

INSPECTION REPORT

KIELDER FIRST SCHOOL

Bellingham, Hexham

LEA area: Northumberland

Unique reference number: 122233

Headteacher: Mr Michael Broadbent

Reporting inspector: Mr Michael Onyon
18146

Dates of inspection: 8 – 9 May 2000

Inspection number: 189706

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 – 9 Years
Gender of pupils:	Mixed
School address:	Kielder Bellingham Hexham Northumberland
Postcode:	NE48 1HQ
Telephone number:	01434 250257
Fax number:	01434 250257
Appropriate authority:	The governing body
Name of chair of governors:	The Rev Paul Adamson
Date of previous inspection:	30 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Michael Onyon	Registered inspector	Mathematics	What the school does well
		Science	What should the school do to improve further?
		Information technology	How high are standards? a) the school's results and achievements
		Art	How well are pupils taught?
		Design and technology	How well is the school led and managed?
Judith Menes	Lay inspector	Equal opportunities	How high are standards? b) 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?
Linda Spooner	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Geography	
		History	
		Music	
		Physical education	
		Religious education	

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10 - 11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11- 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	15 - 17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	21- 27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kielder First School is a very small sized first school with three pupils on roll. The number on roll has declined since the last inspection. The population of the village has declined in relation to the labour demands of the forestry industry. The school serves the isolated forestry village of Kielder, 18 miles from the nearest larger village of Bellingham and 35 miles from Hexham. The building houses the district library, provides office accommodation for the Kielder Regeneration Project and acts as a focus for many community activities. All the pupils have English as their first language and none of the pupils has special educational needs. Attainment upon entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

The school serves its local community well, creating an effective atmosphere in which to educate a small group of children. The school is well led by the headteacher who provides clear educational direction. Standards in English and mathematics are above those expected nationally. The quality of teaching is consistently good, sensitively meeting the individual needs of the pupils, who have positive attitudes, behave well and get on well with each other. Attendance is excellent, well above the national average. The contribution of the local community to pupils' learning is very good and is a strong feature of the school. Parents' views of the school are very good. Unit costs for the school are very high: however, the achievement of high standards and good quality teaching enables the school to achieve satisfactory value for money.

What the school does well

- Pupils are taught well. Teaching was satisfactory in all lessons seen and good or better in 89% of lessons.
- Standards attained in reading, writing and mathematics are above those expected nationally.
- Pupils are making good progress in music and art, where standards are good and very good respectively.
- Levels of pupil attendance are excellent and the pupils form positive, constructive relationships with one another, with teachers and other adults.
- There are strong and effective links with the community which contribute positively to pupils' learning.
- Provision for pupils' moral, social and cultural development is good.
- Parents are very satisfied with what the school provides and achieves.
- The leadership of the headteacher provides a clear educational direction for the school with the school's aims and values clearly reflected in all its work.

What could be improved

- Whilst the governing body is very supportive of the school and fulfils its statutory responsibilities it needs to play a more active role in shaping the direction of the school, monitoring and evaluating its strengths and weaknesses.
- The school does not have effective procedures in place for the induction of new staff.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in October 1996 there was a need to put into place development planning procedures in order to establish clearly defined educational priorities linked to tasks, timescales and resource allocations. This has successfully been achieved. Budget planning is now clearly linked to educational priorities and underpins the school development plan.

Information communication technology has been improved with the provision of good quality hardware and software, training for staff and the support of a visiting computer technician. The school has detailed plans to move forward and effectively develop information communication technology in line with its development plan and the support of the Local Education Authority. Appropriate plans now exist to provide an effective curriculum for any potential children under five.

STANDARDS

Since there are just three pupils on roll judgements related to standards comment upon overall standards in order to avoid identifying individual pupils. There are two pupils in Key Stage 1 and one pupil in Key Stage 2. Because of the small number of pupils, statistical information, comparing the performance of pupils in the school with national averages and with schools in similar social contexts, is not included. Overall, standards are above those expected nationally in reading, writing and mathematics. The small cohort sizes mean that there is considerable year to year variation in trends in attainment. Standards of attainment have been consistently high. In science teacher assessments indicate that standards are above those expected nationally. Realistic and attainable targets are set for individual pupils in the core subjects and the school is successful in achieving them. Levels of attainment are satisfactory in information communication technology, religious education, design and technology, geography, history and physical education. Attainment in music is above the levels expected and well above expected levels are achieved in art.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, pupils are enthusiastic and show interest in their work. They are attentive in lessons and respond well to the personal attention they receive.
Behaviour, in and out of classrooms	Good, pupils are clear about expectations and behave well. They treat the school environment and resources with respect.
Personal development and relationships	Good, with a clear understanding of the effects of their actions upon others. Relationships between staff, parents, governors and members of the community are very good and set a good example for the children.
Attendance	Excellent, very high levels of attendance.

TEACHING AND LEARNING

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

Teaching was satisfactory or better in all the lessons observed. It was good in 78 per cent of lessons seen, very good in 11 per cent, and satisfactory in the rest. Teachers know the children very well and their planning effectively meets their individual needs. There are clear learning intentions in all lessons. Pupils understand what they are doing and how well they have done in the lesson. The teachers skilfully promote good behaviour so that lessons are productive and move at a good pace. Teacher expertise is good across the subjects of the National Curriculum, particularly in literacy, numeracy, art and music. Time and resources are used well in lessons to ensure the maximum impact upon learning. On occasion opportunities are missed to enable pupils to work independently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, with a particular strength in planning for individual pupil needs. There are no children under five in the school but an appropriate curriculum is in place for that age group.
Provision for pupils with special educational needs	A policy and procedures are in place. There are currently no pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for pupils' moral, social and cultural development. Satisfactory provision for spiritual development. Adults are very good role models treating all pupils with fairness and consideration.
How well the school cares for its pupils	Satisfactory overall, with good educational and personal support and guidance for pupils. The school ethos creates good relationships enabling pupils' personal development to be successfully monitored and supported.

