

INSPECTION REPORT

**RAVENSWORTH TERRACE PRIMARY
SCHOOL**

Birtley

LEA area: Gateshead

Unique reference number: 108333

Headteacher: Mrs J Simpson

Reporting inspector: Miss M A Warner
17288

Dates of inspection: 15th – 18th January 2001

Inspection number: 192693

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Birtley Lane
Birtley
Co Durham

Postcode: DH3 2PP

Telephone number: 0191 4102166

Fax number:

Appropriate authority: The governing body

Name of chair of governors: Mr M I Walker

Date of previous inspection: 3rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17288	M A Warner	Registered inspector	Science Music Religious education English as an additional language	Characteristics of the school The school's results and achievements The quality of teaching
11358	V Lamb	Lay inspector		Pupils' attitudes, values and personal development The school's care of pupils The school's partnership with parents Accommodation
29378	K Watson	Team inspector	Mathematics Information and communication technology Art and design Design and technology Physical education Special educational needs Equal opportunities	The curriculum and other opportunities offered to pupils
22284	H Williams	Team inspector	English Geography History The foundation stage	Assessment Leadership and management

The inspection contractor was:

PkR Educational Consultants Ltd.
6 Sherman Road
Bromley
Kent
BR1 3JH

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ravensworth Terrace Primary School is situated in a central position in Birtley; to the south of Gateshead. The school is about the same size as other schools nationally, with a roll of 193. There are ten per cent more boys than girls, and this is particularly noticeable in the reception class and Years 5 and 6. An increasing number of pupils, 40 per cent, come from outside the immediate catchment area. Sixteen per cent of pupils are eligible for free school meals, which is below the national average. About a quarter of the pupils have been identified as having special educational needs, which is in line with the national average but no pupil has a formal statement of need. One per cent of pupils comes from ethnic minority backgrounds and 0.5 per cent has English as an additional language, which is very low compared with national figures. Pupils' attainment on entry is average and covers the full range of ability. The school has been involved for two years in Her Majesty's Inspectors' four year monitoring of the introduction of the Numeracy Strategy.

HOW GOOD THE SCHOOL IS

The contextual factors of the school are average but standards in the school are above average. Pupils' achievement is good because a high proportion of teaching is good and pupils' attitudes to learning are very good. The leadership and management of the school are very good and improvement since the last inspection has been good. As a result the school's effectiveness is good. The cost per pupil is usually average, although there was considerable expenditure when a new extension, to house the information and communications technology suite and library, was built. The school gives very good value for money.

What the school does well

- Good planning and assessment promote high standards of teaching and learning in mathematics throughout the school.
- The teaching of science is very good in Key Stage 1 and good in Key Stage 2 and promotes above average standards in both key stages.
- The quality of teaching is good or better in almost three-quarters of lessons. In Key Stage 1 it is very good or better in nearly two thirds of lessons. Teachers expect pupils to work hard and achieve their best.
- The high quality of stimulating and interactive display enhances pupils' learning.
- The leadership and management of the school are very good, founded on clear educational vision.

What could be improved

- The analysis of Key Stage 2 National Curriculum scripts in English have not been analysed in sufficient depth for teachers to know what is needed to improve pupils' standards in writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in March 1997 has been good. Standards in the Year 4 class, criticised in the last report, were above and well above average by the time those pupils reached the end of Key Stage 2 because of very good teaching in Years 5 and 6. Attainment of pupils in the present Year 4 is average, with attainment in 43 per cent of lessons judged to be above average. Pupils now take a pride in the presentation of their work although good work often becomes dog-eared once in ringed files. Teachers now plan well for pupils to discuss and evaluate their work and the results are good. Teachers consistently question pupils well and encourage a good range of responses in whole-class discussions. Teachers have met regularly to share subject expertise and successful teaching strategies and this has resulted in improved teaching of subjects such as English, mathematics, science and music. Teaching, overall, is now good and very good in all key stages. The school is implementing the foundation stage curriculum and children are working towards the Early Learning Goals. Improvement has been satisfactory in English, design and technology, geography, history and physical education in both key stages and in religious education in Key Stage 2. Improvement has been good in the foundation stage, mathematics, science, art, information and communication technology and music in both key stages and in religious education in Key Stage 1.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	B	B
Mathematics	C	B	C	C
Science	B	B	D	E

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

- The school's performance in 1998 and 1999 was above and well above the national average and pupils made good and very good progress. Since the last inspection the school has improved, although last year there was a slight dip in the Key Stage 2 results. Pupils achieve well at the school.
- The school's performance, overall, at the end of Key Stage 2 in 2000, in English, mathematics and science, measured by average National Curriculum points, was close to the national average and that of similar schools.
- The trend over the last four years in the school's average National Curriculum points for all subjects was broadly in line with the national trend.
- The school has exceeded its target in English and mathematics at the end of Key Stage 2 for the last two years and has set considerably higher targets for this year.
- Science results in 2000 were disappointing. Standards have fluctuated over the last four years. The school has analysed last year's results and additional support is being given this year. Standards in science during the inspection were average and show a considerable improvement on last year's results.
- There is no difference between the attainment of boys and girls in English and mathematics but in science girls attain at a higher level than boys.
- In other subjects, standards seen during the inspection at the end of Key Stage 2 were in line with expectations in design and technology, geography, history, information and communication technology, music and physical education and above expectations in art. Standards in religious education in Key Stage 2 are not possible to judge accurately because of the lack of recorded evidence. The progress of pupils with English as an additional language and special educational needs is satisfactory. The school supports all pupils well in class and teachers are aware of the need to support those who have other specific needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning and display appropriate levels of independence. They persevere when work is difficult and respond well to instructions and guidance.
Behaviour, in and out of classrooms	Pupils' behaviour is good and often very good in the vast majority of lessons. The school sets very high standards for behaviour during lessons based on a system of school rules as well as classroom rules. Behaviour around the school is also good. In the playground, older pupils often play happily with younger ones but boisterous games, which involve physical contact and potential for hurt, predominate amongst a significant minority of pupils.
Personal development and relationships	Provision for pupils' personal support and guidance is good. Significant aspects of pupils' personal development are included in annual reports for their parents. A very good feature of this school is the newly formed school council. Relationships are good and staff mainly manage pupils positively. In a few instances, however, pupils are not actively supported to enable them to maintain the very high standards expected.
Attendance	Satisfactory. Attendance levels are broadly average and pupils come to school on time. There have been no permanent exclusions but one pupil was excluded for a fixed term last year.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Very 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.

- One of the strengths of the school is the quality of teaching, which is excellent in eight per cent and very good or better in 36 per cent of lessons. It is good or better in 74 per cent and satisfactory or better in 98 per cent of lessons. It is unsatisfactory in two per cent of lessons.
- Overall, teaching in the foundation stage is good. Teaching in English is very good in Key Stage 1 and good in Key Stage 2. The teaching of literacy skills is good across the school. The teaching of mathematics and numeracy skills is good in Key Stage 1 and very good in Key Stage 2. Teaching in science in Key Stage 1 is very good and sometimes excellent. Teaching in Key Stage 2 is mainly good but occasionally the lower attaining pupils and those with special educational needs are not adequately supported. Higher attainers are challenged well. Occasionally, discipline in lessons is not constructive or effective when a small number of pupils' behaviour is unsatisfactory.
- In other subjects in Key Stage 1, teaching is very good in religious education, good in art, design and technology, geography and physical education. It is satisfactory in information and communication technology. In Key Stage 2 teaching is good in art, music, physical education and religious education. No overall judgements can be given in subjects not listed because of lack of evidence. Teachers plan carefully for different groups and individuals, and meet the needs of most of the pupils in the school well. Pupils' learning is very good or excellent in a quarter and good or better in three-quarters of lessons. Learning was unsatisfactory in four per cent of the lessons observed: mainly where behaviour was unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good. There is also a good range of extra-curricular activities. The very high quality, interactive displays are a particularly good feature of the school and promote the pupils' learning well. All subjects are given a fair amount of time.
Provision for pupils with special educational needs	Pupils are well catered for by class teachers. Classroom assistants could be better used to support these pupils through specific planning and regular feedback to teachers. There is no policy for identifying gifted and talented pupils. However, extra support is given to them when needed.
Provision for pupils with English as an additional language	Satisfactory provision is given in class and through extra support and satisfactory progress is made.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual aspects are well promoted through assemblies, which have a distinctive spiritual content, and across the curriculum. There are clear expectations for pupils' behaviour but on a few occasions teachers' insistence on good behaviour can become a little too restrictive. Pupils work together sensibly, older pupils are encouraged to take responsibility for younger ones and charities are regularly supported. Evidence of the success of the cultural policy is to be found around the school.
How well the school cares for its pupils	The school takes good care to ensure pupils' welfare, health and safety. Staff know the pupils well and are sensitive to their needs. Risk assessments are made annually but are not systematically carried out. The school's general approach to discipline is shared with parents. Teachers throughout the school use assessment data well to help them plan lessons.

The school has established good relationships with parents and links have been established to involve them in their children's learning. The school is popular in the locality: parents have a high opinion of it.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and all members of staff are deeply committed to providing a broad and relevant curriculum for the pupils and to raising standards. The aims of the school are reflected very well in its daily life. There is a common sense of purpose, which creates an effective atmosphere for learning.
How well the governors fulfil their responsibilities	Good. There are good relationships between the school and the governing body. Governors bring a reasonable degree of expertise to their roles and attend appropriate training to keep up-to-date. Committees and the full governing body have a good overview of the day-to-day work of the school.
The school's evaluation of its performance	Very good. The chair of governors is aware of the targets that are set by the Local Educational Authority and is involved in discussions as to whether certain pupils could achieve a higher target. The headteacher has an appropriate overview of the quality of teaching and learning. The senior management team has highlighted that writing throughout the school needs to improve.
The strategic use of resources	Good. Financial planning is well organised and the headteacher and governors are clear about their spending priorities. The school has a good understanding of the principles of getting the best value from all spending, which is monitored 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"> • The school expects their child to work hard and achieve his or her best. • Their child likes school. • The school helps their child to become mature and responsible. • Their child makes good progress at school. • They feel comfortable about approaching the school with questions or a problem. • Behaviour in the school is good. 	<ul style="list-style-type: none"> • The school working more closely with parents. • The induction period in reception could be shorter. • Homework should be set at the appropriate attainment level for the pupil. • More support is needed for special educational needs pupils. • More constructive play in the playground.

Parents' views of the school are very good. The inspection team agrees with the ninety-three per cent of parents who consider that one of the main strengths of the school is that teachers expect pupils to work hard and achieve their best. The team also agrees with the other areas that please parents most, although pupils' behaviour in the playground could be better and should be more carefully monitored. They also agree that support for pupils with special educational needs should be reviewed. However, inspectors consider that the school does work closely with parents and have no evidence that the induction period for children in reception is too long or that homework is not set at an appropriate level for pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards on entry to the school are average. By the time children are ready to start Key Stage 1 the majority achieve well and have attained the Early Learning Goals in all the six areas of learning. This is through good teaching in these areas of learning. Given that most of the pupils on entering school have not attended a nursery, they do well and attain a good standard at the end of the foundation stage in speaking and listening and in their 'phonetical' knowledge. In mathematical development and literacy, the teaching is very good and almost all children will exceed the goals.
2. The school's performance at the end of Key Stage 2 in 2000, in English, mathematics and science, overall, measured by average National Curriculum points, was close to the national average and that of similar schools. Pupils made satisfactory progress through the school. Four of those taking the tests that year were new to the school in Key Stage 2 and achieved lower than the expected level. Attainment in science was below, although attainment in English was above, the national average. The school's performance in the previous two years, however, was above and well above the national average and pupils made good and very good progress. Pupils achieve well at the school.
3. Results in the National Curriculum tests in English, at the end of Key Stage 1 in 2000, show that standards in reading were in line with the national average and in writing were below the national average. The percentage of pupils reaching level 2b or above in both reading and writing were below the national average. The percentage of pupils reaching level 3 and above was close to the national average in reading, but below the national average in writing. The results in the 2000 National Curriculum tests for Key Stage 2 indicate that standards were close to the national average; however the percentage of pupils reaching level 5 was above the national average. Since the last inspection the school has improved although last year there was a slight dip in the Key Stage 2 results.
4. Inspection evidence finds that standards in English at the end of Key Stage 1 in speaking and listening, reading and writing are close to the national average with a small group attaining above the national average. Standards at the end of Key Stage 2 are in line with expectations in speaking, listening and reading and close to expectations in writing.
5. Pupils in Year 2 and Year 6 attain better than average in numeracy and all areas of mathematics specified in the National Curriculum. This contrasts with last year's test results in Key Stage 2, which showed attainment to be about average when compared to other schools nationally, including those with similar intakes. However, statistics show a steadily upward trend over the last three years from below average in 1997, to above average in 1999, with a slight dip in 2000. A similar picture emerges at Key Stage 1, where the graph has shown a steadily rising trend to above average last year. There was a relative weakness in using and applying mathematics, but this has already been addressed. There are no marked differences between the performance of boys and girls.
6. Standards attained in numeracy at both key stages are above the national average. From classroom observations and from an analysis of pupils' work it can be seen that the upward trend of the last few years is continuing. This reflects well on the fact that the school has been focusing on mathematics over the last two years.

