

INSPECTION REPORT

BENTON PARK PRIMARY SCHOOL

Benton, Newcastle-upon-Tyne

LEA area: Newcastle-upon-Tyne

Unique reference number: 108459

Headteacher: Mrs M Cain

Reporting inspector: Mr R F Spinks
2783

Dates of inspection: 21-25 May 2001

Inspection number: 193147

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Corchester Walk Benton Newcastle-upon-Tyne
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Nevin
Date of previous inspection:	10 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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2783	Mr R F Spinks	Registered inspector	Mathematics	What sort of school is it?
			Information and communication technology	The school's results and pupils' achievements
				How well is the school led and managed?
				What should the school do to improve further?
12277	Rev K Halden	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?
23584	Miss J Moxon	Team inspector	English	How well are pupils taught?
			Art and design	
			History	
			Music	
			Equal opportunities	
			English as an additional language	
23301	Miss A Hodgson	Team inspector	Design and technology	How good are the curricular and other opportunities offered to pupils?
			Science	
			Geography	
			Religious education	
30827	Mrs S Withnall	Team inspector	Foundation Stage	
12493	Mr P Moore	Team inspector	Physical education	
			Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Benton Park Primary School is situated in the northern suburbs of Newcastle-upon-Tyne. There are 318 children on roll, which is larger than average for primary schools nationally. The school admits pupils into the Reception class each term where the children's fifth birthday occurs and there are currently 37 pupils in two Reception classes. Most children have some pre-school experience in the Nursery before they enter the school. The early assessment of children on entry to the school shows that the full ability range is present, and overall they are of average ability. The number of pupils in each age group necessitates having classes containing two year groups. The majority of pupils come from the local area where there is a mix of private and public housing. Pupils are from the full range of advantaged and disadvantaged backgrounds.

There are 22 pupils on the register of pupils with special educational needs and a statement of need is held for 14 pupils of whom 12 pupils are assigned to the Hearing Impaired Resource Base (HIRB) and two have moderate learning difficulties. This is above the national average but is typical where a special unit is attached to the school. There are 12.7% of pupils for whom English is an additional language, which is higher than the national average. The proportion of pupils who are eligible for free school meals at 15.2% is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Benton Park Primary School is an effective school. The recently improved quality of teaching, found to be good overall in this inspection, is beginning to improve pupils' learning and the standards they attain. Although recent national assessment results show standards to be below average at the end of Key Stage 2 pupils current work shows that standards are more typical of those expected. The newly formed extended management team is beginning to ensure consistent teaching and learning across the school. Although it monitors standards using a wide range of information this is not yet having sufficient impact on classroom practice. Given the improved teaching and the improving standards and an income, which is broadly average, the school gives satisfactory value for money.

What the school does well

- Good teaching.
- The very good relationships between pupils and between pupils and teachers.
- The very good support for and the effective integration of pupils with hearing impairment.
- Good standards of reading in the infants and juniors.
- The good behaviour of pupils in lessons and around the school.
- The provision for moral and social development.
- The effective start to education provided in the foundation stage for pupils under six.

What could be improved

- The plans for the future development of the school.
- The effectiveness of school managers in monitoring the work of the school.
- The contribution to pupils' progress of effective marking and day-to-day assessment of pupils' work.
- The setting of targets to improve the progress of individuals and groups of pupils.
- The provision of resources for pupils' learning in some subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Although at that time the school was found to be satisfactory, there were significant weaknesses in the quality of teaching. In this inspection the quality of teaching and pupils' learning is judged to be good which is a significant improvement. Pupils' attainment is showing improvement and the results of the national tests and assessments in 2001 are likely to be better than in 2000, with more pupils attaining the higher standards. The management of the school has shown limited improvement although the headteacher has had a significant impact on raising the quality of teaching. The enlarged senior management team is beginning to work effectively together and links with governors are stronger. Governors are now aware of the strengths and weaknesses of the school and are monitoring its work more closely. The school has the capacity to continue and build upon the improvements already made.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	D	D	C	C
Mathematics	D	C	E	E*
Science	E	C	E	E

Key

Well above average A

Above average B

Average C

Below average D

Well below average E

By the age of five pupils have made sound progress, and are attaining standards which are generally close to average. By the age of seven pupils continue to make progress to attain standards close to those found nationally. In the year 2000 tests and assessments for seven-year-olds, pupils attained standards in reading, writing and mathematics, which were close to the national average. Standards in science are above average. When compared with schools having a similar proportion of pupils eligible for free school meals, standards in reading, writing and mathematics were close to the

average and in science were above average.

In the year 2000 national tests and assessments for eleven-year-olds, pupils attained standards in English, which were close to the national average. Standards in mathematics and science were well below the national average. In comparison with similar schools standards in English were close to the average, were very low in mathematics and well below average in science. Standards have been improving over the last four years but at a rate just below the national trend. The school has set challenging targets for future attainment.

From a detailed scrutiny of pupils' work over the last year, direct observations of their work in lessons, hearing pupils read and discussing their work with them, inspectors judge that pupils are attaining standards at least similar to those expected by the age of seven and eleven. They attain higher standards in reading than normally found. Higher attaining pupils in particular are beginning to attain the higher levels of which they are capable in the national assessments. Pupils are making satisfactory progress to achieve these standards. Standards by eleven over the last three years show some variation. The school has set appropriate targets for improving pupils' attainment based upon a range of assessment information. The standards of work seen in information and communication technology are below those expected at ages seven and eleven but are beginning to show improvement due to the recently improved facilities. Standards in art and design are below those expected at ages seven and eleven and standards in design and technology and music are lower than expected at age eleven. In all other subjects standards are more typical of those expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive: pupils come to school and work hard at their lessons.
Behaviour, in and out of classrooms	Very good: pupils behave well in lessons, as they move around the school and at playtimes and lunchtimes.
Personal development and relationships	Good: relationships are very good. When given the opportunity to take responsibility, such as at the School Council, pupils do so very effectively although they could be given more opportunities to do so.
Attendance	Good: attendance levels are above average.

Pupils' behaviour is very good in lessons and as they move around the school. They play well together at playtime and lunchtime. Relationships are very good and in particular adults present very good role models for pupils. Pupils attend school regularly and there is minimal authorised and unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

In all 62 full or part lessons were observed by inspectors during the inspection. Ninety-eight per cent of lessons were judged to be satisfactory or better with 71% judged at least good and 25% judged very good and outstanding. Teachers have good subject knowledge and plan their lessons effectively to challenge pupils and so enable them to make good progress. Where teaching is very good teachers provide stimulating activities to extend pupils learning and lessons are delivered at a very brisk pace. The teaching of English and mathematics is good and is effectively delivering the National Literacy and Numeracy Strategies. The teaching of science is good and pupils are consistently encouraged to develop their investigative skills. The teaching of literacy and numeracy is effective across the school. The teaching of information and communication technology is satisfactory and the effective use of the new resources is resulting in improved progress and higher standards. Teachers are not yet using these resources fully to support learning in the other subjects of the curriculum. Teachers very effectively plan for and support pupils with special educational needs and with hearing impairment so that they make at least good progress in all subjects. The only weakness observed in the teaching was the ineffective use of assessment information to guide what teachers plan for pupils to learn next. The quality of teaching is significantly better than at the time of the last inspection but the improvements have not yet had sufficient time to have an impact on the standards pupils attain by eleven.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall unsatisfactory: generally broad although the increased time allocated to literacy and numeracy reduces the balance of time for the foundation subjects of the National Curriculum. This reduces the learning and progress in subjects such as history and geography.
Provision for pupils with special educational needs	Good: pupils with special educational needs are effectively supported and make at least satisfactory progress although the level of learning assistant support is limited. Pupils with hearing impairment are very well supported in the HIRB and are very effectively integrated into mainstream lessons.
Provision for pupils with English as an additional language	Good: specialist support is provided although limited in amount. Teachers support these pupils well in normal lessons.

Aspect	Comment
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: social development is very good and moral development is good. Spiritual and cultural provision is satisfactory. Assemblies provide for effective spiritual development, however, opportunities for this aspect within the curriculum are limited.
How well the school cares for its pupils	Broadly satisfactory: health, welfare and safety are good. The monitoring of pupils' progress is a weakness, as teachers' assessments are not used to target what pupils should learn next.

The curriculum provided for pupils is broad and covers all subjects in the National Curriculum and religious education. However, the large amount of time allocated to English and mathematics is limiting the time available for the other subjects of the curriculum and as a result pupils have an unbalanced range of experiences. Overall, curricular planning is satisfactory but there are weaknesses in the long term planning to meet the needs of higher attaining pupils. The planning for pupils with special educational needs and especially those with hearing impairment is at least good. Cultural development is satisfactory with some very good work on European cultures but more limited multi-ethnic and multi-faith experiences to relate more closely to the multi-cultural society in which pupils live. The formal programme for personal social and health education is not well established.

Pupils are well cared for and safe in the school. The school works closely with parents and they are provided with good information in the school prospectus and the governors' annual report. They receive appropriate annual reports on the progress their children are making but teachers make insufficient use of assessment information to raise pupils' attainment or to enable them to know how well they are doing.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall unsatisfactory: the headteacher does offer leadership but the structures established for managing the school are having too little effect. Senior staff and subject co-ordinators have insufficient impact on improving the quality of education and raising standards.
How well the governors fulfil their responsibilities	Satisfactory: the governors are very supportive and have an understanding of the strengths and weaknesses of the school but have had insufficient impact on school improvement.

Aspect (cont.)	Comment (cont.)
The school's evaluation of its performance	Satisfactory overall: the school evaluates a wide range of formal data and the headteacher has monitored the quality of teaching which has resulted in improvements, however, the evaluation of day-to-day performance is less effective.
The strategic use of resources	Unsatisfactory: there are sufficient teachers and the accommodation is good but resources are too limited to support pupils' learning in many subjects.

