

INSPECTION REPORT

Broomhaugh First School

Riding Mill

Hexham

LEA area: Northumberland

Unique reference number: 122285

Headteacher: Mrs L Patterson

Reporting inspector: Mrs M Fitzpatrick
24326

Dates of inspection: 22nd –23rd January 2001

Inspection number: 192975

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Aided
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	Church Lane Riding Mill Northumberland
Postcode:	NE44 6DR
Telephone number:	01434 682 374
Fax number:	01434 682 374
Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Gillie
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M Fitzpatrick 24326	Registered inspector	English History English as an additional language	What sort of school is it? School's results and achievements How well are pupils taught How good are the curricular and other opportunities offered to pupils? How well is the school led and managed What should the school do to improve further?
J Madden 13450	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils How well does the school work in partnership with parents
A Lowson 30834	Team inspector	Science Art Geography Physical education Areas of learning in the foundation stage Special educational needs	
A Allison 31175	Team inspector	Mathematics Information technology Design and technology Music Religious education Equal opportunities	

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school, which is set in a small rural village, is much smaller than average, with 78 pupils aged between five and nine years. There are almost twice as many girls as boys on roll. The majority of children are from white European backgrounds and there are no pupils with English as an additional language. The percentage of pupils eligible for free school meals, five per cent, is below the national average. There are 12 pupils on the school's register of special educational need and none of these has a statement of special educational need. The majority of special needs are associated with literacy and are mainly centred in the current Year 3 class. The school's population covers the full ability range and has a higher than usual proportion of higher attaining pupils. Overall, the intake is above average on entry to the school.

HOW GOOD THE SCHOOL IS

Broomhaugh First School has maintained very high standards in English, mathematics and science since the last inspection. Teaching is good in the reception class. In Key Stages 1 and 2, teaching satisfactorily promotes learning. The newly appointed headteacher, who has been in post for one term, has accurately assessed the school's main strengths and weaknesses and has a clear vision of what the school needs to do to improve. The school provides a stimulating environment in which children are very keen to learn and where they quickly become independent learners. Given the quality of teaching and educational provision, as well as the standards that pupils attain, the school is judged to give satisfactory value for money.

What the school does well

- Achieves very high standards in reading.
- Achieves standards well above the national average in English and science and above the national average in mathematics in national tests.
- Makes good provision for investigating and exploring in mathematics and science.
- Makes good provision for children in the reception class.
- Attendance is well above the national average.
- Supports the very good attitudes to learning of the children.
- Makes good provision for pupils' spiritual, moral, social and cultural development.

What could be improved

- Standards for the higher attaining pupils in mathematics.
- The detail of professional responsibilities and the shared understanding of each teacher's role in improving the school.
- The quality of teaching and learning.
- Assessment procedures and their effective use in raising standards.
- Standards of pupils' recorded work.
- Procedures and provision for pupils with special educational needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since it was last inspected in February 1997. High standards in the core subjects have been maintained. The good quality of provision in the reception class has been maintained. All issues raised at the last inspection have been successfully tackled. The school has identified appropriate areas for improvement and has begun a programme of monitoring of teaching by the headteacher. On the basis of these developments, the school is in a sound position to make further progress.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A*	A*	A*	A
Writing	A*	A*	A	B
Mathematics	C	A*	B	C

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

Standards are high in English, mathematics and science at the end of Key Stage 1, reflecting the level of results noted above. Results in reading put the school with the five per cent of highest achieving schools nationally. Teacher assessments in science show pupils at the end of Key Stage 1 achieving well above the national average in 2000. Although the table shows some slight variation in pupils' performance over time, this can be explained by the small groups who sit the tests, where one pupil's performance can significantly affect the overall results. While the school has not raised standards at the same rate as the national trend over the last four years, it has maintained standards well above the national average. Standards for pupils in Year 4, in these subjects, are similarly high. At both key stages, pupils read fluently and rapidly develop their reading skills through planned reading activities at home and at school. They learn very good investigative skills in science and mathematics and develop good thinking skills through the opportunities provided to discuss their observations and ideas. The recording of work in each of these subjects is poor and reduces the overall standard of pupils' work seen during the inspection. Standards in information technology are in line with the national expectation at both key stages and most pupils are confident when using computers. In art, standards are above the national average. This follows good skills development through stimulating activities and the use of a range of media. In all other subjects of the curriculum, standards are in line with those expected of children of the same age. Pupils achieve satisfactory standards based on their prior attainment in all subjects. The school achieved its targets in English in the national tests in 2000 and fell slightly short of its targets in mathematics. Realistic and attainable targets have been set for the national tests in 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They show high levels of interest in their work, good co-operation and enthusiasm, which positively support their learning.
Behaviour, in and out of classrooms	Behaviour is good in class and around the school. Pupils are polite and show consideration for each other. Occasionally, over boisterous behaviour in the playground upsets some children. There were no exclusions in the last school year.
Personal development and relationships	The quality of relationships in the school is satisfactory overall, though a lack of warmth and support are discernible at times. Pupils' personal development is good, they are eager to seize opportunities to take the initiative and show independence.
Attendance	Very good and well above the national average. Punctuality is good.

Both parents and children place a high value on education and this is reflected in the very good attendance figures and the very good attitudes to learning that children have.

TEACHING AND LEARNING

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

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.

All teaching seen during the inspection was at least satisfactory, but not as high as it was in the last inspection. Over thirty per cent of the teaching seen was good; this was mainly in the reception class. The teaching of English is satisfactory at Key Stage 1 and good at Key Stage 2. This difference in the quality of teaching is mainly because of more detailed planning for groups within the class, by the teacher in Key Stage 2. In mathematics, teaching is satisfactory at both key stages, with investigative skills and mental agility being well promoted. A weakness in the teaching of mathematics is in the level of challenge presented to the higher attainers, which does not always extend their learning sufficiently. Science teaching is also satisfactory at both key stages with a particular strength being the teaching of investigative and experimental skills. The quality of teaching in all other subjects seen in the inspection was satisfactory and led to satisfactory learning for all pupils. The teaching of pupils with special educational needs is satisfactory and where additional help is given by classroom assistants this is effective and ensures that pupils make at least as good progress as their peers. Teachers could set more challenging work for higher attainers in mathematics. In the reception class teaching is good in all areas of learning and as a result pupils make good progress and achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum for all pupils. Long and medium term planning are good, but there is scope for improvement in the quality of short term planning.
Provision for pupils with special educational needs	Procedures are being developed to record and track pupils' progress against individual education plans. The co-ordination of support for pupils with special education needs is unsatisfactory and the current allocation of support is in need of urgent review.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are taught right from wrong and to reflect upon their experiences and achievements and those of others. They are given many opportunities to work together and to support each other's learning. Cultural development could be enhanced with more knowledge about the diverse cultures in our society.
How well the school cares for its pupils	The school provides satisfactory all-round care for its pupils through effective procedures for monitoring and promoting good behaviour and attendance. The use of assessment and the monitoring of pupils' progress is in need of review and development, as are annual reports to parents.

The school could do more to inform and involve parents in their children's learning. Parents expressed a strong wish for more consultation with teachers and more information about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has made a good start in identifying areas for improvement in the school. She has a clear vision for raising standards and has demonstrated the need to involve parents in this process.
How well the governors fulfil their responsibilities	Governors have a sound knowledge of many areas of the school and they meet statutory requirements. They would benefit from more involvement in monitoring standards in the school so that they have a clearer picture of the school's strengths and weaknesses.
The school's evaluation of its performance	The school is beginning a programme of internal monitoring and has begun to analyse tests results with a view to discovering areas for improvement. The school is concerned to get value in what it does and it buys.
The strategic use of resources	Spending decisions are based on improving provision in order to raise standards. The impact of spending is monitored.

The school has sufficient staff, adequate accommodation and enough learning resources to meet the needs of the curriculum. The role of co-ordinators is in need of development to ensure they have a full understanding of the strengths and weaknesses of their subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • That school is helping their children to become mature. • That behaviour in the school is good. 	<ul style="list-style-type: none"> • The range of activities provided for pupils outside of lessons. • The amount and frequency of information about their children's progress. • Closer involvement with the school to support their children's learning.

Inspectors support parents' positive comments about the school. The amount and range of extra-curricular activities is about average for this size of school. Inspectors agree that the school should give more information to parents about their children's progress and that the school could work more closely with them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children are admitted to the reception class at the beginning of the year in which they are five. Overall their attainment on entry is above the level found in most schools. They make good progress in all areas of learning because of the good teaching in the reception class. By the time they enter Year 1, the children are achieving standards well above average in all areas of learning.
2. The pupils' average point score in the National Curriculum tests in reading for seven year-olds in 2000, was very high in comparison with the national average. It was also well above the average of pupils in similar schools. These high standards are owing to the strong emphasis the school places on reading, the daily opportunities that pupils have for independent reading and the very good support given by parents for reading at home. The performance of girls was significantly better than that of boys in the tests. In the same tests in writing, pupils' point score was well above the national average and above the average of pupils in similar schools. Again, the performance of girls in the tests was significantly better than that of the boys. Standards in reading have remained well above the national average over the past four years. Although they have not improved at the same rate as the national trend over the four year period this is partly owing to the high proportion of pupils with special educational needs who sat the tests in 2000 and scored less than pupils had in previous years. In writing standards had improved in line with the national trend until 2000, when there was a drop in performance owing to the high proportion of pupils with special educational needs. By Year 2 pupils have very good reading skills; they all read independently for pleasure and for information with very good levels of understanding. Higher attaining pupils read challenging stories and are able to discuss their likes and dislikes in stories, giving examples from books they have read. Pupils' writing demonstrates a wide vocabulary, for the most part accurately used, and good control over the structure of their writing, which is above average for the majority of pupils. Weaknesses seen in writing include insecure spelling of some common words and ill-formed handwriting that leads to poor presentation in most of the pupils' work. In all areas of English apart from these, the majority of pupils are working at their capacity. However, there are occasions when higher attaining pupils could be expected to work faster.
3. By the end of Year 4, pupils' attainment in English is well above the national expectation for pupils aged nine. This is because of the continuing emphasis the school places on reading and on independent research, which develops pupils' language skills in a variety of settings. In Year 4, pupils are fluent readers, they discuss their preferences in writing and higher attainers can explain the differences between genre, such as fairy stories and mysteries. They write very well for a wide range of purposes, using an extensive vocabulary and adopting the correct tone for their audience. Pupils maintain and build steadily on their achievements from Key Stage 1.
4. Standards in mathematics are above the national average at the end of Key Stage 1. Pupils' average point score in the National Curriculum tests in 2000, placed them well above the average for all schools and in line with the performance of pupils in similar schools. While tests scores have fluctuated since the last inspection, this is not significant given the size of the groups taking the tests, and the scores remain above the national average over the four-year period. Pupils in Year 2 have a good