There is a good partnership with parents, who are very happy with the work that the children do and the standards they achieve. Parents are active in supporting the school by joining the governing body and offering practical help when needed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good effective leadership, taking on subject co-ordinator responsibilities very successfully, providing clear educational direction for the school. The school has clear aims and values understood by all.
How well the governors fulfil their responsibilities	Overall satisfactory: however, the governors' role in shaping the direction of the school needs to be developed. They need to become fully conversant with the school's strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. The governing body relies very much upon the guidance of the headteacher.
The strategic use of resources	Good. Standards fund resources have been used effectively to provide additional teaching support.

The governors are very supportive of the school but need to develop their role in monitoring and evaluating the strengths and weaknesses of the school and planning its future direction. Levels of staffing are very good and the school effectively deploys its staff, successfully affecting standards of attainment. The accommodation is generous, providing large areas of classroom space. A large part of the building is not used by the school and plans for its future are currently being discussed by the governors. Levels of learning resources are generally sound and are good in some subjects.

Particular strengths in leadership and management include the reflection of the school's aims and values in all its work, setting of appropriate priorities in the school development plan and the effective actions taken to meet the school's targets.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
---------------------------	---

<ul style="list-style-type: none"> • Children like coming to school and are making good progress • Behaviour in school is good • The teaching is good and parents are well informed about how their children are getting on • The school works closely with parents • Children are helped to become mature and responsible • Parents can approach the school with questions or a problem 	<ul style="list-style-type: none"> • Aspects of the leadership and management of the school
--	--

Inspectors agree with the very positive views of the parents. In relation to concern about aspects of leadership and management the judgement of inspectors is that the governors need to take a more active part in determining the future direction of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since there are only three pupils in the school references to standards in this section of the Report will be general references throughout the school. Any reference to the end of key stages would identify individual children. Judgements are based upon the work seen in the school. There are currently no children under five in the school.
2. At Key Stages 1 and 2 standards in the core subjects of English, mathematics and science are good. Comparisons with similar schools are not possible since the cohort undertaking assessment has only contained a single child at the end of Key Stage 1 over the last three years. One of the pupils undertaking such assessment has since left the school. Trends in attainment, as reported to the school, vary considerably from year to year, since the school's cohort size is very small. Taking the four years 1996 to 1999 together the performance of pupils in reading was well above the national average, the performance in writing and mathematics was very high in comparison with the national average. Such standards are confirmed by the observations carried out during the inspection. The school achieves similar results for boys and girls currently in school.
3. Specific targets to raise attainment further have been set for 2000. The school has set suitably challenging individual targets for all its pupils which will maintain the achievement of standards above those expected nationally.
4. Attainment in English throughout the school is good. Pupils attain high standards in all aspects of English. The National Literacy Strategy has been implemented successfully and adapted to meet the needs of a small group of children. Standards in speaking and listening and reading are high throughout the school. Pupils listen well to adults and teachers and confidently express their thoughts and ideas effectively. By the time they leave the school pupils are fluent readers with a good understanding of what they have read. They are confident in discussing reading habits and offer opinions and preferences for specific stories and authors. They read with clear expression. Writing is well developed and there are good examples of sustained writing for different purposes and in a variety of styles. Pupils present work neatly, using correct letter formation and accurate spelling.
5. Standards in mathematics are good and above those expected nationally. Elements of the daily mathematics lesson, presented in the National Numeracy Strategy, have been established. Pupils respond well to activities during the oral and mental starter to lessons and recognise place value in appropriate two-digit and three-digit numbers. They sort numbers well and have a good understanding of the number system. They apply their knowledge of numbers well when solving problems. Literacy and numeracy skills are applied well in other subjects.
6. Teacher assessment and observations during inspection indicate that attainment in science is above that expected nationally. Pupils can carry out fair tests and effectively record the results of their work appropriately according to their age and prior attainment. They demonstrate good knowledge of sound and how it travels and the effects of different materials when used as insulators. They have a good understanding of scientific methodology and experimental work.
7. Pupils make satisfactory progress in information and communication technology and achieve satisfactory levels of attainment. They successfully use control technology and there are many examples of different types of text on display, successfully produced by the pupils. Satisfactory standards are attained in religious education, design and technology, geography, history and physical education, where the pupils make satisfactory progress. Good progress is made in music, where pupils attain standards above those expected nationally, and in art pupils make very good progress and achieve standards well above those expected nationally.

In looking at the work of the artist Monet they observed his work very carefully and began to produce their own painting, very effectively reflecting his style.

8. There are no pupils with special educational needs. However, all the pupils have individual learning targets and make good progress in relation to the targets set for them. The targets are detailed and relevant and are used well by the teachers to prepare work which enables pupils to build on their knowledge, skills and understanding.

Pupils' attitudes, values and personal development

9. Pupils enjoy coming to school. They have a positive attitude and interest in their work and participate with enthusiasm in games and other activities. They are attentive in lessons and respond well to the high level of personal attention they receive from staff, although this has led to fewer opportunities for pupils to work independently and take responsibility for their own learning.
10. Pupils are friendly and courteous to visitors, and relationships between themselves and with staff are well established and show mutual respect and confidence. Pupils are pleased when staff join in their games at playtime and are relaxed and happy in their company. They listen to what other people are saying and respond appropriately. Relationships between staff, parents, governors and members of the community are very good and set an example which encourages the children to be fully involved in the life of the village. Pupils are encouraged in assemblies to consider and respect different beliefs and ways of life to their own.
11. Pupils' behaviour is good; they understand what is expected of them and respond well to guidance from staff. They treat the school environment and resources with respect and there is no bullying or harassment. Attendance is excellent and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is, overall, good. This has a very positive impact on pupils' learning. Teachers are very sensitive to the needs of such a small group. In the lessons seen, 100 per cent of teaching was judged to be satisfactory or better and 89% of teaching was good or better. A very good lesson, involving all the children, was observed in art. Teaching was judged to be good in the last inspection and many of the good features have been maintained and successfully developed.
13. The teaching of literacy is good. The teachers have very carefully introduced the National Literacy Strategy in their planning in a way that meets the needs of each individual pupil. They are secure and confident in teaching basic number skills. Science is taught well in an environment that guides pupils through experimental work into the accurate recording of outcomes. Literacy and numeracy are taught well within dedicated literacy and numeracy sessions.
14. Teachers' expertise in teaching information and communication technology is improving, as evidenced by the quality of computer generated pupil work on display. This has improved since the last inspection. Good use was made of the "roamer" control technology equipment in mathematics. The teaching of art was very good, building upon the teacher's particularly good subject knowledge. Because of timetable arrangements it was not possible to observe teaching in religious education, geography, history or design and technology. There are no pupils under five.
15. Good quality planning, related to the individual needs and prior attainment of the pupils, has a positive effect upon teaching and learning. It ensures a consistent approach and each lesson builds successfully upon the last. Clear learning outcomes are identified for all lessons and these are shared with the pupils so that they understand what they are doing and what is expected of them. Teachers maintain a focus upon these objectives and ensure that progress

