional literacy support. This helps them to make good progress and achieve well for their abilities. On a few occasions gifted and talented pupils work with pupils from a higher year group. This approach helps to ensure that they are given challenging activities and achieve well for their abilities. Good individual education plans ensure all pupils with specific needs, including the gifted and talented, make good progress towards their academic targets. Over the years, very few pupils for whom English is an additional language attend the school. Good support is provided for those that do, and teachers ensure that they are fully involved in the planned activities. The well organised provision helps to ensure their progress is good and that attainment on leaving the school is similar to that of other pupils of the same age.
- 27 The school makes very good provision for the personal development of its pupils. For spiritual, moral and social development it is very good and it is good for cultural development.

- 28 The provision for spiritual development, found to be unsatisfactory at the time of the last inspection, is now very good and this represents a major improvement. Very well planned assemblies provide many opportunities for pupils to reflect on the nature of religion and the meaning of life. These occasions are also used very well to promote moral and social learning. Spiritual development and reflection is promoted effectively throughout the whole curriculum and teaching and learning in lessons make a strong contribution to pupils' spiritual development. In many lessons, pupils' intellectual curiosity is extended well and they are given time for reflection which helps to create spiritual awareness. This is particularly seen in literacy lessons when pupils consider the deeper meaning of texts through the author's style or choice of words. Art and music activities also make a positive contribution to spiritual development.
- 29 The provision for moral development is very good. Pupils are taught the difference between right and wrong very well in assemblies and personal and social education lessons and all adults provide very good role models. Good behaviour is rewarded at the weekly celebration assemblies and other assemblies use the opportunity very well to teach moral principles, such as the importance of helping one another and co-operation. There is a clearly understood code of behaviour which is very well supported by rewards and sanctions which are consistently applied. School rules are kept to the minimum, but the expectation of good behaviour is so well embedded in the ethos of the school that it has become to be the norm.
- 30 Provision for social development is very good. The school is a caring community where pupils' individuality is celebrated and their self-esteem encouraged very well. From an early age, pupils are encouraged to work collaboratively in pairs and in groups. Whole-class discussions are very effectively used to promote social awareness, to listen to others and to take turns. The support for pupils to develop independence and take responsibility for their own learning is excellent and is a significant factor in the good progress they make. Pupils are given responsibility within their classrooms and around the school and they respond to this positively. They act as monitors and tidy away resources very well. Older pupils lead assemblies and are very good at helping younger pupils in the playground and around the school. All pupils are very polite and welcoming to visitors and they take great pride in their school and their work. Pupils develop a very good understanding of their responsibility within the local and wider community by fund raising for charities, visiting a senior citizens home to sing to them and taking part in a wide range of community events such as the local Millennium celebrations. The opportunity to take part in residential visits and adventurous activities also helps children to develop independence and self-confidence.
- 31 Provision for pupils' cultural development is good. The school encourages involvement in the local community and extends pupils' awareness through visits to places of interest such as Catcleugh for a Victorian day and Hexham Abbey. Work in geography helps pupils learn about different communities and localities. A good example of this was seen during the inspection when the Year 2 class held a French day. Good opportunities in music lessons help pupils to learn about music from different styles, periods and cultures. Through art and literature, pupils have some experience of the richness of their own and other cultures. In art, they have opportunities to study the work of famous artists, such as Van Gogh and Bonnard. In religious education and assemblies, they learn about other world faiths, for example Judaism and Islam.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 32 The previous report acknowledged that the school's caring ethos promoted the health, safety and wellbeing of pupils. However, several formal procedures were not in place. The school continues to look after pupils' welfare very well in practice. It has strengthened its procedures, most notably in health and safety, in assessment, and in establishing a written policy for good behaviour and discipline.
- 33 The headteacher is the designated teacher for child protection. She has received appropriate training, and ensures all teaching and non-teaching staff are aware of the procedures required. Four members of staff have current first aid certificates. They provide effective care for minor accidents. The school has introduced very good procedures for health and safety. It has a written health and safety policy. The headteacher and caretaker carried out a thorough risk assessment earlier this year. The caretaker is a member of the property committee of the Governing Body. He has already corrected all urgent matters identified in the risk assessment. The school has no current health and safety concerns.
- 34 Procedures for assessing pupils' attainment have improved since the previous inspection. Children under five are assessed carefully in both the Nursery and Reception classes using formal assessment procedures. The results of these assessments are used effectively to inform teaching and the organisation of the groups of children. In addition, regular and effective assessment occurs during lessons, and the observations are used effectively to refine teaching. The school makes effective use of these early assessments to set challenging targets for the children as they move through the school. The targets are reviewed in the light of subsequent data. In Key Stages 1 and 2, assessment has improved, and is especially strong in mathematics and very good in English. In mathematics, for instance, the school makes very good use of standardised mathematics tests to identify strengths and weaknesses of individual pupils. In addition, the data are analysed so that possible general weaknesses of curricular planning or pupils' understanding are identified and dealt with. When making assessments in these subjects, teachers take care to build pupils' confidence that they can learn successfully. Teachers make pupils aware of how their skills are developing. When pupils cannot immediately handle a new mathematical technique, for example, the teacher reassures them that "it will come". In science, assessment procedures are sound, but there are plans to improve these, in particular in relation to the assessment of pupils' skills. In other subjects, assessment is at various stages of development. It is used effectively in music and is being developed well in information technology. There is little systematic assessment of pupils' skills in geography.
- 35 The school cares well for pupils with special educational needs and for whom English is an additional language. There are good links with outside agencies and the local education authority provides very good support. The special educational needs co-ordinator carries out her role well and pupils' progress towards targets set out in their individual education plans is monitored very well. Non-teaching assistants, including those for additional literacy provide good support. The caring ethos of the school also supports pupils with special educational needs very well. Assessments in the Nursery and Reception classes help to identify effectively those pupils with special educational needs and, as a result, they quickly receive help. Many of these pupils come off the register during their time in the school. Very

good assessment procedures in English and mathematics also help to identify specific needs and to track progress well.

- 36 The provision for pupils who have a statement of specific need is also good. All adults are aware of their needs and they receive good support. The caring ethos of the school means that they are valued members of the school community. A good example of this was seen in a physical education lesson where the whole class celebrated a pupil's achievement. The support provided means pupils develop self-esteem and the confidence to work hard and address their difficulties. As a result, they make good progress and achieve well for their abilities.
- 37 The good assessment in English and mathematics enables the school to provide appropriate support for pupils who are gifted and talented. For example, while the whole Year 4 class tackled the problem of writing a 17-syllable Japanese haiku, a talented pupil made effective use of alliteration and internal rhyme in his composition. In mathematics, the more able pupils build up their understanding of a process by helping others, for example, to draw regular polygons within a circle. Teachers set open-ended numerical problems to extend able pupils' confidence with numbers.
- 38 The school provides pupils with very good personal support. Teachers know their pupils very well, and take account of their individual needs and interests. The school takes care to value every pupil as an individual, and to make sure all pupils know they are valued. Pupils and teachers together choose pieces of "milestone work" of which they are particularly proud. Pupils keep this chosen work in their own file in their classroom. The star system of rewards for good work and good behaviour enables pupils to work towards their personal goals.
- 39 The school has good procedures for promoting attendance and punctuality. It follows the correct procedures for registration and record-keeping. The school calculates the total of absences each term. It has made parents aware of the importance of prompt, regular attendance, and that they must notify the reason for any absence. The school secretary follows up absences if parents do not provide the reason, and there is no unauthorised absence.
- 40 The school's very good procedures for behaviour and discipline represent a significant improvement since the previous inspection. At that time, the school had no structured system of rewards and sanctions. It now has a very effective policy. Each class develops its own rules and displays them in the classroom. Pupils feel they own these rules, and observe them. The school motivates pupils with stars for good work or behaviour. Pupils are keen to win a headteacher's gold award or certificate in recognition of their achievement. At break times a teacher monitors the playground and the field. The school has provided a more constructive role for the lunchtime supervisor and the three assistants. They now participate in the award of stars and play a more effective part in encouraging good behaviour at lunchtime. The school has excellent procedures for eliminating oppressive behaviour. Its behaviour policy includes effective sanctions to deter bullying. The school uses assemblies, religious education lessons and circle times to promote the idea of caring for other people and respecting their feelings and needs.

## HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 41 Parents have a very high regard for the school. Their responses to the questionnaire are exceptionally positive, and are a substantial improvement compared with the previous inspection. The very large majority of parents now agree that teaching, children's behaviour and leadership and management are good. Virtually all say their children like the school. Parents feel that the school is an open school, and that they are welcome when they come in to discuss a problem. Many parents recognise the school's wide provision of extra-curricular activities in sport and the arts. They are pleased that these activities are open to children in Key Stage 1 as well as those in Key Stage 2.
- 42 The school has good links with parents. They value the meetings they have to discuss their child's progress with the class teacher. However, some working parents say that, as these meetings are in the afternoon, they find it difficult to attend. The school carries out its own parental survey once a year, and responds to parents' opinions. For example, it continues to provide swimming for pupils in Year 2 as a result of the most recent survey. Parents of children in the Nursery greatly value the pre-school visit as a way of helping their children settle in. The many parents who help in school or with clubs and visits say these help them to get to know the school really well. The school invites parents to attend class and other assemblies. Parents respond with enthusiastic support. For example, over 20 parents came to the Year 4 assembly during the inspection. Parents say that the musical performances, at Christmas and other times, reflect the school's energy, eagerness and creativity. These occasions do much to enhance pupils' confidence and self-esteem.
- 43 The school provides good information to parents. Parents are pleased with the way the annual reports describe features of their child's work. The school has designed specific formats for under fives, Key Stage 1 and Key Stage 2. However, the reports lack some statutory information, including the number of authorised absences. In Key Stage 1 reports, the combination of subjects into broad categories such as "creative" has led to a lack of specific detail about subjects. The school sends frequent newsletters with information about activities and events in the school and the child's class. The pupils' own writing and drawing greatly enliven the newsletters of "The Friends", and give pupils the chance to experience writing for a wide public. The prospectus is clearly presented and invites parents to help with their children's learning at home and in school.
- 44 Parents are informed immediately their child is identified as having a specific need and they receive good, regular information of their child's progress. The documentation is good and the co-ordinator and class teachers are always available to talk to parents.
- 45 The impact of parents' contributions to their children's learning is outstanding. Parents make an excellent contribution to their children's learning at school and at home. At least five parents are present every day in the Nursery and Reception classes. Similar numbers hear children read and provide support in other lessons, including mathematics, in Key Stage 1. The school has trained some parents to support literacy lessons in Year 1 on Thursday afternoons. In addition to hearing groups of pupils read, they help each group complete exercises in sound and word work and comprehension. A parent with computer skills coaches Year 3 pupils individually to retrieve information from the Internet. Parents accompany pupils to

swimming and on visits. They, together with the teachers, lead many extra-curricular activities. These include art and computer clubs, knitting and ballroom dancing. Parents and staff join pupils in an aerobics club. The school has substantially developed its provision of homework since the previous inspection. Some parents say that not all classes provide equally clear information about the requirements. However, the partnership between parents and the school in support of home reading is exemplary. Teachers, parents and the pupils themselves fill in the home-school record books regularly. They provide a rich store of information, not only which books pupils have read and when, but also how pupils feel about their books and how they can improve their reading skills.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 46 The leadership and management of the school are now very good and have a positive impact on pupils' achievements. The school benefits from very effective leadership provided by the headteacher, ably supported by a very effective deputy headteacher, the staff and the Governing Body. The school has taken positive steps to deal with the key issues in the previous report. Progress has been particularly rapid during the last fifteen months, since the appointment of the present headteacher. The role of the deputy headteacher, key stage leaders and subject co-ordinators, in particular for literacy and numeracy, are making significant contributions to the management of the school. A very clear vision and educational direction have been established, with effective teamwork and commitment from everyone; this has a very positive impact on raising standards still further. Day-to-day administration is very good; the secretary offers very friendly efficient service, where she ensures that there is effective communication in the school. She works to ensure the smooth running of the school and keeps intrusion into the working day of the headteacher and staff to a minimum. The school's aims and values are reflected in the very positive ethos, where very harmonious relationships and very positive attitudes contribute to equality of opportunity for all pupils and staff.
- 47 The Governing Body is very effective, has a clear committee structure and meets regularly. It has very good levels of expertise and is most enthusiastic and supportive of the school and its staff. They take on the full range of responsibilities and individual governors visit the school regularly reporting back to the Governing Body. It is very supportive of the new headteacher, has established effective working relationships and helped to develop systems for management to ensure ownership and includes all staff. Governors ensure that they are well informed about all aspects of school life and make a significant contribution to the effectiveness of the school and recognise and act on areas for development. It shows a very clear understanding of school's past weaknesses, and how the school has improved. Governors mainly meet their statutory responsibilities, with a few minor omissions in pupils' reports.
- 48 The school has taken positive steps to deal with the key issues raised in the previous report in relation to management, financial planning and control, teaching, schemes of work and assessment. In many subject areas there have also been improvements, for example literacy, numeracy, information technology and many of the foundation subjects, in particular music and art. There are still some outstanding developments regarding information technology, although many areas have already been addressed and standards have risen in the subject. A current priority, in the school improvement plan, is to ensure staff are trained, and hardware and software are purchased, to implement fully the school's plans, based on Qualification and

Curriculum Authority's scheme of work. A particularly good feature of the information technology developments is the liaison with the feeder schools and the middle school, which will help to provide progression and coverage of the subject.

- 49 Curriculum co-ordinators manage their areas very well. This has helped the school move forward in some of its recent developments, for example, the successful implementation of the National Literacy and Numeracy Strategies. The opening of the Nursery has been very successful with effective teamwork between the Reception teacher, also the Early Years co-ordinator, and the Nursery teacher. The headteacher currently teaches on Tuesday afternoon, and for the remainder of the week. This, together with her subject co-ordinator roles, limits the opportunities for her to monitor and evaluate; although she uses the time she does have available to good effect. There is to be a planned reduction of her teaching time in the next academic year. Satisfactory systems are in place to monitor teaching and curricular development, although good monitoring of literacy and numeracy has taken place by the co-ordinators and headteacher. Monitoring and evaluation of teaching and learning is still not yet fully developed. However, when subjects are the focus for development, release time is given to the co-ordinators to manage their subjects. This is particularly valuable, as it allows them to offer guidance and advice to colleagues, and be aware of standards. The appraisal system for identifying teachers' developmental needs is now good and carried out on a regular basis by the headteacher. Staff development is now linked well to school priorities within the school improvement plan. The standards fund is used effectively to ensure that all staff receive appropriate and well focused training in relation to both school and professional needs.
- 50 Financial administration and budgetary control are now good. The headteacher and governors have worked hard to ensure that strategic financial planning is good with a clear analysis of future commitments. The school improvement plan clearly identifies priorities and costs. It links well to the budget allocation process. Governors participate very effectively in school improvement planning and welcome the fact that they can work on the plan in partnership with the new headteacher. The governors have a clear awareness of future implications of current financial decisions. These have been set against the need to gradually reduce a deficit, which arose a few years ago. This has now been eliminated. The day-to-day administration of the school finances is now undertaken efficiently. The secretary has developed good systems to provide the headteacher, co-ordinators and governors with up-to-date, accurate monitoring information. Financial systems are not yet computerised, although the headteacher and governors have developed their own procedures, until such times when training and suitable software are available. All issues raised in the last auditor's report have now been dealt with. The school takes good steps to ensure value in purchasing of resources and services. The special educational needs co-ordinator carries out her role competently and the management is good. The Governing Body gives very good support. The school makes very good use of specific funds, including those for pupils with special educational needs with a positive impact on their progress.
- 51 The school has a very good number of teaching staff who are appropriately qualified with a wide range of experience. They are supplemented by a very good level of experienced support staff and an excellent level of parental help in the classrooms and around the school. Use of teaching and support staff is very good. A specialist teacher for music has been employed through a covenant set up by the governors, following the last inspection. The higher profile in music has been

significant in raising standards and ensures that pupils now make good progress in the subject.

- 52 The accommodation is very good and over the last few years has been imaginatively reorganised to provide effective learning areas. The limited use of the library was noted in the last report. It is now a well organised, attractive learning area where pupils are able to carry out individual research and borrow good quality books. Accommodation for the Nursery children is very good and includes a secure outside area. It is used effectively for the children both in the Nursery and Reception classes to support practical activities and physical development. The school is cleaned and maintained to a high standard by the caretaker and cleaner. Displays are also used well which creates a stimulating and pleasing environment.
- 53 Resources are good and used effectively in all areas, although the school requires further computers in order to implement the improvement plan fully. The school values the significant contributions made by the parents to supplement the resources budget. Taking account of the funding the school receives, its effective use and the progress made by pupils, the school provides very good value for money.