knowledge of number. They recognise and record patterns of three in a 100 square, know multiples of ten up to 90 and understand place value up to 100. They have a good knowledge of two and three-dimensional shapes and can construct block graphs. Pupils' good knowledge of number arises from the school's response to weaker results in this aspect of pupils' mathematical knowledge in the National Curriculum tests in 2000, since when it has placed greater emphasis on teaching number at Key Stage 1.

5. By Year 4, pupils' achieve standards in mathematics that are above what is expected for their age. They have an understanding of geometry and know what is meant by a right angle. They plot co-ordinates on a grid to make shapes. They are beginning to understand place value up to 1000 and work successfully with fractions. The majority of pupils are working at their capacity in lessons in response to well planned work and challenging questions, but there is room for more demanding work to extend the higher attaining pupils.
6. In the teacher assessments in science, for seven year-olds in 2000, the percentage of pupils reaching the expected level was very high in comparison with the national average. The percentage reaching the higher level was also very high in comparison with the national average. Standards in science are high in comparison with teacher assessments in similar schools. Pupils at the end of Key Stage 1 have better than expected investigative skills. They make good observations during experiments and are skilled at asking searching questions about what they see. Their recording skills are weaker and this reduces the overall quality of their work because their organisation and presentation of data is not of the same standard as their investigating skills.
7. Pupils in Year 4 are achieving standards in science that are above those expected of pupils aged nine. Again pupils show much better than average investigative skills. They make good predictions when considering how well ice blocks will be insulated by different materials. They understand what constitutes a fair test and give very good oral explanations of their ideas. However, their recording of work is much weaker and does not truly reflect their knowledge and understanding in the subject.
8. In information technology pupils' attainment is in line with the nationally expected level by the end of Key Stage 1 and Year 4. By the end of Year 1, pupils have basic word processing skills, use the Internet to research information and use a digital camera in a technology lesson. Pupils in Year 4 use programs to consolidate their learning about number and a data-handling program to produce graphs for work in science, mathematics and English. They extend their word processing knowledge to understand how files and menus function and how to save their work. Many pupils use the Internet independently at home to research topics they study in school.
9. Pupils who have special educational needs work to targets set in their individual education plans. In Year 3, pupils with special educational needs make the same progress as other pupils in the class. This is because of the good planning for additional literacy support by the class teacher and the effective teaching by the classroom support assistant. Pupils in Year 2 who have special educational needs, are taught alongside Year 1 pupils for literacy and make satisfactory progress. In other lessons seen, pupils with special educational needs make at least satisfactory progress because of the emphasis teachers place on learning through investigation and experiment and speaking and listening.
10. In art, standards are above the national average at both key stages, because of good skills development through stimulating activities and the use of a range of media. In

all other subjects of the curriculum standards are in line with those expected of children of the same age and pupils' learning is sound. They have a sound recall of facts and events in history and of places in geography. By Year 4 pupils understand how to use various sources to discover the past. In design and technology, pupils develop a range of skills for making and evaluate their designs at Key stage 1. Older pupils design wind machines to tests their predictions in science. In music pupils sing well and older pupils have a good understanding of rhythm, identifying patterns and following them when they play untuned instruments. In physical education pupils in Key Stage 1 use apparatus to practise stretching at different levels. Older pupils, who have all achieved the expected standard in swimming, use gymnastic skills to explore points of balance.

11. Literacy is generally well promoted in the school, though a greater emphasis is given to reading than to writing. There is good emphasis on strong reading skills, with pupils given direction to use these in silent reading time and for their independent research into topics they study. Pupils use their writing skills to describe their work in other subjects, but there is scope for improvement in the standard of presentation of writing throughout the school.
12. From Year 1, pupils learn to apply their mathematical skills in design and technology and science. They measure and draw accurately for their designs and in science make calculations to produce graphs of their observations. Overall the school makes satisfactory use of pupils' numeracy skills.
13. The school has succeeded in maintaining high standards in all of the core subjects since the last inspection. While standards in some of the foundation subjects have fallen, this is because of the stronger emphasis the school has placed on literacy and numeracy in order to retain its good position relative to similar schools. The school met its targets for reading and writing in the national tests in 2000 and fell slightly short of its target in mathematics. The targets set for the tests in 2001 are appropriate and attainable.

Pupils' attitudes, values and personal development

14. The attitudes of pupils to the school are very good, and in line with those at the last inspection. The majority of pupils arrive on time and settle quickly to the days work. Pupils are keen to learn, and respond enthusiastically to good teaching. From reception year onwards, pupils are sensible, responsive, and confident when given interesting and challenging work. Pupils themselves admit, however, that there is a lessening of concentration when teaching fails to stimulate their interest in a subject.
15. Overall, behaviour is good, and in line with parents' perceptions. This is a decline in standards since the last inspection when it was very good. However, when pupils are well managed, their behaviour is very good, in contrast with the occasion when it is unsatisfactory, and the teacher has to insist that pupils stay on task. In some measure, this can be attributed to a lack of support in a class with a high proportion of pupils with special educational needs. In the playground, the boys' play in particular can often become boisterous because of the aggressive 'me first' attitude of some. This sometimes leads to bullying and unsociable behaviour. Incidents reported to the staff are dealt with immediately. There were no exclusions in the previous academic year.
16. Pupils' personal development is good. This builds through the school from reception, where pupils were able to change independently for P.E., and concentrate for the whole session, responding with confidence to the work. Pupils tidy away after

lessons, and begin to take responsibility for their own learning, choosing tasks and activities. As they move through the school, responsibilities increase. Pupils in Years 3 & 4, for example, evaluate each other's work and take responsibility for gathering resources. Year 4 pupils operate a 'Buddy' system with younger pupils, helping them to sort out squabbles and minor accidents during break time.

17. Relationships across the school are satisfactory, with pupils working well together in pairs and groups, and taking turns to give way to each other in group activities. At these times, and when relationships with teachers are good, they underpin pupils' attitudes to work and create an effective working environment. There is, however, a lack of warm and positive partnership across the school.
18. Attendance is very good, and well above the national average, with no unauthorised absence. This is an improvement on the last inspection when it was good. Most pupils arrive on time and make a speedy start to the school day.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is satisfactory overall, across the school. During the inspection teaching was good in four out of ten lessons and satisfactory in the rest. There was no unsatisfactory or very good teaching seen. The quality of teaching in literacy was satisfactory in Key Stage 1 and good in Key Stage 2. The quality of teaching in numeracy was satisfactory at both key stages. The quality of teaching is not as high as it was at the last inspection, when there was a high proportion of very good teaching at Key Stage 2.
20. The quality of teaching for children in the Foundation Stage is good in all lessons seen. In all aspects of the curriculum the teacher plans good opportunities for children to learn and concentrate on tasks. The teacher has good expectations of what the children can do and consequently they learn at a good rate.
21. At Key Stage 1 all teaching seen was satisfactory. The teacher has positive relationships with the pupils and they respond promptly to requests and instructions. The pupils have developed a good level of independence and with higher expectations from the teacher, would make better than the satisfactory progress they currently make. For instance, higher attaining Year 2 pupils are not fully extended in a literacy lesson where they do the same work as others and are not provided with extension activities. In mathematics lessons pupils develop mental agility because of the brisk questions the teacher poses at the start of the lesson. In both the literacy and numeracy lessons seen, Year 1 pupils had no direct input from the teacher. This is a potential weakness in the teaching of this class, when for about half of the time allocated to literacy and numeracy, one age group has no direct input from the class teacher. At Key Stage 2, the quality of teaching was satisfactory in all lessons seen, with good teaching seen in a literacy lesson. Pupils in Key Stage 2 make sound progress and continue to develop independence in their learning because of the well planned opportunities that are created for them.
22. Teachers' subject knowledge is sound. Lesson planning for Years 3 and 4 reflects a good understanding of the pupils needs and follows the scheme of work for each subject. The teacher is careful to plan different levels of work for Year 3 and 4 pupils and for pupils with special educational needs. This means that the majority of pupils always work with their peers while being suitably challenged. This is not always the case for the highest attainers, who work at a good rate but are not always moved on to more demanding work as quickly as they could be. However, the quality of planning overall is good, and all plans note what pupils will learn in the lesson and how this will

be assessed. In Key Stage 1, lesson planning lacks detail of what pupils will learn and instead mainly relies on a list of activities they will undertake. There is no planning for pupils with special educational needs and the placing of such pupils with a younger age group does not always meet their learning needs. There is no reference in the teacher's plans to assessing pupils' progress, or a note of how or what will be assessed. Literacy and numeracy planning are not sufficiently detailed and do not cover the week to give an overview of what will be learnt. The daily planning at this key stage is unsatisfactory overall.