7. The school exceeded its target in English and mathematics at the end of Key Stage 2 for the last two years and has set, appropriately, considerably higher targets for this year.
8. In science, pupils' attainment in the National Curriculum teacher assessments in 2000, was above the national average at the expected level 2 and close to the national average at the higher level 3. Results are the same as those of similar schools. In the 2000 National Curriculum tests at the end of Key Stage 2, results were disappointing, with standards being below the national average overall, and well below those of similar schools. Standards have fluctuated over the last four years, being above average in 1996 and 1999 and close to the national average in 1997 and 1998. The lower standards achieved in 2000 are the result of a group of lower-attaining disinterested boys in that particular year group. The school has analysed the results and additional support is being given this year as a result.
9. Attainment in science during the inspection was judged to be well above average by the end of Key Stage 1. Both in the lessons observed and in the work seen, pupils show a very good understanding of the subject because of very good and sometimes excellent teaching. Standards during the inspection at the end of Key Stage 2, show a considerable improvement on last year's results and were above average in the majority of lessons observed and in the work seen.
10. The trend in the school's average National Curriculum points for all subjects was broadly in line with the national trend. Ravensworth Terrace is an improving school.
11. Over the last four years at the end of Key Stage 1 there has been little difference between the attainment of boys and girls in reading and writing but in mathematics boys have performed at a higher level than girls. At the end of Key Stage 2 there has been no difference between the attainment of boys and girls in English and mathematics but in science the girls have attained at a higher level than the boys.
12. Attainment at the end of Key Stage 1 is in line with expectations in design and technology, geography, history, information and communication technology and physical education. It is above that expected of pupils of their age in art, music and religious education. At the end of Key Stage 2 pupils' attainment is in line with expectations in design and technology, geography, history, information and communication technology, music and physical education and above expectations in art. Standards in religious education in Key Stage 2 are not possible to judge accurately because of the lack of recorded evidence.
13. The progress pupils with English as an additional language and those with special educational needs make is satisfactory. They are given adequate provision although there is room for improvement for those with special educational needs. The school supports all pupils well in class and teachers are aware of the need to support those who have other specific needs. Pupils are well known by the headteacher and they feel confident in her support.

Pupils' attitudes, values and personal development

14. Pupils like school and demonstrate very positive attitudes. They respond well to the attitudes and values which the school promotes. Pupils are enthusiastic about the activities provided and chat in a friendly way with each other, their teachers and other adults. When given the opportunity, they display appropriate levels of independence. Pupils develop self-confidence and a good level of personal responsibility as they move through the school. Those chosen as monitors in Year 6 are proud to show that

they can carry out their duties conscientiously. They help to support the youngest pupils, supervise the doors during break times and provide assistance in the library. Pupils of all ages act responsibly when delivering registers to the office each day and are able to tidy away resources without fuss. A very good feature of this school is the newly-formed school council which gives pupils a sense of responsibility either as individuals who may raise issues, or as elected class representatives who take issues to meetings for discussion.

15. Pupils' personal development is good and relationships between staff and pupils and amongst pupils are largely good. Pupils from all groups: boys, girls, those with English as an additional language and high and low attainers relate well to each other and the staff. The school gives many opportunities for pupils to reflect on such themes as love, friendship and fairness. The school has no recorded evidence of racist behaviour. On the whole staff manage pupils very positively. They praise and encourage achievements and intervene quickly and firmly when pupils require guidance. Pupils feel secure with teachers and are able to approach them confidently and respectfully to exchange news, show work and ask for help. However, in a few instances pupils' very good attitudes to learning are not sustained because they are given insufficient support to maintain the very high standards expected.
16. Pupils' behaviour throughout the school is good and they work and mainly play together well. Behaviour is good, and often very good, in the vast majority of lessons: there are numerous examples of boys, girls, higher attainers and pupils with special educational needs working together in a co-operative and friendly way, supporting one another and sharing materials when necessary. Pupils settle to their tasks well and are very attentive, concentrating effectively in group tasks as well as independent work. They listen well and join in when necessary, offering sensible questions and suggestions. They persevere when work is difficult and respond well to instructions and guidance. During assemblies pupils join in wholeheartedly. They particularly enjoy singing and take the opportunities provided to reflect on the spirit of the event. Pupils are well motivated to succeed and take pleasure in receiving recognition for their efforts. Pupils move in an orderly way between areas; they are particularly polite and considerate around the school. In the dining room and playgrounds they talk with each other and adults in a friendly way and most play together co-operatively. A particularly good feature of school life is the way in which some older pupils are happy to help the youngest ones get ready for break and then play with them in the yard.
17. Behaviour in the playground is often unsatisfactory. Boisterous games, which involve physical contact and the potential for hurt, either physically or verbally, predominate both at lunch times and breaks and, particularly at lunchtime, supervisory staff attempts to resolve apparent scuffles are not always constructive. The lack of interesting play facilities and the lack of agreed playground rules with sanctions that are quickly carried out are part of the reason for this.
18. Attendance levels are broadly average when compared with similar schools nationally. The vast majority pupils arrive at school on time. No child has been permanently excluded from school but there was one fixed-term, three-day exclusion last year.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. One of the strengths of the school is the quality of teaching, which is excellent in eight per cent and very good or better in 36 per cent of lessons. It is good or better in 74 per cent and satisfactory or better in 98 per cent of lessons. Teaching is unsatisfactory in two per cent of lessons.

20. Teachers have high expectations for their pupils both in terms of behaviour and of the standards that pupils could reach. Pupils' attitudes and behaviour are very good or excellent in half the lessons and good or better in almost ninety per cent of lessons. As a result, pupils' learning is very good or excellent in a quarter and good or better in three-quarters of lessons. Learning is unsatisfactory in a small minority of lessons when a few pupils distract one another when the teacher is not looking. Lessons are then punctuated by frequent interventions by the teacher to bring individuals' attention back to task, thereby slowing down the pace of the lesson.
21. The overall quality of teaching in the foundation stage is good, with aspects of very good teaching. A wide variety of practical apparatus is provided to support children's mathematical learning and members of staff make good use of further opportunities during the day to reinforce what has been learned. Members of staff have a clear understanding of the needs of these young children and this is having a positive impact on all areas of children's learning.
22. Teaching in English is very good in Key Stage 1 and good in Key Stage 2 although there are variations in teachers' skills. Over half the teaching seen across the two key stages in English was good or very good and there were no unsatisfactory lessons. The teaching of literacy skills is good across the school.
23. The teaching of mathematics and numeracy skills is very good in the foundation stage and Key Stage 2 and good in Key Stage 1. The most important reason for the above average standards, and good achievement, is the quality of the teaching. Lessons are well planned, teachers' knowledge and understanding of the subject is secure, class management is very good, and pupils of all abilities are inspired to try hard and achieve well.
24. The quality of teaching in science in Key Stage 1 is very good and sometimes excellent. Teachers are confident in their knowledge of the subject and lessons are particularly imaginatively planned. Teachers' marking in science is helpful and spellings are corrected. The quality of teaching in Key Stage 2 is mainly good but occasionally the lower attaining pupils and those with special educational needs are not adequately supported. Higher attainers are challenged well, with good questioning by teachers and because of high expectations. As a result of good teaching pupils have a good grasp of the concepts being taught.
25. In Key Stage 1 teaching was very good in religious education, good in art, design and technology, geography and physical education. It was broadly satisfactory in information and communication technology and the training being undertaken by the staff, coupled with more experience in using the information and communications technology suite, should increase teachers' confidence and effectiveness in this subject. In design and technology, the teaching and learning were good because the objectives of the lesson were clear, pupils knew what was expected of them, and there was appropriate emphasis on the skills and techniques needed for the task. Teachers use local resources to good effect in history: on a local visit it was noticeable that pupils have been trained by the teacher to look, because as they walked around the local environment they were very observant. The teacher's good knowledge of the area also helped to widen the pupils' knowledge and experience. In music, excellent teaching was seen in the one full lesson observed. The lesson was imaginatively planned with a wide range of resources and a variety of activities, which promoted learning very well. The well-pitched voice of the teacher is also a very good role model for pupils who, as a result, sing tunefully. There is good teaching of physical education in the foundation stage and the early part of Key Stage 1 which

enables pupils to achieve very well in the early years, and lays the foundation for steady progress in skills and understanding throughout the school. From pupils' work it can be seen that teachers have a clear understanding of what they want to cover in religious education and are aware of the importance of pupils learning from religion as well as about religion.

26. In Key Stage 2, teaching was good in art, music, physical education and religious education. In geography, teaching is good in Key Stage 1 and ranges from satisfactory to good in Key Stage 2. Where teaching is good, teachers have very high expectations of the pupils, there is good questioning which supports pupils well and classes and resources are very well organised. Teaching in history is variable from class to class. A Year 6 information and communication technology lesson was well planned and was particularly successful in catering for the needs of lower attaining pupils, by pairing them with higher attainers. In music, the co-ordinator gives other non-specialist teachers confidence to teach the subject and as a result, pupils' learning is good throughout the school.
27. Overall, teachers have very good subject knowledge, plan carefully for different groups and individuals and meet the needs of most of the pupils in the school well. Assessment is used well in English, mathematics, science geography, history and music: it is used satisfactorily in art, design and technology, information and communication technology and physical education. There is no evidence of it being used in religious education. Pupils on the register of special educational needs have appropriate targets set for them by the class teachers, in consultation with the co-ordinator and the learning support teacher. Goals are set for literacy, numeracy and behaviour. The targets are not always specific enough to be achievable in the short-term, however, and this makes it difficult for teachers to implement them when support staff are not present. Learning support staff sometimes find it difficult to motivate pupils and get their full attention, particularly if it is near the end of a busy day. This is sometimes because they do not have a suitable place to work without interruption. Adequate support is given for a pupil with English as an additional language, both in class and through additional support. Teachers provide satisfactorily for the needs of talented pupils, but would benefit from more formal procedures for identifying pupils who are gifted or talented. From the evidence seen during the inspection, homework is appropriately set particularly in English and mathematics.

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

28. The school provides a broad and balanced curriculum, which fully takes account of the programmes of study of the National Curriculum including the provision of religious education. The quality and range of learning opportunities is good. The school has recognised the importance of literacy and numeracy and has successfully implemented the national schemes. The very high quality displays around the school enhance and complement many aspects of the curriculum. They are invariably interesting and stimulating and promote pupils' learning well by being interactive and encouraging pupils' participation. The school has made good use of guidance and materials from the Qualifications and Curriculum Authority and has organised the school day effectively to try to give fair coverage to all aspects of the curriculum. Music tends to be taught in short lessons, however, so good progress is not always possible.