#### **WHAT COULD BE IMPROVED**

- 54 The quality of pupils' spelling and handwriting is not as high as for other areas of English, especially when being used in other subjects.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 55 In order to improve standards further the headteacher, staff and governors should:
- (1) Raise standards of attainment in spelling, handwriting and presentation by:
- emphasising the importance of correct spelling and correct presentation of work in all subjects of the curriculum;
  - encouraging pupils to take greater care in their handwriting, particularly when writing in subjects other than English;
  - ensuring pupils use rulers when necessary, such as when drawing graphs and bar charts.
- (Paragraphs 5, 17, 20, 68, 70, 74, 81, 83)

#### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Continue to develop the role of subject co-ordinators, especially in relation to monitoring the quality of teaching and pupils' work, and reviewing schemes of work. (Paragraphs 23, 48, 49, 99, 104, 114)
- Provide greater detail in the written reports sent home to parents so that they have a clearer idea of what their children can and cannot do, and ensure that reports meet statutory requirements fully. (Paragraphs 43, 47)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10.9	45.7	30.4	13.0	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	11	152
Number of full-time pupils eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	2	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	4

### Attendance

Authorised absence	%
School data	5.6
National comparative data	5.4

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
	1999	11 (13)	20 (15)	31 (28)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10 (12)	10 (12)	11 (13)
	Girls	17 (15)	19 (15)	20 (15)
	Total	27 (27)	29 (27)	31 (28)
Percentage of pupils at NC level 2 or above	School	87 (96)	94 (96)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10 (12)	11 (13)	11 (13)
	Girls	17 (15)	20 (14)	20 (15)
	Total	27 (27)	31 (27)	31 (28)
Percentage of pupils at NC level 2 or above	School	87 (96)	100 (96)	100 (100)
	National	82 (81)	86 (80)	87 (86)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	151
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	27.6
Average class size	30.4

#### **Education support staff: YR – Y4**

Total number of education support staff	3
Total aggregate hours worked per week	28.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	22

Total number of education support staff	2
Total aggregate hours worked per week	30

Number of pupils per FTE adult	7.3
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	275606
Total expenditure	265671
Expenditure per pupil	1759
Balance brought forward from previous year	-8535
Balance carried forward to next year	1400

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	163
Number of questionnaires returned	76

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	3	0	0
My child is making good progress in school.	61	33	3	1	3
Behaviour in the school is good.	53	45	3	0	0
My child gets the right amount of work to do at home.	37	41	13	1	8
The teaching is good.	62	34	3	0	1
I am kept well informed about how my child is getting on.	46	39	8	5	1
I would feel comfortable about approaching the school with questions or a problem.	64	29	7	0	0
The school expects my child to work hard and achieve his or her best.	63	32	3	1	1
The school works closely with parents.	41	41	9	3	7
The school is well led and managed.	61	38	0	0	1
The school is helping my child become mature and responsible.	58	33	7	0	3
The school provides an interesting range of activities outside lessons.	54	36	5	0	5

## **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**

- 56 Children enter the Nursery in the September of the year in which they are four. They transfer to the Reception class in the following September. The Nursery has been open for three years and has been successfully established. At the time of the inspection, 14 children in the Reception class were still under five. The introductory arrangements for new entrants are very good. Positive links have been established with the parents through a helpful programme of meetings and home visits with opportunities for children to visit the school. This enables all the children to settle well when they start in the Nursery. The attainment of the present group of Nursery children is above average, whereas in the past it has been around average. On entry to Reception, attainment is average with a significant group of children attaining at higher levels. Children make good progress, and by the time they are five, they attain standards at least in line with those expected in all areas of learning. Many children attain higher standards in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. In personal and social development very high standards are achieved. Standards of attainment are similar to those in the last inspection.
- 57 The Nursery and Reception classrooms are used well to promote an attractive, stimulating environment based on all areas of the curriculum. The overall curriculum provided for the under-fives is very good. It is based on national guidance for young children's learning. In the Reception class some work is based on the National Literacy and Numeracy Strategies. The arrangement of the curriculum ensures that all children have access to a good range of learning opportunities. The children are assessed appropriately during their first few weeks in school. The information is used effectively to inform the activities that the children are given, particularly in language and literacy and mathematics. The assessment results confirm that current children are above average when they enter the Nursery but are usually around average on entry into Reception. Good use is made of this information to group children and plan suitable work. Teaching is consistently at least good, with the majority of lessons being very good. This helps the children to learn effectively and make good progress. There are very good relationships between the two teachers and support staff; they work as very effective teams. This ultimately helps the children settle quickly when they transfer to the next class, as the teacher already knows them well.
- 58 Children's personal and social development is given a high priority and, as a result, children make very good progress in this aspect of learning, attaining well above the expected standard for children aged five. They are encouraged to be independent and make choices about their activities, which they do very well. They are interested and responsive, co-operate with one another and take turns. For example, when they play in the garage or in the outside area on the large equipment. They take part in all the activities provided for them with enthusiasm, as in their cooking, music, art and in the literacy session. Even the youngest children work with concentration and persevere in their learning. Teaching is very good in this area of learning. Adults act as very good role models for the children, helping them to form good relationships with one another and to have positive attitudes towards their learning.

- 59 In language and literacy, teaching is very effective and helps the children to make good progress and, by the age of five, attainment is above that expected nationally. Speaking and listening skills are given very high priority across all areas of learning. Imaginative role-play is carefully planned with a wide range of play activities offered. This approach is very effective in helping children to become confident in expressing themselves verbally. Children are encouraged to use suitable language, for example, when playing in the garage, where there are appropriate posters and resources, including tools. They talk enthusiastically about their experiences in school and tackle quite advanced vocabulary because of high expectations in language and literacy skills. When cooking, even the youngest children are encouraged to use specific language and to explain what they are doing. They understand that words and pictures carry meaning in books and most recognise their own names and can write them. All the children enjoy stories, listen well, enjoy sharing books and handle them with care. The most able read simple text with expression, but all understand that print carries meaning and can talk about the pictures using appropriate language. By the time they are five in the Reception class, the most able write recognisable letters to form words which are then constructed into simple sentences. Children's writing is promoted effectively as they have opportunities for writing and mark making, as in the writing corner when they have opportunities to use symbols, letters and words.
- 60 On entry to the Reception class, children's mathematical skills are around average. The quality of teaching of mathematics is very good. Provision for children's development and awareness of mathematical language and skills is effective and children make good progress. All reach at least the expected standard by the time they reach statutory school age, with many reaching above average standards. Very good provision is made for able mathematicians. Through practical activities, children extend their mathematical vocabulary and understanding of mathematics. They compare, sort, match and count everyday objects, know most colours and some two-dimensional shapes. Teachers promote mathematical language and skills at every opportunity. For example, during a session just before lunch, younger children sequenced beads, recognised numerals and made observations about patterns. Children join in with enthusiasm when singing counting songs; this helps them to learn sequences of numbers. Many match appropriate objects to the numbers and even some of the youngest children recognise, write and order numerals to five. Older children carry out simple addition to ten, and subtraction to eight. They understand the concept of doubling and counting in pairs, and know that a pair means two.
- 61 Provision for children to develop knowledge and understanding of the world around them is good. Children make good progress, because teaching is very effective, and, by the time they reach statutory school age, they reach above the standard expected. Children use computers confidently, know the parts of the computer, and use the mouse well. They use it to select icons and drag them into position and to select from the menu. Information technology is used effectively and children are encouraged to become independent when using the computer. It is used well to support learning, as in the numeracy lesson when programs to reinforce ordering and counting skills were used. In science, they learn about change of materials when they cook and observe how chocolate and butter becomes suitable to mix with cereal when they are melted. Older children describe in detail the development of a chick from inside the egg to when it is hatched out. This gives them a good awareness of life cycles. Children found out, by listening and looking, what a baby can do and they show that they understand very well how people grow from a baby

to a toddler to a five year old. They recall how they themselves have developed. This gives them a good sense of the past, and by five years old, children are beginning to understand their own place in time. Very effective teaching, good resources and access to an outdoor area help children to make good progress in their physical development and by the age of five their level of attainment is above average. They listen and respond to instructions appropriately and enjoy the range of activities organised for them. They behave very well and, although excited, as in 'What's the time Mr Wolf?', are ready to listen instantly when required. In the hall good teaching ensures children improve their skills in throwing and catching beanbags. Outside play is organised very well so that children have a chance to build up their skills in using wheeled equipment. They steer, brake and take great care when moving around; they are aware of obstacles and take care not to bump into people. Older children demonstrated movements very successfully during a physical lesson because the teacher had very high expectations and supported them well. There are good opportunities planned to develop finer control of their fingers and hands when children use scissors, glue sticks and paint brushes in creative work. They are also enhanced when using nuts and bolts during construction activities and when using writing and drawing tools to form letters and numbers, and to make visual representations of their experiences and characters from stories. Through their work with a variety of equipment, they show a growing control and ability to manage smaller items.