is made. The needs of each child are successfully addressed as the teachers very skilfully use questions to ensure that all the pupils contribute at a level that is suitably demanding for them. A variety of activities is well planned and they are introduced at just the right time to maintain interest and to challenge the pupils. For example, in a science lesson looking at materials to use for insulation the lesson moved at a good pace, with materials readily at hand, well prepared and available for the next activity when needed. In a mathematics lesson each child was presented with activities to challenge them and yet to maintain a high level of interest and enthusiasm.

16. All the children often work together as a group but, on two days per week, the key stages are divided and the children are taught in separate age groups. This time is used extremely well and good teaching promotes high expectations; it is challenging and engages the pupils in a high level of activity. Practical activity is very purposeful and the teachers encourage the pupils to consider what they have learned from it to further improve their work. In a lesson on handwriting there was a very sharp focus upon previous work and how particular skills could be improved. Open ended questions are used effectively to probe pupils' understanding, seen, for example, in art, following a discussion on, "How do we think Monet created the colours for his work."
17. Pupils are managed very well, in a thoughtful and sensitive manner. Teachers have established extremely good relationships. Pupils' own contributions are encouraged with the opportunity to develop ideas raised by other pupils. Good use is made of the work of pupils to enable them to talk to the other pupils about it and for those pupils to help to improve it, as in a mathematics lesson looking at directions, where the pupils commented very successfully on the others' work. Teachers need to be aware that, sometimes, opportunities are missed to enable pupils to work independently.
18. Planning at an individual level enables teachers to assess progress in lessons and to build upon that progress in each succeeding lesson. The teachers discuss progress together and are able to adapt lessons and materials almost on a daily basis to meet the needs of the pupils. Their subject knowledge is good. In addition to literacy and numeracy, art and music are taught well, clearly building upon extensive teacher expertise.
19. Homework is used regularly to support and enhance work in class and there are many examples of useful positive comments, from both teachers and parents, in the pupils' reading record. Parents are pleased with the use of homework and it is having a positive impact upon learning.
20. There are currently no pupils with special educational needs, but the policy and procedures in place will ensure appropriate support should such need be identified. The nature of lesson planning means that each pupil has, in effect, an individual education plan, with appropriate learning targets. The size of the school means that there are no learning assistants.

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

21. The quality of the curriculum is satisfactory overall. It promotes the pupils' physical, social and personal development and prepares them for the next stage of education.
22. The previous inspection identified the lack of an appropriate curriculum for children under the age of five as a key issue for development. This has been successfully addressed. Although there are no under-fives currently on the school roll, an appropriate policy statement and long-

term planning document are now in place. These address the six areas of learning and Desirable Learning Outcomes agreed nationally and provide a secure framework for medium- and short-term planning.

23. The curriculum at Key Stages 1 and 2 is relevant, broad and balanced and complies with the requirements of the National Curriculum. Sex education, drugs awareness and personal and social education are principally delivered through science and other areas of the curriculum. A satisfactory sex education policy is in place: however, the school has not yet drawn up drugs awareness or personal and social education policies. A policy is in place that outlines the school's provision for special educational needs and satisfactorily addresses the requirements of the Code of Practice. However, this has not been reviewed in recent years and is out of date in some aspects.
24. Teachers take good account of the guidelines of the National Literacy Strategy in planning the literacy curriculum and the daily literacy hour. This is helping to raise standards. However, the planned provision for independent group work that is an elemental part of the strategy is not sufficiently addressed. At both key stages, opportunities for pupils to develop their literacy skills across the curriculum are good.
25. The National Numeracy Strategy was introduced at the beginning of the school year. This is now well established across both key stages, is supported by clear and detailed planning for each section of the lesson and is raising standards across the subject.
26. All subjects have a policy and scheme of work. During the last year, the school has reviewed some policies and acknowledges that others are in need of further review. The school follows the Local Education Authority's Agreed Syllabus for Religious Education. Long-, medium- and short-term planning is good for literacy and numeracy and satisfactory for all other subjects. In some subjects, for example, science, information technology and history, the school has integrated the most recent Qualifications and Curriculum Authority guidelines into planning.
27. The school makes good provision for all pupils to have equal access to all aspects of school life. Currently there are no pupils on roll identified as having special educational needs.
28. The school does not provide specific extra-curricular clubs for the pupils. However, in order to enhance curricular provision for the pupils, it works effectively to promote integration with the community and other schools in the area both in and out of school time. Provision includes competitive sport, art, music and drama. Educational visits are closely linked to planned units of work in a range of subjects and these make a positive impact on the quality of work produced by the pupils.
29. The school has very good links with the community. It is involved with members of the community in a range of activities. For example, the school hosts and takes part in a community sports day each year and pupils regularly help at the monthly senior citizens' lunch held in the school. Satisfactory arrangements are in place to ensure that Year 4 pupils make a smooth transition to the middle school.
30. The provision for pupils' moral, social and cultural development is good. Provision for spiritual development is satisfactory. This judgement broadly reflects that made at the time of the previous inspection.
31. Provision for spiritual development is satisfactory. Daily assemblies are well planned and provide good opportunities for pupils to think about the spiritual aspect of life through prayer, reflection and discussion. Good links with the church are provided by regular visits to the school by ministers from two local churches, who also lead assemblies. During lessons pupils are given praise for their endeavour and hard work; this provides opportunities for them to gain insights into their own personal worth. The school meets its aims to encourage pupils to show respect for others' feelings, values and beliefs.
32. Provision for moral and social development is good and takes place within a clear framework of values within the school. Adults are very good role models, treating all pupils with fairness

and consideration while reinforcing their understanding of the difference between right and wrong. The pupils' social development, in this small school, benefits from the links made with the wider community, other schools in the locality and the well-focused visits made during the year. Satisfactory provision is made for pupils to develop a sense of responsibility when they are expected to care for each other, their classroom and belongings.