23. Teachers have satisfactory expectations of the majority of pupils. They expect them to listen closely and take an active part in discussion. In speaking and listening the pupils develop good skills as result of the teachers' expectations. Pupils respond well to teachers' expectations of work, with the majority beginning tasks promptly. While their rate of work is satisfactory and they show growing independence in their learning, some pupils, notably the highest attainers are not sufficiently challenged by the demands teachers make of them and occasionally work at a slower than expected rate.
24. Teachers at both key stages use a satisfactory range of methods to engage pupils' interest and to motivate them. They place particular emphasis on pupils learning through reading and discussion and pupils' skills in these areas are above average as a consequence. The range of resources used by pupils is good and appropriate to the tasks set. They make good use of these to develop independent learning skills as seen in history lessons in both key stages. In physical education teachers make good use of demonstration and pupil evaluation to help pupils improve their standards. This direct involvement of pupils in their learning has a positive impact on their motivation and they are seen to improve their efforts as a result.
25. Day to day assessment by teachers is variable. While teachers use praise to encourage pupils in lessons, the systematic use of assessment of pupils' work to plan future targets is not a regular feature of teachers' planning. There was no evidence of regular assessment of pupils' work in literacy that led to different tasks being set for pupils in Key Stage 1. In Key Stage 2, pupils' writing is assessed and individual targets are set to help pupils improve. In mathematics lessons, while group tasks are challenging, there is insufficient focus on using assessment of pupils' work to set individual targets for pupils in both key stages. The result is that the highest attaining pupils are not always fully extended by the demands of the work set and progress for pupils is seldom better than satisfactory. The marking of pupils work does not follow the school's policy for marking and in much of the written work seen in Key Stage 1, there was little or no marking, except in mathematics. As a consequence pupils' errors go uncorrected and they are given no advice on how to improve their standards. The impact of this on pupils' attitudes to work is evident in the poor standards of presentation in their written work.
26. The teaching of pupils with special educational needs is satisfactory in Year 3, where the provision of additional support for literacy is raising standards for these pupils. The class teacher's strategy of planning for their regular inclusion with whole class teaching ensures that they benefit from the language skills of their peers and are presented with appropriate models for their work. A weakness in provision for these pupils is that the support is only available to them for three out of five literacy lessons and there is none provided for numeracy. Given the high proportion of pupils with special educational needs in the class, the school needs to review the balance of its special needs provision to ensure that support follows the needs of pupils. In Key Stage 1, a Year 2 pupil with special educational needs is taught with Year 1 pupils for literacy. While this allows the pupil to repeat work and consolidate certain skills it does

not always provide tasks suited to specific learning difficulties and there is a need to review the effectiveness of this provision.

27. Teachers set an appropriate amount of homework, with a strong emphasis on reading both for pleasure and for information. Pupils are also expected to learn spellings and number tables. The majority of parents agree that the amount of homework set is about right.

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

28. The quality and range of opportunities for learning are satisfactory in both key stages. They are good in the reception class. There is a clear overall curriculum plan stating what will be covered in all foundation subjects and science in a two-year cycle. This planning is based on national schemes of work and the school has adapted these to meet the needs of its pupils. Long and medium term planning for all subjects is good. Planning for English and mathematics follows the National Literacy and Numeracy strategies. All of these schemes underpin daily planning, which would benefit from a more rigorous approach in some classes and an agreed format that clarifies aims for teaching and learning. A strength of the curriculum is the emphasis the school places on investigative and experimental work in mathematics and science and on speaking and listening in English.
29. Pupils with special educational needs follow the same curriculum as their peers. Their curriculum is related to targets set out in individual education plans; these relate mainly to literacy. Levels of support and the monitoring of pupils' progress are not consistent between classes and the school recognises the need to review its existing provision which has a disproportionate amount of support in the class with the lowest proportion of pupils with special needs.
30. There is a satisfactory range of extra-curricular activities including sport and music and gardening. The headteacher and visitors volunteer their time outside of lessons to run clubs for football, gardening and violin tuition. The school makes a high number of visits annually to places of local interest to extend the learning for pupils. Visitors to the school bring specialist expertise which also enhances the children's learning, for instance in writing and in producing a ceramic picture of the village. For all activities, the school is good at ensuring that, with due regard to age, all pupils have equal opportunities to take part.
31. Provision for pupils' personal, social and health education is satisfactory. Pupils receive sex education as part of the programme of health education.
32. The school has good links with the community and makes use of these for pupils' learning. The school invites representatives from the police and visits the fire-service. It welcomes parents, governors and others who can support pupils' learning. Pupils also learn to contribute to the community through carol singing at a local residential centre, playing and learning alongside children in a local special school and by taking part in local music and art festivals. All of these experiences enrich the pupils' learning and extend their knowledge of the society in which they live.
33. The school makes good provision for pupils' spiritual development. Positive contributions are made to this in religious education lessons, by the art in the school and by curriculum areas such as science, in which pupils are struck by the wonders of the natural world. Discussions in many subjects help pupils to understand and develop spiritual awareness. Assemblies make a good contribution to pupils' spiritual

development. The recent introduction of praise assemblies, where pupils' achievements, efforts and acts of kindness are celebrated, is succeeding in strengthening the Christian ethos of the school.

34. The school makes good provision for pupils' moral development, through the explicit teaching of good behaviour and through the involvement of pupils in formulating rules and codes of conduct. Teachers take time to explain to pupils the impact of their behaviour on others and pupils benefit from this reasoned approach, developing a better understanding and learning the need for tolerance.
35. Provision for pupils' social development is good. In many lessons pupils are expected to work collaboratively with others and to take responsibility for organising their work. In some instances teachers plan groupings of pupils so that those with strengths in a particular area of learning share their expertise for the benefit of others in the group. The school ensures that pupils have strong links with the community and understand the role they play in helping it grow by making a contribution. The activities listed above are just a few of the ways in which the school helps the pupils to develop social skills and a sense of social responsibility.
36. Cultural development is satisfactory. Pupils' knowledge and understanding of their local traditions are good. They have a sound knowledge of the work of some European artists and of European musical traditions. However, an understanding of the contribution made by non-European cultures, to enriching the diversity of the society in which the pupils live, is under-developed. Given the lack of cultural diversity in its population, the school would do well to expand pupils' knowledge and understanding of the cultural differences of the society in which they are growing up.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Each pupil is well known to their class teacher as they pass through the school and standards of care are satisfactory. The pupils' health and safety in major issues, is checked by the school governor, who is part of the school Health and Safety Team. Day to day matters such as the necessary repair of a fence rail need to be more tightly controlled. Parents' queries on these matters are dealt with swiftly and appropriately. Child protection is in line with national guidelines. The school is represented at case conferences on a needs basis otherwise providing written evidence instead. The school requests a police check on all volunteers, including parents.

38. Children are accompanied to school at the beginning of the day by parents and carers, who take them into the playground, where teacher supervision is provided from 8.50 am. Similarly, children are collected from school by known adults. Written permission has to be given for older children who wish to make their own way home.
39. Satisfactory provision is made for children's medical needs. First aid equipment and staff are in place, although retraining for staff is slightly overdue. Good provision is made for pupils with identified medical needs, for which staff have received special training.
40. Attendance is monitored daily and parents contacted if they fail to inform the school about the reason for a pupil's absence. The marking of registers by classroom teachers is inconsistent and confusing. Symbols are being used inappropriately, creating grave doubts about their accuracy. The school is aware that it needs to correct this immediately. In addition, during the inspection one register was not called until 9.25 am - a dangerous oversight should an emergency arise.
41. The mainly good behaviour in the classroom is supported by the system of awards and sanctions used to manage behaviour. Both teachers and pupils accept that some bullying and inappropriate behaviour does take place. This is addressed in personal, social and health education and in assemblies, and occasionally in circle time, where pupils are given the time and opportunity to discuss problems. When bullying does occur, pupils are talked through their actions, and parents are involved in finding solutions.
42. Arrangements for pupils starting school are well organised. The class teacher is given time to visit and meet the playgroup children, in addition to the usual informal liaison. Prospective pupils visit for five afternoons during the summer term. Parents attend an informal meeting to discuss any issues, and take away brief written details about school life, prepared by the reception teacher. This information will be brought up to date at the annual review in the summer term in order to reflect the present teaching staff.
43. The move to the middle school is managed more formally. All relevant documents, both academic and pastoral, are passed on. The Year 5 teacher from the receiving school visits pupils and talks in depth to each child about all aspects of their school life.
44. The monitoring of pupils' personal development is based on teachers' knowledge, and is thus mainly informal. Each teacher holds a file on each pupil's records of achievement, but this is limited in range to academic issues. The weekly achievement assembly rewards pupils for personal achievements inside and outside the school, but no permanent record is kept to give a holistic view of the child.
45. The procedures for assessing pupils' academic attainment and progress are in need of review to bring them in line with recent changes to the curriculum. Practice is inconsistent. Teachers have assessment sheets for the core subjects of English, mathematics and science, to be completed for every pupil in their class on a regular basis. The use of these documents is at an early stage and does not yet guide the planning of the curriculum sufficiently, nor does it monitor or support pupils' progress in a sustained way. The school has begun to analyse the results of National Curriculum tests in mathematics to identify weaknesses in teaching and learning and has responded to last year's results by placing more emphasis on the teaching of number and algebra. While optional tests in English and mathematics have been

taken by pupils in Years 3 and 4 in the past, there is no evidence of the results of these being used to set targets for pupils in order to raise standards. The evaluation of teaching and learning by class teachers is not a regular practice and the quality of marking is not such that it produces a sharp picture of what individuals need to do to improve in Key Stage 1. Overall, the use of assessment information to guide curricular planning is unsatisfactory. The school recognises the need to review and revise its assessment policy and practice and this is scheduled to take place in the current term.