The headteacher works closely with the governors seeking to ensure the effective management of the school. The way the school has improved since the last inspection reflects the effective aspects of management. They have introduced effective measures to monitor the quality of teaching although this is in its early stages for key stage and subject co-ordinators. There are weaknesses in monitoring the work of the school, particularly the inconsistent delivery of the curriculum and in development planning to meet the longer-term needs of the school. There are sufficient teachers to meet the needs of the school curriculum. Teaching and non-teaching staff are generally well deployed, especially to support pupils with hearing impairment. The accommodation is good overall. The levels of resources are unsatisfactory in many areas and this is made worse by the current systems for allocating resources to classes and subjects which are not meeting 'best value' measures.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards pupils attain, especially in reading. • Pupils' good behaviour. • The personal development of pupils. • The support for hearing impaired pupils. • Good teaching. 	<ul style="list-style-type: none"> • The information they receive about their child's progress. • The range of extra-curricular activities. • The management of the school. • The amount of work children do at home. • Mixed age classes.

Inspectors agree with parents that pupils are happy and respond positively to school. They work hard and learn well in response to the good teaching they receive. Standards in reading are above average and progress is satisfactory overall. Teachers generally use homework to support pupils' learning but there is some variation in its use from class to class. Behaviour is always at least good. There are a number of activities to enhance learning at lunchtime and after school although there are no regular competitive sports teams. The school manages the mixed age classes effectively, although there are weaknesses in some aspects of the management of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The inspection was carried out in May 2001 just after the pupils had taken the tests and assessments for this year. As a result the data used for comparative purposes refers to the 2000 results. Inspectors based their judgements on an analysis of test and assessment results, direct observations of pupils in lessons, hearing pupils read and a detailed scrutiny of pupils' present and past work. Discussions were held with pupils where other evidence was limited to establish what pupils knew and could do.
2. The early assessment of children on entry to the Reception class indicates that children's attainment on entry covers the full range but overall attainment is average. Many have had access to pre-school experiences in the Nursery and show good social awareness. The school admits children into the Reception classes at the start of each term.
3. By the end of their Reception year current children are attaining standards which are broadly above average in all areas of learning.
4. By the age of seven current pupils are on course to attain standards which are at least in line with the 2000 standards. In the 2000 tests and assessments for seven-year-olds, overall standards in reading, writing and mathematics were close to the average. The proportions of pupils attaining the expected Level 2 was well above the national average in reading and writing but the proportion attaining the higher Level 3 was below average. In mathematics the proportion attaining the expected Level 2 and the higher Level 3 was close to the average. In science the proportion attaining the expected Level 2 was very high compared with the national average, and the proportion attaining the higher Level 3 was above average.
5. Against national benchmark information, standards in reading, writing and mathematics were close to the national averages. In comparison with similar schools using national benchmark information, standards in reading, writing and mathematics were close to the average. The results indicate that pupils are making generally satisfactory progress but that higher attaining pupils are not doing as well as might be expected in reading and writing.
6. The attainment of boys and girls reflects the national picture although their attainment is close to the national averages. There is an underlying trend of standards just above the national average over the last three years.
7. From a review of pupils' current work they are attaining standards, which are at least, similar to those attained last year, with indications that the attainment of more able pupils is above the standards attained last year in the national tests and assessments.
8. By the age of eleven pupils are attaining standards which are close to the national average.

In the 2000 tests and assessments for eleven-year-olds the percentage of pupils attaining the expected Level 4 was close to the national average for English, well below average in mathematics and below average in science. The percentage attaining the higher Level 5 was above average for English and well below average for mathematics and science. Using national benchmark information, standards were close to the national average for English and well below average in mathematics and science. In comparison with similar schools the proportion of pupils attaining at least the expected Level 4 was close to the average for English, very low for mathematics and well below average for science. The percentage of pupils attaining the higher Level 5 was above average for English and very low in mathematics and well below average in science.

9. When compared with similar schools for progress from infants to juniors the performance in English was close to the average, mathematics was very low and science was well below average. This indicates that these pupils made at least satisfactory progress in English as they moved through the juniors. Progress in mathematics and science was unsatisfactory and this was the direct result of weaker teaching than that observed during this inspection.
10. Over the last four years the performance of boys and girls has been below that of the national picture. Generally girls attain higher standards than boys do nationally. Pupils with special educational needs make good progress through effective in-class support. Pupils with hearing impairment make very good progress and attain standards in national assessments which relate well to their abilities. Similarly pupils for whom English is an additional language make appropriate progress and attain standards which are similar to their peers.
11. The school sets realistic and challenging targets for pupils' attainment based upon a wide range of assessment information. The school does not always achieve the targets set but evaluates the progress pupils make.
12. Pupils are attaining standards below those expected at age seven and eleven in information and communication technology. Standards are beginning to rise as a result of the improved resources and teaching in the recently installed computer room. For example, pupils in Year 2 are able to produce simple pictures using drawing software and are beginning to word-process some of their work. Pupils in Year 6 do not yet have access to the Internet to gather information in support of their learning in the other subjects of the curriculum.
13. By the ages of seven and eleven, pupils are attaining standards in religious education, which are in line with those identified in the locally agreed syllabus.
14. Standards in geography, history and physical education are similar to those expected by the age of seven and eleven. Standards in art and design are unsatisfactory in both key stages. Standards in music and design and technology are satisfactory by the age of seven but unsatisfactory by the age of eleven.
15. Standards in literacy and numeracy are satisfactory by the age of eleven. Pupils have many opportunities to use and extend their skills across the curriculum.

16. Overall pupils are achieving well in reading and now make satisfactory progress in most subjects. They enter the school with average levels of attainment in Reception and by the age of eleven are attaining standards close to the national average in English with higher attaining pupils doing particularly well. However, progress is less satisfactory in mathematics and science in the juniors but standards are improving. The current standards attained by pupils are lower than expected as a result of weaker teaching in the past. The current good teaching has had insufficient time to have a significant effect on raising standards particularly in mathematics and science. Weaknesses in other subjects are also made worse by the lack of consistent resourcing across the school.

Pupils' attitudes, values and personal development

17. Pupils' attitudes and sense of values at Benton Park Primary School are, on the whole, very good. The evidence yielded by lesson observations and discussions with pupils during the inspection fully supports the judgement that pupils are not only quite capable of learning but also want to learn. Where teachers communicate and explain the subject matter of lessons satisfactorily, when lessons are based on good planning and teachers' command of their subjects are secure and sound, pupils learn well and respond with enthusiasm and a sense of commitment to their work. They generally show a good understanding of their tasks and do them in a highly efficient manner. Pupils work well together in groups and there is a high percentage of completed assignments in most lessons. In both key stages mixed year groups in the same class work well together and share their knowledge in a mutually helpful way. Occasionally, inadequate communication and clarification by teachers adversely affect the response and achievement of pupils. On the other hand, high expectations by the teachers motivate and elicit good performance by pupils. Pupils listen attentively and when, as is often the case, the teacher asks for a response from a specific pupil he/she is ready to attempt an answer and this is normally accurate.
18. Pupils' values are shaped both by the school environment and their family background. They believe they are in a good school and value the education they are receiving. They show a mature understanding of the importance of good social relationships and are aware of the contribution they make to the school. The good attendance rate and the fact that most pupils are in school every day in the school year suggest that they value school life and want to make the best use of it. Their personal friendships in the school obviously mean much to them. Pupils generally show a high sense of self-esteem.
19. Behaviour in the school is very good. Class and school rules are known and respected. Teachers vigilantly control behaviour. Pupils know the difference between the type of behaviour that is appropriate to the classroom, on the one hand, and the playground or canteen on the other while, at the same time, recognising that the quality of behaviour in all cases should be of a high standard. In the classroom they listen attentively and concentrate. On the playground they let themselves go freely without exceeding the boundaries of good social interaction. Their good behaviour reflects the mutual respect which is a noticeable characteristic of the school.

20. Children in the Nursery and Reception classes behave well and get on well with one another. They share toys and equipment and are beginning to show good levels of independence.
21. Personal development and the quality of relationships are equally good throughout the school. The help and support offered by teachers to pupils are good. When the bell is rung for class sessions and when the whistle is blown at the end of playtime pupils immediately respond and prepare for the next activity. This shows a maturing ability to differentiate between time for play and time for work. The tasks which are assigned in classrooms are normally simple and basic, such as taking the registers to the school office and holding doors when pupils are moving through corridors. The daily programme in the school does not offer many opportunities for taking responsibility, although pupils are quite capable of undertaking responsible tasks.
22. The school brings together pupils from a wide range of backgrounds and it succeeds in the integration of each type of pupil into the school environment and ethos. All pupils show respect for the school, its rules and for each other. Harmonious racial interaction is stressed and practised. Bullying and aggressive behaviour are outlawed and there have been only a limited number of fixed term exclusions in recent years.
23. The recent introduction of a School Council with elected representatives from each class between Reception and Year 6 enhances pupils' sense of leadership and responsibility. Through the School Council pupils can and do make a real and effective contribution to the management of the school. The Council has monthly meetings with an agenda suggested by pupils. Representatives give feed-back reports from meetings to their classes.
24. Attendance at the school is good and exceeds the national average. Approximately one-third of the pupils achieve an attendance rate of between 97% and 100%. Sixty-seven pupils, 20%, have an attendance rate of 100%. Authorised absence is relatively low and is largely due to medical reasons. Unauthorised absence is negligible. Punctuality is good. Registers are marked promptly and registration is often accompanied by 'warming-up' exercises for the day's work.
25. Pupils' attitudes, values and personal relationships constitute one of the strengths of the school and shows some improvement since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

26. Pupils are taught in ten classes eight of which contain mixtures of two year groups. Pupils in the juniors are taught in different groupings from their registration groups for English and Mathematics, but they are not set by ability. There are eleven full-time teachers including the headteacher who teaches to provide non-contact time for staff. Two full-time teachers are based in the HIRB and the school employs a teacher from the local education authority for two mornings per week for pupils with English as an additional language.