29. The provision for special educational needs is satisfactory overall but has room for improvement. Pupils are generally very well catered for in the classroom where they are given appropriately differentiated tasks but the pupils on the special needs register are not sufficiently involved with setting up and reviewing their targets as identified in their Individual Education Profiles. The targets are generally appropriate but would have greater impact on pupils' learning if they focused more closely on achievable short-term objectives that could be evaluated more often. There is also scope for teacher assistants to be more involved in monitoring targeted pupils in the classroom: for example, during whole-class teaching sessions and reporting back their findings to the class teacher after sessions.
30. The school is generally very successful in making the curriculum inclusive by ensuring quality of access and opportunity for all pupils. Girls and boys are given equal access to all activities, including sport and extra curricular clubs. Pupils with a particular gift are often recognised, and achievement in areas such as sport, art and music, are celebrated. Peripatetic music teachers are employed in the school, as are specialist coaches for sports such as football. Several boys have been picked out for special coaching because of their talent. The pupil with English as an additional language is well catered for both in the classroom and through extra support. There is, however, no policy for talented and gifted pupils to ensure that staff know the procedures for identifying and meeting the needs of such pupils.
31. The school offers a good range of extra-curricular activities such as basketball, art, computers and French. Numbers at these clubs are limited but the opportunity to join is offered to all pupils and waiting lists are drawn up if they are over subscribed. A good example of the positive effect clubs like this can have on learning was provided by a child who was able to share her expertise gained at the embroidery club during an art lesson. A 'booster club' for Year 6 pupils, aimed at preparing for the national tests, gives support for learning outside the school day.
32. Literacy and numeracy are given appropriate emphasis, are frequently included in teachers' planning of other subjects, and are an important part of many of the displays around the school. The strategies for teaching numeracy skills are particularly well organised, and this is reflected in the way that standards have risen over the last few years.
33. The school has a well-organised programme of personal, social and health education which culminates in a 'health week' near the end of the Spring Term. The programme includes provision for attention to drug misuse and although sex education is not taught separately, it is included as part of health education. The influence of these aspects of curriculum coverage is very evident around the school where 'Healthy School' award certificates are displayed. The co-ordinator, who is also responsible for physical education, makes a point of encouraging healthy attitudes throughout the school, particularly in physical education lessons. The contribution of the community to pupils' learning is good. The school encourages regular visits from people such as the school nurse to help with health education or members of the Christian community to contribute to collective worship. Each year the pupils put on a concert for local elderly people and distribute produce after the Harvest Festival. The top year in the school stay at a residential centre each year and each class makes regular visits in connection with topics; for example, to a local Roman site for history or to local art galleries and museums. There are well-developed links with the local secondary school. These include lessons at the school for Year 6 pupils, opportunities for staff to observe lessons, and co-operative projects in information and communication technology. These links are effective in enriching the curriculum and in preparing

pupils for the next stage of their education.

34. The school makes very good provision for spiritual, moral, social and cultural development. Spiritual aspects are particularly well promoted through assemblies, which have a distinctive spiritual content, through close links with local churches, through the identification of spiritual elements across the curriculum and through the appreciation of works of art and music. Pupils are often encouraged to think about special moments in their lives or what makes them special. This is then expressed in poetry or art; for example, the self-portraits by some of the youngest pupils with captions, "I am special because".
35. Moral development is good. There are clear expectations for pupils' behaviour and well-established codes, which are understood and respected by the pupils. There are a few occasions when the teachers' insistence on good behaviour can become a little too restrictive, somewhat stifling opportunity for self-expression and self-discipline. This may help to explain why behaviour on the playground is sometimes not as good as in the classroom. Social development is very good. Pupils work together sensibly, co-operating well in group work and showing respect for each other's feelings. Older pupils are encouraged to take responsibility for younger ones at such times as the lunch break and before and after assemblies. The School Council, although relatively new, is well established and all the pupils know who their representatives are. The decision to allow girls to wear trousers was taken after a suggestion from the Council. Charities are regularly supported and a number of the fund raising efforts have been at the instigation of the pupils.
36. Cultural development is also strong. There is a useful and practical policy document giving guidance to the staff and evidence of its success is to be found around the school; for instance, in the display on Hindu gods and goddesses. The final week of the Summer term is called, "One World Week". Every class explores various aspects of one country, such as music, art and food. On the last day, parents are invited to join the pupils and share in the activities they have planned: a very effective way of combining all the elements of this aspect of the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school takes good care to ensure pupils' welfare, health and safety. Parents are satisfied with these arrangements and generally agree that they would feel comfortable about approaching the school with any concerns about their children. They confirm that they are kept well informed about how their child is getting on at school and that the school expects their child to work hard and achieve his or her best. Staff, especially the headteacher, know pupils well and have good relationships with them. Pupils report that they like school.
38. Assessment for the foundation stage is good. Within the first couple of weeks of term the teacher uses the Durham baseline assessment. Throughout the academic year the teacher monitors individual pupils' progress within the areas of learning and effectively assesses their strengths and weaknesses.
39. The school has developed a system of tracking pupils' attainment across the school. There is a considerable amount of assessment information available to the school. Teachers analyse the end-of-key-stage National Curriculum test results for mathematics and science in detail: they look at individual questions, to see how they can improve their teaching so that pupils can gain more marks. This has had a positive impact on standards in both subjects. This is not done for English and, although the school has highlighted the fact that writing has to be targeted, members

of staff have not analysed what is needed for pupils to gain a level 4 or 5 in different aspects of writing. Teachers do, however, use the results from optional National Curriculum tests and other nationally approved tests to help them pinpoint what needs to be done to improve individual pupils' work. Pupils are given targets, which are discussed with their parents at the autumn and spring terms' parents' evening but these targets do not form part of the pupils' annual reports.

40. Overall, teachers use assessment data well to support their planning. There is a very comprehensive assessment policy that outlines what has to be assessed in each subject and when. Portfolios of assessed work have been established for individual pupils. The work that is included in these portfolios has a proforma attached. On this proforma members of staff record at which level the pupil has attained. These, however are not moderated by the whole staff to ensure that every member of staff shares the same understanding of what level of work they should expect from their pupils.
41. The school is vigilant in its care for those pupils who are known to need extra attention. This includes pupils with learning or behaviour difficulties, English as an additional language, and those with health problems. Staff know the pupils well and are sensitive to their needs. Those on the special educational needs register are regularly assessed by the learning support teacher or special needs co-ordinator in full consultation with parents or carers.
42. The school's procedures for child protection and for ensuring pupils' welfare are good. Local Education Authority procedures are followed and key staff have received appropriate training. Staff are made aware of appropriate responses should they have concerns about a child's welfare. Suitable measures are taken to maintain the health and safety of pupils and staff. Risk assessments are made annually but are not systematically carried out to include levels of risk and timetabled remedial action. Fire drills are held each term and the fire bell is regularly tested. Teachers and non-teaching staff supervise the pupils well throughout the school day and appropriate procedures ensure that pupils are safely dismissed at the end of the day. Accidents or illness are dealt with appropriately either by supervisors, if relatively minor, or by one of the qualified first aiders. Pupils of all ages move around the building in a sensible and orderly manner.
43. Good procedures are established for providing pupils with personal support and guidance. Teachers know pupils well and support them effectively. They are conscientious in establishing good relationships with those in their class and encourage pupils to get along together well. A very good feature of school life is the recently formed school council. This provides pupils with an opportunity to have their views heard and to contribute to improvements. Pupils' personal development is enhanced by events such as celebration assemblies which highlight and reward significant achievements, opportunities to become monitors or to help generally around school and participation in the school's programme for personal, social and health education, including citizenship. Pupils interviewed were aware of targets set for them to improve their work. These targets, although shared with parents in discussion with teachers, are not included in written reports, nor are pupils invited to contribute an assessment of their own strengths and weaknesses which could aid further progress, by focusing on specific skills and providing strategies to help. Significant aspects of pupils' personal development are included in annual reports for their parents and provide a good means of acknowledging their good points and boosting self-esteem.

44. The school's procedures for monitoring and promoting good behaviour mean that pupils in general are always well behaved. No incidents of bullying were seen during the inspection. Pupils spoken to were clear about what they must do if someone frightens or hurts them and racial harassment was not thought to be a problem. Pupils were confident that staff remedy any concerns when informed about them. The school sets very high standards for behaviour during lessons, based on a system of school rules as well as classroom rules, to which some pupils contribute. The school has a behaviour policy, which stresses a positive approach to pupil management. This policy is contained in staff handbooks and is supported by guidance on anti-bullying measures and responses to any incidents of misbehaviour. The school's general approach to discipline is shared with parents in the prospectus and newsletters and support is requested from home should a child have difficulty in achieving an acceptable standard. The school maintains a good working relationship with outside agencies for additional support and advice when necessary. Non-teaching staff, including lunchtime supervisors, make a significant contribution to good behaviour and standards during breaks but not all have received sufficient training to enable them to interact positively and constructively with pupils who apparently misbehave. The playground is not equipped for positive or peaceful play experiences and playtimes and lunch-time play are characterised by boisterous games, which bring pupils into rough physical contact and have the potential for getting out of hand. Playground rules with related immediate sanctions are not clearly adhered to and incidents are not always written up or reported to the headteacher.
45. The monitoring of pupils' attendance is satisfactory and the school has good procedures in place to encourage improvement. Pupils who achieve very high levels of attendance receive awards termly; with a gold award for anyone attending each day during the year. The headteacher and clerks regularly monitor registers. This ensures that reasons for absence are notified and recorded appropriately and support is provided for pupils whose attendance gives cause for concern. Several pupils take family holidays during term-time and the school is particularly careful to monitor the amount of time taken by individuals. Well-established procedures take due account of late arrivals and the safety of any pupils who need to leave the premises during the school day.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school has established a good relationship with parents. Links are established well and involve parents and carers in supporting their children's learning. Parents have very positive views of the school. They find staff approachable and feel welcome in school at any time. Day-to-day communications between school and home are good.
47. Good quality information is provided for parents about the life of the school and the progress that their children make. The prospectus is clear about the attitudes and values which the school aims to promote and includes a good range of information about school life, day-to-day procedures and the curriculum provided. Newsletters are frequently sent home to update parents on developments and special events. Parents are consulted if problems arise concerning their child. Opportunities are provided for parents to consult teachers each term and at other times as necessary. Written reports are of good quality. They include significant aspects of pupils' academic progress and personal development. Parents are able to comment in writing on the reports but pupils' views and targets, for parents to use when supporting their children's work at home, are not included. The senior management team has discussed this omission which is in the process of being re-considered.

48. Parents are involved in the life of the school and make good contributions towards supporting their child's learning: by helping with reading and other homework, using the mathematics games home-loan scheme, taking part in special projects and attending school events. Parents feel able to approach teachers easily on an informal basis day to day and the vast majority attend formal consultations with staff. The school helps parents prepare their children for school by inviting them into school to meet staff and see some of the activities provided. Pupils take reading books home daily and accompanying booklets are used for parents and class teachers to exchange messages. There is a clear system of homework that is known by parents: although some parents disagree with the work which children are expected to do. There was no inspection evidence to support these concerns. The school organises information sessions for parents to find out about parts of the curriculum such as literacy and numeracy. Parents are invited to special events, such as assemblies at the end of term, and an annual open day on a particular theme, when parents are able to help staff and see their children working. Several parents and grandparents help with general classroom support, reading, library sessions and supervision during excursions. A dedicated group organise special fundraising and social events. School events are well supported by parents and other family members.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are very good overall. The aims of the school are reflected very well in its daily life and the shared commitment amongst all the members of staff, to provide a caring and welcoming environment and to achieve high standards, creates a very positive ethos. The school has worked hard to address the key issues from the previous inspection. The governors, head teacher and all members of staff are deeply committed to providing a broad and relevant curriculum for the pupils and to raising standards. There is a good sense of team spirit amongst all that work in the school and a common sense of purpose, which creates an effective atmosphere for learning.
50. The head teacher knows the school's strengths and weaknesses well. The head teacher gives very clear educational direction for school improvement and provides a strong commitment to high achievement in all aspects of the school's work. In taking the school forward, the head teacher is well supported by a keen and enthusiastic staff.
51. There are good relationships between the school and the governing body. Governors, though busy people, come into school when they can. They are led by a knowledgeable chairman and others bring a reasonable degree of expertise to their roles and attend appropriate training to keep up-to-date with developments in education such as the literacy and numeracy hour. Although there were no minutes available for the autumn term, looking back over the previous terms it appears that governors' committees meet regularly. These committees and the full governing body have a good overview of the day-to-day work of the school through regular reports from the head teacher and discussions; for example, on test results, and presentations from other members of staff. They are aware of the targets set by the Local Educational Authority and the fact that they have been revised. Representatives are involved in discussions as to whether certain pupils could achieve a higher target. The governing body is satisfactorily meeting its statutory duties. The governors' annual report to parents and the school's prospectus are both informative documents, which give a clear picture of the school.