33. Provision for cultural development is good. Pupils are involved in a wide range of visits to places that are a part of their heritage both past and present. For example, they visit Kielder Castle, Beamish Museum, Vindolanda and a Victorian day at Catcleugh. They are provided with opportunities to see artists at work, as when they visited the Northern Arts workshops, and to take part in creative experiences such as the Newcastle Song Festival. A range of music from different times and cultures is played in assemblies and music lessons. Pupils study the work of famous artists and the introduction of the literacy hour has enhanced their knowledge of authors and stories from other cultures. Multi-cultural awareness is also fostered through the inclusion of work about other faiths and cultures in religious education, geography and history.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Procedures for the assessment of pupils' attainment and progress are satisfactory overall. They are good in English and mathematics, where very detailed learning targets are in place for each pupil. These are reviewed termly and further new or modified targets are then set. The school complies with statutory requirements to test pupils in English, mathematics and science at the end of Key Stage 1. Standardised tests are used to monitor pupils' attainment in reading, comprehension and mathematics. In addition, samples of work are assessed to monitor pupils' attainment and progress in English, science, history and geography. There is no formal system in place at present to record pupils' attainment and progress in information technology, religious education, art, music or physical education.
35. Satisfactory use is made overall of assessment information to guide and inform planning across the curriculum. Teachers have a good on-going knowledge of each pupil's abilities and the progress they are making. The detailed tracking system and target setting in English and mathematics is used well to inform teachers and pupils how they might improve their work. However, opportunities for the pupils themselves to be involved in appraising the quality of their work through setting their own learning targets are limited. Target setting is currently limited to attainment and does not as yet take into account aspects of pupils' personal development.
36. Staff know pupils very well indeed and quickly become aware of any signs that they are unwell or unhappy. They show great care and concern for the children which is supported by good relationships with parents and exchange of information. The school has appropriate procedures for health and safety, but although there is a policy for child protection, staff have not yet received training or guidance on procedures.
37. This school is unusual in the very small number of pupils, which means that its character and procedures are often closer to those of a family than a school. The management and monitoring of pupils' behaviour are based on teachers' knowledge of pupils as individuals. Pupils are reminded verbally of what is appropriate behaviour and there is no formal system of rewards and sanctions. Staff praise pupils' academic and personal achievements and encourage them to do better. They give pupils opportunities to discuss positive aspects of each other's work, and display it in school where it can be shared with parents and members of the community.
38. The school recognises the disadvantages inherent in its size, in the very limited opportunities for pupils to mix with other children. Staff help pupils to meet and get to know others from similar schools in the area by arranging activities such as a shared art project and sports training, and the school has hosted visits from other schools for special events. Pupils enjoy these occasions and are able to integrate into a larger school community when they transfer to

middle school. The small numbers enable staff to arrange a wide range of educational visits to promote pupils' personal development and extend their experiences, and normal school events such as sports day are made possible by participation of the whole community.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents are very pleased with all aspects of the school and its work. They are active in supporting the school by joining the governing body and by attending fund raising and social events and offering practical help when needed. The prospectus and regular newsletters give parents very good written information about the school and the curriculum. This enables parents to understand and talk about schoolwork with their children.
40. Parents and teachers have plenty of opportunities to exchange information on children's personal and academic progress in addition to written reports and formal meetings. The school informs parents about homework and offers them guidance which enables them to help their children effectively at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. Since taking up the post, in an acting capacity, twelve months ago, the headteacher has established a clear commitment to improving the standards achieved and the quality of education. He has managed effectively a significant number of changes through the construction and implementation of the current school development plan. He also carries responsibilities for subject development in all the subjects of the curriculum and has successfully evaluated and developed provision in a number of curricular areas. Both the National Literacy and National Numeracy Strategies have successfully been implemented in a way which meets the needs of the pupils in such a small sized school. He provides strong and effective leadership with a clear educational direction for the school. In the last inspection the need to put in place development planning procedures, clearly defining educational priorities, linked to tasks, timescales and resource allocations was established. This has been successfully achieved.
42. The school has clear aims and values, understood by all. The school's environment is a welcoming one, in which pupils feel secure, and an environment in which the local community is fully involved and valued. The particular challenges of small schools are successfully addressed. Work is matched to pupils' needs, providing appropriate challenges and resources. The curriculum is planned to retain freshness and balance. The headteacher has successfully sought to develop subject expertise across the curriculum and arrangements are made to compensate for pupils' social and intellectual isolation. Relationships between adults and pupils and between pupils are very good. There is a high degree of mutual tolerance and respect.
43. The governing body is very supportive of the school. Some governors visit school regularly to meet the pupils and the teachers and to observe lessons in order to increase their knowledge of teaching and learning and to gain first hand experience of what the school does. Individual governors have taken on appropriate responsibilities and report their activities to meetings of the full governing body. Such individual strengths need to be shared more effectively. The governing body does not operate a committee structure but meets on an ad-hoc basis, as issues demand. As a result the agenda for termly meetings is extremely full and does not offer adequate opportunities to evaluate the quality of education provided. The headteacher provides regular briefings and a great deal of information for the governing body who need to work more closely with him to understand the school's strengths and weaknesses. He encourages and appreciates the contributions which governors make to the life of the school. However, the governing body is not in a position to help shape the direction of the school. As the chairman indicated, they tend to react to events rather than effectively plan. This is an area they need to address in order to be fully conversant with the school's strengths and weaknesses in order to consider priorities for the future. Governors meet their statutory

obligations.