27. High quality teaching is a strength of the school. Since the last inspection, when the quality of teaching was a weakness, the school has made significant improvements and now provides good teaching and the progress of pupils is improving as a result. The quality of teaching is currently better than the progress made by pupils over time. This is due to the fact that some teachers are new to the school and that the recent developments in training teachers are just beginning to be reflected in the school's results. Resources are limited in some subjects and teaching groups are not always organised to best effect, particularly in the juniors where sets do not represent ability.
28. At the time of the last inspection the following areas were seen as weaknesses: *the knowledge of teachers about some subjects, the pace of lessons, unsatisfactory planning leading to tasks which were not matched to ability, the organisation of learning and the management of pupils*. All these have now been addressed and are no longer weaknesses. The areas of challenge for the more able and the effective use of assessment have improved, but are still in need of further development.
29. During the inspection 62 lessons were observed across all subjects. Thirteen lessons were observed in the Foundation Stage, 15 in Key Stage 1 and 34 in Key Stage 2. Teaching was satisfactory or better in 98% of lessons seen. It was good or better in 71%, 19% of lessons were judged to be very good and 6% were excellent.
30. In the Foundation Stage 100% of teaching seen was satisfactory or better, 84% was good and 8% was very good. In Key Stage 1 all lessons were at least satisfactory with 53% being good and 20% very good. In Key Stage 2, 97% of lessons were at least satisfactory with 26% being good, 24% being very good and 12% being excellent.
31. The quality of teaching for children under five is good. Teachers use a wide range of approaches in well-planned lessons to enable children to learn effectively and made good progress.
32. The quality of teaching in English is good. In the infants it is very good overall. Teachers have a good understanding of how to teach reading. Their teaching of phonics is particularly good. The teaching of writing is less well developed which is reflected in the achievements of pupils. In the juniors teaching is good overall with some very good and excellent teaching. Teachers use the National Literacy Strategy to good effect. In mathematics teaching is good overall with some very good and excellent teaching. Teachers are developing a good understanding of the National Numeracy Strategy, they teach mental skills well and maintain good pace with demanding, but enjoyable tasks. Sometimes teaching is restricted by the absence of an adequate range of good quality resources. In science, teaching is good in both key stages with some satisfactory and excellent teaching in the junior classes. The best teaching is well planned and matched to pupils' needs with good use of resources and activities to promote a genuine spirit of enquiry among pupils.
33. The teaching of reading in the infants is a strength. The teaching of writing is less well developed and teaching is not as successful in this area as it is in other aspects of literacy. Handwriting is well taught in the infants, but there are weaknesses in the juniors. The teaching of spelling is good in both infant and junior classes. As a result of such good

teaching, the majority of pupils read well and use spoken language to good effect. The National Literacy Strategy has been instrumental in raising standards since the last inspection.

34. The introduction of the National Numeracy Strategy is beginning to have a very positive effect on progress in mathematics. The improvements in the knowledge and understanding of teachers, the pace and organisation of lessons and the methods taught to pupils to help them improve their skills is having a positive impact on attainment.
35. Two lessons in information and communication technology were observed. The quality of teaching seen was satisfactory overall. The school has recently acquired more computers but the skills in using them to teach whole classes are variable among staff. Both lessons seen demonstrated that the teaching of data handling is resulting in satisfactory progress for the majority of pupils, but the lack of computers in the school until recently has resulted in restricted access and standards which are below the national expectation.
36. In religious education three lessons were observed. The quality of teaching is generally good. Teachers link teaching about Christianity with activities, which enable pupils to reflect on values in their own lives. A very limited range of resources restricts the teaching of world faiths. Teaching results in pupils achieving satisfactory standards by the age of seven and eleven.
37. In the other subjects of the curriculum, teaching was satisfactory or better in all subjects in all classes. This teaching results in satisfactory and better attainment by age seven for all subjects except art and design, where standards are affected by the lack of resources, the lack of an effective whole school policy and staff development. In the juniors good quality teaching in physical education, history, and geography enables pupils to make progress and achieve satisfactory standards. In music, art and design and design and technology better teaching is not yet resulting in standards which are satisfactory by the end of Year 6. Many of the shortcomings are linked to ineffective assessment procedures, work which is not well matched to pupils' needs, overall management of the curriculum, staff development and insufficient provision of resources.
38. In the teaching observed the strengths far outweighed the weaknesses. Teachers plan effectively for the majority of lessons. They set clear objectives for what is to be taught and plan activities to deliver the objectives that are indicated. Planning for literacy and numeracy lessons are particularly thorough. In the core subjects work is well matched to pupils' needs. Planning for the foundation subjects is satisfactory, but frequently lacks activities to challenge more able pupils. The best quality teaching occurs where teachers challenge pupils and inspire them to succeed. Pupils learn effectively when methods require them to use their own ideas and complete tasks within given time-scales. This was particularly evident in mathematics lessons in Year 5. Teachers manage the behaviour of pupils very well. The best management of pupils is that which is based on very good relationships and praise for what pupils do well. Where relationships are good a word of praise and thanks for appropriate behaviour was all that was needed to ensure that other pupils tried hard to be praised as well.

39. Time is used well in the majority of lessons, with the exception of the over-long literacy lessons in the infants. Non-teaching staff provide high quality support in classrooms. They work very effectively with pupils of all ages and levels of need, enabling them to have equal access to the curriculum. The resources available to teachers are used well but the use of information and communication technology to enhance all curriculum areas is at an early stage. Teachers use a variety of tests results to highlight pupils in need of extra help and those who are high attainers. The formal assessments teachers make are helpful in predicting what pupils are likely to achieve by the end of each key stage. However, teachers do not use assessment information to plan what pupils should learn next. The concept of setting learning targets for pupils has been acknowledged as a positive strategy, but not all teachers use it. The use of marking is currently unsatisfactory in that it does not help pupils to understand what they have achieved and what they need to do next to improve.
40. Homework is used well to extend the work done in class. Pupils respond well to it and parents are supportive, particularly with reading in the infants.
41. Good teaching meets the needs of the majority of pupils most of the time. Pupils with special educational needs including those with hearing impairment are fully included and able to access the same range of learning opportunities as other pupils. More able pupils are sometimes not challenged sufficiently. Pupils work happily in mixed gender groups and boys and girls are treated equally in lessons and in out of school activities.
42. Teaching for pupils with special educational needs is good, particularly for those with hearing impairment. Individual education plans are in use in all lessons, and the small number of non-teaching staff are very well deployed by teachers to support individuals and groups. Pupils who do not have English as their first language are also well supported and fully included in all aspects of school life. Those at an early stage of English acquisition receive additional teaching. Others who are more fluent are fully included by their teachers who ensure that they understand the meaning of difficult words or concepts.
43. The school has a register of more able pupils which recognises the skills and talents of a range of pupils. Provision for these, and able pupils generally, is currently unsatisfactory because not all teachers plan challenging work for them.
44. The standards of teaching result in pupils being able to improve their knowledge and skills in the majority of subjects. When encouraged to work independently of the teacher, pupils show how creative and hardworking they can be. For example, in a music lesson in Year 3 and 4 pupils worked in mixed ability and gender groups to compose and perform a piece of music to represent an animal. They worked independently of their teacher and the end results were of high quality.
45. The school's rising trends in results indicate that the good teaching is resulting in effective learning for the majority of pupils in most subjects with the exception of art, design and technology, information and communication technology and music in the juniors. In most

cases the lack of progress is linked to factors other than the quality of teaching. The majority of pupils benefit from the commitment and expertise of teachers who work hard and want them to feel valued, enjoy learning and succeed to the best of their ability.

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

46. The school provides a broadly based curriculum which includes the new curriculum for the Foundation Stage, all subjects of the National Curriculum and religious education. All statutory requirements are met. There is, however, an imbalance in the teaching time allocated to subjects, both between the infants and juniors and within them. For example, comparatively less time is allocated to science in the infants and to history and geography in the juniors. A higher percentage of time has been allocated to English in Years 5 and 6, supporting the raising of standards. There is considerable variation between the time allocations specified for some subjects and the actual time devoted to teaching them. Overall, the management of curriculum time is unsatisfactory and is in need of review in order to ensure adequate time for the coverage of all programmes of study and equality of access to curriculum subjects for all pupils.
47. The school has different grouping arrangements for pupils in the core subjects, though the composition of the groups is not strictly according to ability. Teaching still needs to cater for a range of attainment levels within each group. The lack of appropriate work noted by inspectors, particularly in the foundation subjects, prevents some pupils from making sufficient progress.
48. Curriculum planning is satisfactory at the medium and short term level, but there is no long-term plan to enable an overview of subject coverage or to establish teaching and learning links across all subjects. The school has adopted the Newcastle-upon-Tyne schemes of work for mixed-age classes and these are leading to improved continuity and progression across year groups. However, the use of end of unit assessments is not yet established and pupils' progress is not systematically recorded. Similarly, whilst lesson planning was generally good during the week of the inspection, short-term assessment systems are not in place to inform future planning and help pupils make progress. Policy documents are available for all subjects, but they generally provide insufficient guidance on the teaching, learning and monitoring procedures specific to the school.
49. Planned improvements to the health education programme feature in the current School Development Plan. The school's health education scheme and sex education policy require improvement in order to incorporate recent national recommendations prior to the school registering for the Healthy Schools Award. There is currently no drugs education policy or provision, though there are plans to consult with governors and parents and introduce a policy this year.
50. There is a satisfactory range of extra-curricular activities available during lunchtimes and after school, including a craft club, *Good News* club, small games club and football. The football team takes part in the inter-schools league competition. Pupils also have access to an after-school hockey club based at the school. Specialist music tuition in stringed,

woodwind, brass and keyboard instruments is available during the school day. The school makes effective use of educational visits to enrich the curriculum, for example the Year 6 pupils' annual Outdoor Pursuits visit to Langdon Beck.