- 62 The quality of teaching is very good in creative development, in which children are offered a wide range of activities and make good progress. There is a good balance of free activity and teacher directed work. Children express their ideas in art well and by the time they are five they achieve above average standards. They use a range of different media and develop their skills in handling paints, pastels and materials to produce work in both two and three dimensions. Nursery children looked very carefully at 'Piggy' the guinea pig and used paint well to create recognisable pictures having applied the paint with care. Their drawings of a snail showed good observational skills, when they included antenna and the spiral shape of the shell. Reception children enjoyed making their collage scarecrows, carefully sticking different materials onto a background. There are good opportunities to paint their favourite characters from books, such as from 'The Bear Hunt', which they do very carefully. Children have regular music lessons and even the youngest children are clearly developing knowledge of pitch and tempo, can use instruments accurately and know their names, such as tambourine and maracas. Children enjoy singing and joining in with action songs. They remember the words and tune well.

## **ENGLISH**

- 63 At the time of the last inspection overall standards of attainment matched the national average at both key stages although progress and standards in speaking and listening were above average. Test results and inspection evidence show standards have risen since then and are continuing to rise. At the end of Key Stage 1 and by the time they leave the school, pupils now reach standards above the national average in English. In addition, the high quality provision for the development of literacy and communication skills significantly underpins learning in other subjects. This results in pupils making very good progress in their learning and achieving above average standards overall.

- 64 The results of the statutory assessments in the summer term of 1999 show that the proportion of pupils reaching the expected levels of attainment at the end of Key Stage 1 (Level 2 or above) was close to the national average in reading and above average in writing. The proportion reaching the higher levels was close to the national average in reading, and well above average in writing. The results show that the school is performing above the national average in reading and well above average in writing. When these results are compared with those of schools in similar contexts they are average in reading and well above average in writing. Teacher assessments matched the tests.
- 65 Taken over the last four years, pupils' performance is above the national average. It has risen at the same rate as seen nationally in reading, but at a greater rate in writing. There is some evidence that girls perform better than boys, this was particularly evident in the 1997 and 1998 assessments. However, no inequality of opportunity was observed during the inspection.
- 66 Standards in speaking and listening have improved at both key stages since the last inspection and are now well above the national average. The school's teaching and encouragement of very good speaking and listening skills are significant strengths. Skills are further enhanced by the very good promotion of pupils' self-esteem and confidence. These very good skills not only result in the high standards pupils reach in English, but support their learning in all other subjects effectively. As a result, pupils acquire knowledge and understanding very easily and express their learning very clearly. At Key Stage 1, from an early age, all pupils listen intently. This ensures they easily understand what their teacher tells them. A very good understanding of individuals and sensitive questioning encourage pupils of all abilities to speak clearly and confidently. Pupils with special educational needs use a more restricted vocabulary, but a good promotion of the correct structure of language means that they attain well for their abilities. The higher attaining and gifted and talented pupils converse at a very high level. They engage in very good discussions with adults which ensure they make very good gains in their understanding across all subjects. By the end of the key stage they reach standards which are well above the national average. As they move through the school pupils continue to make very good progress. By the time they leave the school at the end of Year 4, the majority of pupils have already reached the standards expected by the end of the Key Stage 2. Partly as a result of pupils' very good behaviour and attitudes to learning, their listening skills are of a high quality. These skills are enhanced by very good opportunities, for example, in personal and social development lessons, to listen to others. An example of this was seen in the group activity known as "Circle Time" in a Year 4 class, when not a sound was heard while pupils listened to each other expressing their hopes and fears about moving on to middle school. In both Years 3 and 4, excellent opportunities are provided for pupils to talk for a range of purposes. The very good promotion of self-esteem helps pupils to argue and debate in a very mature way. Excellent opportunities in literacy lessons help pupils to verbalise their ideas and analyse and describe the texts they study very well.
- 67 Reading skills are very well promoted during the literacy hour, through very good provision for group and individual reading and the very good support parents give to the home/school reading scheme. In addition, the school encourages very good attitudes towards reading. As a result, pupils make very good progress in literacy lessons and good progress over time to achieve standards above the national average at both key stages. By the end of Key Stage 1, nearly all pupils read

confidently and expressively from texts above the level of most pupils of their age. Very good literacy teaching means they discuss what occurs in the story, describe the characters and begin to predict what might happen. Due to very good support, pupils with special educational needs achieve well for their abilities. They have a very secure knowledge of letter sounds and blends and use this information very well when building up new words. When reading simple stories they describe what has happened and enjoy their reading. The effective support the school gives to gifted and talented pupils means they reach exceptionally high standards in reading. Higher attaining and gifted pupils read at a level well above that expected for their age and achieve well for their abilities. They use the full range of strategies to help understand the text and respond to it very well. Good progress is also made at Key Stage 2 and, by Year 4, pupils reach standards which are above those expected for their age. Standards are exceptionally high in pupils' comprehension skills and knowledge of different texts, such as novels, poetry and plays. This is because of the good attention paid to this aspect in the literacy hour. All pupils, including those with special educational needs, have a good understanding of what they read and discuss the plot and characters well. They make very well judged predictions about how the plot will unfold. Higher attaining and gifted and talented pupils show skills similar to most pupils in Year 6. They are especially confident at analysing and discussing texts and have a very well developed sense of genre. Many opportunities to use the library, particularly at Key Stage 2, help pupils to access books easily and Key Stage 2 pupils are developing a good knowledge of the Dewey system. However, skills at retrieving the information from non-fiction books, although average at both key stages are not as high as the other aspects of reading.

- 68 The standards pupils reach in their writing are above average at both key stages. In particular, the style in which they write and the quality of the language they use is of a very high standard. By the end of Key Stage 1 pupils write well constructed stories, for example, when describing their situation and feeling in "I was lost". Good attention is paid to sentence punctuation. Pupils write well-judged book reviews and accurate instructions for "How to ride a bicycle". Very good links between literacy and other subjects mean that pupils write a very good appreciation of the style of Van Gogh. Above average pupils organise their writing very well, showing good variety of vocabulary and sentence structure. The writing of gifted and talented pupils is of an exceptionally high quality and shows an excellent understanding of how the vocabulary and style can be used to achieve effect. Pupils with special educational needs sequence their writing well, but do not always write correctly in sentences. By the end of the key stage, the majority of pupils reach above average standards and gifted and talented pupils exceed these. All pupils achieve well for their abilities. This is due to the high levels of very good teaching and also the very good knowledge that teachers have of individual pupils. The very good progress continues at Key Stage 2 and, by the end of Year 4, pupils reach standards above those expected for their age. They use their imagination very well to incorporate a style and vocabulary which result in high quality stories and descriptions, for example of "A Mythical Creature". Pupils show a good understanding when writing for different purposes and audiences when they write critiques, letters and appreciation of music or poetry. Exceptional teaching in the literacy hour enthuses pupils to write very well, for example, a comparison of the "Winter" poems of Thomas Hardy and Robert Frost stimulated pupils to write their own very effective poems. Higher attaining and gifted and talented pupils organise their writing very well, using a style of the standard expected at the end of the key stage. They have an exceptional understanding of how to write in the best way to create an effect, such as suspense or fantasy. Due to the very high quality support given in literacy

lessons, pupils with special educational needs reach the standards expected for their age. At both key stages, good programmes of work ensure that pupils develop their skills of handwriting and spelling, and in practice work and tests they reach above average standards. However, teachers' expectations of spelling and handwriting in other written work are not as high as for the other elements of writing. As a result, although standards of spelling and handwriting are average at both key stages, these standards are not as high as other aspects of the subject.