52. The school development/improvement plan is comprehensive and identifies priorities for improvement. It gives a clear plan for the subjects and an audit of what the co-ordinators have achieved and what has still to be completed. It is costed and appropriate time scales are incorporated within the plan. Within the school development plan is a break down of how the monies have been spent in the previous year. However, the governors do not have any input in the actual formation of the school development plan but once it has been created it is brought to the governing body where it is discussed fully.
53. The day-to-day administration of the school by both the senior school clerk and the secretary is very efficient. There is effective financial control and the minor recommendations from the most recent auditors' report have been acted upon. Financial planning is well organised and the head teacher and governors are clear about their spending priorities. The school has a very good understanding of the principles of getting the best value from all spending. There is careful monitoring of the school's spending.
54. The head teacher has a very good overview of the quality of teaching and learning throughout the school by monitoring teachers' planning and through regular classroom visits, both formal and informal. Co-ordinators monitor teachers' planning and pupils' books. Little time is spent by co-ordinators in classes monitoring the delivery of their subject and this aspect is very reliant on the head teacher's monitoring. The senior management team has highlighted that writing throughout the school needs to improve but have not really analysed the pupils' test scripts to see exactly what the teachers have to do to improve the writing.
55. There is a sufficient number and suitably qualified staff to meet the demands of the statutory and foundation stage curriculum. All staff have very explicit job descriptions. The limited number of support staff is not always used to the best advantage, particularly in whole-class teaching sessions. The way that dinnertime supervisory staff are deployed leads to certain areas of the playground not being sufficiently supervised. This leads to far more behaviour problems having to be dealt with during the dinner hour than at other times of the school day. Staff training and staff development take place and are linked to the school's development plan and identified individual staff needs. Good induction procedures for newly qualified teachers provide effective guidance and support. Due to union action, appraisal has not been taking place within the school. The school has a performance management policy and has instigated the performance management cycle. The staff handbook is a very informative document and clearly sets out school routines.
56. The management of special educational needs, English as an additional language and equal opportunities is satisfactory, overall, but with some weaknesses. Co-ordinators are in place for each area and policies are regularly reviewed and discussed by all staff. However, the special educational needs co-ordinator does not sufficiently involve pupils in setting their own targets for their individual education plans and the effectiveness of teaching support for small groups is not monitored adequately. The co-ordinator has limited time to assess pupils' needs and to monitor the effectiveness of the teaching strategies outside the classroom and the need for extra support within it. There is no policy for talented and gifted pupils.
57. The accommodation for teaching and administration is good. Space is used well. The caretaker and his staff do an excellent job in maintaining a very high standard of cleanliness. The internal quadrangle creates light corridors and is sometimes used as an outside resource, although this was not seen during the inspection. The very good displays about the school ensure that the school is an attractive, vibrant place in

which to work. The new information technology suite is beginning to be a great asset to the school. The school is fortunate in having a separate dining area and a hall. In the hall, windows do not meet with legal requirements. The playground is of a limited space and restricts the activities pupils can do during the break and dinner hour. There is no separate quiet area where the pupils can sit and read or talk. The conservation area is not being used effectively but if the appropriate attention was given to it could be a very good resource. This is not possible at the moment due to a legal dispute about its ownership. The foundation stage has no area of its own in which the children can ride tricycles and bicycles or use large outdoor activity equipment although the internal quadrangle is used for some outdoor activities. The physical education store is leaking and the roof needs repairing or replacing. The school has identified these concerns and repairs are expected to be completed by the end of this financial years.

58. The school is well resourced for learning in all subjects except outdoor play for the foundation stage. The school has invested in books and equipment to meet the needs of the literacy and numeracy strategy. The resources are easily accessible, well cared for and used well.
59. The contextual factors of the school are average but standards in the school are above average. Pupils' achievement is good because a high proportion of teaching is good and pupils' attitudes to learning are very good. The leadership and management of the school are very good and improvement since the last inspection has been good. As a result the school's effectiveness is good. The cost per pupil is usually average, although there was considerable expenditure when a new extension, to house the information and communications technology suite and library, was built. The school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the improvement already achieved and raise standards further the governors, headteacher and staff should:

- Analyse the English National Curriculum test results in greater depth at the end of both key stages in order to establish where weaknesses are and rectify them. (Paragraphs 39, 54, 86)

Other weaknesses, not included in the issues for action, but which need consideration by the school:

- Involve, to a greater extent, pupils with special educational needs in the setting of short-term targets on their individual educational plans. (Paragraphs 13, 24, 27, 29, 56, 88, 100).
- Develop procedures for identifying and providing for gifted and talented pupils. (Paragraphs 27, 30, 56)
- Develop the outdoor play area to provide for a range of constructive play opportunities. (Paragraphs 17, 44, 57, 58)
- Provide a greater range of outdoor play equipment for the foundation stage. (Paragraphs 57, 58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	28	38	24	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	193
Number of full-time pupils known to be eligible for free school meals	31

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	35

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	11
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	15	14	15
	Total	26	25	28
Percentage of pupils at NC level 2 or above	School	87 (72)	83 (79)	93 (90)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	14
	Girls	15	15	15
	Total	26	27	29
Percentage of pupils at NC level 2 or above	School	87 (79)	90 (83)	97 (83)
	National	84 (82)	88 (86)	88(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	11	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	12
	Girls	9	8	9
	Total	22	19	21
Percentage of pupils at NC level 4 or above	School	81 (90)	70 (80)	78 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	10	9	11
	Total	22	21	23
Percentage of pupils at NC level 4 or above	School	81 (67)	78 (70)	85 (77)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

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

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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	66

Financial information

Financial year	1999/2000
	£
Total income	323283
Total expenditure	352203
Expenditure per pupil	1788
Balance brought forward from previous year	57164
Balance carried forward to next year	28244

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	193
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	43	8	2	0
My child is making good progress in school.	36	50	11	1	1
Behaviour in the school is good.	40	45	8	2	5
My child gets the right amount of work to do at home.	25	53	14	6	2
The teaching is good.	36	48	5	2	8
I am kept well informed about how my child is getting on.	34	50	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	42	40	13	6	0
The school expects my child to work hard and achieve his or her best.	55	38	6	1	0
The school works closely with parents.	27	50	16	5	2
The school is well led and managed.	38	44	9	6	3
The school is helping my child become mature and responsible.	40	48	6	1	5
The school provides an interesting range of activities outside lessons.	35	50	8	3	3

Where numbers do not add up to 100 parents did not answer all the questions.

Other issues raised by parents

- A small minority thought that the school should work more closely with parents.
- One parent thought that the induction period in reception could be shorter.
- A small number of parents of children of different abilities thought that homework should be set at a more appropriate level for the pupil.
- It was thought that more support is needed for pupils with special educational needs.
- There was a difference of opinion between two parents as to whether rough play and name calling in the playground was dealt with satisfactorily.

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

60. Children under five join the school in September. At first they attend part time, alternating a week of mornings and then a week of afternoons. If the children attend the morning session they can have a cooked lunch at school. By the last week in September all children attend full time. The previous report stated, 'the under-fives are provided with a good start to their education'. This has been maintained and children continue to receive a good grounding. The reception class is well equipped with a good range of materials to support all the areas of learning.
61. The majority of the children who join the school are of average ability. By the time of the inspection all children had settled happily into the classroom and concentrated well for reasonable periods of time. Teaching, overall, is good with some aspects being very good. The members of staff have a clear understanding of the needs of these young children and this is having a positive impact on children's learning. By the time they are ready to start Key Stage 1, the majority of the children achieve well and have attained the Early Learning Goals in all the six areas of learning. Teaching is good in all areas of learning and, because of very good teaching in mathematics and literacy, almost all children will exceed the goals in these areas of learning.

Personal, social and emotional development

62. Children have the ability to make good relationships and are very confident in conversing with both their peers and with adults. They are developing knowledge of what is right and wrong and have some idea of the consequences of their actions. Children plan which activities they wish to do and explain what they want to achieve. Generally, children are enthusiastic about their learning; for example, when looking at different bones or when painting the skeleton. Children talk happily to each other as they take part in activities and co-operate well as they play. They respond well to whole-group times and learn not to call out, even when they are eager to contribute to the discussion. They are confident in the knowledge of routines in the classroom and around the school. When starting tasks, they are able to find their own resources, such as scissors.
63. Adults provide good role models for the children, always treating each other and the children with courtesy and respect. Adults promote personal development effectively by ensuring that equipment and resources are accessible to the children helping them to become independent.

Communication, language and literacy

64. Teaching of communication, language and literacy is good and is appropriately linked to the objectives of the National Literacy Strategy. As a result, children make good gains in their learning, reaching above the standards expected for their age. They are ready to start the National Curriculum in Year 1. A good range of group activities is provided to reinforce whole class teaching. Children listen well to instructions and explanations, and learn to listen to one another. They answer questions confidently and can express their view well by the time they are five; for example, when talking to a group at the water tray they said they were making up magic spells and that they were going to make a magical potion.

65. The home-school reading scheme fosters reading. Around the classroom there are words connected to the Ginn reading scheme and plenty of examples of written words which children refer to when working. Children enjoy books and talking about them to adults. They have a very good vocabulary. They can recognise their own names and initial letter sounds. They link these sounds to objects beginning with the same sound. Some children are able to write their own labels for their work: such as when one boy wrote 'ribs' by himself and 'sull' for skull when gluing pictures of ribs, elbow and a skull. In the classroom there is a writing table where the children can go at any time to write on their own. Most children have good pencil control; for example, one boy joined dots to dots with speed. However, although he joined the dots well, his colouring was hastily done and untidy in appearance.
66. The children will achieve the early learning goals for communication, language and literacy by the age of five. They are particularly good at role-play, largely due to the way it has been planned by the teacher to extend opportunities.

Mathematical development

67. Mathematics is particularly well taught and by the end of the reception year most children will have exceeded the Early Learning Goals in this area of learning. Ninety percent of the children can confidently work out what one more would be, when added to a given figure up to twenty. The higher-attaining children can say what one more would be, when added to a given number up to thirty-nine. Higher attaining children can roll two dice and record the results in their books; for example, when they rolled a 'six' and a 'four' they wrote the figures in the book and then put in the answer. A wide variety of practical apparatus is provided to support children's learning and members of staff make good use of opportunities throughout the day to reinforce mathematical learning, such as the skittle game introduced by the classroom assistant.

Knowledge and understanding of the world

68. Children build on their basic general knowledge to help them understand more about themselves. They recognise and name a range of different fruit. During the inspection, a parent helper came into school to work with one group at a time, letting the children investigate different fruits. Only children from one family recognised a kiwi fruit and actually enjoyed eating it, saying that it was their favourite fruit. In another lesson when the teacher had a box of mysterious bones, some of the children could recognise a leg bone. One child also recognised the skull and called it by its correct name. The children were inquisitive and wanted to explore the box of bones. Continuing the theme of bones, the class teacher had set up a corner as a hospital and the 'small world' (which is the cars and 'Duplo' type toys) was also connected with hospitals. Children pretended there were road accidents and rushed patients to hospital. On most occasions they had a policeman at the scene. They investigated the key questions 'Who looks after someone who is hurt?' and 'How do they show they care?' In another part of the classroom there is an assortment of boxes and children can use these to create models. Scissors and glue are easily available to them. The children choose from the materials that are available to them and experiment, finding ways, for example, to construct a model depicting a house in Nazareth. They are aware of what the houses looked like in Jesus' time and know that they had flat roofs.