51. All pupils attending the Hearing Impaired Resource Base have been offered places following identification of their needs by the local education authority. The base makes provision for up to 12 pupils with hearing impairment. All pupils are offered places on a long-term basis and following review can be admitted to alternative mainstream or resource base provision. Most of the pupils have statements of special educational needs. All pupils have Individual Educational Objectives in their statements of need which are supported by detailed Individual Educational Plans.
52. The school's provision for pupils' personal development is good overall. Provision for social and moral development is a strength of the school. Provision for spiritual and cultural development is satisfactory.
53. Provision for pupils' social development is very good. Relationships are particularly good throughout the school and pupils work well together in pairs and in small groups. The recently-introduced Citizenship Project has led to the establishment of a School Council. Representatives from each year group now collaborate with their peers and with teaching staff in decision-making processes to influence developments in the school. Through activities such as *circle time* and classroom debates, pupils are encouraged to show respect for others' opinions, to listen and respond sensitively, appreciating others' contributions.
54. All pupils regardless of gender, level of English language or ability have equal access to the subjects in the curriculum and extra curricular activities. Pupils with hearing impairments are successfully enabled to access all areas of the curriculum with specialist support and the use of radio microphones. Pupils with special educational needs and English as an additional language are well supported by their teachers. The only area of the school's work where there any inequality is the access to the National Curriculum for art and design in some classes where teachers are not following the schemes of work closely and there is no whole school approach to the teaching of basic art and design skills linked to agreed media.
55. Access to lessons in some of the foundation subjects is restricted for some Year 6 pupils when groups are withdrawn for revision classes in the core subjects of English, mathematics and science. This has an adverse effect on pupils' progress in, for example, design and technology and geography.
56. The school makes satisfactory provision for pupils for whom English is not their first language. The initial assessment of their capabilities results in effective support from the Bi-Lingual Support Service where necessary. The school's monitoring of the progress of English as an additional language pupils and target setting for their achievement is currently unsatisfactory.
57. The school makes satisfactory provision for pupils' spiritual development. Opportunities for quiet reflection are provided during the daily act of collective worship as pupils spend time in silent prayer or reflect on their personal strengths and talents. Opportunities across the

curriculum are more limited, though in a Year 5 and 6 class, older pupils were observed listening to classical music, reflecting on its beauty and on the images evoked.

58. The daily acts of collective worship are effectively planned and encourage pupils to explore values and beliefs through carefully selected themes. They make a valuable contribution to pupils' personal, social and spiritual development.
59. Provision for pupils' moral development is good and all staff are effective in teaching pupils how to distinguish right from wrong. Good behaviour is consistently promoted, supported by the school's code of conduct which pupils helped devise. Pupils are taught to reflect on their actions and to consider the impact of their actions on others. The moral code is regularly reinforced in assemblies and in lessons as, for example, when Year 3 and 4 pupils defined their own personal rules for living during a religious education lesson.
60. There is satisfactory provision for the promotion of pupils' responsibility and initiative, through particular activities such as School Council membership, librarian duties and classroom monitor duties. In some instances initiative is restricted in lessons through over-direction of tasks or the inaccessibility of resources.
61. Pupils' cultural development is satisfactory overall. The award of International School status demonstrates the strength of the school's commitment to promoting European awareness. Pupils have regular opportunities to link with partner schools in the European Union, learning about differing cultures and lifestyles. The visit of a Japanese teacher strengthened international links, as pupils learnt first-hand about Japanese lifestyles and traditions. Pupils are taught to respect and value diversity, though opportunities to learn about and celebrate the range of cultures represented in the school community, and in British society in general, are not sufficiently exploited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

62. The provision and procedures by the school for the care of its pupils are very good. It is good in respect of social care, welfare, personal support and guidance for pupils. Procedures for child protection are good and conform, in all respects, including recording and training, with statutory standards. There is also good provision for pupils' welfare. For instance, access to the school is closed to outsiders. The main entrance is always locked and is controlled by closed circuit television in the school office. All other doors are also locked during school hours and can only be opened from inside. First aid equipment and a fire alarm system are properly maintained. Some staff are qualified in first aid. Fire drills are held on an irregular basis, the last being January of this year. The evacuation time is, however, recorded.
63. Teachers know and care for their pupils well. They also have high expectations of them and this motivates them towards better performance generally. The monitoring of attendance and control of any undesirable behaviour is very good and is a strength of the school. Teachers take every opportunity to remind pupils of the need for good behaviour. In one Reception class, for instance, the personal, health and social education session began with a

rehearsal of the reasons for good behaviour, for example, pupils should listen and not interrupt while others are speaking. The school is effectively supported by the education welfare officer who makes weekly visits and follows up all cases referred by the headteacher. This contributes to the good attendance rate.

64. The school places a high priority in ensuring all pupils are included in all school activities. There are various categories of pupils requiring special provision and, in general, they receive good support. There is provision for English as an additional language, special educational needs and hearing impaired pupils. In the case of hearing impaired pupils the provision is very good, the school being one of two centres providing specialist care of this kind for pupils in the area. There is also a sizeable ethnic minority. Evidence collected in the inspection justifies the conclusion that all these groups of pupils are fully integrated into school life and have equal access to the curriculum. However, the provision of support staff is somewhat limited.
65. Procedures for assessing pupils' attainment and academic progress are just satisfactory, while the use of assessment data to guide what teachers plan to teach is unsatisfactory. The school sets a target for each pupil for each academic year and 'Targets for future development' constitutes a section of the annual report for each pupil. Teachers' expectations in relation to achievement are also high and a marking policy is in operation. However, these are not contributing sufficiently to raising attainment as teachers' marking does not always identify what pupils know and can do or what they need to do to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

66. Parents' views of the school, the effectiveness of the school's links with pupils' homes and the contribution by parents to learning at home and in the school are, in each case, good. Attendance at the pre-inspection meeting for parents was too small to be representative, but the attitudes and comments emerging from the meeting were positive and expressed general satisfaction with most aspects of the school. During the inspection the opportunity was taken to supplement the evidence from the pre-inspection meeting and to obtain a broader sample of parents' views about the school by talking to them as they came to school with their children. Many of them affirmed confidence in the school and the education it was providing. In a number of cases, dissatisfaction was expressed over the system of mixed year groups. There were varied opinions about homework, some feeling it was not enough while others felt there was too much of it with an example of variation between classes being cited in relation to two children from the same family.
67. The school has implemented a home/school agreement effectively. The impact made by parents on the work of the school, particularly in providing support in school is satisfactory. However, there was only limited evidence of parental presence in classes during inspection week. The explanation given was that whereas they give good support normally and are regularly in classrooms they had chosen to limit their presence during the inspection. There is an active Parents' Group which gives valuable financial support to the school and helps to raise money for community charities such as Comic Relief and Blind Welfare. The good quality of attendance, behaviour and personal relationships in the school can be partly explained by the fact that pupils are suitably prepared for school life at home.

68. While the quality of communication with parents is satisfactory, the mechanisms for such communication do not always meet parents' expectations. The view was expressed, for instance, that letters and other information about special events are not sent out sufficiently early to enable parents with inflexible working times to make the necessary arrangements for attending some of those events. The result is that they often miss activities they would like to attend. The Governing Body's Annual Report to Parents is a model of good presentation and clarity of contents. The school's Prospectus is highly informative and comprehensive. The annual report showing each pupil's academic performance is clear and readable, highlighting areas of strengths and weaknesses as well as subjects calling for improvement. The headteacher and teachers make themselves available to parents daily and open evenings are held at set times in the year. Some parents feel the time allocated for each parent at those meetings is inadequate for full and meaningful discussion about their children's work.
69. In general the partnership between parents and the school is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70. Overall, the management of the school is unsatisfactory at this time. The headteacher has worked hard and with good effect to improve the quality of teaching since the last inspection. She provides the school with direction and has managed the restructuring of the management team. The school is generally meeting its aims, but there are still weaknesses in its management. Members of the senior management team do not have sufficiently clear roles for monitoring the work of the school and raising standards. They have insufficient delegated responsibility and are not being held accountable for their work. There is insufficient monitoring of the curriculum with regard to both the time allocated for each subject and the quality of curriculum planning. This has resulted in less progress being made by pupils in subjects such as art and design.
71. There is a good ethos in the school with a move towards improving standards and an environment that enables all pupils to learn in a positive and caring school society. Most teachers have identified roles in addition to teaching, including key stage and subject co-ordinators but they are having insufficient impact on the quality of the curriculum and raising standards. A programme of monitoring by the literacy and numeracy co-ordinators has been established. Co-ordinators are beginning to monitor pupils' work to ensure high quality learning experiences for pupils in all subjects.
72. The school has a detailed development plan for one year, based upon an analysis of the impact of earlier plans and an analysis of the performance of the school, which identifies some appropriate areas for the future development of the school. The plan is strongly subject orientated and does not address management issues such as curriculum balance sufficiently. There are clear costs identified. The planned programme meets the aim of continuing to improve the general quality of teaching and learning but does not seek to raise standards as a specific target. It rightly identifies the need for governors to develop a shared strategic plan for the development of the school.

73. The school is committed to continued development and improvement. However, co-ordinators have yet to demonstrate that they are able to sustain the recent improvements in the school.
74. The governing body fully supports the school and carries out its responsibilities to ensure that statutory requirements are fully met. Governors share a common purpose with the staff but have not taken sufficient part in shaping the direction of school development. They do have a clear understanding of the strengths and weaknesses of the school and regularly visit the school. They have begun to spend time with their link subject co-ordinator.
75. The school's senior managers evaluate the performance of the school. They evaluate national test and assessment data. The performance information is used to evaluate the effectiveness of the school but does not sufficiently inform its further development. They have a clear understanding of the strengths and weaknesses of the school and have identified the need to raise the attainment of more able pupils. As a result of this understanding most aspects of the key issues identified in the previous inspection report have been addressed. For example, significant improvements in the quality of teaching have been made, especially in the infants, which are noted in this report.
76. The school has established effective systems for the induction of new staff. They have access to training to meet their personal needs as well as areas identified within the school development plan. This procedure extends to the non-teaching staff in the school.
77. The governors have identified the establishment of a policy and procedures for the pay and performance management of staff within the current school development plan and are at an early stage of setting performance targets for the headteacher.
78. The school has efficient systems for financial control and administration. The school effectively uses information technology to support its financial administration and to enable detailed financial information to be provided to managers and governors. The most recent auditors' report found overall financial management to be effective. The small number of areas identified for improvement have been addressed by the school. Governors set the budget against the school development plan and then monitor spending to ensure targets are met. The school makes effective use of additional funding from specific grants.
79. The school is not yet effectively applying the principles of best value. It compares its performance with those of other schools, targets spending to meet identified priorities in the development plan and identifies a range of additional educational activities which enhance pupils' learning. However, funding for teaching and learning resources is not well organised.
80. There are adequate number of well-qualified staff, both teaching and non-teaching, to meet the demands of teaching the curriculum and supporting pupils including those in the Hearing Impaired Resource Base (HIRB). Teachers are committed to improving the quality of teaching and raising standards. Support staff make a significant contribution to the learning of pupils with special educational needs. Support is very good in the HIRB and especially when these pupils are in mainstream classes. The school accesses support for pupils for

whom English is an additional language and these pupils make appropriate progress within the subjects of the curriculum.