46. The systems for monitoring the progress of pupils with special educational needs are in need of some development. While the reviews of pupils' individual educational plans are set at termly intervals to keep parents informed of their progress and to set new targets, there needs to be provision for interim review for those pupils who reach targets earlier than expected. In Class 3, where a third of the pupils have special educational needs associated with literacy, the work of the special needs support assistant is planned specifically and meets the needs of these pupils. In Class 2, the planning for the pupils with special educational needs is less specific and relies on repeating work done in Year 1 and is not always appropriate. Since the special needs co-ordinator is new to post, the school is at a good point for devising and implementing systems to improve procedures for supporting pupils with special educational needs. The special needs co-ordinator is also aware of the need to establish criteria by which teachers can identify gifted or talented pupils and provide additional challenge for them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Overall, parents see the school as satisfactory. However a significant proportion who returned the questionnaire had concerns in specific areas. Many felt they were not well informed of their child's progress nor were they encouraged to in partnership with the school for the benefit of their children. Some parents of children with special educational needs had concerns about the identification and monitoring of special needs. The inspection teams' findings support parents' views on these issues. A high proportion of parents felt that the school makes inadequate provision for out of school activities. Given the size of the school, it offers a satisfactory level of extra-curricular.
48. Information for parents in the brochure is comprehensive. The reception class brochure will be updated in the summer term. Teachers are available for brief discussions in the playground for five minutes before school starts, or by appointment. There is only one parents' meeting in the academic year for a formal review of pupils' progress. This is unusual, with most parents in comparable schools seeing teachers officially at least twice and often three times each year. Until the new headteacher arranged consultation with parents in Year 3 in the autumn term, there were limited opportunities for parents to work in partnership with the school to improve their children's attainment.
49. Parents are kept up to date with events and social occasions, but receive no regular information about the work being undertaken in the classroom. Annual reports are unsatisfactory. There is no standard format, and reports vary from teacher to teacher. However, all are superficial and give minimal guidance to parents about targets set for pupils to help them make progress. Parents of children who have additional literacy support, have been given the opportunity to find out about it in a meeting with the headteacher. Parents provide their children with a wide general knowledge and are keen to help them with formal homework. They are much distressed for their children when this remains unmarked by teachers.

50. Parents provide a good level of support in school, helping with reading. They have been given no formal training, but do liaise with class teachers. Parents raise large sums of money for the school through a strong PTA.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership of the school is in a period of transition. The newly appointed headteacher, who took up post at the beginning of the school year, has made a good appraisal of the school's strengths and weaknesses. She has identified appropriate areas for improvement and has already involved parents in helping to raise standards for a particular group of pupils; thus signalling her central concern for good standards throughout the school. Her astute appraisal of the school's needs shows a good knowledge of how the school performs relative to other schools. Her evaluation of the school is good, especially given that she has an almost full-time teaching commitment of four and a half days each week, leaving her little time to monitor teaching and the standards of pupils' work during the school day.
52. As the school is small and has only one teacher in each key stage, the management structure is less well developed than is found in larger schools. As a consequence, the role of co-ordinators is under-developed. There is not an established system of monitoring the standards of pupils' work, nor of tracking of the progress of individual pupils in the core subjects. So far, the headteacher has had few opportunities to monitor teaching. In order that the staff can have a shared view of how the school should move forward there is a need to review and rewrite job descriptions giving clear expectations, responsibility and accountability to teachers for their specific posts. With an expanded role, the teachers would have a better understanding of the school's strengths and weaknesses than they do currently, and of their part in helping it to improve.
53. The recently appointed special educational needs co-ordinator has had no training in the identification of pupils' needs; the current procedures are too informal, with the result that some pupils' needs can go undetected. A number of the pupils on the current special needs register are there in response to parental concerns rather than school assessment. Some parents at the meeting before the inspection expressed concern about the lack of contact with them about their children's needs; inspection of SEN documentation supports their views. The school has been slow to respond to parents' concerns and has not involved them sufficiently in supporting their children to improve. There has been an improvement in links with the parents of pupils with special educational needs in the current Year 3, since September. The newly appointed headteacher has held meetings to enlist the support of parents in raising standards for their children. However, there is an urgent need for a detailed job description for the special needs co-ordinator and for training to enable her to fulfil her responsibilities in this role. At present, the co-ordination of special educational needs is unsatisfactory.
54. The school is successful in promoting its aims and values. In all classes pupils are expected and encouraged to work conscientiously. They are expected to be increasingly independent, show regard for the feelings of others and support their peers where they can. Teachers succeed in providing a secure and stimulating environment and the headteacher has introduced special assemblies where pupils are encouraged to celebrate their own and other's achievements. The evidence from parents' questionnaires shows that the majority is satisfied with the way the school promotes its aims and values.

55. The governors are supportive of the school and some visit the school to monitor aspects of its work. They have a sound knowledge of health and safety matters in the school, are well aware of the constraints of the budget and the impact of reducing numbers in Year 4 on the finances of the school. They are less knowledgeable about standards and the quality of teaching in the school and how well the school performs in relation to other schools. They share the headteacher's commitment to raising standards and are keen that the school retains its good reputation in the community. The governors follow appropriate tendering procedures for major items of expenditure which ensures that the school's resources are used efficiently. Overall, the school makes satisfactory use of the principles of best value and all statutory requirements are met.
56. The current school development plan covers one year and was devised under the guidance of the acting headteacher. It correctly identifies issues for raising standards; reviewing outdated policies; implementing a programme of monitoring both teaching and pupils' work and analysing the results of tests. The format of the plan appropriately identifies objectives, action to be taken, success criteria and costs. The governing body are identified in the monitoring and evaluation of teaching and standards in pupils' work and this should give them a much clearer picture of the school's strengths and weaknesses in these areas than they currently have.
57. The day-to-day finances of the school are well managed and financial practices are compliant with regulations, appropriate systems, checks and balances are in place. Expenditure is linked to the school development plan with funds allocated appropriately to the school's priorities.
58. The school has an appropriate number of staff with a satisfactory balance of experience and expertise to teach the Foundation Stage and the National Curriculum. The recent appointment of a new headteacher has highlighted the need for more specific job descriptions and greater involvement of teachers in the management of the school. At present there is not a shared understanding of each other's roles or of the need for a shared vision based on a common understanding of the school's strengths and weaknesses. The headteacher is aware of this and has identified the clarification of roles as a priority for the current school year. The school has a generous provision of two classroom support staff, who are effective in the work they do with pupils.
59. The school's accommodation is adequate and is efficiently used to give pupils equal access to resources. Display is used to good purpose providing interest and information for pupils, though non-European cultures are under-represented. The amount of pupils' written work on display during the inspection was less than is found in most schools. The school hall which is used for indoor physical education lessons is a little cramped for classes of thirty, and the school should find ways of maximising the space available by finding alternative storage space for items currently kept there. The school benefits from extensive grounds, which include a wildlife area that pupils can visit in dry weather. While the condition of the playground is sound, the school could look to ways of providing a more interesting and child-friendly environment through the provision of play facilities.
60. Learning resources in the school are adequate and of good quality. There is a good range of books in each classroom and a small library provides additional reading resources. In all subjects the organisation and availability of resources is efficient and supports pupils' learning.

61. The school has successfully tackled all the issues raised at the last inspection and has maintained high standards in the core subjects. There have been improvements in links with the community and in the outdoor environment. While rate of improvement in the National Curriculum tests has been slower than the national trend, the school still maintains a strong lead over similar schools in standards in reading and writing and is in line with their performance in mathematics. Pupils in the school learn at a satisfactory rate in all subjects and the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. To raise standards further, the governors, headteacher and staff of Broomhaugh school should:
1. Raise standards in mathematics by:
 - Planning work to challenge higher attainers in all classes.
(Paragraph 87)
 2. Improve leadership and management of the school by :
 - Ensuring that the headteacher has enough time away from teaching responsibilities to monitor teaching and standards and identify areas for improvement in the school.
 - Establishing supportive professional relationships based on clear job descriptions and a mutual understanding of each teacher's role in improving the school.
(Paragraphs 52, 53, 54, 80, 86, 92)
 3. Improve the quality of teaching and learning by:
 - Ensuring that short term planning specifies what different groups will be taught, taking account of age and ability
 - Having an agreed format for short term planning which includes learning objectives, what will be assessed and an evaluation of teaching and learning
 - Improving the quality and frequency of marking and providing feedback to pupils on what they need to do to improve.
(Paragraphs 22, 23, 26, 79, 83, 91)

4. Improve standards in pupils written work by agreeing a policy for presentation; establishing higher expectations among pupils with regard to the standard of presentation.
(Paragraphs 26, 77, 82, 90)
5. Review assessment procedures to inform teachers more accurately about pupils' attainment and make use of assessment to improve the challenges set for pupils generally and individually.
(Paragraphs 26, 79, 85, 92)
6. Review procedures and provision for pupils with special educational needs and ensure that support is given where there is greatest need.
(Paragraphs 27, 47, 54)
7. The governors should also consider including the following for inclusion in their action plan:
 - Develop the role of governors in monitoring standards and provision in the school. (paragraph 56)
 - Improve links with parents. (paragraph 49, 50)
 - Improve pupils' understanding of other cultural beliefs and traditions.
(Paragraph 37)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	33.3	66.6	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	0	78
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	12

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	8	8	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	8	8	8
	Total	16	15	16
Percentage of pupils at NC level 2 or above	School	100 (94)	94 (100)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	8	8	8
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	62
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	3.1
Number of pupils per qualified teacher	26
Average class size	26

Education support staff: YR – Y4

Total number of education support staff	2
Total aggregate hours worked per week	36

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

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

Number of pupils per FTE adult	0
--------------------------------	---

FTE means full-time equivalent.