Physical development

69. Children's physical development is good. Children can change sensibly and quickly. The classroom assistant and the teacher help those who need it but encourage children to cope on their own, which the majority can do very well. Clothes are left neatly and the class lines up sensibly and walks to the hall. When they arrive at the hall there is a warm up activity such as shaking their hands then their feet. During this period the children are given challenging tasks to do, such as 'can you shake your head and one foot?' The children thoroughly enjoy the activities and learn the names of different parts of their body at the same time. The teacher has established good routines and the children respond quickly to instructions. In the physical education lesson observed, the children demonstrated above average motor skills and awareness of space and movement. The lesson also had a good 'cooling-down' activity. The children enjoyed the lesson and responded well to good teaching. The vast majority of the children reached standards above those expected of children of their age.
70. In another lesson observed, where children used the soft play apparatus, the lesson was not as well constructed. The classroom assistant did stop them a couple of times, for the children to show each other their balances, but suggestions were not given to help them improve their balances. It was not clear from the lesson if the children actually knew what a balance involved, as several children thought that lying on one piece of apparatus, with just their bottom not touching any of the apparatus, was a balance.

Creative development

71. Children demonstrate a range of attainment in their creative development. For example, whilst working in the sand tray, a higher attaining boy built a quite complicated model of Jesus' house. It was well designed on a horizontal and vertical plane. A second child, seeing the completed house, copied it but only on the vertical plane.
72. Children are confident with scissors and can cut out well. They show good control of pencils, crayons and brushes when writing, drawing and painting. They can manipulate materials and join construction resources together with considerable dexterity.
73. Children enjoy singing and do so quite tunefully. They also match movement to music, as in the song, 'Head, Shoulders, Knees and Toes'. In the lesson observed, children listened to instruments being played out of sight and decided which instrument was being played. To make it more complicated the teacher then had two instruments playing (one always being a tambourine) and the children had to name the instruments. The children soon realised that instruments can sound like each other if played in different ways. About three-quarters of the children's hands went up each time, to guess the instruments' names.

ENGLISH

74. Results in the National Curriculum tests, at the end of Key Stage 1 in 2000, show that standards in reading were in line with the national average and in writing were below the national average. The percentage of pupils reaching level 2B or above in both reading and writing were below the national average. The percentage of pupils reaching level 3 and above was close to the national average in reading, but below the national average in writing. On the evidence of the inspection, standards at the

end of Key Stage 1 in speaking and listening, reading and writing are close to the national average, with a small group attaining above the national average. The results in the 2000 national tests for Key Stage 2, indicate that standards were close to the national average; however, the percentage of pupils reaching level 5 was above the national average. On the evidence of the inspection, standards at the end of Key Stage 2 are in line with expectations in speaking, listening and reading and close to expectation in writing. Standards are now similar to the last inspection.

75. Since the last inspection the school has improved, although last year there was a slight dip in the Key Stage 2 results. Reading and writing in Key Stage 1 has fluctuated over the last five years but if reading and writing continue developing, as observed in the inspection, it should improve on last year's results.
76. In discussions, pupils learn to use good descriptive vocabulary, as in Year 3 when discussing a river. The pupils came forward with phrases such as 'crystal clear' and 'rough rapids'. The same pupils, when retelling a fable they made up in pairs, used a great deal of expression in their voices to convey feelings and meanings. The girl who recounted her story was more successful than the boy, but both were good. In Year 5, pupils were able to scan a text for key words and then read around it to find information. Pupils in Year 5 learn how to take notes and this is successfully built upon in Year 6.
77. Given that most pupils on entering school have not attended a nursery, they do well and attain a good standard in speaking and listening and in their 'phonetical' knowledge by the end of the foundation stage. In Year 1, many opportunities are given for pupils to speak and listen across the curriculum; for example, they speak through their glove puppets when learning new sounds in reading and are keen to answer questions in history and religious education lessons. The average and above average attainers build up words phonetically, reading with confidence and expression. Higher attainers have an excellent understanding of the text and talk about books in a very interesting way. They reverse the questioning process when being asked about the text, asking for the adult's opinion on certain aspects of the story, showing immense self-confidence. The two-way exchange of opinion is obviously the norm and shows that the pupils are used to discussing books. In Year 2, the enjoyment in books continues: as seen in English lessons and whilst hearing them read. In English lessons pupils analyse characters well; for example, Bess the sheep dog. They use the story text to help them give reasons for their opinions.
78. Pupils throughout the school continue to enjoy reading and eleven-year-olds develop a critical appreciation of books. Pupils read with expression and fluency, although they sometimes make silly slips. All pupils can talk about books and some boys enjoy reading non-fiction books very much (such as about cars and transport generally) but admit they do not really enjoy reading fiction books. Although pupils do not know the names of many authors they are able to talk about a range of books and give reasons why they enjoy one book more than another. From an early age, pupils use the library to find out information. Higher-attaining pupils in Year 1 talk about the contents page and index of a book. They know how to scan for a word but do not know that it is called scanning. In Year 6, pupils know how to search for information and can explain how to obtain information from the Internet, as well as from the library. Lower attaining pupils, sometimes with support, are confident enough to attempt to read difficult words from the board aloud in class, using their knowledge of phonetics to help them build words up successfully. Reading skills of the above average and average attaining pupils are sufficiently high for them to cope with most texts. The lower attaining pupils' reading skills are limited and this causes problems in other subjects where learning is dependent on reading with understanding.

79. Writing, which was below average in last year's tests, has been earmarked as an area for improvement. The whole school has focused upon writing and an improvement on last year's standards was seen during the inspection. Standards are close to those expected of pupils of their age at the end of both key stages. The higher attainers in Year 2 write very well, with a good use of description and interesting connectives. Pupils appear to enjoy writing and definitely like reading their stories to others. The work produced by Year 6 pupils shows appropriate development. Most of the pupils use common punctuation correctly and a few of the pupils are beginning to use semi-colons. Higher-attaining pupils write dialogue correctly, on separate lines with the correct use of commas, but this is not consistent. Year 6 pupils also use note-taking well to help them write prose. In their creative writing the higher and average attainers write in paragraphs, describe characters well and explore their characters' feelings. High attainers in Year 6, are sometimes inclined to make careless spelling mistakes and do not always check their work for grammar mistakes. For example, the past tense of 'to take' was written on a couple of occasions as 'toke'. The higher and average attainers use their writing skills successfully across the curriculum. The lower attaining pupils need help when writing in other subjects.
80. Standards of handwriting are good. Pupils develop a mature, legible, cursive script by the age of eleven. Teachers, in all classes and subjects, expect high standards of presentation in all books and comment on handwriting if it becomes untidy or poorly presented.
81. Teaching is very good in Key Stage 1 and good in Key Stage 2, although there are variations in teachers' skills. Over half the teaching seen across the two key stages is good or very good and there is no unsatisfactory teaching. Teachers across the school have a good understanding of the National Literacy strategy. They carry out baseline assessment and then on-going assessments during the year, using these well to help them plan lessons. In Key Stage 2, they also use optional National Curriculum tests to provide information on attainment and learning
82. In Key Stage 1, teachers have high expectations of pupils and make the objectives of the lessons known to them. Individual targets for writing are discussed with every pupil and in Year 2, when pupils start writing, the teacher reminds them to think about their targets. As pupils read their writing to the class, they first state their writing target and then read their work. At the end of each reading the teacher asks the class whether they think the pupil achieved the target. This practice constantly reinforces the targets and the need to work towards them. During the literacy hour, teachers work closely with the classroom assistants particularly in group or independent sessions. For example, the teacher develops pupils' essential skills and the classroom assistant gives relatively low level but well honed reading support.
83. In Key Stage 2, pupils learn that fables always have a moral and that the moral is 'the lesson to be learnt', as stated by one pupil. Pupils learn how to 'dissect' a fable, such as of the 'Hare and the Tortoise', with the teacher. They discuss in detail the different components that make up a fable. In doing this, pupils learn how to compose very good fables of their own, deciding on a moral. In the lessons observed, the teacher established a very good framework for the pupils to build upon. Activities for independent work, guided reading and writing are well pitched to ensure challenging work for higher attainers and well-focused practical support for the lower attainers. Teachers are obviously enthusiastic about the subject, which engenders enthusiasm in the pupils. Teachers are good role models when reading aloud to pupils, using plenty of expression. These examples enable pupils to attain well themselves. When writing, in the pupils' books or on the board, teachers use the school handwriting scheme again leading by example. Teachers encourage pupils to read 'between the

lines' of stories to help them understand different characters' feelings. By Year 6, pupils can use text to support their answers; for example, in a piece of work about what pupils thought the play within *Midsummer Night's Dream* would be like or when describing the feeling of the immigrants, on arrival to England, in the 1950's. Teachers use open-ended questions to good effect to encourage more expansive answers. In a few lessons the pace of learning is slow, due to the use of small-sized text. Pupils at the back of the classroom have difficulty in reading it. In one lesson the teacher's own feeling of insecurity in handling aspects of grammar influenced pupils' lack of confidence and affected the pace of the lesson.

84. In Key Stage 2, classroom assistants give pupils opportunities and confidence to succeed as shown in a Year 5 lesson on scanning and note taking. Pupils had to look for a particular word in a passage, say where it could be found and read around it for the meaning. Two pupils working with the support teacher were actively involved in the lesson and were able to contribute to the class discussion. In the lessons where pupils with special educational needs are withdrawn for language support, the rate of progress and learning is unsatisfactory. This is due to the fact that the pupils were distracted and disinterested, although the learning support teacher tried hard to get their attention. The lesson observed was late in the afternoon and the pupils were tired. The pupils lacked motivation and were not really aware of their targets.
85. In almost all lessons pupils' attitudes to English are very good. They participate in lesson very well and are generally keen to answer questions. In Year 2, many pupils want to read their work aloud to the class. In Year 3, pupils enjoy standing in front of the class to relate the fables they write in the lesson. In Year 5, lower attainers feel confident enough to attempt to read hard words, building them up phonetically.
86. The literacy co-ordinator is keen and enthusiastic about her subject. She has been in post for a year and a term. The staff use the literacy strategy well and the school has a scheme for handwriting, which is very effective. There is a policy for speaking and listening which gives suitable guidance to staff. The school keeps a considerable amount of information, but not all of it gives the teacher instant visual information. A more visual, less complex way of tracking pupils would be helpful to teachers in identifying where there is most need to raise standards. Through monitoring of the subject the school has, however, identified that further analysis of the National Curriculum tests is needed so that working targets can be formulated. Resources are plentiful and of good quality.

MATHEMATICS

87. National Curriculum test results at the end of Key Stage 2, in 2000, showed pupils' attainment to be close to the national average and that of similar schools. Statistics show a steadily upward trend over the last three years, from below average in 1997, to above average in 1999, with a slight dip in 2000. Inspection evidence suggests that the upward trend will resume this year with standards being above the national average at the end of both key stages. At the end of Key Stage 1, the graph shows a steadily rising trend to above average last year. There was a relative weakness in 'using and applying' mathematics, but this has already been addressed. Pupils in Year 2 and Year 6 are now attaining better than average in numeracy and all areas of mathematics specified in the National Curriculum. There are no marked differences between the performance of boys and girls.
88. The most important reason for the above average standards and very good achievement, is the quality of the teaching which is often very good. Lessons are well planned, teachers' knowledge and understanding of the subject is secure, class

management is very good and pupils of all abilities are inspired to try hard and achieve well. A feature of many lessons is the way that resources are organised in advance so that no time is wasted, and lessons can continue at a good pace. However, classroom assistants could be used more effectively by; for example, planned support for pupils with special educational needs in the classroom.