81. The school is housed in clean, well-maintained buildings. The classrooms are of a good size. The numbers of pupils in each age group forces the school to be organised into mixed age classes to meet the needs of pupils in the infants and juniors. There are two halls available for whole school meetings as well as indoor physical education. There is a library and a newly established computer room. However, the computer room was not complete at the time of the inspection and so the full impact of these resources could not be assessed. There is ample space available for pupils under six who need opportunities to work with large equipment to develop a range of skills and knowledge. The school has access to extensive hard playground areas and good playing field areas, enhanced by good leisure areas for pupils to use at playtime and lunchtime.
82. The school does not make effective use of all of the resources available to it. The funding of learning resources is not efficient in that funds are split between class teachers and subject co-ordinators, which has resulted in insufficient resources to support curriculum delivery and development for example in art and design in some classes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

83. In order to continue the development of the school and to raise standards still further governors and managers should:

Develop a detailed and coherent strategic plan for the development of the school which under-pins all other developments and write a detailed development plan (paragraph 74).

Improve the management of the school by:

- Establishing clear role descriptions for senior managers and subject co-ordinators which identify responsibilities and accountability (paragraph 70).
- Developing procedures and a programme for monitoring the work of the school by senior managers (paragraphs 70, 155).
- Managing the curriculum to ensure there is a balanced programme for pupils covering all National Curriculum subjects and religious education (paragraphs 46, 48, 55, 118, 147, 162, 163, 169).

Raise the standards pupils attain by improving the progress they make by:

- Improving the quality and effectiveness of teachers' marking of pupils' work (paragraphs 39, 65).
- Ensuring that teachers use their day-to-day assessment of pupils' work to guide what they plan for pupils to learn next (paragraphs 37, 39, 65, 110, 116, 125, 136, 145, 163, 196).
- Identifying clearer targets for individual and groups of pupils (paragraphs 39, 65, 116).
- Improving pupils' handwriting and the presentation of their work in Key Stage 2 (paragraphs 112, 140).

Improve resources for learning by:

- Establishing a coherent process for the allocation of funds to subjects (paragraphs 79, 127, 148).
- Monitoring subject spending to ensure that sufficient resources are available to pupils and teachers (paragraphs 27, 115, 117, 139).

HEARING IMPAIRED RESOURCE BASE

84. The educational attainment of the pupils is determined against targets that are set for them in their Individual Educational Plans. Overall, the pupils are attaining at least satisfactory standards and are making very good progress. They are attaining their targets as shown by regular assessments, reviews of their work and annual reviews of their statements of special educational needs. The targets set for them are very detailed and sufficiently challenging and focused to enable their teachers and support assistants to effectively match their planned work to individual pupil needs.
85. All pupils are placed in a mainstream class registration group and follow an individual timetable, which identifies the lessons to be taught in mainstream, with and without support assistant help and lessons in the resource base. The school adopts an inclusive approach to the education it offers to the hearing impaired pupils in the nursery, infants and juniors. The individual pupils' timetable is agreed between resource base staff and the mainstream class teacher. The resource base teaching programmes are matched to the programmes being taught in mainstream classes. This enables the resource base staff to reinforce what is being taught in the mainstream class, and ensuring that the hearing impaired pupils make at least good progress.
86. In the infants pupils are beginning to identify and read common words, handle simple numbers and improve their communication skills. In the juniors there is a wider range of attainment. The emphasis is on further development of communication skills. They can discuss stories and write their own accounts. They are developing their understanding and application of language skills and gaining in confidence in using grammar. In numeracy pupils handle number confidently, they have a good understanding of shape and use mathematical vocabulary well. The more able can calculate area, use angles and attempt to estimate and predict.
87. Overall the quality of the teaching in the resource base was very good. The teacher has a good knowledge of individual pupils' needs and plans lessons very effectively to challenge the pupils enabling them to make very good progress in both learning and understanding. In a music lesson pupils developed very good knowledge, understanding and use of rhythm and pitch. They were able to work together to plan how to use percussion instruments to support their work and accompanied themselves in song. The teacher and support assistants use a wide range of strategies to ensure that pupils achieve their full potential in communicating their views, opinions and ideas in a confident and assured manner. Support staff are well briefed and make a very effective contribution to the teaching and learning of

the pupils, both in the resource base and mainstream classes. All staff work well as a team, have very high expectations of the pupils and are consistent in the approach which has been agreed for the pupil.

88. The timetables for all pupils allow full access to the National Curriculum. The pupils respond very well to their lessons in mainstream classes. They work with interest and are anxious to please and succeed. They enjoy sharing planned tasks with other pupils and have a pride in their work. A strength of the school's approach to hearing impaired pupils is the positive approach to inclusion and the development of self esteem. Over time pupils gain in confidence in communicating with other pupils and adults in the school.
89. The resource base is very well equipped to meet the needs of its pupils. Full use is made of the resources in the main school to complement teaching and learning.
90. The resource base continues to be a strength of the school. Staff in the main stream school are very aware of the needs of the pupils and work collaboratively with resource base staff for the benefit of individual pupils. There is a strong commitment to hearing impaired pupils and this approach has a very positive effect on the personal development of all pupils in the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	19	45	27	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	45	273
Number of full-time pupils eligible for free school meals	0	51

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	17
Number of pupils on the school's special educational needs register	4	17

English as an additional language

	No of pupils
Number of pupils with English as an additional language	28

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence	%
School data	4.4
National comparative data	5.2

Unauthorised absence	%
School data	0.2
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	22	13	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	13	13	12
	Total	33	33	32
Percentage of pupils at NC level 2 or above	School	94 (78)	94 (81)	91 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	20
	Girls	13	12	12
	Total	33	33	32
Percentage of pupils at NC level 2 or above	School	94 (78)	94 (81)	100 (86)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	19	13	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	8	14
	Girls	11	7	13
	Total	25	15	27
Percentage of pupils at NC level 4 or above	School	78 (58)	48 (61)	84 (69)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	15
	Girls	11	10	13
	Total	21	21	28
Percentage of pupils at NC level 4 or above	School	66 (58)	68 (61)	88 (67)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	6
Pakistani	10
Bangladeshi	3
Chinese	3
White	200
Any other minority ethnic group	5

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table refers to pupils of compulsory school age only.

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.0
Number of pupils per qualified teacher	24.8
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	2.0
Total aggregate hours worked per week	60.0

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	35.0

Total number of education support staff	2.0
Total aggregate hours worked per week	60.0

Number of pupils per FTE adult	11.7
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	525,295
Total expenditure	537,673
Expenditure per pupil	1,763
Balance brought forward from previous year	35,115
Balance carried forward to next year	22,737

91. *Results of the survey of parents and carers*

Questionnaire return rate

Number of questionnaires sent out	338
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	44	0	2	0
My child is making good progress in school.	47	42	9	2	0
Behaviour in the school is good.	25	62	6	3	3
My child gets the right amount of work to do at home.	19	60	16	3	2
The teaching is good.	44	47	6	3	0
I am kept well informed about how my child is getting on.	24	52	21	3	0
I would feel comfortable about approaching the school with questions or a problem.	56	23	14	8	0
The school expects my child to work hard and achieve his or her best.	57	29	9	2	3
The school works closely with parents.	23	45	20	8	5
The school is well led and managed.	18	42	15	14	11
The school is helping my child become mature and responsible.	23	63	5	5	5
The school provides an interesting range of activities outside lessons.	17	23	23	26	11

92. As a result of the small number of replies to the questionnaire and the limited number of parents who attended the meeting for parents, inspectors sought the views of parents during the inspection at the start and end of the school day.

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

93. Children in the Foundation Stage are taught in a Nursery class and two Reception classes, which are housed in a recently extended self-contained unit. At the time of the inspection there were fifty-five children under five years of age in the Foundation Stage, forty-five were in the Nursery and ten were in the Reception classes. The Reception class teachers liaise with the Nursery teacher so that they plan a programme of learning which provides a good start to the children's education. Children who are under five follow a broad and interesting curriculum. The majority of children enter the Foundation Stage with standards of attainment which are broadly in line with those normally seen in children of this age. However, a significant number of children have reached standards of attainment which are higher than those normally seen, particularly in language and literacy, mathematics and knowledge and understanding of the world.
94. All children, including those with special educational needs or English as an additional language make good progress in all of the areas of learning. By the time they are five, most children have attainment which is in line with that expected for children of this age, in all areas of learning.
95. The school places an appropriate emphasis on literacy and numeracy and is effectively developing the National Literacy and Numeracy Strategies. For some of the youngest children, however, the length and structure of the lessons is inappropriate.
96. The quality of teaching for children under five is good. The teachers are skilled in switching strategies to maintain interest and concentration, without fuss. Their good use of praise, expressive voices and actions, capture children's interest and ensure their continued participation. Their detailed planning to specific learning objectives for all areas of learning supports good lessons. An assessment of children's attainment is made in the first three weeks of starting school. This provides the teachers with an initial indication of each child's strengths and weaknesses. Day-to-day assessments are made and are used to inform the next stage of planning for each child's work. The teachers have high expectations for each child's progress. Activities are well prepared, stimulating and carefully organised. They are appropriate for the under fives. Teaching and support staff work extremely well together. Support staff make a very positive impact on the quality of education provided. All staff know individual children very well and are knowledgeable about the needs of children under five. There is a good balance between direct teaching and independent activities. Teachers know the value of structured play in early learning and make good provision for it. Resources, though not abundant, are carefully selected and very well organised, ensuring that children are well supported in particular aspects of development. The classroom areas are spacious, organised imaginatively and in such a way that they promote the children's development in each of the areas of learning very well. Areas of learning are usually linked and daily routines are used to reinforce children's knowledge and skills. The teachers' skilful questioning prompts children to think about new concepts and to develop new ideas.

Each day is well structured, lessons proceed at a good pace and changes in activities take account of young children's concentration span. Support staff are carefully briefed and effectively deployed. All staff develop good relationships with the children. They create a very positive climate for learning which results in all children making good progress. Children in the Foundation Stage benefit from a good quality, early education which provides a secure base on which to build in subsequent years.