Financial information

Financial year	1999 /00
----------------	----------

	£
Total income	167,582
Total expenditure	153,341
Expenditure per pupil	1,971
Balance brought forward from previous year	8,062
Balance carried forward to next year	22,303

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	78
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	21	66	14	0	0
My child is making good progress in school.	7	55	14	7	17
Behaviour in the school is good.	24	59	10	3	3
My child gets the right amount of work to do at home.	17	62	17	0	3
The teaching is good.	24	48	14	0	14
I am kept well informed about how my child is getting on.	3	34	34	24	3
I would feel comfortable about approaching the school with questions or a problem.	31	34	28	7	0
The school expects my child to work hard and achieve his or her best.	21	45	14	7	14
The school works closely with parents.	14	31	24	24	7
The school is well led and managed.	17	31	10	7	34
The school is helping my child become mature and responsible.	34	48	7	3	7
The school provides an interesting range of activities outside lessons.	3	17	52	14	14

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

63. The school has maintained the good provision for children in the Foundation Stage since the last inspection. When children enter the reception class the majority have good skills in all areas apart from personal and social skills, where there are sometimes weaknesses in the ability of some children in attending to their own needs. Children make good progress during their year in the reception class and by the time they are ready to join Year 1, the majority of children are achieving standards well above average and have attained their early learning goals in all areas. This is because of good teaching in all areas of learning in the reception class, which provides children with a range of stimulating and well planned learning activities. Children with special educational needs make sound progress overall.

Personal, Social and Emotional Development

64. A minority of children enter the reception class with immature skills in attending to their own needs and in their ability to share activities and resources with others. Good teaching, by encouraging children to take responsibility for their own actions and by constantly providing opportunities for children to work with others in a variety of situations ensures children make good progress. By the time children leave the reception class, they are confident when completing tasks independently and show consideration when working with other children. Children are given frequent choices about classroom activities. They do this well, with the majority concentrating on their activities for extended periods. The teacher organises the activities well and as a result, children are keen to take part and do not flit between one activity and another. Children clear up after activities in a responsible way. They appreciate and respond well to the established routines in the classroom. Relationships in the room are good and children are encouraged to listen to others, respecting different opinions and attitudes. Classroom support assistants and parent helpers work effectively with the teacher to ensure children are polite, well behaved, share activities and take turns.

Communication, Language and Literacy

65. Children enter the reception class with good speaking and listening skills. The majority of children are confident and articulate when speaking to adults and other children. Good teaching, which builds upon the strengths the children already have, ensures that basic reading, writing and communication skills are further extended. Children are taught a variety of strategies to extend and develop their reading skills, but, while phonic skills, the ability to sound out letters and sounds are taught, children do not always become competent with these skills. This becomes apparent later, when pupils in Year 1 and 2 have weaker than might be expected strategies for tackling unfamiliar words when reading. However, the majority of children develop good reading skills and are becoming competent readers. Higher attaining children know the difference between fact and fiction books and display secure understanding of the text. Higher attaining children also display a much more mature skill of deriving meaning from words and phrases. Younger children are able to talk about the “main person” in a story about Chip and Kipper and already identify many whole words in the text. Speaking and listening skills are very good. The teacher uses these skills well as she provides many opportunities for children to talk about their activities, both with adults and other children. The teacher uses good questioning, particularly to develop

and extend thinking skills, but also to further extend vocabulary. This was particularly noticed as the teacher encouraged the children to “tell a story” about a mathematics activity, which both gave children the opportunity to think clearly about what they were doing and explain, using correct vocabulary, how they had achieved the correct answer. During classroom activities, there is a lot of directed talking, making the classroom a quiet, purposeful learning environment, with children constantly being encouraged to speak clearly.

66. Early writing skills develop well and children begin to write simple sentences relating to healthy living. Children were inspired after a recent visit of a mother and baby to write, “Don’t drink your coffee when you are holding the baby”. Many letters are correctly formed or carefully copied from the teacher’s script. Children are beginning to write for a specific purpose, for example for a healthy eating poster, or information posters for their “Baby Clinic”. All children make good progress against their existing skills and are achieving standards well above average by the time they leave the reception class.

Mathematical Development

67. This area of learning is well taught and the majority of children will have exceeded the early learning goals for mathematics by the time they enter Year 1. They achieve well and make good progress in their knowledge, skills and understanding of early mathematical concepts. The teacher places clear focus on the use of correct mathematical language, for example by using “plus, equal and altogether”, when calculating numbers. As a result, children make progress not only in their mathematical knowledge and understanding, but also in their use of correct vocabulary. Effective use is made of classroom support. This was particularly well illustrated as an adult worked with two children to use a beam balance to weigh teddies. The support assistant encouraged children to talk clearly about what they were doing, questioning them to extend their knowledge; “Which is the heaviest teddy? Which is the lightest? Were you right?” The teacher provides a range of challenging activities; for example the older children had to estimate the relative weight of the teddies before actually weighing them. Such strategies and methods ensure that basic skills are well taught, enabling pupils to achieve above the early learning goals.

Knowledge and Understanding of the World

68. Children enter the reception class with a good general knowledge about where they live. They are confident when talking about their homes, families and friends. The teacher builds upon their existing knowledge and understanding by providing children with a range of interesting visits and visitors so that children appreciate the similarities and differences between the experiences they have and the, often quite different, experiences of others. A recent visitor, who is a surgeon, provided children with a fascinating insight into health and hygiene procedures prior to an operation. This clearly made an impression as children, when working in their role-play area, acted out such procedures ensuring that their “patients” were cared for in a germ-free environment by wearing masks.
69. Early computer skills are good. Children use word-processing techniques to write sentences for their healthy eating posters. The majority of children are competent when using the keyboard, or when manipulating the mouse to move the cursor on screen. Technology skills develop well as children make carefully observed models of their own homes. The models are accurate, with roofs, windows and opening doors. Children use a variety of techniques, tools and materials in their models.

70. The majority of children have a good sense of the passing of time and how things change over time. For example, after the visit of the baby, children know that they were once babies. They are aware of the things needed for babies and indeed all young animals, to grow and develop by following a healthy lifestyle. They are aware that they will grow up to possibly become “mummies or daddies” themselves.

Physical Development

71. A weakness in the provision for physical development is the lack of a specific outdoor play area for the reception class. The teacher does make best use of the outdoor space available however, getting the children outdoors into an adjacent area whenever possible. Children make good progress in their physical development and the majority of children achieve standards above those required in the early learning goals. All children are able to dress themselves ready for a physical education lesson. When in the hall, they use the space well, showing awareness of others. They are beginning to understand what happens to their bodies during exercise. The majority of children move with control and co-ordination when bouncing, jogging and skipping. Children listen carefully to instructions and enjoy their physical activity lessons. They behave well, working sensibly in pairs. Skills to develop physical expertise when cutting, sticking and sewing are also taught to help children gain safe control of their finer movements.

Creative Development

72. Children are taught well and given the opportunity to experience a wide range of tools, techniques and media. As a result, although the majority of children have good creative skills when they enter the reception class, they achieve well and attain standards above the expectations of the early learning goals. Children use their drawing and painting skills to illustrate pictures for their “Healthy Living” posters. The majority of children use a paintbrush skilfully, carefully loading the brush with paint and producing work of good quality. Children have experience mixing colours; for example they know that to make green, “you have to mix blue and yellow”. Children talk confidently about their work and work well either independently or within small groups. The children are very able within a role-play situation, using props and dressing-up clothes with imagination. There was no opportunity to see children using music, but in assembly, they sing hymns and songs with enthusiasm.

ENGLISH

73. In the National Curriculum tests for seven year-olds in 2000, the performance of pupils in reading was very high; it exceeded the national average by 2.8 points. Girls’ performance was significantly better than boys and exceeded theirs by four points. In writing, in the same tests, pupils’ performance was well above the national average; it exceeded the national average by 1.5 points. Again, the performance of girls was significantly better than boys, exceeding it by four points. The performance of boys in these tests was below the national average for boys in writing and was broadly in line with the national average for boys in reading. The performance of pupils overall, in the reading tests was well above average in comparison with similar schools. While in the writing tests, the pupils’ performance was above the average of similar schools, these results show a significant drop in performance compared with the 1999 results, a phenomenon which can occur when small cohorts of children sit the tests. The trend in results over the past five years, for pupils at the end of Key Stage 1, has fallen against the national trend, which is rising steadily. The attainment of pupils in Year 4 is above the national expectation, with many pupils working at, or very close to, level 4.