69 The majority of teaching and learning throughout the school is very good and no unsatisfactory teaching was seen. This represents a very good improvement since the last inspection and is a significant factor in the high standards pupils achieve and the very good attitudes they have to their learning. Some teaching of the highest quality was seen at Key Stage 2. Learning is interesting, challenging, rigorous and exciting. Because of this, pupils are well motivated, put great effort into their work and concentrate exceptionally well. At both key stages, teachers have a very good understanding of the subject. This helps them to explain things clearly and means that pupils acquire knowledge and skills very easily. Teachers have a very good knowledge of the basic skills needed, particularly in reading, and this results in pupils' comprehension skills being very high. Teachers plan very well, and some very high quality planning for the National Literacy Strategy was seen. In particular, the choice of the texts to promote learning is exceptional. Activities are always closely matched to pupils of different abilities and so all pupils achieve well. Teachers have very high expectations of pupils, who respond very well to this challenge, consistently making very good progress and often producing work of the highest quality. As a result, their understanding of, and effective use of, language are very high. Very good methods are used, in particular, the discussions generated help all pupils whatever their ability to achieve well above average standards in their speaking and listening skills. The organisation and management of pupils is very good and this, together with the very good relationships seen, helps pupils to develop a very good knowledge of their own learning. Other adults, including support staff are used very well to promote progress of all pupils. In particular, very thoughtful use is made of the additional literacy support. An exceptional feature is the support given by parents, particularly in reading. As well as helping their own children at home, the library is very well organised by parents who also provide very good support in helping pupils to develop their library skills. Another outstanding feature of their support is seen in group reading with a Year 2 class. Here small groups of pupils work on reading and written comprehension tasks devised by the class teacher under the supervision of an adult. This enables all pupils to receive well-targeted support and to make very good progress. The very good procedures for assessing pupils' work are used well to monitor progress and to help plan for the next stage of learning. Close analysis is made of the results of national tests in Years 2 and 4 to identify areas on which to focus, for example the Year 4 tests in the autumn of 1999 led the school to target work on the use of adverbial phrases. Marking evaluates pupils' work very well, particularly in Years 2, 3 and 4. The information gained and the targets set to help pupils improve give very good support to the progress pupils make.

70 The quality and range of the curriculum are very good, which is a very good improvement since when the school was last inspected. Pupils are given very good opportunities to read from a range of texts, including fiction in different genres, poetry and plays and to write for a wide range of purposes. Very good planning for the National Literacy Strategy also effectively incorporates drama and speaking and listening. As a result, pupils achieve very high standards in these aspects. Also very

good attention has been given to links with other subjects. For example, in a Year 2 literacy lesson the text used supported art appreciation very well and Year 4 pupils' knowledge of pond life helped them to write effective poems about mini-beasts. This means that literacy skills are applied well in other subjects. However, the fact that less emphasis is placed on correct spelling and good quality handwriting in written work, in other subjects presentation is not of the standard of which the majority of pupils are capable. The subject is very well led by a co-ordinator whose skills, expertise and enthusiasm are of the highest standard. This has ensured that not only has the literacy strategy been very effectively implemented, but that a very good range of learning experiences in English has been maintained. The monitoring of teaching and learning is very good and very good strategies have been planned for further development of the subject. The accommodation is good and is used very well to enable pupils to work well together in discussion or in small groups. The very well organised library is used very effectively and supports learning well. Resources are good and very good thought has been given to purchasing materials which address pupils' needs and promote very good attitudes.

## **MATHEMATICS**

- 71 In 1999, at the end of Key Stage 1, attainment recorded in National Curriculum tests was well above the national average. All pupils achieved the expected Level 2 or above; a very high figure being in the top five per cent in the country. Over 25 per cent achieved the higher Level 3, which is above the national average. The results were above those of similar schools. Over the past four years, results have been consistently above the national average and improved at a similar rate. The performance of boys and girls is similar. By the time pupils reach Year 4, when they leave the school, standards remain well above the national picture. A significant proportion achieve the standard expected by the end of the key stage, Level 4, and there are examples of higher attainment in aspects such as measuring angles and drawing regular polygons.
- 72 The previous inspection found that attainment of most pupils was in line with expectations, although test results were above average. The school has made good progress in mathematics since then. Inspection evidence confirms that attainment has improved; this improvement is especially evident by Year 4. Teaching is now much more demanding and, as a result, higher attaining pupils now make good progress. At the time of the previous inspection, teaching was described as good in Key Stage 1 and satisfactory in Key Stage 2; it is now very good in almost all lessons and, on occasions, excellent in Years 3 and 4. The school sets targets for achievement in the National Curriculum tests at the end of Year 2; these are demanding but achieved well.
- 73 During Key Stage 1, pupils, including those with special educational needs, make good progress, building on the good progress in Nursery and Reception. The attainment of current Year 2 pupils is well above average. Almost all pupils confidently double and halve numbers, understand fractions, such as half and quarter, and add and subtract numbers to 100 and, for above average pupils, beyond this. They use brackets and solve simple algebraic problems correctly. Pupils tell the time to the hour, and half and quarter hours, and use non-standard measurements of length and mass correctly. A few pupils experience difficulty when adding or subtracting when the problem includes transfer between tens and units, or tens and hundreds. In Year 1, pupils understand odd and even numbers, and recognise simple patterns. They tell the time to the hour and half hour, and know a

range of two- and three-dimensional shapes. About a third of pupils recognise a triangular prism. Pupils record their results carefully, but do not always tally correctly. Achievement of most pupils is good, and for special educational needs pupils this is illustrated by the fact that virtually all achieve the expected Level 2.

- 74 The rate of progress accelerates even further in Years 3 and 4. This is linked to the particularly good teaching and interesting activities. By the end of Year 4, pupils show a good understanding of two- and three-dimensional shapes, describing characteristic features well. They work accurately using the four rules of number and inter-convert analogue and digital time. The vast majority understand reflective and rotational symmetry. Over half draw angles correctly to the nearest degree and use this information to draw a range of regular polygons correctly. Pupils in Year 3 have a good understanding of number and, like those in Year 4, apply it well to solving problems. They recognise patterns in numbers, including, for the highest attainers, negative numbers. They also use numbers to one decimal place correctly. A weakness, evident mainly in Key Stage 2, is that pupils do not spell mathematical vocabulary with sufficient accuracy or care. In addition, too many bar charts are not drawn accurately using a ruler.
- 75 Throughout the school, pupils enjoy their mathematics. They are interested in numbers and have fun when tackling mathematical problems. This was illustrated when Year 3 pupils investigated patterns involving different numbers of sandwich fillings or in Year 4 when drawing polygons and symmetrical shapes. Their attitudes to mathematics are very good; illustrated by the excitement and interest evident in all lessons. Behaviour is also very good in both whole class and group activities. The majority of pupils are keen to answer questions and make suggestions. Good learning is promoted because of the high quality teaching which inspires pupils' interest in mathematics. Pupils are very aware of their own learning enabling higher attaining Year 4 pupils to assist in teaching others in the class how to draw accurately regular polygons within a circle. It was also illustrated by the pupil in Year 3 who, during the mental arithmetic session, said 'I know what you are going to do now, you're going to give us one that overflows into the tens'.
- 76 The quality of teaching is very good overall and never less than satisfactory. Much of the teaching in Years 3 and 4 is inspirational. This represents a marked improvement over the previous inspection, when teaching, especially in Key Stage 2, was laborious, lacked pace, was repetitive and uninspiring. The very good teaching helps to promote effective learning by pupils and great interest in mathematics. Teaching reflects good subject knowledge, high expectations that are explained clearly to pupils and often the very good use of questions. Occasionally, questions are undemanding and answered too readily by the teacher before pupils have a chance to respond. Pupils' progress is enhanced by the good relationships between staff and pupils. Teachers have implemented the National Numeracy Strategy effectively and encouraged pupils to apply their knowledge to solving problems. Work is generally matched well to pupils' needs, and teachers ensure that less able pupils have opportunities to contribute to whole class sessions. The work in Years 3 and 4 is often very challenging, but delivered so skilfully that all pupils gain considerably, reflected in the high standards. They are encouraged to use their numeracy skills in other subjects, particularly in science and geography when measuring or displaying results of surveys. Pupils are managed very well and information technology used effectively to support mathematical learning. Marking is complete and accurate; that in Year 2 is particularly helpful. Interesting homework, such as the challenge to find a pattern in the results about the range of possible

combinations when increasing the number of sandwich fillings, helps promote interest and learning further.