Personal, social and emotional development

97. Children's personal, social and emotional development is good. Their attitudes to learning are good and often very good. They work and play with enthusiasm and enjoyment. They use resources carefully and begin to develop independent skills. Children learn to share and take turns and they begin to work co-operatively. Most listen carefully and often levels of concentration are very good. Children persevere for lengthy periods to complete tasks. They respond very well to teachers and other adults and they are keen and confident to share their ideas. Behaviour is good, children are well mannered and take care of each other, their environment and the resources provided for them. In class, they collect the equipment they need for a task and when music signals the end of a session, they promptly clear away the equipment they have been using. In physical education, children select and carry equipment carefully. They understand this familiar routine immediately recognising that they need to work together sensibly. They move from their classrooms to the hall for assembly without any fuss. Here they enjoy the opportunity to operate the cassette player which provides music as children are entering and leaving the hall.

Communication, language and literacy

98. Skills in language and literacy are well developed through many activities such as purposeful and imaginative play, consistent routines, supplying the rhymes in poems and through opportunities for children to take part in role play and talk in front of the class. The youngest children know that print is different from pictures, that it carries meaning and that it is read from left to right. Most recognise their name and some letters of the alphabet. In the Reception classes they are introduced to the characters from the school's chosen reading scheme and almost all children are reading with growing confidence by the time they are five. Higher attaining children begin to use sensible strategies to help them read unfamiliar words, for example, "Look at the beginning, look at the end, look at the shape". The teachers provide many good opportunities to help children develop useful strategies such as encouraging children to work out the word by looking carefully at word silhouettes before checking. Children enjoy aspects of the literacy hour which reinforce their reading skills and develop their understanding of books. Using big books the children and their teacher read the text aloud. The children look for patterns in words and learn how to read expressively. They know what a title page is and look for picture clues to help them make sensible predictions about what might happen next. Speaking and listening skills are carefully taught and children listen to instructions, stories and each other. In their *circle time* activity, children wait in turn to speak and they listen respectfully and with interest to their friends. Children steadily acquire writing skills. Higher attaining children in the Nursery write their first names independently, some can write their full name, others can write their names with

some support. By the time they are five, children confidently attempt their own spelling of three letter words and higher attaining children write phrases and simple sentences without help. All of the teaching areas are set up to promote literacy skills. Labels, captions, posters, books and displays, bombard children with words, rhymes, questions and suggestions. They are colourful, striking and encourage children to browse longer, or to settle down with a book.

Mathematical development

99. In mathematics children sing number rhymes, play number games and every opportunity is seized in daily routines to develop their number concepts and skills. For example, during registration children who are staying for dinner are invited to stand up. This leads into a useful counting activity as children check how many are standing and how many are sitting. They order the days of the week, “If today is Tuesday, then tomorrow will be and yesterday was”. This knowledge is reinforced when children change the labels of days of the week on three teddies’ tee-shirts, so that they show the correct sequence of days. The youngest children count up to ten and back supported by songs and displays such as, “Ten Green Bottles” and “Five Currant Buns In The Bakers Shop”. The oldest children work with numbers to 20, whilst higher attaining children can recognise, say and write numbers up to 100. Children develop simple ideas of size and weight and use associated vocabulary such as *long*, *longer*, *longest*, *heavy* and *full*. They have a secure knowledge of colours and two-dimensional shapes and children in the Reception classes can name a range of three-dimensional shapes. Children record their work in a variety of interesting ways such as clipping clothes pegs on the correct side of a chart, and collecting data about how many children have a scooter and how many have not. They demonstrate a growing understanding of problem solving when the teacher’s cloth is too small for the tables. “You should take one table away”, “Turn your cloth around”, “Use your measuring tape”, are some of the sensible solutions offered. Children talk about their work and enjoy the lively mental maths sessions, which move at a brisk pace. They become very competent in basic skills and from the start, use computer programs to support their learning in mathematics.

Knowledge and understanding of the world

100. Children develop knowledge and understanding of the world through a variety of practical experiences. For example, they test materials to make a good coat for a bear and link this to work on a weather graph. They develop an understanding of living things within topics such as “Myself” or by looking after plants. In the Nursery, children were totally absorbed by watching two snails moving slowly around the rim of a plate, occasionally exploring over the edge, much to the concern of the children who feared the snails might fall off. They reminded each other that the snails must only be touched gently and that, “Their eyes on stalks must not be touched at all!” They talked about spirals and snail trails and drew these from careful observation. They learned about the snails’ preferred habitat by considering one they had created in a tank, saying it was better because it was cosy and there were leaves for food. In the Reception classes, children learn about healthy eating and they make plans for suitable sandwich fillings before actually making the sandwiches. They investigate change, when chocolate buttons are kept under four different conditions, for example on a

radiator, in the fridge, in the classroom or outside. They predict what they think will happen, then compare the results. Children play with roadmats indoors and create roadways with rules for safety when playing with wheeled toys outside. When working on topics such as “Journeys” children visit the airport and ride on the Metro system. Role play areas recreating airports and railway stations are carefully planned and make learning fun. They consider the differences between life, “On My Street” and the wider world when a Japanese visitor enables them to experience many aspects of her culture. This results in vibrant displays, informative, class made books and children who greet the teacher in Japanese at registration time.

Physical development

101. Physical development is encouraged in a variety of ways. Children manipulate small tools and equipment such as pencils, brushes, glue spreaders and scissors very well. They squeeze, squash, roll and manipulate malleable materials such as dough or thick paint. They complete jigsaws and use a range of construction materials, which require increasing dexterity. Indoors, good use is made of the space in the hall where children enjoy moving imaginatively to music and learn to move safely in a space without bumping into others. Outdoors, Nursery children make confident attempts to overcome the challenges presented by good quality, fixed wooden apparatus. They balance, setting one foot carefully in front of the other as they move across a log. They traverse a moving slatted bridge with increasing speed and skill. They begin to demonstrate control and physical co-ordination when running, pedalling, climbing and balancing. In the Reception classes, outdoor play is valued as a means to develop not only children’s physical skills but also their creative and social skills. Such sessions are carefully planned and props are provided to extend children’s play with wheeled vehicles, requiring them to negotiate obstacles or follow a course.

Creative development

102. Children experience and enjoy a wide range of creative activities which include art, dance, music and imaginative play. They draw, print, paint, model and use collage to create colourful pieces of work. They work in the style of famous artists such as Van Gogh and Miro or make carefully observed drawings and painting of tulips, plants and snails. They use art techniques to support their work in other subjects and to create brightly, striking displays which enhance their learning environment. Children sing tunefully and with pleasure. They enjoy the frequent opportunity to appreciate the music of well-known composers, for example, while they drink their milk, or when entering and leaving the hall at assembly time. Children move imaginatively to music in dance lessons. They respond in a variety of interesting ways to what they see, hear, touch and smell. They extend their learning by exploring colour, texture, shape and sound.
103. Since the previous inspection standards in all areas remain high. Teachers have now ensured that their planning relates to specific learning objectives and this in turn is related to the good progress made by the children.

ENGLISH

104. During the inspection there were nine lesson observations, discussions took place with the literacy co-ordinator, test results and teacher assessments were discussed and pupils' work was analysed. Inspectors listened to pupils read in the majority of year groups.
105. When pupils enter Key Stage 1, standards in all areas of English are good. By the age of seven standards in speaking and listening and reading are good, and in writing they are satisfactory. The results of the national assessments for 2000 indicated that the percentage of pupils attaining at the nationally expected Level 2 was well above average compared to national averages and in comparison with similar schools. The number of pupils attaining Level 3 was below compared to the national average and that of similar schools. At the time of the inspection there had been an increase in the number of Level 3s attained, but there is still evidence of underachievement in writing. Progress from Foundation Stage to the end of Key Stage 1 is satisfactory in speaking and listening and reading, but unsatisfactory in writing for the more able pupils who are entering Year 1 at Level 1 and who are not attaining Level 3 by the age of seven.
106. By the age of eleven standards in English are satisfactory overall. Standards in speaking and listening are good and they are satisfactory in reading and writing with a significant number of pupils attaining Level 5. Progress in Key Stage 2 is satisfactory in all aspects of English. The results at age eleven for the year 2000 indicated that pupils were achieving standards close to the national average and that of similar schools. The number of pupils attaining Level 5 was above average nationally and compared with similar schools. The findings of the inspection indicate that more pupils are achieving standards in line with the national expectation. Progress is generally satisfactory.
107. Since the last inspection when standards were in need of improvement, the school has made progress and standards have risen. This is due to improvements in the quality of teaching, the introduction of the literacy hour, the rigorous teaching of phonics, the increased time devoted to literacy throughout the school and the improvement in the quality of resources in the infants. The training received by staff has had a positive impact on standards, particularly in reading, but the teaching of writing in the infants is less secure. Some pupils who enter Key Stage 1 with high levels of attainment are not maintaining the rate of progress throughout the rest of the school, particularly in writing. This is due to the absence of an effective whole school policy in some areas of English and the limited use of day-to-day assessment to inform what should be learnt next for groups and individuals. The way groups are organised for teaching and learning, particularly in the juniors is also limiting progress for some pupils.
108. Pupils with special educational needs, including hearing impairments, make satisfactory progress in English. Those for whom English is not their first language are well integrated and supported where necessary. They also make satisfactory progress.
109. The contribution made by other subjects to the development of literacy skills is generally satisfactory. It is best when teachers enable discussion and debate in lessons and give pupils

the opportunity to compose and develop writing; for example, in history and personal, social and health education. The use of information and communication technology in literacy is limited, but is planned to improve now that the schools has increased pupils' access to computers.