74. Standards of listening among pupils in Key Stage 1 are very good. They listen attentively to the teacher and classroom assistant when instructions are given, they follow explanations carefully when tasks are set and are able to set to work with clear understanding of what they should do. All pupils listen carefully and patiently to their peers when they are describing work they have done or are answering questions posed by the teacher. The highest attaining pupils are adept at developing the ideas of others, often extending the learning for pupils in the group. Examples of this were seen in the discussion about the work of some higher attaining Year 2 pupils, where one girl explained lucidly the use of exclamation marks. Pupils' skills in speaking are well above the national expectation, their best skills being in response to questions. They are confident and articulate in their response to the teacher's questions, showing a good understanding and the ability to speak with clarity about their ideas. When presenting information to their peers they handle questions well and give a clear picture of what they have researched. By the time pupils are in Year 4, these skills are enriched, with a growing vocabulary and the ability to ask searching questions. Older pupils in Key Stage 2 have very good listening skills and are quick to pick up on ideas. They show good recall of previous learning in a lesson about Medusa, giving good detail in their response to the teacher's questions. For some pupils in Year 3, listening skills are not so well developed and for the majority of boys in Year 3, speaking and listening skills are just in line with the national average.
75. Pupils in Year 2 have very good reading skills based on an extensive sight vocabulary and an ability to accurately guess new words from their context. Their knowledge of phonics is considerably weaker and prevents a few pupils from understanding some words they encounter. Overall, pupils' knowledge about language is less good than their skills of reading and understanding, which are above average. Pupils' reading records show strong support from parents with reading and, undoubtedly, this has a significant impact on the standards that pupils attain. Pupils in Year 4 have very good standards in reading, though the weaknesses in knowledge about letter sounds is evident in the reading of lower attainers who can be confounded by words such as "awkward". Higher attaining pupils have sound referencing skills. They read independently for information and for pleasure and most pupils can name favourite authors or books they prefer.
76. Judgements about the standard of pupils' writing at Key Stage 1 are based on a limited sample of pupils' work. One piece of extended prose in the form of a fairy story and a personal response to The Ugly Duckling story represented the range for literacy work. Other writing, available for science and history, provided some evidence of writing for different purposes. On the basis of this evidence, standards in writing for pupils at the end of Key Stage 1 are above national expectations. Pupils' writing conveys meaning clearly, often using a mature and expressive vocabulary, as when they write their own versions of The Three Little Pigs or Sleeping Beauty. The majority of pupils use capital letters and full stops accurately and higher attainers use exclamation marks appropriately. However, the standard of handwriting produced by pupils is below national expectations and spelling is weaker than other language skills. The quality of presentation in pupils' books is poor and there is little evidence of improvement in the quality of this since the start of this school year. At Key Stage 2, pupils' writing covers a range of styles and pupils are aware of different audiences when they write. They structure their writing and develop ideas based on their growing awareness of conventions in literature. Their writing for other subjects reflects an understanding of how to record experiments and observations in science. In history they write from a particular viewpoint when producing a news article about the Trojan Horse. Their knowledge about language is good; they recognise features of figurative language such as simile and metaphor. Higher attaining pupils can use

and explain the effectiveness of alliteration in their writing. By Year 4, the quality of much of the pupils' writing is above the national expectation. However, the quality of presentation, though improved, is still below expectation and some weaknesses remain in spelling.

77. The quality of teaching varies, but is always at least satisfactory. In Key Stage 1, teaching for Year 2 pupils is planned to follow the literacy strategy. The teacher's subject knowledge is satisfactory, but lesson planning lacks detail of what the pupils will learn and does not provide different tasks for pupils of different attainment. The pace of the lesson is satisfactory and the teacher is careful to ensure that all pupils answer a question. Although pupils are engaged and make satisfactory progress with the tasks set, it is evident that the highest attainers are not fully challenged. They finish work ahead of the others and have no related tasks to continue with. Teaching of the Year 1 pupils, by the support assistant, is based on the teacher's planning. Good questioning by the support assistant sets a brisk pace to which the pupils respond with enthusiasm and well considered answers. Very good relationships between the assistant and the pupils means they are eager to please and work hard at the tasks set producing a good list of word endings for 'sl' and 'fl' words. In Key Stage 2, teaching is good. There are learning objectives for different groups, the planning for pupils with special educational needs matches the targets on their individual education plans. The support assistant is well briefed on what the pupils should do. The effectiveness of this partnership is evident in the progress pupils with special educational needs make in the lesson. They are presented with tasks that are accessible and achievable and they are keen to demonstrate what they have just learned. Other pupils in Years 3 and 4 are challenged to consolidate their knowledge of figurative language and respond well to working in pairs, discussing and exchanging ideas. The highest attainers could benefit from more pressure, to either work faster or to redraft and comment on their first efforts. All pupils show they are attentive by recalling good detail from the previous lesson and using it in the work they do. Teachers at both key stages make good use of speaking and listening as tools for learning and these are very well promoted during the whole class sessions and in the summing up of what has been learned.
78. The marking of pupil's work is not consistent between the key stages. The school's policy for marking is not being followed at Key Stage 1, where there was no evidence of regular marking of pupils' work. At Key Stage 2, while work is marked regularly and assessment of pupils strengths and weaknesses is used as a basis for targets for pupils, there is not always enough comment on these strengths and weaknesses to inform pupils about how to improve. The school has recognised the need to review assessment and recording procedures and to use the findings of assessment to set targets for pupils and plan work to match their needs.
79. The subject co-ordinator has had no opportunity to monitor teaching in the subject. There is no regular monitoring of pupils' work and at present there is no portfolio of pupils' written work in the subject from which to assess strengths and weaknesses in the subject. Consequently the co-ordinator has not got a clear picture of the strengths and weaknesses in English or of what needs to be done to maintain and improve the school's high standards in the subject. The school is aware of the shortcomings in the monitoring of standards and provision and has set a target to begin monitoring in the current school year by releasing co-ordinators from their teaching commitments to do so.

MATHEMATICS

80. The national test results for seven year olds in 2000 show that the percentage of pupils achieving level 2 or above (100%) was very high compared with the national average, but at level 3 the percentage (19%) was below the national average. When compared with similar schools the school's performance at level 2 or above was very high, but at level 3 the school's performance was well below similar schools. Based on the average points score, the performance of pupils was above the national average. Over the past four years, the school's performance has fluctuated when compared with all schools and this is partly explained by the variations in the cohorts. The national trend over the past four years is one of steady improvement. This is not matched by the performance of pupils in the school. There is no significant difference between the performances of boys and girls over the past four years. Evidence from this inspection indicates that the standards of attainment of pupils in Key Stage 1 are above those expected for pupils of this age. The standards of attainment of pupils in Year 4 are also above what is expected for their age. In terms of the percentage of pupils attaining the national expectations of level 2 by the end of Key Stage 1, the school has maintained the high standards identified in the previous report.
81. Most pupils in Year 1 can count to at least 20 – forwards and backwards – and know doubles to 20. They are beginning to understand place value. They can read and record the time in hours. In work on shapes they identify, for example, cones, cubes, cylinders and prisms. Year 2 pupils' knowledge and understanding of number has developed. Most recognise and record patterns, for example of 3s, in a 100 square, know the multiples of 10 to 90 and understand place value to 100. In work on shape they recognise and name 2D shapes including hexagons and pentagons. Pupils continue to make progress so that by Year 4 pupils know about symmetry and can identify up to four lines of symmetry in simple shapes. They know what is meant by a right angle. They can calculate in hours, for example, how many hours a night they sleep. Most can read scales accurately to 1kg and sometimes above 1kg. Pupils are beginning to understand place value up to 1000. Most know the number bonds up to 100. They plot co-ordinates on a grid to make shapes. When problem solving higher attainers can read the information and then identify the correct operation to find the answer and record the sum. This was seen in a lesson where they worked on challenging activities involving all four operations on 'The Music Club'. In both key stages, pupils have good skills in understanding and applying mathematics, but their recording is poorly presented and reduces the overall standard of their work.
82. Two lessons were observed, one in each key stage. Teaching is satisfactory in each key stage, with some good elements. The good elements are the way the mental mathematics session is conducted and the teaching of understanding and applying mathematics. In the combined year class (Years 3 and 4) in particular, the pace, the use of challenging questions to pupils with different abilities – 10 pupils have special educational needs - and the way in which pupils were expected to describe how they arrived at their answers was good. The recapping of homework – revising number bonds to 20 - was also good. Teachers have a clear understanding of the requirements of the National Numeracy Strategy. Their knowledge and understanding of mathematics is secure. Planning is derived from the National Curriculum. The weekly planning sheet prepared by the teacher in the Year 3/Year 4 class gave a good overview of the intended learning for that period. However, in both classrooms planning was insufficiently based on previous assessment in relation to the needs of individual pupils. Tasks are challenging for the groups. Year 2 pupils were solving problems requiring knowledge of the 2, 5 and 10 times tables. Higher attainers and average attainers were working on the same problems, but the teacher only provided support for the average attainers. Lower attainers had a different task and teacher support enabled most to complete this successfully. Resources in both lessons supported learning, for example the spinner game with Year 2 pupils. Some Year 3

and Year 4 pupils consolidated previous learning after finishing their written tasks by working on a number and fractions program on the computer. The teaching focus on solving problems means that less attention is given to the presentation of work in books. In Year 2 a pupil who consistently reversed the numeral 3 was not corrected. In the scrutiny of pupils' books there was little evidence of correction of reversals. Some Year 3 pupils had plotted co-ordinates on a grid and then joined them up freehand rather than with a ruler to make a shape. Marking of work is generally up-to-date, but in both key stages it is not consistent with school policy. There is little evidence of marking being used to set learning targets for individual pupils.