44. The school development plan clearly sets out the priorities and targets for future improvement over a three-year period. The teaching staff present the plan for approval by the governing body, who need to be fully involved in its construction. Once established, the development plan acts as a working tool and is reviewed and, where necessary, modified to accommodate changes as they occur. Funds are allocated based on the priorities in the development plan, with requests from the headteacher approved by the governing body. Best value is sought and careful consideration given to spending decisions. Resources are limited and priorities carefully considered: for example, a current priority is the provision of additional resources for children under five to accommodate a child due to begin school in September.
45. Financial planning is on a one-year basis as there is continual uncertainty about the funding of the school. Funding from the recently established Kielder Regeneration Project might enable longer- term planning to be introduced. Routine financial controls and school administration are efficient and effectively carried out by the part-time school clerk. The most recent audit concluded that there were no weaknesses in the school's financial systems.
46. The quality of monitoring, evaluation and development of teaching is satisfactory. The two teachers in the school have observed each other's teaching and provided oral feedback. The headteacher's teaching has been observed by the school's general adviser and by the link adviser. There is an open and positive dialogue concerning the quality of teaching and this has led to the sharing of good practice and to addressing weaknesses. The headteacher has also observed a leading mathematics teacher in another First School. The school's situation means that the two teachers are continually discussing the effects of teaching upon the standards achieved and seeking ways to improve. The headteacher has agreed targets for improvement with the governing body. The results of pupils' statutory tests and their assessments are analysed so that decisions about future provision can be made. Based on this information, targets are set for pupils' performance in English, mathematics and science and progress towards them is monitored. The very good pupil teacher ratio enables very close monitoring of progress and effective consideration of improvements.
47. Good use is made of additional funding that the school receives. Standards fund grants have been successfully used to provide additional teaching time to enable children in the different key stages to be taught separately on two days each week. The headteacher has made decisions about the use of funding allocated through the Local Education Authority small schools funding to effectively support priorities in the school development plan.
48. The school is generously staffed with two appropriately qualified teachers who have a good spread of experience. The headteacher has had considerable experience, as a rural support teacher, in several small rural schools. Between the teachers there is a good range of subject qualifications and expertise across the curriculum. At the present time there are no procedures to induct new staff or to provide a structure for their professional development. The existing expertise in teaching can offer a sound base for such development, providing a good influence on standards of teaching. The school is used extensively by the local community, which often contributes to school activities giving the pupils experience of a range of adult contributions. There are links with schools in the area and a high school pupil recently undertook work experience in the school.
49. The accommodation is very spacious and provides a good learning environment. Currently a large part of the building is not used by the school and there are plans for it to be put to alternative use. With the current school roll and numbers projected into the near future this would not be detrimental to the pupils and may offer the opportunity to establish partnership with other users of the building. The accommodation supports the demands of all aspects of

the curriculum and of particular benefit is the sighting of the district library within the building, offering considerable resources to the school. There is a large hall and an outdoor play area, with a large grassed area nearby.

50. Overall, the quantity and quality of learning resources are satisfactory, as in mathematics, and in some subjects, such as English, art and music there is a range of good quality resources. There are four computers in school and the school is connected to a designated telephone line with planned connection to the internet in the near future. Resources are also augmented by the headteacher's own resources, particularly artefacts, and the school very effectively uses the local environment as a resource, by, for example, visiting a local farm and a bed and breakfast provider. The library has a wide variety of appropriate books.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The school has many strengths and forms an important part of the community. In order to build upon the strengths and to improve the overall quality of provision in order to maintain and raise standards the school should:

- Ensure that the governing body plays a full and effective part in shaping the future direction of the school by;
 - Working with the headteacher to understand the school's strengths and weaknesses, debating and evaluating more fully the standards and the quality of the education provided, the impact of teaching, curricular arrangements and resources upon pupils' learning.
 - Becoming more proactive, rather than reactive, in its planning. Patterns of achievement should be explored in more detail. Priorities for the future should then be based upon this analysis and alternative ways forward considered.
 - Introducing an effective committee structure to consider important aspects of the school's development - for example, the curriculum and standards.
 - Building upon the strengths of individual governors to share more effectively information for all the governors.
(paragraphs 43-46)
- Provide effective procedures for the induction of new staff by;
 - Putting into place clear procedures for new staff and a structure for professional development for new teachers, building upon the existing expertise in teaching.
(paragraphs 48)

52. There are some further, minor issues which should be considered by the school, viz.

- Introduce procedures to record the attainment of pupils in all subjects of the curriculum.
(paragraphs 34)
- Disseminate to all adults in the school appropriate child protection procedures, offering in-service training, as required.
(paragraphs 36)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	78	11	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)		3
Number of full-time pupils eligible for free school meals		0

FTE means full-time equivalent.

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

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	1.1
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	3
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	1.4
Number of pupils per qualified teacher	2.1
Average class size	3

Education support staff: YR – Y4

Total number of education support staff	0
Total aggregate hours worked per week	0

FTE means full-time equivalent.

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.

Financial information

Financial year	1998/99
	£
Total income	83,388
Total expenditure	84,372
Expenditure per pupil	28,124
Balance brought forward from previous year	3,808
Balance carried forward to next year	2,824

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	3
Number of questionnaires returned	3

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	100	0	0	0	0
My child is making good progress in school.	100	0	0	0	0
Behaviour in the school is good.	100	0	0	0	0
My child gets the right amount of work to do at home.	33	67	0	0	0
The teaching is good.	100	0	0	0	0
I am kept well informed about how my child is getting on.	100	0	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	33	67	0	0	0
The school works closely with parents.	100	0	0	0	0
The school is well led and managed.	33	33	33	0	0
The school is helping my child become mature and responsible.	100	0	0	0	0
The school provides an interesting range of activities outside lessons.	100	0	0	0	0