110. The quality of teaching in English ranges from satisfactory to excellent and is good overall. The best teaching is well planned. Precise learning objectives are shared with pupils at every stage of the lesson. Good quality resources are used to make learning enjoyable, pupils are given the opportunity to talk about their work and share ideas. They know how well they are doing and how to improve by the way in which their teacher marks their work. The teaching of phonics in the infants is a strength. Pace in the best lessons is good and moves pupils on, giving them fixed times to complete tasks. Pupils with special educational needs and English as an additional language are included and are well supported by classroom assistants. This level of teaching results in pupils having a good understanding of what they are learning, what is expected of them and how they need to improve. Teachers have a good knowledge and understanding of most aspects of English, but the teaching of writing is generally less secure than reading. Teachers use the resources available to them very well, but resources limit the success of teaching in some case, for example, small flexible whiteboards in the infants create problems in presentation and the limited range of reading material in the juniors restricts the progress pupils can make if they use only the books provided by the school. Where pupils progress more slowly, it is related to the absence of very precise learning objectives, assessments not informing the planning for what they should do next and teachers not maintaining pace because the lessons are too long.
111. Good teaching enables pupils to achieve well. In the infants speaking and listening skills are well developed and the majority of pupils have a very good vocabulary and speak with confidence to express their ideas. For example, pupils in Year 2 can pose an interesting range of questions that they would like to be answered in a book about snails, and explain the meaning of terms such as *so-so* very accurately. Many pupils can read fluently and with expression. They can talk about characters in stories and predict what will happen next. They can recognise phonemes when asked to do so and they can talk spontaneously about how split digraphs work, recognising them in lists of words. Most pupils use their phonic knowledge confidently in decoding unknown words and they use other clues well. In their writing they are able to compose simple stories and reports with accurate spelling of a good range of words. Pupils' skills in composing and organising ideas into longer pieces with accurate use of punctuation is less well developed in writing and accounts for the low number of Level 3s achieved in writing compared to reading. Handwriting standards are generally good with the majority of pupils able to form letters correctly and present neat work.
112. In the juniors pupils speak with growing confidence and have an extended range of vocabulary. They enter into debates with their peers and can negotiate to reach a shared view. They present ideas to the rest of the class and their teacher on behalf of others. Pupils use extended vocabulary in their conversations, for example, Year 3 pupils talk about how to make an *effective* decision, and use words such as *inconvenient* and *species* in spontaneous answers to questions from adults. In Year 6, pupils can talk about the tensions

in a small society represented in a novel and the styles of leadership likely to influence the lives of the citizens. In reading, pupils in Year 6 show a good understanding of the style used by authors such as Rudyard Kipling. They can recognise alliteration and use techniques similar to those of Kipling in their own work. Reading is generally fluent and expressive. The most able pupils can discuss texts showing good understanding of inference and explain their preferences for choices of books. In writing pupils respond well to opportunities to compose their own work in a variety of genre. They write using a good range of vocabulary and ideas. Some pupils express ideas and feelings with well-chosen words. For example, in writing an *Ode to a Banker* some stated that they would *bank: laughter, out of bounds, my sister's bald head at birth and the smell of freshness in summer*. Handwriting in the juniors declines from the standards in the infants and frequently detracts from the standards of presentation in books across all subjects.

113. Pupils' attitudes to English are generally very good. They listen attentively, work in mixed gender and age groups, share ideas and help each other. They enjoy working with texts, offer answers readily and work on task with very few examples of restless or disruptive behaviour.
114. English makes a very good contribution to spiritual, moral, social and cultural development. Pupils are frequently asked to empathise with the feelings of characters and to talk about their own responses to poetry and prose. They experience a wide range of literature. Through the use of fables and moral tales pupils in Years 3 and 4 are able to discuss moral dilemmas, peer pressure and their own solutions to problems.
115. The leadership and management of English is satisfactory, with a significant number of strengths relating to the commitment and skills of the co-ordinator. She has worked hard to train staff and develop the teaching of English in the school with support from the local education authority. Opportunities for monitoring the teaching, planning and test results have been provided. The co-ordinator is aware of the strengths and weaknesses of the subject, particularly in the infants. However, the actions in the development plan do not always provide the most effective strategies to fully address the weaknesses. Actions are not always linked to time, staff development and funding, with measurable outcomes in terms of pupils' progress. For example, the development of the library is seen as a strategy to raise attainment in reading which has been very costly, but there have been other more urgent needs such as improvements to the quality and range of reading material in the junior classrooms. Writing is obviously the area most in need of improvement, but the development of a whole school approach in terms of policy is not a major priority. Much is done to analyse data, but predictions are not yet translated into targets for year groups and individual pupils. Not all staff understand the effect they need to have if the school is to achieve its targets and maintain the progress achieved in the Foundation Stage. The expertise of the co-ordinator is markedly in the infants, but the opportunity to develop the management of teaching and learning in the juniors is limited.
116. Assessment in English is satisfactory in terms of tests used and the ongoing assessment of reading in the infants. There are weaknesses in both key stages in the use of ongoing assessment to inform lesson planning, and the effective use of target setting for classes,

groups and individuals. The co-ordinator has introduced a target system, but not all pupils are benefiting from it. The time given to the subject has had a positive impact on improving standards since the last inspection. However, the time allocation is increased by additional activities devoted to reading and handwriting, more in some classes than others, and the literacy hours are extended by 10 to 15 minutes. This is counter-productive in the infants as it is too long to sustain the concentration of some pupils and the youngest pupils are sitting on the carpet for very long periods. The actual time spent on English has resulted in less than adequate time being given to other subjects. The overall management of the curriculum in English relating to the best use of time is unsatisfactory, but this is not the responsibility of the co-ordinator. Marking, in the best examples, is focused on the learning objective or target and helps pupils to improve, but there is no whole school approach evident and in most cases it is not effective.

117. The quality of provision in English is influenced by a number of other factors. Resources for the subject are generally satisfactory. The library is a resource of outstanding quality, but its value has yet to be maximised in terms of use for all classes. There is a good choice of *big books* to support the literacy hour. Resources for reading in the school's scheme are satisfactory in the infants, but in the juniors the scheme does not provide sufficient range, challenge and variety. There are plans to import books from the library for pupils to use in classrooms, but the current provision is unsatisfactory and does not offer any controlled choice beyond the end of the scheme. The involvement of parents in hearing reading at home is a strength, particularly in the infants.

MATHEMATICS

118. During this inspection lessons were observed in every class in both in infants and juniors. In all eleven lessons were observed. The current and past work of pupils in all year groups was scrutinised in detail. A discussion was held with the mathematics co-ordinator and the resources reviewed.
119. Overall, standards in mathematics are improving and are now satisfactory.
120. Pupils are attaining standards which are typical for seven-year-olds. In the year 2000 national tests and assessments standards were close to the national averages for the percentage of pupils attaining the expected Level 2 and the higher Level 3. Standards were close to the average of those of similar schools. The results for 2001 are expected to be similar.
121. From the scrutiny of pupils' work, inspectors judge that standards are rising and that current attainment is close to the nationally expected level by the age of seven and eleven. Pupils in Year 1, for example, can count in fives to 50 both forwards and backwards and can order numbers on a number line up to 200. Overall, pupils are making satisfactory progress in all aspects of mathematics and in particular their work using data was of a high quality. Pupils with special educational needs and especially those integrated from the HIRB make good progress through the very effective in-class support that they receive.
122. By the age of eleven pupils are now attaining standards, which are closer to those found

nationally. In the year 2000 national assessments for eleven-year-olds 45% of pupils attained the expected Level 4, which was well below the national average and the proportion attaining the higher Level 5 of 3% was well below the national average. When compared with similar schools standards were very low. Over the last few years standards have varied significantly but recent improvements reflect the improved teaching which is leading to improved progress by pupils.

123. In lessons and from a scrutiny of pupils past and present work inspectors judge that pupils are currently on course to attain standards similar to those expected nationally. Pupils are attaining similar standards in all aspects of the mathematics curriculum. For example, pupils in Year 6 were able to identify the number facts associated with 49 using a secure knowledge of the seven times table. They were also able to investigate the number properties of a 100 number square, identifying the relationships between a group of four numbers. In a lesson in Year 3, pupils were able to identify the lines of symmetry in two-dimensional shapes and extended this work to include rotational symmetry.
124. Overall, pupils are making at least satisfactory progress as they move through the juniors. Progress accelerates still further in Years 5 and 6. Pupils with special educational needs make very good progress, with some hearing impaired pupils achieving above average standards in some aspects of mathematics, through the well targeted and very effective support they receive.
125. Overall the quality of mathematics teaching seen was good. It was never less than satisfactory. Teachers have secure subject knowledge and use a variety of teaching methods, which promote good learning and so pupils make good progress. In the best lessons teachers encourage pupils to investigate thoroughly and to be confident in identifying conclusions from their practical work. For example, in a Year 5/6 lesson the teacher encouraged pupils to develop their ideas about the patterns of numbers in a 100 square. Teachers are effectively delivering the National Numeracy Strategy and ensure that all aspects of mathematics are taught. Where teaching is weaker teachers do not use their day-to-day assessment of pupils' work sufficiently to plan what pupils should learn next. The quality of teaching has improved since the last inspection and this is contributing to the improving standards.
126. Pupils clearly enjoy their mathematics lessons. They work hard and concentrate well. They are developing the ability to work well in groups as well as to research information for themselves. Pupils are given the opportunity to consider and explore mathematical ideas and relationships.
127. The subject co-ordinator, in post for almost two terms, is managing the subject effectively. There are adequate resources in most classrooms although the co-ordinator has limited input into resource provision. The monitoring of the quality of teaching and the standards achieved by pupils is underdeveloped.

SCIENCE

128. During the inspection, six science lessons were observed covering the infants and juniors. Pupils' work and science resources were reviewed. Discussions were held with the science co-ordinator and with Year 6 pupils.
129. By the age of seven, pupils attain good standards in science. In the year 2000 national assessments, 100% of pupils achieved the expected Level 2 or above. The school's standards were very high in relation to national averages and averages for similar schools. The percentage of pupils attaining the higher Level 3, 26%, was above the national average and in line with averages for similar schools.
130. Overall, pupils make good progress in the infants. Standards and progress have improved since the time of the last inspection, when half of the pupils were underattaining and making unsatisfactory progress.
131. By the age of eleven, pupils attain satisfactory standards overall. In the year 2000 national tests, 84% of pupils attained the expected Level 4. This was below the national average for eleven-year-olds but was an improvement on the previous year. The number of pupils achieving Level 5, at 13%, was well below the national average and well below averages for similar schools. Evidence from pupils' previous work in books and from discussions with older pupils indicates that attainment at Level 4 is currently at a similar level. In the aspects of science observed in lessons, many pupils were attaining the higher levels.
132. At the time of the last inspection, attainment and progress were unsatisfactory for many pupils in the juniors. Test data revealed that higher ability pupils were not sufficiently challenged in their work. Overall, pupils in the juniors are now making good progress in lessons and standards have improved since the last inspection. As a result of the improved teaching quality observed by inspectors and the high standards attained at in the infants, standards for junior pupils should now improve over time.
133. Pupils do better in some aspects of science than in others. In the infants, pupils are developing good enquiry and investigation skills and a good understanding of living processes. For example, in a Year 1 and 2 class, pupils were challenged to select the most effective conditions for growth when planting seeds. They selected from a range of planting options, demonstrating good understanding of the conditions living things need for growth and suggested how their seeds could be checked for growth. In the juniors, attainment is also good in aspects of science related to life and living processes and in investigative work where information is recorded and evaluated. In a Year 5/6 class, pupils assembled and analysed data very effectively. They used information about sunset and sunrise times to plot time changes on a line graph and identify patterns of change. In discussion, Year 6 pupils show that their understanding of physical processes, such as balanced and unbalanced forces, is not as good. They have difficulty explaining phenomena coherently and in drawing on the correct scientific terms for accurate description.
134. Since the last inspection, pupils' attitudes to science have improved. In the majority of lessons they show enthusiasm and collaborate effectively. They work hard and concentrate well. Behaviour is always very good.