- 77 The pupils follow a good, broad and balanced curriculum which is based on the National Numeracy Strategy. A particular strength is the well planned work for pupils to apply their mathematical knowledge to solve problems. Assessment is very good. Beginning with assessment when children are in the Nursery and Reception, a wide range of information is collected. This is used to identify pupils' individual targets, areas of the curriculum requiring improvement and is used very effectively to inform teachers' planning. Mathematics makes a good contribution to pupils' personal development. In particular, pupils have opportunities to co-operate, work in pairs and, in Year 4, to help teach others in the class. Teachers encourage pupils with their enthusiasm and, as a result, pupils are fascinated by numbers and mathematical problems. The co-ordinator leads the subject very well. She has helped improve standards by ensuring greater demands are now made of all pupils and by the introduction of comprehensive assessment systems. Observation of teaching and examination of pupils' work have given her a clear picture of the strengths and weaknesses in the subject.

## **SCIENCE**

- 78 In 1999, teacher assessments, at the end of Key Stage 1, indicated that all pupils achieved the expected Level 2 or above, a very high figure, and 23 per cent attained the higher Level 3, a figure above the national average. Results overall were above those of similar schools. There is little significant difference in the attainment of boys and girls. In Years 3 and 4, pupils continue to make good progress and achieve above average standards by the time they leave the school. Attainment in science is not as good as in English or mathematics; this is associated with the impact of National Literacy and Numeracy Strategies and the time devoted to these subjects.
- 79 The previous inspection found that attainment was generally in line with expectations or better especially in Reception and Key Stage 1. Inspection evidence confirms that attainment has improved throughout the school; this improvement is especially evident by the end of Year 4. The improvement is associated with improved teaching which is now mainly good. Previously, the quality of teaching was described as satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2.
- 80 During Key Stage 1, pupils acquire a wide knowledge and a good range of skills. Pupils in Year 2 know that magnets attract and repel, and understand that forces can cause changes in shape. They carry out tests sensibly and produce good descriptive writing when describing their work. Pupils in Year 1 know about the senses and that we taste with our tongue. They understand that humans are all similar, but identify differences such as hair and eye colour and size of hands. They observe well and use good descriptive words to describe sounds and materials. Pupils with special educational needs are well supported, have many opportunities to contribute to discussions and make good progress, indicated by the fact that virtually all pupils achieve at least Level 2 by the end of Year 2.
- 81 During early Key Stage 2, teachers build well on the good base achieved by Year 2. In Year 3, pupils effectively grouped a range of different materials according to their properties and uses. They understand the terms absorbent and transparent, and carry out good investigations to find the best materials to use for building a dolls'

house. In Year 4, they observe the range of forms of different trees; they then measure and compare leaves from different trees. This helps pupils begin to appreciate the nature of variation in living things. Pupils know some of the different forms of seed dispersal. They investigate and record the results of the effects of different insulators on cooling rates well. However, pupils do not appreciate the need to compare results with those when no insulator is used. Pupils use both numeracy and literacy skills well; for instance when writing about different animals and habitats. The detail in the writing is particularly good, but the spelling and presentation are not good enough. All pupils, including those with special educational needs, continue to make good progress.

- 82 Throughout the school, pupils enjoy their science. They are fascinated by the facts they are learning and particularly enjoy using books or the Internet to find information, as in Year 4 when finding out about 'A Day in the Life of an animal'. Their attitudes to science are good, illustrated by the range of interesting recording and writing. In the few lessons observed, behaviour was good. Pupils in both Years 1 and 3 were keen to answer questions and make suggestions.
- 83 Although few lessons could be observed, pupils' work indicates that teaching is generally good. In Key Stage 1, tasks are well planned and teachers use correct scientific vocabulary accurately. This aids the ability of pupils to describe using suitable scientific words. In Years 3 and 4, teachers plan interesting scientific investigations. This helps to promote good learning by pupils, because of the interest generated. Careful attention is given to ensuring the needs of all pupils are met well during discussions and class activities. Teachers throughout the school make good use of pupils' literacy skills, and in Key Stage 2 in particular, numeracy skills are developed satisfactorily. Not enough attention is given to ensuring pupils are accurate with their spellings. The improvement in pupils' work as they grow older confirms that their learning in science is good. They improve in both their knowledge and in developing good scientific skills.
- 84 The pupils follow a broad and balanced curriculum, which helps to ensure a good balance between the development of their knowledge and skills. There is now less reliance on commercial material and this has led to more interesting science being delivered. During Years 3 and 4, in particular, a good range of investigations is developed. This greatly assists pupils' learning. On occasions, the time available to science is limited and this sometimes leads to rushed sessions which are not fully effective. Assessment of pupils' knowledge is satisfactory and used effectively to inform teachers' planning. There are plans to develop assessment further by introducing a detailed assessment of pupils' scientific skills. Science makes a good contribution to pupils' spiritual, moral, social and cultural development. In particular, pupils are encouraged to complete investigations so that they experience the excitement of finding out for themselves and they have to develop the social skills of working co-operatively and supporting each other. The headteacher is the co-ordinator and recognises that her teaching and whole-school management responsibilities have limited her opportunities to develop science further. She leads the subject well within the limited time available. She has a clear picture of how to develop science when it becomes a focus subject next year. In particular, the extent and use of assessment will be linked to the further development of the curriculum.

## ART

- 85 Art throughout the school is of a high quality in all areas of the subject. The school has improved teaching and learning since the last inspection. There has been very good improvement in both key stages. Previously it was unsatisfactory in Key Stage 2 and satisfactory in Key Stage 1, it is now good in Key Stage 1 and very good in Key Stage 2. All pupils, including those with special educational needs, make good progress, in both their artistic skills and knowledge of different artists.
- 86 There is particularly good teaching of skills in both Key Stage 1 classes. In Year 1, pupils are helped to understand and practise colour mixing when the teacher effectively introduces how to mix three different tones of primary colours when using poster paint. Learning is good and pupils change the tone by gradually adding more colour. Good planning ensures progression and acquisition of skills. In Year 2, pupils create dinosaurs using Van Gogh's techniques of bright colours and application of paint to good effect. Pupils use thick textures, dashes and swirls for the background, but when it came to painting the dinosaur the colour was too flat. However, effective teaching helped the pupils to appreciate what they needed to do next to get the desired result. There are good links with information technology, for example, when pupils use graphic programs to create dinosaurs.
- 87 Very effective teaching ensures that learning is very good at Key Stage 2, as pupils build up their skills, knowledge and understanding of a wide variety of techniques. Year 3 pupils increase their knowledge of colour by mixing shades and tones to create their 'still life' pictures painted in the style of Bonnard. The flair of the teacher to create the still-life tableau, good resources and very effective teaching of skills ensure the pupils produce good results. Good observational skills are encouraged and particularly good results were achieved blending pastels when drawing fruit and vegetables. Pupils are given very good opportunities to work in three dimensions, for example, when they create a sculpture using a wire skeletal base. There was great delight and sense of achievement when a girl finished constructing her giraffe. Year 4 pupils use art successfully within an integrated approach with design and technology and information technology in their project on mini-beasts. Use of sketching helped pupils record their ideas for their logo designs, which were transferred into geometric form for the basis of their work with the computer. There are good links with numeracy and literacy. Very good co-operation takes place when pupils work together to design and construct a dragonfly and a class batik of mini-beast designs. Teachers encourage independence well, which helps pupils to select techniques and prepare their own materials and tools.
- 88 The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. Recently, a professional artist created silk paintings with all the children from Nursery to Year 4, in recognition of the millennium. The theme was based on hopes and dreams for the future as well as looking at the past. Spirituality and morality were evident through the silk hangings and individual work of the pupils. Literacy supports pupils' work well as they create text to go with their pictures. The language used showed the pupils thought carefully about their work and very powerful messages were put forward. The pupils follow a broad and balanced curriculum. Although attention is paid to multicultural development within art, this is an area that is under developed.

- 89 The new co-ordinator is enthusiastic about developing the subject further. A scheme of work is now in place, and the pupils are given a broad and rich curriculum structured to cover all key elements, using a wide range of media. There are good cross-curricular links, particularly with history, science, religious education, design and technology and literacy. The school is fortunate to have an art/design and technology room, where small groups can work on more specialised techniques, such as batik and wire sculpture. Use of this accommodation and resources are instrumental in producing high standards of art. Extra-curricular art clubs for both key stages ensure that art now has a high focus in the school. Displays around the school enhance the environment considerably and show a great appreciation for children's achievements.