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

ENGLISH

53. In the years 1996 to 1999 results averaged over the four years indicate that performance in reading has been well above the national average and in writing has been very high when compared to national results. Inspection evidence indicates that pupils' overall performance in listening and speaking, reading and writing is above national expectations. This judgement broadly reflects the trend over the previous four years. Standards were reported at the previous inspection as being at least in line with national expectations. It is not possible to make a reliable statistical comparison of yearly results by pupils in each key stage as the number of pupils in each year group is very small.
54. At Key Stages 1 and 2 standards in listening and speaking are good. Pupils listen carefully to explanations and instructions and respond well. They are articulate and confident when recounting, explaining their views or answering questions. They cope well in oral situations in all lessons and are eager to share their opinions and ideas, yet are careful to listen to the views of others.
55. In both key stages standards in reading are above national expectations. Pupils are confident readers who clearly find pleasure in books. They read accurately and fluently and have developed secure skills in working out more difficult words. Pupils make good use of grammar and punctuation in texts to guide expression when reading aloud. They have a good understanding of how books are organised and cope well with a range of texts including stories, poems and non-fiction. The school has a satisfactory collection of books and makes good use of the county library service based at the school to provide a wide range of reading opportunities.
56. Standards in writing are above national expectations in spelling, the use of grammar and punctuation and the quality of the content of pupils' finished work. Standards in handwriting are satisfactory overall: a joined-up script is established by the time pupils leave the school at the end of Year 4. However, the quality of presentation is not consistent and occasionally completed work is untidy.
57. Pupils write well in a variety of forms including story, reporting, letter writing and poetry. Work is well organised and clear, demonstrating good levels of imagination and expression. Completed work indicates a secure understanding by pupils of the use of grammar and punctuation to enhance their writing. The use of a range of interesting vocabulary is well established and pupils use dictionaries and thesauruses effectively to improve their work. Spelling standards are good. Pupils have little difficulty in spelling a wide range of words and make sensible attempts at less familiar ones. They demonstrate satisfactory skills in using the computers to word process their work for presentation purposes.
58. The quality of teaching is good. Teachers demonstrate a secure subject knowledge. Planning is very detailed and complies fully with the National Literacy Strategy. Knowledge, skills and understanding are successfully promoted through individual targets for each pupil. Lesson planning has clear learning objectives and well-matched activities. Teachers have high expectations of pupils' endeavour in most aspects of the subject and of pupils' attitudes to their work. However, the quality of finished written work indicates that expectations of presentation are not always high enough. Teachers employ an interesting range of methods to engage the pupils' interest and resources are used effectively to promote learning. Relationships are good in all lessons. Teachers know the pupils well and provide a learning environment that promotes active learning. On occasions, opportunities are missed for pupils to develop more independent learning skills. On-going assessment of pupils' work is rigorous and of a high quality and is used well to provide information on what pupils need to do next to improve their work.
59. Pupils' attitudes to the subject are good. They are confident and keen to make contributions

during discussion times and in plenary sessions at the end of lessons. They work hard and sustain a high level of concentration when working on reading and writing tasks. Independent learning skills are not as well developed as insufficient opportunities are provided for pupils to work without direct supervision for sustained periods of time.

60. The school has successfully introduced the National Literacy Strategy. Procedures for assessing pupils' attainment and progress are good. Teachers maintain detailed records of pupils' strengths and areas for development in the subject and set clear targets for improvement on an individual basis. The school is aware of the need to moderate standards of work and to this end has established effective links with other schools to make comparisons of levels of attainment. Pupils' literacy skills are used well in other subjects. This effectively supports the development of knowledge and understanding across the curriculum and provides natural opportunities for pupils to work within a wide range of literacy genres. Satisfactory arrangements have been made in the past for the teaching of literacy to be monitored both internally and by the Local Education Authority. The school is aware of the need to ensure that monitoring the quality of teaching is a part of its forward planning strategy. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development and meets statutory requirements.

MATHEMATICS

61. Only one pupil in the school undertook National Curriculum tests at the end of Key Stage 1 in 1999 and only one pupil will be undertaking assessment in 2000. Judgements about standards are based on observations and discussions during the inspection. Taking the four years 1996 to 1999 together, the performance of pupils in mathematics was very high in comparison with the national average. However, the school's cohort size is small and there can be a considerable variation from year to year. Based upon the observations, standards attained in mathematics are above those expected nationally and this represents an improvement since the last inspection. Standards at Key Stages 1 and 2 are good
62. Pupils have an understanding of place value at a level appropriate to their prior attainment and can use it to make approximations. They have a good mental recall of addition, subtraction and multiplication facts understanding that division is the inverse operation to multiplication. They use their knowledge of numbers well to solve problems and explain their methods to fellow pupils and the teacher. They classify three-dimensional and two-dimensional shapes in various ways, accurately using mathematical language. For example, they classify polygons according to size and types of sides and angles. They use and interpret mathematical symbols and diagrams effectively as when, for example, recording their work when describing positions, directions and movement. They successfully program a floor computer (the "roamer") to follow a pattern of movements.
63. Pupils make good progress overall. This is enhanced in stages by daily practice in mental calculation and the revision and application of number facts. Pupils are often asked to explain their thinking and in so doing confirm their learning. Work is challenging and pupils respond well. During one mathematics lesson the enthusiasm of the pupils was reflected by the remark, "This is really good". The practice of all the pupils working together on some occasions and then the key stage groups working separately is promoting their learning and helping to ensure a suitable match of tasks to pupils' needs.
64. Mathematical skills are used well in other areas of the curriculum and in other situations around school, for example when eating dinner, counting the numbers of people in different ways. In a history display pupils have used a time line to chronicle events. In information and communication technology pupils use their knowledge of angles and turns to program movement. Patterns of symmetry have been used as a stimulus in art.
65. The teaching of mathematics is good, which is an improvement since the last inspection. Teachers plan lessons well and understand what is required of them. Pupils are skilfully managed, with teachers always available to provide the help that they need. The classroom

atmosphere is relaxed yet rigorous, with good humour and patience. The National Numeracy Strategy is in place and teachers are adept at teaching basic number skills in an interesting way. The mental starter exercises are enjoyed by the pupils, who look forward to them. Lessons move at a good pace, the teaching is brisk and maintains a clear focus on the intended learning outcomes. Pupils respond well and as a result their attitudes are very positive. Teachers have a very clear understanding of what their pupils know, understand and can do and use the information well to plan activities. Progress is assessed at regular intervals and attainment levels recorded. Individual targets are set and progress towards their achievement is monitored.