89. In almost all lessons, learning objectives are made clear and put in the context of previous learning so that pupils know what they are to do and what progress they are making. The introduction engages the pupils' attention, sets a brisk pace and encourages all pupils to participate in mental work, by promoting quick recall skills and efficient mental-calculation strategies. For example, in a Key Stage 2 lesson, pupils were adept at looking for the nearest ten, or multiple of ten, when adding three numbers up to 1000. In another lesson the children wrote answers to mental calculations on individual white boards, and were prompted to work quickly by a countdown, "three, two, one, show!" Teachers target questions skilfully to involve all children, including those with special educational needs, and draw on the class for ideas and practical solutions to problems. Activities are well planned, and usually well matched to the learning needs of different ability groups. In a lesson with younger children, the average and higher ability groups used a number wheel to devise their own addition problems, while lower attainers and pupils with special educational needs were given more help, and made use of counting apparatus. In a minority of lessons, where the attainment range was very wide, teachers had difficulty meeting the needs of children with learning difficulties. They coped well, but would have benefited from extra help in the classroom. A particularly strong feature of most lessons was the very effective plenary session. Teachers are skilled at highlighting key facts, ideas and vocabulary, identifying what has been achieved and looking forward to the next lesson.
90. Work in exercise books is of an above average standard throughout the school. From the start of Key Stage 1 pupils are systematically taught how to set work out, with everything neatly dated and titled. As they progress through the school, pupils respond well to the greater demands made on them, and increasingly have to explain their thinking or methodology, particularly in their practical mathematics work. Marking is of a high standard, often prompting pupils to look again or extend their thinking, or giving constructive praise such as, "you have developed your own strategy and worked methodically."
91. Pupils' attitudes to mathematics are very good and often excellent. They are very well motivated, keen to improve, and generally enjoy the activities planned for them. In a small minority of lessons, concentration sometimes wavers because they are not clear enough about the learning objectives or an activity goes on for too long, but this is rare. The sense of enjoyment came through very strongly in a Key Stage 2 lesson, when children and teacher chanted a rhythm with great enthusiasm, to help remember which co-ordinates to read first. It was notable too, that at the end of the lesson, when the children were presented with a problem involving co-ordinates in four quadrants, a significant number were confident enough to volunteer answers despite the fact that they had not been taught it before.
92. Numeracy is very well promoted in other areas of the curriculum, and through displays. For example, a large mural in the hall entitled, "It's Magic" features a picture of a magician and a puzzle where, after a series of calculations starting with different numbers, the answer is always the same. For the younger children a bright and interesting display in the corridor on shapes, measures and time, prompts them to answer such questions as, "How tall are you?" or, "What time does school start?" Another display links the work of Van Gogh with probability. It asks such questions

as, "What is the likelihood of black fields, golden trees or bronze and silver sky?" Examples of technology being used are evident, for instance, computer generated charts and graphs in connection with scientific topics, but this is an area which could be developed further. Very little use is being made of computer programs to back up learning in mathematics lessons.

93. Leadership of the subject is very good. The school has been monitored by HMI for a four year period to assess the implementation and effectiveness of the National Numeracy Strategy. Tests, including the Standard Attainment Tests, are rigorously analysed and used to pinpoint specific strengths and weaknesses and this information is then used to inform planning. Planning and pupils' books have been well monitored by the co-ordinator and the headteacher monitors teaching. External monitoring has also taken place. The scheme of work is firmly based on the National Numeracy Strategy, and coverage of the curriculum is good. The school is well resourced, and mathematics equipment is well stored and readily available.
94. The school has made good progress since the last inspection, when the subject was found to be sound overall, but with some weaknesses. The main strengths lie in the very good organisation and leadership, and particularly in the very high standard of teaching. To improve further, the school must continue to analyse test results, and monitor pupils' work in order to identify areas of relative weakness. There is a need for more information and communication resources to support mathematics.

SCIENCE

95. At the end of Key Stage 1, the percentage of pupils achieving at the expected level 2, in the National Curriculum teacher assessments in 2000, was above the national average. The percentage of pupils achieving at the higher level 3 was close to the national average. This is similar to the last inspection. Results are the same as those of similar schools.
96. Attainment during the inspection is judged to be well above average by the end of Key Stage 1. Both in the lessons observed and in the work seen, pupils show a very good understanding of the subject because of very good and sometimes excellent teaching. The quality of pupils' recorded work in Year 2 is very good and shows that pupils have a good knowledge of creatures and their young and of different types of materials and, through investigations, a very good understanding of how substances change when heated or cooled. Pupils in Year 2 have recently been studying 'pushing' and 'pulling' and a visit to the park during the inspection, to test out what they had learned on the playground equipment, was a valuable experience and provided pupils with a greater understanding of an everyday experience. In Year 1, pupils are able to draw on their knowledge of the senses, gained in the autumn term, when studying a new topic on different materials, guessing what each material might be, by using these different senses. Pupils with special educational needs make good progress because teachers have a clear understanding of their needs, include them well in all activities and provide a good range of practical experiences from which they learn.
97. In the 2000 National Curriculum tests at the end of Key Stage 2, results were disappointing, with standards being below the national average overall, and well below those of similar schools. This is much lower than at the previous inspection. Standards have fluctuated over the last four years, being above average in 1996 and 1999 and close to the national average in 1997 and 1998. The lower standards achieving in 2000 are the result of a group of lower attaining disinterested boys in that particular year group. The school has analysed the results and additional support is being given this year as a result.

98. Standards during the inspection show a considerable improvement and were above average in the majority of lessons observed and in the work seen. The standards seen, therefore, were similar to those of the previous inspection. In Year 3, pupils build on the work previously done on materials and work collaboratively, deciding why different materials are used to make different objects. Pupils relate what they are learning, to observations they have made outside school, such as that the 'Angel of the North' must be made of metal as it has changed colour and probably 'gone rusty'. The subject is further developed through good use of information and communication technology, enabling pupils, including those with special educational needs, to further widen their understanding by finding an appropriate Internet page and following the direction on a game related to sorting materials. Mathematics is also used well in science; for example, in recording results in a variety of ways on different graphs. By Year 6, a significant number of pupils is reaching well above average standards. Lower attainers and those with special educational needs are well supported and are keen to achieve the expected level this year. Ambitious targets have been set for this year's National Curriculum tests and pupils are on course to achieve well.
99. The quality of teaching in Key Stage 1 is very good and sometimes excellent. This is a considerable improvement on the quality of teaching seen at the last inspection. Teachers are confident in their knowledge of the subject and lessons are particularly imaginatively planned. As a result, pupils' behaviour and learning are very good: they sit eagerly awaiting the next exciting task or activity, ready to respond with enthusiasm both to taking part in an investigation and to answering searching questions. The management and organisation of class teaching is particularly successful in Year 1, with pupils sitting in rows, which rotate daily and which enable a high and lower attaining pupil to work together when they turn to face each other to work with a partner. Considerable thought has gone into how these pupils can benefit best, when taught sitting on the carpet. Teachers encourage pupils to record their work in a variety of ways: for example, illustrating work with pictures from magazines (which brightens up their books), recording data in tables and on graphs and drawing diagrams or pictures and labelling them. Their pictures illustrating, 'How to keep healthy', are particularly lively. No worksheets are used and the standard of pupils' written work is well above that usually seen for pupils of this age. Pupils predict well what they think will happen and their written results show a good understanding of the different investigations carried out. Lower attainers' findings are sometimes dictated by the pupil and recorded by the class teacher. Very good support is given to pupils with special educational needs as there are very good relationships and a clear understanding of their needs. Teachers' marking is helpful and spellings are corrected.
100. The quality of teaching in Key Stage 2 is good, which is similar to the last inspection, but occasionally the lower attaining pupils and those with special educational needs, such as poor eyesight, are not supported adequately. A lack of sensitivity by the teacher prevents them from achieving well and causes them to develop work avoidance strategies; for example, when they have to draw lines on their books before they can begin to write or cannot read the board from the back of the classroom. Teaching, however, is good and sometimes very good in this key stage. Most lower-attaining pupils are very well supported, both by teachers and by support staff, and higher attainers are challenged well, with good questioning by teachers and because of high expectations. As a result pupils have a good grasp of the concept that it is important to repeat an experiment. They give their reasons, such as: 'one might not have been looking at just the right moment', or 'one might not have measured the ingredients accurately', or 'one might have done something wrong'. The importance of repeating an investigation in order to check the results is strongly emphasised in Years 5 and 6. They plan how they could improve and refine a

previous investigation, writing, 'It would be better if I had...', before attempting the investigation again. As a result the quality of their work is higher than that often seen of pupils of their age: they observe very carefully and analyse their own achievements.

101. Pupils' attitudes and behaviour are very good throughout the school. Because of this and because of good teaching, pupils' learning is also good and in Key Stage 1 is very good. Pupils take a pride in the presentation of their work and settle down to record what they are doing without having to be reminded. Lessons have a purposeful feel to them and pupils respond accordingly well. By the end of Key Stage 2, pupils are discussing their findings with one another well and work very effectively in groups.
102. The co-ordinator leads the subject well and has many plans for its development. The standardising of assessment tests has been identified as a priority for development, so that results in different years can be compared and analysed more effectively. There is a good range of good quality resources in the school. The school also makes good use of parents, who help on visits such as the one to the park, and of support assistants both of whom are well briefed, make a very valuable contribution to pupils' learning and are clear about what questions they are to ask the pupils. Support assistants are used particularly well in Year 6, where raising standards has been a targeted priority. Two are involved when there are practical activities, which means that three adults supervise the three different groups. Lower attainers, including pupils with special educational needs, are withdrawn for the first part of the lesson for separate teaching and soon 'catch up' with the practical work when they return to the classroom, supported by the same support assistant as had been taking them for the extra reading. Overall, improvement since the last inspection has been good in the quality of teaching, while standards have varied.

ART AND DESIGN

103. From the very good work on display, work retained in portfolios and sketchbooks, photographic evidence and from teachers' plans, pupils' attainment is judged to be above national expectations. Pupils throughout the school, including those with special educational needs, achieve well because they are encouraged to use colour, form, texture, line and tone in a variety of different contexts. One of the first things to strike a visitor to this school is the very high standard of displays. Corridors, hall and classrooms are packed with bright, interesting and interactive displays, many featuring artwork of a very good standard. It can be seen that as pupils progress across the school they show an increasing ability to appreciate their own and other artists work and say what they like and dislike.
104. No lessons were observed at Key Stage 1 but there is evidence in displays of good teaching and learning. Easels, with materials always available, stand outside the classrooms, and well-executed self-portraits are displayed in Class 1, alongside a similar picture by Van Gogh. At this stage, the work is often combined with technology, which means that whether the appropriate amount of time given to the programmes of study for art is not always measurable. In Key Stage 2, pupils are making use of a much wider range of materials and techniques. In one lesson observed the pupils were being taught different techniques for observational drawing. They became aware of the different quality of line produced by using soft and hard pencils and thought about such things as shading and blending to achieve particular effects. In another lesson, the oldest pupils were engaged in a project to produce textile pictures. They were learning well because the teacher was focusing on the particular skills needed to successfully complete the project. The pupils were being

taught to consider shape, colour, materials and techniques, and were demonstrating good sewing techniques as they practised joining pieces of material. Pupils in other classes are learning to appreciate the work of famous artists; for instance, there was a lively display focusing on Cézanne featuring examples of his work, books on his life and questions to stimulate further enquiry. This has been used to inspire the good quality of pupils' work that was also displayed. Each class contributes to the "Picture of the Month" which, during the inspection, also had thought-provoking questions displayed such as, "What does the painting remind you of" and, "Can you describe the mood of the painting", with the aim to encourage speaking and listening. Year 5 have created interesting blown ink patterns, each one accompanied by suggestions as to what it could represent such as, "an upside down frog" or, "a sausage with legs."