## **DESIGN AND TECHNOLOGY**

- 90 During the inspection only two lessons were observed, and these were just small groups of pupils as the subject was taught alongside art. Evidence is also taken from the scrutiny of work, discussions with staff and pupils, curricular planning and displays. All pupils, including those with special educational needs, make satisfactory progress in their learning and, by the time they leave the school, attain the expected standards for their age. Standards have been maintained since the last inspection.
- 91 In Key Stage 1 satisfactory progress is made. Year 1 pupils learn that bread can be used as a construction material if toasted. They were helped to use the toast to construct a Gingerbread house which they later decorated. Textiles are used in the construction process when children make their finger puppets, carefully sewing felt together. In Year 2, pupils worked productively in pairs to construct wooden skeleton dinosaurs. They co-operated well, looking very carefully and using their reading skills to follow the instructions. The provision of construction kits helps to challenge pupils' thinking and manipulative skills in three-dimensional work.
- 92 By the time pupils leave the school at the end of Year 4, they have a satisfactory understanding of the importance of planning a design, making and evaluating it. Year 4 pupils discussed in detail the various processes they undertook for their Victorian houses. Pupils use a range of recyclable materials to make their houses with a variety of joining techniques. Literacy is used effectively, for example, when pupils described their houses using good descriptive language and used them as the setting for a Victorian story. Good use is made of science, when batteries and bulbs are used to make lights in the houses. Science is also incorporated effectively. For example, when Year 3 pupils designed and made magnetic games, such as a football game with magnetic players that could be moved across the pitch.
- 93 Pupils' attitudes to the subject are good. They show an interest in their activities and take care when finishing their models. They concentrate particularly well on their work, as in the Year 2 class when children constructed the dinosaurs. They discuss their work with enthusiasm and in good detail. Teachers provide good opportunities for personal development through encouraging the careful handling of resources and co-operative work. Lessons are planned and organised well to ensure progression of skills and processes. The teachers pose good questions and clear explanations, which help the pupils to understand their work. On the limited evidence available, it is evident that teaching is at least satisfactory throughout the school.

- 94 Due to the emphasis on literacy and numeracy in the school, design and technology has not been a high priority area; this was the case at the time of the last inspection. However, the co-ordinator has developed forms to ensure pupils encounter all the processes necessary in the subject and monitors planning to check coverage. The integrated approach, in which design and technology teaching is linked to other subjects, works well for the school, however the co-ordinator is aware that skills need to be specifically taught within this organisation. Staff have sufficient expertise to teach the subject and are basing much of their work on the scheme of work of the Qualifications and Curriculum Authority.

## **GEOGRAPHY**

- 95 The previous inspection indicated that the standards achieved by pupils were in line with expectations. The school has produced a clear scheme of work, which gives much clearer guidance about the systematic development of skills, such as those associated with maps. There are suitable references to areas of geography to be studied and pupils' work indicates that map work is the strongest area. By the time pupils leave the school at the end of Year 4, their attainment remains around that expected. The progress of all pupils, including those with special educational needs, is satisfactory.
- 96 During Key Stage 1, pupils' learning is satisfactory, and sometimes good, due to interesting activities. These are often associated with the local area, maps or the environment. At the end of Year 2, they achieve appropriate standards. In Year 1, pupils describe their likes and dislikes in the local environment, identify geographical features on their way to school and use simple co-ordinates correctly. By Year 2, they locate Corbridge on a United Kingdom map and know about some of the differences between life in Britain and France. They understand the need to care for their environment and use numeracy skills well when completing tally charts to record items of litter collected. Year 3 pupils use simple keys correctly but do not always draw co-ordinates accurately. In Year 4, pupils know that life in India differs from that in the Britain but do not make sufficient comparisons. They locate features on a map, find Corbridge on an Ordnance Survey map using the Internet and describe geographical features in photographs well. They do not yet use four figure grid references regularly.
- 97 During the few lessons observed, pupils' good attitudes and often very good behaviour helped them learn. In Year 1, pupils were attentive and well aware of health and safety issues associated with collecting litter. In Year 4, pupils were fascinated by maps of the local area, and in particular in matching photographs to the areas identified. They were also keen to use the Internet to locate Corbridge on relevant maps.
- 98 There is limited specific geography teaching during the year, but when it takes place it is generally good. The teacher in Year 2 established clear guidelines about collecting litter, arranged specific tasks effectively and managed the collection of data well. As a result, pupils made many valuable contributions, listened well and responded to questions about the graph produced. Learning in Year 4 was enhanced because of the wide range of maps and photographs made available during the lesson. It would have been enhanced further had greater attention been given to the use of co-ordinates.

- 99 Where geography is taught, it makes a good contribution to pupils' personal development. In particular, they learn about moral issues related to the further development of the environment, and cultural features, such as life in France and India. There is no consistent assessment of pupils' geography knowledge and skills. The co-ordinator has not been able to monitor teachers' planning, the quality of lessons or pupils' work with any consistency. She is aware of the need to develop assessment procedures linked to the scheme of work. Although a new scheme of work has been introduced it has not yet ensured that there is a clear and systematic development of pupils' skills. This was especially evident in the range of map skills in their work. One reason for this is that geography is taught almost entirely during the summer term and not enough opportunities are given to consolidate learning.

## HISTORY

- 100 History is planned to be taught through topics. During the inspection week it was not possible to see history being taught at Key Stage 2, and only one lesson was observed in Key Stage 1. Evidence was taken from the scrutiny of work, teachers' planning, displays and discussions with children. Throughout the school, all pupils make at least satisfactory progress. This maintains the average standards seen during the last inspection.
- 101 Key Stage 1 pupils develop a sense of the passing of time when they compare things in the past, for example, writing and transport, with that seen today. Year 1 pupils worked out the significance of the symbols that North American Indians used in communicating ideas and began to develop an idea about how they used to live in the past. Year 2 pupils gain an understanding of famous people from the past, such as Louis Braille and Florence Nightingale and how their lives have influenced events today. Pupils' good oracy skills help them to communicate facts about 'The Great Fire of London' with confidence. They have a good understanding of the events leading up to the fire and how it was controlled. They make satisfactory progress in increasing their knowledge of the past and how things change over time.
- 102 This satisfactory progress continues throughout Key Stage 2. Pupils build on their understanding of the passing of time and develop a sense of chronology through using timelines. Pupils' knowledge about different eras, for example, the way of life in Roman and Victorian times, improves. They make good gains in their understanding and use of primary and secondary sources, including information technology. For example, pupils used the Internet to find out more about the Victorians. They discussed their work with enthusiasm and could empathise with the working conditions imposed upon children of a similar age. Teachers use literacy effectively. They encourage pupils to use appropriate historical vocabulary to describe the settings of their Victorian houses and write as though they were living in Victorian times.
- 103 Pupils show an interest in historical topics and are keen to display their knowledge of the past. They are confident to give their opinions and build on each other's contributions when discussing their work. The subject makes a good contribution to pupils' spiritual and cultural development by causing them to reflect on past events and to find out more about the past in relation to their own and others' cultures. Moral development is enhanced when pupils write with empathy about life and working conditions of Victorian children. Cultural awareness is developed well, for example, through focusing on changes in art when studying William Morris designs.

The subject is enriched by visits and visitors coming into school, with good use made of the local area as a primary source.

- 104 The subject co-ordinator is a part-time teacher. The policy has been partly updated in the light of the Qualifications and Curriculum Authority's document. The co-ordinator is aware that teaching and learning are not yet formally monitored. Liaison with the Middle School to monitor changes in the curriculum is to be planned.