66. Teachers make good use of time and resources to support learning and often spend considerable time preparing individualised materials for their pupils. Practical equipment and the computers are used well to consolidate and develop mathematics work.
67. The mathematics curriculum is broad and balanced and meets the statutory requirement. The headteacher, as subject co-ordinator, monitors lesson planning and opportunities for discussion between the two teachers, to develop planning, are used effectively. There are good displays of pupils' work, particularly related to three-dimensional shapes and area calculation, which enhance learning and improve motivation.

SCIENCE

68. Since only one pupil currently in the school was assessed at the end of Key Stage 1 it is not possible to make comparisons with national averages or with other similar schools. Standards observed in the school are above those expected nationally. Observations confirm that pupils make good progress and achieve good standards, in both key stages, in all elements of the subject. As levels of attainment were judged to be broadly in line with national expectations at the last inspection this is an improvement.
69. Pupils have a suitable understanding of experimental science and can explain how to carry out a fair test. They understand the need to make observations and are beginning to look for patterns in results. They understand about sound and how it is caused by vibrations, they understand how it travels "in waves" and can identify many different sounds accurately. They name key parts of plants, identify a range of common animals, sort living things according to their features and begin to provide explanations for changes in living things. They accurately describe ways in which materials are changed by cooling and heating and compare the way in which devices, such as bulbs, work in electrical circuits.
70. Within individual lessons, all pupils make good progress. They are clearly fascinated and enthusiastic. They listen with interest as their teacher presents them with new challenges to which they willingly rise.
71. Teaching is good and this has a positive effect upon standards. Teachers have a good knowledge of the requirements of the National Curriculum in science, shown by their ability to plan work so that knowledge, understanding and skills are developed in a progressive way. Clear guidance is given to pupils and they are supported in their progress and understanding. The quality of questioning is good: a misunderstanding about the insulating quality of materials was very carefully and patiently corrected to enable a pupil to gain a clear understanding. Materials are always well prepared and freely available to enable work to be taken forward at a good pace. Teachers' explanations for new ideas are well structured and they use their subject knowledge to extend pupils' thinking. They manage pupils well, organising work for individuals well. Time is used well, with pupils being actively involved in their learning throughout lessons. Teachers need to be aware that, on occasion, pupils need time to reflect upon their activities to consider their own response.
72. Resources for science are satisfactory and are used well. During the inspection the headteacher provided materials of his own to help facilitate a lesson, looking at the insulating qualities of various materials. The school successfully follows the QCA (Qualifications and Curriculum Authority) curriculum guidelines and scheme of work.

ART

73. Standards at the time of the last inspection were reported to be good and such standards have been maintained. Scrutiny of work and the observation of an art lesson indicate that there is good quality art work being undertaken in the school.
74. Pupils have produced clay models and pictures based upon their impressions of a face, using colour and tone to good effect. Harvest stamps, made by using pictures of potatoes and apples, show a skilful use of colours, to good effect. An exhibition of work based upon aboriginal art shows how pupils have combined paint, pastels and batik. The work was undertaken during a joint project with pupils from another school. During the art lesson pupils showed a good understanding of how to create an "impression" of a picture and successfully explored the work of Monet, using his technique to create their own picture, successfully mixing shades of green.
75. Teaching is good and extends to a community art class in the evenings, attended by pupils with adults from the village. The teacher has particularly good subject knowledge and is able to pass on that knowledge in a stimulating and exciting way.
76. There are many paintings and art exhibits on display around the school providing an inspiration to pupils. The school borrows paintings from a teachers' centre and it currently ranges from works by Ford Maddox Brown to Paul Cezanne. A clear scheme of work is followed and resources for the subject are good.

DESIGN AND TECHNOLOGY

77. Standards of work in design and technology are satisfactory with an appropriate emphasis upon designing and making. This is a similar picture to the last inspection.
78. Pupils have made models of their playground, working on their own ideas. Puppet theatres are linked to a Victorian theme in history and illustrate skills in scoring, measuring, folding, cutting, sewing, dyeing and decorating. The pupils used their theatres to present a story about "Little Red Riding Hood". A display in the school entrance shows shadow puppets, made from card, balsa wood and cellophane. Pupils designed and made them using their knowledge of shadows from science. Booklets with moving objects and pop-up pictures have been made to illustrate stories chosen by the pupils.
79. As the result of timetable arrangements it was not possible to observe a lesson and judgements are based upon the scrutiny of work and discussions with teachers. Resources for the subject are adequate. Teachers' expertise is used well and a scheme of work provides opportunities for pupils to learn new skills and to try out their ideas.

GEOGRAPHY AND HISTORY

80. During the inspection it was not possible to observe any lessons in either subject. However, the scrutiny of completed work in books and on display, and discussions with pupils indicate that standards in both subjects are in line with those found in most schools, with evidence of some

good quality work in some aspects of both subjects. This judgement broadly reflects that made for both subjects at the last inspection.

81. In geography pupils are developing a satisfactory understanding at levels appropriate to their age of the features and characteristics of places. This was evident in work to compare and contrast aspects of life in this country with those in Ghana. Pupils have learned that people have similar needs in day-to-day life but often fulfil these needs in different ways; this was evident in their work on water sources, housing and education. Their understanding of similarities and differences was exemplified during the assembly when they confidently and sensitively discussed the day-to-day life of a child from Tanzania as part of their focus on the work of UNICEF. Work on display of a river study demonstrated a good understanding of the water cycle and river systems. Pupils' work shows good levels of skill in measuring the depth and speed of water in relation to the width of a stream.
82. In history, pupils are developing a satisfactory understanding of chronology. They know that Victorian times were about one hundred and fifty years ago. Pupils' timelines for toys through the ages and for the historical development of Kielder village also indicate an understanding of the sequence of historical events and how toys have changed. Previous work demonstrates a sound knowledge of some of the differences between life now and in the past. For example, pupils know that children's lives during the Victorian era were very different from those of today in education, work and home life. They have learned how the work of Florence Nightingale influenced health and medical changes. Pupils are developing good enquiry skills through the opportunities to draw up questionnaires and conduct interviews with a range of people in the community on life in the past. This was particularly evident in their work related to farming and life in the village.
83. Planning for both subjects provides a satisfactory framework for learning. However, there is currently no system in place to record pupils' attainment and progress in either subject. Good use is made of visits to places such as Beamish Museum and Vindolanda. School-based resources are satisfactory. In addition, the school makes effective use of the local environment to promote meaningful opportunities for learning in both subjects. The subjects make a good contribution to the pupils' spiritual, moral, social and cultural development.