83. The attitude of pupils to mathematics is positive. Most work at a good pace and respond well to questions posed by the teacher. They are able to concentrate well, particularly when they find the activity interesting. In Year 3 and Year 4 the chart of pupil numbers in each class in the school intrigued them. In the plenary session they were able to think up an interesting range of questions that could be formulated from the given figures such as 'How many pupils are there in the whole school?' and 'Are there more boys than girls in the school?'
84. There is a school policy for mathematics approved by the governing body in 1995. This is in need of review in relation to the requirements of the National Numeracy Strategy on which the curriculum is now based. There is continuity and progression in the work and a strong emphasis is placed on understanding and applying mathematics. The school has recognised that this has resulted in insufficient attention to Number and Algebra. This has been rectified. Whilst the school analyses the results of national tests, these results, and the outcomes of continuous assessment, are insufficiently used to set individual targets to share with pupils and to provide activities that are well matched to the needs of all pupils. The school is aware that assessment procedures need to be reviewed.
85. The co-ordinator, who is also the headteacher, has been in post for one term. Subject co-ordination is sound and her priorities for developing the subject are appropriate. She monitors the medium term and short term planning and has observed one lesson in another classroom, but her teaching commitments are such that observing teaching on regular basis has not been possible. She would like to up-date her own mathematical knowledge and understanding through in-service training and then cascade this to other teachers. Resources for mathematics are satisfactory and the co-ordinator is adding to these. Information and communication technology is used to support the teaching and learning of mathematics.
86. Overall, pupils, including those with special educational needs, make satisfactory progress. However, whilst standards of attainment are above average, scrutiny of pupils' work in books indicates that pupils are not achieving as they might with recorded work. Higher ability pupils do not reach the higher levels that could be expected.

SCIENCE

87. At the end of Key Stage 1, statutory teacher assessment results in 2000 indicate that pupils achieve high standards in science when compared with the national average. The percentage of pupils achieving the higher National Curriculum Level 3 was also very high when compared to the national average. Standards in science are high when compared to the results of similar schools. In Key Stage 2, by the age of nine, pupils are achieving standards higher than those found in most schools. This is because of the focus the school places on investigative and experimental science. Standards in science have been maintained since the last inspection in investigative

skills, but inspection evidence now indicates that there are weaknesses in the recording of pupils' science work in both key stages. The inspection found no difference in the attainment of boys and girls.

88. Whilst standards are above average, the scrutiny of the work in pupils' books indicates that they are not achieving as well as they might in their recorded work. Pupils do not record their science findings well and as a result, standards in both key stages are good overall, rather than very good. The progress that pupils make against their prior attainment is sound overall.
89. In Years 1 and 2, the teacher makes effective use of pupils' good speaking and listening skills as they conduct an experiment to show the effect of an egg floating and sinking in salty water. Pupils are confident and articulate when discussing their findings with each other, or within a wider group of pupils. They are enthusiastic and keen to learn. However, when they then record their findings, their literacy skills, both in the presentation of their work and in the spelling of keywords, is much weaker. An opportunity to develop an important skill in organising and presenting data is therefore lost and affects the quality of work in later years. Pupils are very skilful when predicting the outcome of an experiment to test the notion of insulation. They have a clear understanding of what constitutes a fair test and the majority of pupils propose a clear hypothesis. Their ability to work with others, to discuss and orally present their findings, is very good. However, the presentation of their work, either in written form or in tables or graphs, is much weaker. In particular, higher attaining pupils do not reflect their knowledge and understanding in their recording skills.
90. The quality of teaching is satisfactory overall and has clear strengths and some weaknesses. Teachers are very effective in using the good speaking and listening skills pupils have to promote investigative and exploratory work in science. The school does this very well and as a result, important science skills are learnt and understood from an early age. Teachers use resources well to plan activities which will interest pupils and as a result, lessons are lively. There are, however, clear weaknesses in the quality and organisation of work in books. The presentation of pupils' work is generally poor and this has not been addressed by the marking of pupils' work. The quality of marking is weak and does not provide rigorous feedback to pupils on what they do well and what could be improved. Opportunities for pupils to develop their information technology skills are not always planned enough. For example, when the Years 3 and 4 were working on testing temperature and predicting the qualities of insulation materials, no opportunities were given, or planned, for pupils to use information technology skills to help them in this work. Nevertheless, lesson planning overall is better in Key Stage 2 where the teacher makes it very clear in her planning what pupils are expected to learn in the lesson. Teachers do not plan separate activities for those pupils with special educational needs and whilst pupils do make sound progress, this could be improved with more carefully focused activities.
91. The co-ordinator provides satisfactory leadership. The subject policy has recently been updated and the curriculum has been thoroughly planned to ensure pupils are offered challenging and exciting learning opportunities. The role of the co-ordinator is under-developed however, in that there has been no monitoring of either the quality of teaching in school, or in checking the quality of pupils' work. The formal assessment of pupils' work is limited in its usefulness in that this information is not used enough to set individual targets for pupils. Resources for the science curriculum are good.

ART

92. No art lessons were observed during the inspection, but evidence upon which to make judgements was available from pupils' work on display and discussions with staff and pupils. Standards of attainment, by the end of Key Stage 1 and in Key Stage 2, are above the expectations for pupils of that age. Standards have been maintained since the last inspection. Pupils achieve well because they are offered stimulating activities and have access to a variety of techniques and media.
93. In Years 1 and 2, pupils develop good drawing skills and this was particularly illustrated by their recent work on sketching pirates. A strength of the art curriculum is the way in which art skills and techniques are used to reflect work in many curriculum areas. For example, the present topic of pirates has seen pupils develop and extend their skills in collage, drawing, printing and painting techniques. In their work on self-portraits, pupils have experienced using techniques such as pencil shading, mixing colours and developing collage pictures using only paper. They investigate early photographic skills by painting portraits in sepia, using tones and shades of one colour. The work of famous artists such as Pablo Picasso and Mary Cassatt develop knowledge and understanding of how famous artists have responded to representing the human face or figure. However, pupils' design skills and work in media such as weaving, batik and tie-dye is not well developed.
94. In Years 3 and 4, earlier skills and techniques are developed and extended, particularly in both drawing and painting. Drawings to illustrate the pupils' current work on the Greeks in history are carefully executed. Paintings to show Greek pots, using a restricted colour palette to represent terracotta, are of good quality. Pupils use sketchbooks to plan work and explore tones and shades of one colour. Examples of work in 3-D and textiles are under-represented, as is work to reflect a diverse multi-cultural society. Both of these aspects of pupils' experiences in art could be improved.
95. No judgement can be made on the quality of teaching, but the evidence of pupils' work and the good progress they make indicate that much of the teaching is good. Teachers use effective methods that enable pupils to achieve as well as they can.
96. The art co-ordinator has recently reviewed the school art policy and curriculum plan to reflect new national guidance. There are sound links made with the use of information and communication technology to help pupils use their ICT skills in developing artwork. However, the co-ordinator has no opportunity to monitor the quality of teaching and learning. There are no formal assessment procedures in place to check the progressive development of skills. Resources for the art curriculum are satisfactory. The quality of display throughout the school is good.

DESIGN AND TECHNOLOGY

97. In the previous inspection report standards of attainment were described as being in line with national expectations at the end of Key Stage 1 and by the age of nine pupils were on line to attain similarly by the end of Key Stage 2. Inspection evidence included discussions with pupils, an analysis of displays and an analysis of documents, including the scheme of work. It was judged that the standards described in the previous report have been maintained. Progress is satisfactory overall.
98. In Key Stage 1, pupils develop their designing and making skills through activities that support learning in other areas of the curriculum. They are challenged to make a sailing ship that floats. This consolidates their work in science on floating and sinking. They make a simple plan, select from a range of materials, construct the boat using

appropriate tools and materials, test it and then evaluate the outcome. They use plastic tubs, corks, sticks and a variety of paper and materials. One pupil recognised that the paper used for the sails was not stiff enough. The pupil wrote: 'I think I can make it better by using wrapping paper'. Pupils also design and make a photo frame to hold a portrait of themselves. This involves developing their information and communication technology skills by providing the opportunity to use a digital camera to take a photograph, print out the resulting portrait and then mount it appropriately in the frame. Older pupils also develop their design and technology skills in the context of other subjects. Both girls and boys were able to describe how they had designed and made wind-driven vehicles to support their work science. Work planned for this term includes food technology in conjunction with the history topic on the Ancient Greeks. Other opportunities to promote design and technology skills are provided through whole school projects such as the designing and making of curtains to screen serving hatches, chairs and tables from the rest of the hall which was undertaken during 2000.

99. It is not possible to make any judgements on the quality of the teaching in the subject, nor on how teaching promotes learning in and positive attitudes towards the subject. However, in discussion, Year 4 pupils exhibited a positive attitude to design and technology activities and indicated that they enjoy the challenges offered to them.
100. There is no policy for design and technology. Long-term planning is based on a two-year cycle because of the mixed age classes. This ensures continuity and progression. Medium term planning is based on topics such as, in Key Stage 1, 'I am special' and, in Key Stage 2, 'The Greeks'. Design and technology aspects are clearly identified. There is a need to review the effectiveness of planning in the subject. The school is aware that the assessment requirements of the National Curriculum need to be addressed. Resources, including tools, are adequate to deliver the National Curriculum.

GEOGRAPHY

101. No geography lessons were seen during the inspection. Judgements, therefore, have been made after looking at the work in books and speaking to pupils. Standards in geography at the end of Key Stage 1 and by the age of nine are broadly in line with national averages. Standards have been maintained since the last inspection. Pupils make sound progress in both their geographical skills and in their knowledge and understanding of locality, housing and climate.
102. In Key Stage 1, pupils use a plan of the school to correctly indicate the classrooms, hall and staff-room. They develop skills using an ordnance survey map as they locate Broomhaugh School in Riding Mill. Early skills in plotting and using co-ordinates on maps are developed well in their work on pirates. In Years 3 and 4, pupils further develop their skills as they discuss environmental issues relating to the imaginary building of a leisure complex on a site rich in wildlife. Points for and against the development are soundly developed.
103. No judgement can be made on the quality of teaching. The subject is planned over a two-year cycle as part of a Humanities curriculum, to ensure that pupils receive their full entitlement to the National Curriculum. Teachers use the locality, visits and visitors to provide an interesting curriculum.