## **INFORMATION TECHNOLOGY**

- 105 The previous inspection report indicated that the standard achieved by most pupils was below the expected level at both key stages. The school has made good progress and attainment is now in line with that expected. Throughout the school pupils with special educational needs are supported well, and make similar progress to other pupils.
- 106 By five, the children control a mouse competently and understand its connection to the pointer. They use information technology well to support their learning in mathematics. They find the main menu and select from the range of activities identified. In Year 1, pupils use computers satisfactorily to support their work in geography, for example, when they use a key in map work and place appropriate symbols on their maps. When Year 2 pupils visited a farm recently, they used a digital camera successfully to record their visit. They have used the computer well to show information in lots of different ways, having collected data on pupils' hair colour. Information was shown in a variety of charts and graphs, for example bar graphs, pictogram, pie charts and line graphs, although the latter used data not appropriate for a line graph. Good opportunities are offered enabling pupils to collect, enter, sort, print and interpret information. Their increased confidence and skill in using computers are effectively enhancing learning.
- 107 By the time pupils leave the school their attainment is average. In Year 3, they make good use of computers to communicate their ideas graphically, by creating designs using a graphic program. They use the Internet confidently to find out about the human skeleton in science. They find their way around the program well and discard information if it is not suitable, by returning to the menu. By the time they are in Year 4, they satisfactorily convey ideas and information in text and graphics, organise and re-organise their work, for example, when they make a poster to advertise a drink. Challenging tasks set by the teacher help the pupils to make good progress in their word-processing, Internet skills and organising and communicating information. Good links are made with art and design and technology when pupils work on their mini-beast topic and in history when they carry out research on the Victorians. An extra-curricular computer club supports Key Stage 2 pupils' learning and gives them good opportunities to use their skills. For example, they are currently working together making a newspaper, which includes using the digital camera and organising text.
- 108 Pupils' attitudes when working with computers are very good. They concentrate and work well in groups, helping each other effectively. Their behaviour is also very good and care is taken over the use of computers. Effective teaching and planning supports learning. There are good cross-curricular links, such as in literacy, mathematics, history and art. This helps pupils to appreciate that information technology is relevant to their learning. For example, they use the Internet and a

CD-ROM when undertaking research in history. Pupils are provided with challenging tasks and good teaching ensures pupils progress and acquire new skills effectively.

- 109 The co-ordinator has played a major role in developing the subject, and with other feeder schools and the middle school, has just completed a scheme of work, incorporating the Qualifications and Curriculum Authority's units. The school now offers a broad curriculum, which meets statutory requirements fully. Assessment procedures are satisfactory and are being developed alongside skills being taught. The staff and governors are fully committed to improvement and are very aware that there still needs to be further development of the subject and purchase of more resources. They have set a very good development plan for the next two years and now need to make decisions as to whether to develop a computer suite or purchase laptops. Currently some staff are being trained through 'New Opportunities' funding, with further training planned in the near future.

## **MUSIC**

- 110 During the last inspection no music lessons were observed. Pupils did not have access to a broad and balanced curriculum and provision was unsatisfactory. The school has made very good improvement since then. The curriculum is now broad and balanced and offers pupils a good range of musical experiences and teaching is at least good. At both key stages, all pupils learn well and make good progress to reach standards above those expected for their age. In particular, their skills in performing are high. This is because of the very good opportunities provided, in lessons and assemblies and in festivals and concerts in the local area.
- 111 At Key Stage 1, pupils sing enthusiastically and around a third sing very confidently and tunefully, even when asked to perform on their own. They sing well in unison with accurate pitch and a good regard for rhythm and dynamics. They are developing the skills of singing two-part rounds well. They have a good knowledge of tuned and untuned percussion instruments and play these well. Key Stage 2 pupils build effectively on these skills and have a good understanding of tempo and dynamics and a growing knowledge of pitch and timbre. They use these skills effectively in their own compositions, for example in a piece to represent different mini-beasts and their characteristics. Due to good teaching, all pupils have a good knowledge of standard notation and use this effectively in both composing and performing. As a result, pupils who play the recorder reach above average standards for their age.
- 112 Pupils clearly enjoy music and the majority take part in lessons enthusiastically, concentrating well and taking pride in their performance. At Key Stage 2, they work well together in pairs or groups, making thoughtful contributions which lead to improvement.
- 113 A subject specialist, who is also the co-ordinator, undertakes the majority of teaching at both key stages. This is of a consistently good quality and in some lessons it is very good. Particular strengths are the high expectations of what pupils can achieve and the challenging activities set. This leads to good and, occasionally very good, learning taking place. For example, pupils read from standard notation from a very early age and develop a good knowledge of the structure of music and the different features which affect its quality, such as tempo and timbre. Good subject knowledge, confident teaching and well-structured lessons also help pupils to learn easily. Activities are well matched to pupils' interests and abilities and this

helps them to concentrate and work hard. Good evaluation of pupils' performance, including sensitive correction of mistakes, allows them to improve. Homework is used well to promote the progress of pupils who are learning to play the recorder.

- 114 Pupils are offered a good range of musical experiences which includes the opportunity to learn the recorder in Key Stage 2. Good progress has been made in developing a scheme of work allowing pupils to build on and improve their skills and understanding. A basic, but satisfactory, long-term plan is enhanced by the use of a variety of published materials. Planning could be improved further if the termly overviews were collated to form medium-term plans which would be helpful to non-specialist teachers. A particularly good feature of the curriculum is the promotion of an understanding of rhythm, for example through the use of traditional tunes. The curriculum is enriched by extra-curricular activities, such as a recorder club and a choir. In addition, there are good opportunities for pupils to take part in local events. Pupils have recently been chosen to perform in the 'JC 2000 Millennium Concert' and won the open singing class at the Tynedale Music Festival. Peripatetic teachers also offer Key Stage 2 pupils the chance to learn the violin, flute or clarinet. Good assessment procedures, which are very effectively carried out by the specialist teacher, give a clear picture of pupils' skills and knowledge. They give clear information which helps planning to build well on previous learning. The school has very good accommodation and resources for the teaching of music. A well-equipped music room, hall and adjacent teaching areas are effectively used. The very good range of resources includes keyboards and tuned and untuned percussion instruments.

## **PHYSICAL EDUCATION**

- 115 At the last inspection pupils reached the standards expected for their age and provision was satisfactory. The school has improved its provision since then and the teaching and curriculum are now good. As a result, all pupils, including those with special educational needs, make good progress and achieve well for their abilities. In the aspects seen nearly all pupils achieved the standards expected for their age and higher attaining pupils exceeded them.
- 116 During the inspection, the lessons observed covered team games, balls skills, dance and swimming. In these aspects, pupils make satisfactory progress as they move through the school and achieve the standards expected by the end of Key Stage 1 and Year 4. The youngest Key Stage 1 pupils move in a controlled and expressive way. Older pupils develop secure ball skills, throwing in a controlled and accurate way. At Key Stage 2, younger pupils know the moves and steps of traditional dances and successfully perform these. Older pupils combine fluid and expressive movements in free dance to portray pond animals accurately, as part of their topic on mini-beasts. Swimming is offered as an activity at both key stages, a provision which parents value. Key Stage 2 pupils reach standards above those expected for their age. Well over a third of Year 3 pupils can swim a distance of 25 metres and a third of the class have very well developed skills.
- 117 All pupils clearly enjoy their learning. This means that they behave very well and pay good attention to health and safety issues. When required, they work very well together in pairs, groups and teams. The social development of pupils is promoted very well. By the time they leave the school, pupils very confidently lead warm up and cool down sessions. They compose and perform their own dances and co-operate exceptionally well in group work.

- 118 The quality of teaching and learning at both key stages is good. Partly as the result of the effective use of a good scheme of work, based on the advice of the local education authority, activities are well planned and deal with the needs of pupils of different abilities very well. Lessons are always well structured and paced and pupils are managed very well. This ensures that pupils concentrate and put good effort into their work. Good attention is paid to evaluating performance with good targets set to encourage improvement. This helps pupils to make good progress, particularly in their development of skills and to achieve well for their abilities.
- 119 The curriculum is good and the scheme of work is effective in ensuring that pupils build on and extend their skills. Pupils are offered a very good range of experiences, including the chance to take part in adventurous and outdoor activities on the residential visit to Fellside. The curriculum is further enriched by excellent opportunities for extra-curricular activities, particularly for Key Stage 2 pupils. Very good use is made of activities in these sessions to help pupils' progress, particularly for gifted and talented pupils. A very good example of this was seen when a thoughtful and expressive dance, which pupils had devised in an after-school club, contributed very well to the reflection in an act of collective worship. Assessment systems are mainly informal, but teachers have very good knowledge of the progress individual pupils make and this helps them to plan well for the next stage of learning. The local area and community events are used very well to promote pupils' learning. For example, pupils from the school performed in the 'JC 2000 Millennium Festival'. There is very good participation in local team competitions and pupils achieve very well in these. The school teams won the Building Society Cup for football and also the Wentworth Indoor League. These opportunities ensure that pupils have a very good range of experiences to make good progress in their physical education.