105. Pupils have very positive attitudes to the subject and their behaviour in lessons is invariably very good. This results in good learning because they listen carefully to each other and the teachers and try hard to put their ideas into practice. They look after equipment and materials very well and use them with care and precision. From an early age they are learning to work independently and co-operate well in pair or group-work when required.
106. Leadership and organisation of the curriculum is good. The policy has been discussed with the whole staff and the school is now following a published scheme of work which ensures continuity and includes planned progression for pupils with special educational needs. The curriculum is enhanced by visits to a local art gallery. The subject makes a good contribution to pupils' spiritual, social and cultural development particularly through the way in which the high quality displays stimulate pupils to appreciate and consider works of art. Accommodation and resources are both good, and a particular strength is the way in which resources are organised and stored.
107. There has been good improvement since the last inspection when the subject overall was judged as being sound. In order to continue to improve standards, the school needs to ensure that best practice is spread evenly through the school, and that sufficient time is given to the subject, particularly in Key Stage 1. Consideration should also be given to assessing some pieces of work retained in pupil portfolios. This should ensure that the progression of skills and concepts is secure and that those with a special aptitude for the subject are identified and given appropriate encouragement to develop higher level skills.

DESIGN AND TECHNOLOGY

108. Evidence is taken from the observation of one designated design and technology lesson, from talking to pupils, analysing teachers' planning, looking at displays of work and from lessons where elements of the subjects were observed in other subjects. For instance, in an art lesson some older pupils were planning a wall hanging using different materials and in a lesson in the computer suite pupils were designing motifs using a cutting and engraving program. Standards in design and technology, at the end of both key stages are in line with that expected of pupils of their ages. The observation of pupils at the end Key Stage 1 and of the work produced by pupils at the end of Key Stage 2, shows that pupils make satisfactory progress in such elements as planning, making and evaluating as they move through the school. Pupils in Year 5, for example, have created some very well designed and made percussion instruments and have described the process in some detail, including hints for others attempting the same project with evaluative comments. Planning for Year 6 this term includes a project to make a toy that can be moved using an electric circuit. This will involve the investigation and disassembly of products in order to

learn how they work.

109. In the lesson observed at Key Stage 1, the teaching and learning were good because the objectives of the lesson were clear, pupils knew what was expected of them and there was appropriate emphasis on the skills and techniques needed for the task. The teacher led a good discussion on the best ways of joining material to make a hand puppet and the pupils were able to make perceptive comments such as, "if we use staples they might stick in your hand, and, "sewing would make it stronger than sticking." The pupils demonstrated good speaking and listening skills, and were able, very sensibly, to discuss with a partner the various options. The group work was well organised and good use was made of a student helper to focus on the kind of stitches needed for the task. A good feature was the way in which pupils who had attended an extra-curricular embroidery class were able to contribute their expertise. Good use was also made of the computer where two pupils were using a graphics program to generate their design. All pupils, boys, girls and those with special educational needs were fully involved and given appropriate help. Work by older pupils on display included some examples of different kinds of shelter, analysed in terms of their effectiveness, i.e. how waterproof or how strong, and an investigation into how to strengthen shapes by adding diagonals. This demonstrates sound teaching techniques but there needs to be more evidence of the planning and developing stage.
110. As with other subjects, pupils' attitudes and behaviour are very good. They listen carefully to instructions, take pride in their work and co-operate well in pairs and groups. Tools and materials are used with care and they are used to commenting on their own work, and that of others, in a sensible and constructive way. This means that they make good use of the time allotted to this subject and produce work of a good quality.
111. The co-ordinator has been in post for less than a year but has already reviewed the policy and implemented a new scheme of work. This is having a positive effect by promoting better continuity and progression. All aspects of National Curriculum requirements are covered satisfactorily. Accommodation and resources are very adequate and materials are neatly stored and easily available for all classes.
112. Standards in design and technology have been maintained since the last inspection when they were judged as being sound or good. Particular strengths are the quality of the work on display and the way in which projects are linked to other areas of the curriculum. To go forward from this point the school needs to fully implement and, where necessary, adapt the scheme of work and monitor work throughout the school to ensure good progression, particularly in aspects such as designing for a purpose and evaluation.

GEOGRAPHY

113. By the end of Key Stage 1, standards are in line with expectations. Pupils have a good knowledge of local places as most of the teachers have first-hand knowledge of the area and impart this knowledge well. Pupils show an understanding and knowledge of the Gambia and compare Gunjar with Birtley noticing mainly differences between the two places. At the end of Key Stage 2, standards are also in line with expectations. Pupils are aware of the effect of climate change, they know how people can both change and damage the environment, they develop geographical skills and can undertake geographical enquiry. Standards have been maintained at the end of both key stages since the last inspection.

114. In the lesson observed in Year 2 pupils looked at a photograph of Gunjar in the Gambia. They worked in pairs and thought about questions that they could ask in order to find out more about the area. This they did very well indeed and the questions they came up with showed considerable thought. After asking the questions, they went over them together as a class and drew conclusions, with the help of the teacher and the information in the photograph. When working independently, they set about the task in a very mature manner. The lower attainers were supported well by the teacher during this part of the lesson. In the plenary session they were able to make very good comparisons between the area in which they lived and Gunjar. Pupils in Year 3 were able to sequence a set of photographs of the same scene by looking at the geographical changes made in the environment. The teacher had taught the pupils the knowledge and skills that enabled them to take on the broader task set. Pupils were also able to discuss the feelings that they might have, if they had bought a house in open countryside only to find over the years that the countryside was eroded by modern buildings. They were able to discuss all that this would bring to the area; for example, excessive car fumes, lack of privacy and lack of play areas available for children. This showed a good use of secondary source material, which encouraged thoughtful discussion. In Year 5, pupils used a key to decipher information from maps about the world's weather patterns. In Year 6, pupils used the Internet to download the latest weather news from the meteorological office and this helped them in their study of the weather.
115. There are good standards of teaching in Key Stage 1 and in Year 3, where the teacher had very high expectations of the pupils. Good questioning supports pupils and the class and resources are very well organised. Teachers work hard: asking questions, reinforcing the answers the pupils give and using the plenary sessions to draw together all the pupils' findings. In the older classes in Key Stage 2, teaching is satisfactory. In Year 6, however, tasks are sometimes not challenging enough for all pupils.
116. Pupils' attitudes and behaviour are good. They approach their work in a very mature way and work well as a class, in pairs and individually. They were able to share sensibly and co-operate well with one another; for example, when sharing resources and discussing issues.
117. The newly appointed co-ordinator monitors planning early in each half term. Teachers track pupils' progress through the assessment portfolios. Teachers' medium and short-term plans include assessment tasks. The staff have recently begun to implement the Qualifications and Curriculum Authority's (Q.C.A.) schemes of work. It is too early for the school to assess the impact of the scheme. The subject is well equipped and the local environment is used to support work well.

HISTORY

118. By the end of both key stages pupils reach the levels expected of pupils of their ages. This is the same as at the last inspection. By the age of seven, the pupils develop their knowledge and understanding of the lives of people in the past through visiting museums and through the use of the local environment. In Year 2, pupils visit the war memorial and look at the names of the local people engraved on it. They complete work on the laying of the wreaths as a remembrance to those who have died. Pupils draw their own poppies and generate some on the computer, making their own display to commemorate those who died. This work was successful because the pupils studied this history unit near to Remembrance Day and they shared with the townsfolk the act of remembrance. In Year 6, pupils have a sound knowledge of the Victorians. They compare the education of a Victorian pupil with their own education:

looking for similarities as well as differences, such as inspectors coming to inspect standards both in Victorian times and the present day. Pupils write a diary and compare it with a diary from the Victorian period. Pupils use computers as a means to research for further information. They download passages from 'Encarta' to help with their study.

119. Overall, teaching is good although there was some unsatisfactory teaching. Teachers use local resources to good effect. In Year 1 they use the local environment to look at houses built at different times in history. Pupils noticed the different use of building materials such as plastic, wood, brick and stone. They were very observant and through good questioning by the teacher were able to work out whether the houses were fairly modern or old, what types of houses they were and that some had grey metal strips on the roofs. The teacher's good knowledge of the area helped to widen the pupils' knowledge and experience and as a result pupils' interest was stimulated and they were very keen to participate.
120. In Year 3, pupils visit the Roman Fort, Segedunum. It was here that pupils saw a skull that had a sword mark right across it. They expected the person to have died from this attack but the person had not died of the wound, but lived for a number of years after the attack. This definitely impressed most of the pupils who demonstrated a sense of awe and wonder in their writing, after the visit. In class Year 3 use maps to trace the development of Birtley and the surrounding area. They looked for landmarks such as the school, which is over one hundred and thirty years old, and traced the development on two maps. The pupils found this fascinating. Pupils found the task of tracing certain features from one map onto acetate and overlaying it on the other map hard, but they persevered and near to the end of the lesson they managed to complete the work. Again the teacher was local to the area and was able to use her knowledge to help the pupils get the most from this lesson. By careful questioning to bring the pupils' attention to certain features and by explaining why these features might have stayed the same or changed pupils were beginning to see a pattern emerging.
121. Where teaching was unsatisfactory pupils were not as interested and their behaviour was unsatisfactory. Although the idea for the lesson was good and the teacher was well resourced, the pace was too slow and too much time was given for fairly simple targets to be completed. Pupils became bored and restless.
122. The co-ordinator has been recently appointed. The staff began implementing the QCA scheme in September. At present there is an overlap in Years 4 and 5 to ensure that pupils do not miss a unit. As a result, Years 4 and 5 are both studying the Tudor period at present and covering the same work. Work is not always sufficiently matched to the different age groups, as they are using the same duplicated sheets. Assessment opportunities are, however, shown on the medium- and short-term planning. History is well resourced.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Since the time of the last inspection the school has made great improvements in the resources and accommodation available for information and communication technology (ICT.) Standards overall have remained satisfactory but as the better resources and organisation start to take effect, the school has a good chance of strengthening this area of the curriculum. Evidence from lessons observed, analysis of work samples and work on display and scrutiny of teachers' plans show that pupils are at least reaching the required standards at the end of both key stages.

124. By their second year in Key Stage 1, pupils of all abilities can confidently enter, save, and retrieve work stored on a hard disc. They use the mouse and keyboard proficiently and know how to amend and print their work. They can give instructions to make things happen; such as programming a floor robot. They can talk about their experiences of ICT both inside and outside school and the higher attainers can describe its uses; for example, when programming a micro-wave oven. By their final year in Key Stage 2 most pupils can access a website, interrogate it for specific information and cut paste and print the chosen text or graphics. They use ICT to present information in different forms; for example, the spreadsheets and graphs produced by Year 5 pupils about food and transport. They know how to use e-mail and can use communication technology in creative and interesting ways; for instance, when producing a school magazine, "The Ravensworth Raver."
125. Teaching in Key Stage 1 is broadly satisfactory and the training being undertaken by the staff, coupled with more experience with using the ICT suite, should increase their confidence and effectiveness. In the lesson observed, the project to create an engraved doorplate in co-operation with the local secondary school had been very well planned. Although there were not enough computers for the whole class to be working on the project together, the sensible behaviour and good co-operation of the pupils ensured that they made satisfactory progress.
126. Teaching in Key Stage 2 is satisfactory overall, and sometimes good. In the lesson with younger Key Stage 2 pupils, teaching and learning were stronger because of the greater confidence and expertise of the teacher. Learning was good because she was confident in her subject knowledge, the task was well organised, instructions were clear and there were high expectations for the pupils' achievement. The task, to create an engraved motif, which is to be sent by computer to the secondary school and programmed into a drill, stimulated lots of good learning and demonstrated the progress made by the pupils since the previous year. At the top end of Key Stage 2 the lesson was well planned and teaching was particularly successful in catering for the needs of less able pupils by pairing them with higher attainers.
127. Pupils' attitudes to the subject are usually very good and they clearly enjoy the opportunities offered by the extra facilities in the suite. Learning is enhanced by their sensible behaviour and good co-operation in small-group situations. In almost all cases they are prepared to wait their turn and discuss problems with their partner or group without interfering. They are very responsible when handling the equipment and are very aware of safety and the need for care so as not to spoil anyone else's efforts.
128. Leadership in the subject is good. The co-ordinator has undertaken the necessary training, is confident in her subject knowledge and helps other members of staff when needed. She has a very good overview of present needs and future developments. The subject makes a good contribution to pupils' social and cultural development, particularly through the use of the Internet and CD ROM's, from which pupils gather information from around the world. It is also being used very effectively to enhance links with the secondary school. Accommodation for the subject is now very good and when the extra computers arrive the ICT suite will be an even greater asset to the school.
129. Priorities for development, which have already been identified by the co-ordinator, should include improving software resources to support other areas of the curriculum in the classroom. Some good cross-curricular work is taking place; for example, an investigation into noise and litter is enhanced by computer generated graphs. However, classroom use of computers is limited by the lack of resources and this

should be addressed. The technology is also underused for giving extra support to pupils with special educational needs.