HISTORY

104. Pupils' achievements are satisfactory in Key Stage 1 and they reach standards similar to other pupils of their age by the end of the key stage. By Year 4, pupils in Key Stage 2 reach the expected standard and their achievement is sound.
105. At Key Stage 1, pupils know about changes which have affected them and their families over time. They understand that it is possible to learn about the past from people in their family and are developing a vocabulary appropriate to the subject. By the end of the key stage, pupils research topics about the past and give clear and interesting presentations of what they have learned. In a lesson about pirates, Year 2 pupils made good use of their literacy skills to find out about famous pirates, when they lived and what they did. Higher attaining pupils distinguish between real and fictional pirates and explain these differences well in their presentations.
106. Pupils in Key Stage 2 learn about different eras in history, important events and significant people. They know that it is possible to learn about the past from a variety of sources. In their current work, they have made interesting deductions about life in Ancient Greece from the pictures on the pottery. They know about the use of the Trojan horse in the siege of Troy and higher attaining pupils can explain why the Greeks were attacking the city. Pupils apply their literacy skills well in writing about these events and higher attaining pupils write with a strong sense of bias from their viewpoint as either Greeks or Trojans. This activity helps pupils see that writing in history does not simply deal with facts in a straightforward way.
107. Teaching seen during the inspection was satisfactory. Teachers plan interesting activities and their approach of developing independent learning is one to which the pupils respond with enthusiasm. While teachers place appropriate emphasis on pupils using their good reading skills, they do not have such high expectations of the written presentation of their work and this is often disappointing in its quality. The recording of what pupils achieve is not fully developed and the school has plans to review assessment procedures in the current year.
108. Long term planning in the subject is of good quality, with a two-year cycle to ensure that all pupils have access to the full programme of study. The school makes very good use of local historical sites and buildings to enhance the curriculum. While co-ordination is satisfactory, there is a need for some monitoring of pupils' work to identify and address weaknesses in the presentation of their written work.

INFORMATION TECHNOLOGY

109. In the report on the previous inspection, standards of attainment were in line with national expectations at the end of Key Stage 1 and, by the age of nine, pupils were on line to attain the expected standard by the end of Key Stage 2. Although no teaching was seen during the inspection, it is possible to judge that standards have been maintained, from observing pupils using information technology and in discussions with them. In discussion, Year 4 pupils exhibited a positive attitude to information and communication technology activities, though they believed these often came at the end of other lessons.
110. Pupils in Key Stage 1 develop basic word-processing skills. In conjunction with work in design and technology they use a digital camera to take photos of themselves for a photo frame they design and make. They also use the Internet to research information, for example, about pirates for their topic work. In Key Stage 2 both girls and boys access, for example, a CD-ROM to use a number and fractions program to consolidate their knowledge and understanding of number towards the end of a mathematics lesson when they have finished their written work. They show

confidence in their ability to do this. They use a data handling program to produce graphs to support their work in mathematics and science and further develop their word-processing skills. They know about the cursor, files, menus and how to save work. They are able to change the font and the font size. Some pupils use the Internet at home to research information, for example about Ancient Greece. More able pupils are sometimes used to help other pupils develop their skills.

111. Resources are satisfactory for the delivery of the National Curriculum. The Key Stage 1 and Key Stage 2 classrooms both have three computers that can be supplemented by two laptop computers to provide a cluster of computers for teaching purposes. The number of printers is sufficient. The software, either pre-installed or on CD-ROM, is appropriate for pupils to develop both their information and communication technology skills and to facilitate learning in other subjects. There is also a control interface with associated switches for lights, buzzers and motors.
112. The policy approved by the governing body is in need of review in the light of the changed requirements of the National Curriculum. There is an agreed scheme of work used by all first schools that feed into the middle school. Discussion with staff and pupils and scrutiny of documents indicate that pupils' experiences are drawn from the National Curriculum requirements.

MUSIC

113. In the previous inspection report, standards of attainment were described as being in line with national expectations at the end of Key Stage 1 and, by the age of nine, pupils were on course to attain similarly by the end of Key Stage 2. During this inspection it was possible to observe only one lesson. Other inspection evidence included discussions with pupils and the headteacher, observation of music as part of collective worship and an analysis of documents, including the scheme of work. On the basis of this evidence it was judged that the standards described in the previous report have been maintained.
114. When singing hymns during collective worship, younger pupils show good control of pitch and rhythm. Their diction is also clear. They sing tunefully and with enjoyment. The older pupils also demonstrate good control of pitch and rhythm and sing with clear diction. In music lessons the singing of the older pupils also paid attention to dynamics. They sing in two parts and enjoy doing so. Pupils also have the opportunity to develop their singing and to perform for an audience in productions such as 'The Manger Tree'. Older pupils handle untuned percussion instruments with care. They play them in time to a rhythm and, by listening and counting, come in at the right time when accompanying singing. They clap rhythms accurately and are beginning to understand notation and note values, particularly those who are learning to play the violin with a peripatetic teacher. All pupils have opportunities to listen a range of well-chosen music, not only in music lessons, but as they enter and leave assembly and during dance and movement lessons in P.E. In a music lesson older pupils listened attentively to 'The Red Pony' from 'Circus Parade' by Aaron Copland. Challenged to identify the section of the music that illustrated the pony taking a bow, most pupils succeeded in this task.
115. In the one lesson observed with Year 3 and Year 4 pupils, the teaching was sound. Planning was based on the requirements of the National Curriculum. The resources were well-chosen and stimulated the interest of the pupils. Well-phrased questions were used to draw ideas from the pupils and to make good teaching points, particularly in relation to the ABABAB rhythm pattern and to the handling and playing of the percussion instruments. The teacher also communicated her enjoyment and interest in the music to the pupils. As a result the attitude and response of pupils, including those with special educational needs, was positive and they made sound progress in their learning during the lesson. This was particularly so when singing in two parts in the refrain of the song and when listening to 'The Red Pony'. The listening activities and responses to the teacher's questions utilise and consolidate the speaking and listening skills developed in the literacy hour.
116. Music provision in the school is strengthened by the opportunities for pupils to learn the violin with a peripatetic teacher, although this has to be paid for by the parents. Nine pupils are currently learning the violin. In a brief observation of part of a lesson four Year 3 pupils were responding well to the tuition, concentrating hard and making steady progress when bowing or plucking the strings. One parent was also present and made notes so that her child could be supported at home when practising.
117. There is a music policy approved by the governing body, but this is in need of review in the light of the changed requirements of the National Curriculum. The scheme of work is based on the latest national guidance and will ensure continuity and progression. The school is aware that the assessment requirements of the National Curriculum need to be addressed. Resources are adequate and these include information technology programs such as 'Music Maker' and 'Compose'. However,

more resources are needed to develop pupils' knowledge and understanding of the music of other cultures.

PHYSICAL EDUCATION

118. The seven and nine year olds are achieving the appropriate standards for their ages. Progress for all pupils, including those with special educational needs, is satisfactory. This is a less favourable judgement than at the last inspection, when standards in both key stages were found to be high. This is because teaching of physical education is now only satisfactory in both key stages, as is the range of physical activities pupils take as part of extra-curricular activities. Pupils achieve well in their swimming lessons and as a result, all pupils in Year 4 have already attained standards recommended for pupils at the end of Key Stage 2.
119. In Years 1 and 2, pupils work well with a partner when setting out apparatus. They do this with the minimum of fuss and respond well to the teacher when she reminds them to check the equipment for safety. Pupils make sound progress in their gymnastic abilities as they use the apparatus with skill to show high and low stretched shapes. The majority of pupils show control and co-ordination in their movements. In Years 3 and 4, gymnastic skills are built upon as pupils explore points of balance. They are beginning to evaluate the performance of other pupils, but then do not always use this evaluation effectively to reflect upon their own performance and look for improvements. In both key stages, the majority of pupils understand that it is necessary to warm up their bodies before exercise, but teachers do not always use this part of the lesson well to focus on exactly what happens to the heart, blood supply and muscles. Consequently, an opportunity is missed for pupils to understand the health benefits of exercise.
120. The quality of teaching is satisfactory in both key stages. Lessons are planned to follow the school scheme of work and teachers dress appropriately for lessons, thereby providing pupils with a good role model. Pupils and activities are managed effectively and as a result, the majority of pupils respond to instructions quickly. However, a minority of older pupils sometimes lack concentration and their attitude to lessons is less enthusiastic. The relationships with pupils are positive. The support assistant in Key Stage 1 is used well to provide either individual or group support. The teaching of basic gymnastic skills is sound in both key stages, but teachers do not always give pupils enough opportunity to discuss and evaluate the performance of other pupils and as a result of this evaluation, seek to improve their own performance. No formal assessment of physical educational skills takes place.
121. The role of the subject co-ordinator is under-developed as there has been no opportunity to monitor or evaluate the quality of teaching or learning in school and as a result, the co-ordinator cannot have any input as to how standards could improve. Pupils are offered a balanced curriculum. In the absence of residential visits in the current year because of the recent appointment of the new headteacher the school does plan outdoors activities as part of the physical education curriculum. Normally the school does plan residential visits for older pupils. A range of satisfactory extra-curricular activities is offered. Equal opportunities issues are monitored to ensure that all pupils have similar opportunities and experiences. Resources for the curriculum are satisfactory. Accommodation for physical education is satisfactory. However, in the school hall, the floor space is very cluttered with a table containing packed-lunch boxes and resources stored for other curriculum areas. Whilst this does not propose a health and safety issue, pupils are sometimes restricted in their movements.

RELIGIOUS EDUCATION

122. This was not inspected, as it is the subject of a denominational inspection later in the school year.