INFORMATION TECHNOLOGY

84. A key issue in the last inspection called upon the school to improve and develop the use of information technology throughout the curriculum. Standards of information and communication technology are now satisfactory, reflecting an improvement. A development plan to take the subject forward sets out clearly how it is to be developed.
85. During the inspection pupils demonstrated their knowledge of a floor computer (the "roamer"), successfully entering instructions and controlling its movements. Pupils have used an art programme to design their own pictures and there are many examples of word processed text accompanying displays around the school. Discussions with pupils indicates their knowledge of computers, their ability to access information and to use it for different purposes. The computers are used effectively within literacy and numeracy sessions to enhance the curriculum.
86. Teachers and pupils have been supported in their use and understanding of computers by a technician from Haydon Bridge High School, who visits the school each half-term. No direct teaching of information communication technology was observed during the inspection but there are plans to develop appropriate in-service training for teachers through New Opportunities funding. The subject is a priority in the school development plan with progress linked to support and provision from the Local Education Authority.
87. The school has adequate resources for the subject with two high quality personal computers recently purchased. A designated telephone line is connected to the school providing access

to the internet and the ability to send mail electronically in the near future. Funding from the National Grid for Learning will support developments. In addition the school successfully uses other electronic equipment throughout the curriculum - for example, keyboards in music and tape recorders and listening centres in literacy.

MUSIC

88. The previous inspection found standards in music to be broadly in line with expectations. Standards now are higher than those found in most schools. Although it was possible to observe only one music lesson, the pupils' knowledge, skills and understanding in listening, performing and appraising were high.
89. Pupils have acquired good skills in sustaining rhythms and layering sounds to create texture. They listen carefully and critically to pre-recorded music and are able to identify the major textural elements. They make good use of their knowledge of pond life to create musical sounds using standard and more unusual "instruments" such as blowing bubbles through a straw. They learn quickly and tackle new learning with enthusiasm. This was evident when they were asked to find ways of recording sound using non-standard musical notation. Pupils work well together and as a result of good levels of collaboration were able to write and perform a musical composition by the end of the lesson.
90. The quality of teaching is good. In the lesson observed, the teacher's good knowledge of the subject was demonstrated. Activities were carefully matched to what pupils had learned previously. Expectations were high and through effective questioning and explanation and well-chosen resources, pupils were able to make good progress in knowledge, skills and understanding.
91. Planning for the subject is good. It provides clear learning objectives with well-matched activities. Currently, there is no system in place to record what pupils know, understand and can do within the subject. Resources are adequate to support teaching and are of a satisfactory quality. The subject makes a good contribution to the pupils' social and cultural development.

PHYSICAL EDUCATION

92. Standards in physical education in both key stages are similar to those found in most schools. This reflects the judgement made at the previous inspection. During this inspection it was possible to observe only one physical education lesson. However, planning indicates that pupils participate in dance, games, gymnastics, athletics and swimming. Current arrangements mean that pupils are engaged in swimming lessons for blocked periods during the year. Swimming standards are high and at the time of the inspection all pupils were already able to swim at least 25 metres, which is the minimum expectation of pupils by the age of eleven. The school is successful in providing pupils with opportunities to take part in competitive sport with pupils from other schools. Emphasis is also placed upon pupils competing against their own best efforts. The school also takes a full part in the community's annual sports event.
93. Pupils are confident in their movement and demonstrate a satisfactory level of control and co-ordination. They follow rules and instructions well and take good care of their own safety and that of others, when involved in athletics activities. In the athletics lesson observed, pupils were keen to take part and were particularly enthusiastic about setting a good time for each activity. They demonstrate satisfactory skills in running, long- and high-jumping and distance throwing.
94. Lessons are appropriately planned. The organisation of activities and resources provides pupils with a range of opportunities to develop physical skills. Health and safety issues are

fully addressed. During the lesson observed pupils were provided with appropriate skills training to help them improve the quality of their work.

95. Long- and medium-term planning provides appropriate guidance for teaching all aspects of the subject. The spacious hall and outside accommodation provide a good resource for most activities to take place. Resources are adequate to support the subject, although there is no fixed climbing apparatus. Most of the apparatus is of a satisfactory quality; however, a few of the safety mats need to be repaired.

RELIGIOUS EDUCATION

96. During the inspection it was not possible to observe any lessons in religious education. However, the scrutiny of pupils' previous work, discussions with pupils and an assembly observation indicate that across both key stages knowledge and understanding within the subject is broadly in line with the expectations set out in the locally Agreed Syllabus.
97. Pupils can explain the importance to Christians of Christmas and Easter. They can talk and write about some of the main events in stories from the Bible - for example, the stories of Moses and Zaccheus. They know that not all people are Christians and are able to explain some of the traditions within the Hindu faith. Their written work indicates a developing understanding of feelings, in, for example, their writing about Judas Iscariot's betrayal of trust and how Jesus might have felt when his disciples deserted him. Pupils learn some important human values, such as obeying rules and thinking of others and are encouraged to put them into practice in their own lives in school or at home. Satisfactory improvement has been made since the previous inspection, when the limited opportunities for reflective writing were commented on.
98. The scheme of work is broad and balanced and complies fully with the requirements of the locally Agreed Syllabus for religious education. At the last inspection the lack of a scheme of work was identified as a weakness. This has been addressed and planning now makes satisfactory provision for continuity and progression in learning. Assemblies are well planned and make a good link with many aspects of religious education. There is currently no formal system of recording pupils' attainment and progress in the subject. Resources are unsatisfactory. Although there is a small collection of books in school, there are no artefacts to provide pupils with the opportunity to see and touch real objects. Where these are available, they are often the personal belongings of staff. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.