MUSIC

130. In Key Stage 1, pupils attain standards that are above that expected of their age. This is better than found during the last inspection. In a Year 1 lesson, standards were well above average. Pupils followed the rhythm begun by the teacher and kept to the previous rhythm each time the teacher changed to a new one. This took considerable concentration and not one pupil made a mistake. The result was impressive. Pupils enjoy singing and do so exceptionally tunefully. They are taught how to sing and know that the 'jaw should drop' when they sing. Pupils enjoy carrying out actions to their songs and are exceptionally self controlled. As a result they enjoy pretending to be an aeroplane, train and horse (remaining in a circle) without any one having to be reminded to be sensible. Pupils play instruments in groups, again behaving very well, and show other groups what they have prepared. All pupils are fully involved: the teacher being strongly aware of the importance of finding ways to actively include those with special educational needs.
131. Pupils' attainment in Key Stage 2 is in line with that expected of pupils of their age and sometimes above. This is slightly better than at the last inspection. They now recognise intervals and the good training in pitch again ensures that pupils all sing tunefully. The tunefulness and quality of singing in class and in assemblies and pupils' very good sense of pitch are well above average. Pupils are able to 'leap' an octave from high to low and from low to high. Older pupils make good progress within a lesson learning the difference between a step, a leap and a repeat. During a visit to the Shipley Art Centre Year 5 pupils composed music which was taped and demonstrated a good standard of composition being reached.
132. In Year 1 excellent teaching promotes very good learning. The teacher is the subject co-ordinator and, whilst not a specialist, has a very good understanding of the subject. She uses a wide range of resources which promotes learning very well; for example, photographs to match the sounds of a train, aeroplane and horse, which pupils recognise, played on a tape. Tuneful singing by teachers and on tape provides good role models, with regard to pitch, for pupils. Lessons are well planned, with a variety of activities, which keep pupils interest well. Teaching in Key Stage 2 is good. The co-ordinator gives other non-specialist teachers confidence to teach the subject and as a result, pupils' learning is good and their attainment is in line and sometimes above that expected of pupils of their age. Imaginative ways are used to teach pupils to read music such as laying skipping ropes across the hall floor to create a stave. Pupils then stood in the stave to show whether notes next to each other were repeats, a step away from each other or a leap away. At the beginning of the lesson few knew these differences but by the end of the lesson over half were answering correctly each time. All pupils take part and the less confident discuss the questions with those who are more confident.
133. The school provides instrumental lessons for a few pupils in Year 5 and 6 with a view to starting them off on an instrument they might like to play at secondary school, so that they can join the orchestra or band as soon as they move schools. Teaching of both brass and flute is very good (guitar teaching was not observed) and pupils have reached standards which will enable them to take their place in a group with confidence on transition to secondary school.

134. Pupils' attitudes to learning are very good and range from good to excellent throughout the school. Pupils are extremely attentive, follow instructions exceptionally well and thoroughly enjoy their lessons. They are well behaved and can be trusted to work sometimes out of sight of the teacher. Pupils come to each lesson ready to learn something new. This attitude enables good progress to be made as pupils expect to learn and achieve. Good attitudes are also promoted through music during 'Health Week' when pupils sing songs such as one by Year 1 on brushing their hair or teeth.
135. The subject is very well led by the co-ordinator who has a strong influence on music, and particularly singing, throughout the school. She supports her colleagues very well and, together with providing them with a comprehensive published scheme, enables non-specialist teachers to teach music successfully. Voice production was specifically taught in hymn practices in the autumn term and the results can be heard in the singing throughout the school. The school has a good range of well-cared-for musical instruments. There was little evidence of pupils listening to music during the inspection because lessons tend to be rather short. Longer lessons could help ensure that all attainment targets are covered more regularly. Good progress within a lesson is more evident when lessons are longer. Teachers' planning, however, and the 'Whole World Week', at the end of each year, demonstrate that music from across the world is listened to and enjoyed. School productions are valued and good standards are reached.

PHYSICAL EDUCATION

136. Only two physical education lessons were observed during the inspection but these, together with evidence from teachers' planning, discussions with pupils and staff, records of achievement and photographic evidence, suggest that pupils throughout the school attain the standards expected for their age. All groups of pupils in the school, including boys and girls and those with special educational needs, have full access to all parts of the curriculum. Good teaching in the foundation stage and the early part of Key Stage 1 enables pupils to achieve very well in the early years and lays the foundation for steady progress in skills and understanding throughout the school.
137. Pupils in early Key Stage 1 are able to roll, throw, catch and hit in a controlled and skilful way. They are aware of the need to keep their eyes on the ball and to limit the action in order to succeed; for instance, by not hitting a ball too hard when keeping it bouncing on a bat. They know the importance of warming up before an activity begins and can describe what happens to their body after vigorous exercise. Almost all can move with confidence in different ways such as skipping, galloping and hopping and they understand the need to find space and be aware of others around them. They are very good at organising and practising simple group activities and co-operate well in more difficult tasks such as batting a balloon to each other and returning it with control. They achieve well because of very good teaching techniques. Lessons are well organised with clear objectives which are understood by the pupils. Class routines are very well established and, because pupils know exactly what is expected of them, no time is wasted and activities are carried out safely and with a minimum of fuss.
138. No lesson was seen in the upper part of Key Stage 2. In the early part of Key Stage 2, pupils are showing more awareness of their bodies and are able to carry out a range of movements with greater control. For instance, they can balance on different parts of their body and move to a different balance with changes of direction and

speed. They are able to suggest ways in which a balance or movement might be improved. They know that neglecting to warm up may damage their body in some way, such as pulling a muscle. Although they enjoy the activities and are fully involved, the movements sometimes lack quality and the higher attainers in particular do not really stretch themselves to achieve more highly. In the lesson observed this was because the objectives were not clear enough for the pupils to have any real sense of achievement. They were not sure at the end of the lesson whether or not they had succeeded and how they could improve next time. Assessment was not rigorous enough.

139. Pupils' attitudes and behaviour are always good and often very good. They are sensible and responsible when getting out or putting away apparatus. They get changed and move between the classroom and hall in a quiet and orderly manner. In lessons, they show appreciation for each other's efforts and work together well in pairs or small groups. They listen carefully and make thoughtful suggestions when invited to do so. This positive attitude ensures that learning is at least sound and potentially very good. They enjoy all the activities organised for them, including swimming, sports, dance and gymnastics and talk with enthusiasm of particular achievements and triumphs.
140. With her own high standards the co-ordinator provides a very good role model. She has produced a scheme of work which clearly defines continuity and progression and, when this has been fully integrated with the published materials, will help to ensure good quality coverage of the National Curriculum programmes of study throughout the school. The curriculum overall is sound, and is enhanced by extra-curricular clubs such as basketball and football. Good use is made of visiting coaches for football to provide more expertise and inspire the pupils to greater achievement.
141. Physical education makes a good contribution to social and cultural aspects of the curriculum, particularly through participation in events such as dance festivals, sports days and competitive team sports. Accommodation is satisfactory. The school has a fair sized hall, large playground space and a good playing field. There is a good range of equipment. Overall, standards as reported at the time of the last inspection have been maintained. In order to improve standards still further, the school should consider finding ways for the co-ordinator to become more involved in teaching and learning throughout the school, so that she can influence the quality of work over a wider age range.

RELIGIOUS EDUCATION

142. Pupils cover a good range of topics in Key Stage 1 and their attainment is above that expected by the local Agreed Syllabus, which is an improvement on the last inspection. When thinking about 'caring', pupils make suggestions such as, 'I will help reception to clear up'. They learn about baptism and enjoy a visit to the local church. After Year 1's visit to South Shields Museum pupils put their feelings down on paper well, saying; for example, "I was very excited about the trip. It was very good. I wish we could go again." Each pupil has a 'Feelings' book, which goes with him or her through the school. A record of their first day will be interesting to look back on, with such comments as, 'I felt that it was wuzdiful my first day' and 'I felt a bit Terry-fiad but most happy and brave'. In Key Stage 1, pupils also learn about people such as Grace Darling and Dr Barnado and are able to comment on the characteristic they admire such as courage or unselfishness. They learn about different religions through themes such as weddings. They learn about a Hindu wedding and about the Biblical story of the wedding at Cana. Overall, in Key Stage 1, pupils cover a range of topics and record their work well. Standards in Key Stage 2, however, are barely

satisfactory which is not as good as at the last inspection; there is little work recorded in some years. Also, when pupils collected work in large ring-files, it often tends to become dog-eared and originally well-presented work is spoilt. However, in Year 6 some work not collected in the large files, but mounted separately, is valued and becomes useful reference material. A better way of recording what is covered in religious education lessons should be thought through and implemented. In the lessons seen, standards were mainly above average because of the pupils' very good attitudes and behaviour. Over time, however this standard can not be judged the same because of the lack of evidence. Pupils are beginning to have some understanding of Islam and the life of Mohammed and know the story of Prince Pahlada and the Hindu festival of Diwali. Good use is made of contacts with the local church with members of the congregation borrowing vestments to show to the pupils in Year 6.

143. Only one lesson was seen in Key Stage 1 but from this, and from looking at the pupils' work, teaching is judged to be good overall and was very good in the lesson observed. Pupils record their work well and good range of topics has been covered, reflecting good teaching of the subject. In the lesson observed, the teacher's enthusiasm, the brisk pace of the lesson and the constantly changing resources and activities all contributed to a lively and interesting lesson. From pupils' work it can be seen that teachers have a clear understanding of what they want to cover and are aware of the importance of pupils learning from religion as well as about religion. In Key Stage 2, teaching was good in the lessons observed but no judgement can be given for teaching over time as there is too little recorded evidence to make a judgement.
144. Pupils' attitudes and behaviour in Key Stage 1 are very good. They quickly grasp the message of the lesson; for example, 'That God cares about everyone' and that 'the shepherd in the story represents Jesus or God'. They gain a very positive attitude to the Bible, through a lively CD-ROM to which they sing. "Yippe, Yi, I Oh..... the Bible is the starting place for you and me'. A pupil starts the class off' by clicking the mouse at a given time. All pupils join in and sing with real enjoyment. They sit enthralled when a story is read and told and are keen to answer questions. In Key Stage 2, pupils' attitudes and behaviour range from good to excellent, although, very occasionally, quiet members of the class do not take a full part in answering questions. Where learning is good, pupils are attentive, listen well and want to answer questions. Where it is excellent pupils can recall in detail learning from a previous lesson, almost all hands shoot up to answer questions each time they are asked and they show a very good understanding of how people feel in different situations.
145. The headteacher and a temporary teacher are provisionally leading the subject. The local Agreed Syllabus is being followed and a scheme of work has been written to match it. There is too little monitoring of the subject, however, to ensure that the subject is as well taught in Key Stage 2 as it is in Key Stage 1. The school has an adequate range of artefacts and posters but not a large number of class or reference books.