135. The quality of teaching is good overall. Teaching is good in the infants. In the juniors it is generally good, ranging from satisfactory to outstanding. This is an improvement since the last inspection when there was a high percentage of unsatisfactory teaching. Good subject knowledge, well-planned lessons and clear objectives for pupils' learning characterise the most effective teaching. Activities are adapted to suit the range of differing ability groups and questions challenge pupils to explore ideas and draw conclusions from the tasks they undertake. Pupils are encouraged to discuss, question and analyse what they do. For example, in a Year 5/6 class, brisk questioning ensured that all pupils were involved in recalling and clarifying previous learning. Clear instructions enabled pupils to convert available information into graph form and to move rapidly into data analysis, seeking answers to the teacher's challenging questions. Teaching is less effective when pupils spend too long on recording tasks and are given little opportunity to ask and answer questions in order to extend and clarify their thinking.
136. Improvements in science provision since the last inspection have been supported by the school's quality of teaching training programme. A good scheme of work has been adopted, improving subject coverage and progression. The scheme guidance is helping teachers set clear learning objectives. Time allocations for science are now consistent with agreed plans. During the week of the inspection, lesson planning was good, but assessment procedures are not yet being implemented. The good planning of work to meet pupils' needs observed by inspectors during lessons is not as evident in samples of pupils' previous work, and marking is not used effectively to help pupils improve.
137. Subject management has improved. The science co-ordinator was newly appointed to the post this year. She is making a good contribution to the development of the subject, and is monitoring both teaching and learning. Through a recent audit and an analysis of pupils' national test results she has identified areas for development and is providing support materials for assessment and for improving the structure and content of pupils' written work. Although resource levels are limited, they are now effectively organised.

ART AND DESIGN

138. During the Inspection only two art and design lessons were observed. There was a discussion with the temporary co-ordinator, and pupils' work was observed around the school and in portfolios.
139. Pupils enter the infants with good skills. By the age of seven the skills and knowledge of a significant number of pupils are unsatisfactory. By the age of eleven, standards and progress are also unsatisfactory. The standards achieved in art and design are too dependent upon the knowledge, skills and resources of individual teachers. Not all pupils are able to work with a satisfactory range of materials and media. Skills in drawing and painting are underdeveloped and the work pupils produce is below the standards expected for their age. This is directly linked to the lack of training for staff, insufficient resources and management of the curriculum, which would ensure that teachers know what to teach, and when and how.

140. Although some pupils have opportunities to develop their skills, the work of many pupils at seven and eleven is very simplistic compared to what is expected. Drawings are often unfinished and do not show progress in the use of light and shade, texture and line. Painting skills are not taught consistently and pupils' skills when mixing and using paint to create images are too limited. In the juniors sketch books are not used consistently, or to develop ideas and aspects of design which will become the finished piece of work.
141. In the small number of lessons observed, pupils were well behaved and responsive. They enjoy art and design and can work well in pairs when required to do so. Pupils in Years 3 and 4 were keen to offer answers in response to questions about the paintings of Van Gogh. They worked carefully with pencil crayons to show direction when colouring in a template provided by their teacher.
142. The subject makes a satisfactory contribution to spiritual, social and cultural development. Pupils have the opportunity to learn about the work of famous artists from a range of times and cultures. They can talk about the work of Van Gogh and admire his techniques in using paint. When given the opportunity to visit galleries pupils learn to appreciate the art that is available in their own locality. Their entry and success in competitions gives them opportunities to work with artists. They value and appreciate the beauty of natural art in the creation of the award winning willow sculpture in the school grounds.
143. The quality of teaching in the small number of individual lessons observed was satisfactory. Teachers plan to objectives, but there is some confusion over what is to be taught and how best to go about it. The skills and knowledge of teachers to deliver the demands of the art and design curriculum are limited in some cases. The limited range of resources available is used well, but the fact that there is no up-to-date policy makes it difficult for staff to teach in a way that develops the skills of pupils or builds on what has gone before.
144. Standards in art and design have declined since the last inspection when they were judged to be at least at the national expectation. The school's focus on raising attainment in the core subjects and the current absence of a subject co-ordinator has reduced the effectiveness of the school's provision and the standards achieved.
145. The temporary co-ordinator has taken over at short notice and has produced a development plan for the subject. Plans to implement the Qualifications and Curriculum Authority schemes, with support for staff, are in place, but there are no whole-school approaches to teaching, assessment or planning.
146. Leadership and management of the subject are currently unsatisfactory, as are resources and staff development.
147. The provision for the curriculum in art and design is currently unsatisfactory. Staff have insufficient guidance about what is to be taught and how. The breadth of opportunities to work with a range of media is too limited. The time given to art and design is fragmented because it is shared with design and technology. Pupils often have long gaps in their skill

development in the basics of drawing and painting which has a negative impact on attainment at seven and eleven.

148. The current policy of staff deciding upon their own resources to support the art and design curriculum and purchasing them from classroom budgets is working against the development and progression of skills. There is currently inequality of opportunity in what is offered across year groups and phases in some areas of the subject.

DESIGN AND TECHNOLOGY

149. During the inspection, evidence was obtained from four lesson observations, from samples of pupils' work, from planning documents and from discussions with the subject co-ordinator and with pupils in Year 6.
150. In the four lessons seen in design and technology, standards were satisfactory overall by the age of seven and eleven.
151. By the age of eleven, pupils are able to generate design ideas and record these in simple plans. They select resources from a range provided by their teacher, and use a limited range of tools to shape and make their products. In a Year 1 and 2 class, pupils used a range of paper materials to make a hinged door. Most pupils chose appropriately. Some could review their product effectively and recognise the need for refinement. Some could make modifications to improve their work.
152. By the end of Key Stage 2, pupils have developed more sophisticated design skills. They can effectively consider design options for specific target groups. For example, Year 5 and 6 pupils identified differing criteria for slipper designs for children, teenagers and senior citizens. However, not all design elements were included in design sheets. No lessons were observed in practical activities, though evidence from samples of pupils' previous work shows that a range of practical tasks have been undertaken, using paper, card and fabrics. For example, products such as waste bins and money containers were made in Year 3 and 4, musical instruments and support structures for shelters in Years 5 and 6. There was limited evidence of work with resistant materials. In discussion, Year 6 pupils could not describe any instances of practical tasks involving mechanisms, electrical components or computer control.
153. Pupils make satisfactory progress in design skills, but progress in making products is less well developed, particularly in the juniors. Standards have improved since the last inspection when they were deemed unsatisfactory in half of the lessons observed in the infants. In the range of final products there has been only limited improvement. The new scheme of work indicates progression in planned activities for making products and this should promote improved provision. For some pupils, coverage of the programmes of study is reduced when they are withdrawn from lessons for revision classes in the core subjects.
154. In the lessons observed across both key stages, the quality of teaching was satisfactory

overall. In the juniors, teaching was good in one lesson. In the other it was unsatisfactory. In the good lessons, teachers provided clear objectives and explicit instructions. They asked challenging questions, and ensured that pupils worked at a good pace. Resources were well organised and accessible. Frequent opportunities were provided for discussion, encouraging pupils to explore and extend their ideas. For example, in a Year 1 and 2 class, after exploring how hinges worked, the teacher supported small groups of pupils as they assembled simple hinged doors using paper and card. Through persistent and probing questioning, pupils were encouraged to describe how effective their design had been and how it could be improved.

155. The review of design and technology, identified in the 2000/2001 school development plan, did not take place. The subject co-ordinator has therefore had no opportunities to monitor teaching and learning, though this is planned for the current year. At present, monitoring procedures are unsatisfactory. At the time of the last inspection, corporate development planning and assessment were at an early stage of development. Effective procedures to assess and record pupils' progress have yet to be developed, but are identified as issues to be addressed this year. Consumables and resources to support design and technology teaching are inadequate.

GEOGRAPHY

156. During the inspection, three geography lessons were observed and an interview was held with the subject co-ordinator. Additional evidence was obtained from samples of pupils' work, from discussions with Year 6 pupils and from a review of planning documents and resources.
157. There was insufficient evidence to make an overall judgement on attainment for pupils aged seven and eleven. Standards were at least satisfactory in the lessons seen. Standards were good in one lesson seen in the juniors.
158. By the age of seven, pupils can use pictures, photographs, leaflets and maps to compare geographical features in their own and differing locations. For example, they investigate other countries through the travels of 'Barnaby Bear'. In a study of the seaside, they identify physical and human features using geographical terms such as *river*, *sea* and *coastline*. They conduct a simple survey to find out which places have been visited by their friends and use a chart to identify the most popular holiday destinations. By the age of eleven, pupils have a more extensive knowledge of the local area. Following a visit to Wylam, Year 6 pupils use first-hand evidence gathered during the visit, together with a range of secondary sources, to construct a profile of the village and record comparisons with Benton. Discussion with Year 6 pupils indicates that their knowledge of world geography and physical features is less secure. For some Year 6 pupils, coverage of the programme of study for geography is reduced when additional time is devoted to revision classes for the national tests in English, mathematics and science.
159. Overall, pupils make satisfactory progress, including those pupils who have special educational needs and pupils for whom English is an additional language. Pupils with hearing

impairments are well supported.

160. In the three lessons observed, the quality of teaching was good overall, enabling pupils to make good progress. Teaching was good in the infant lesson and very good in one of the junior lessons and it was satisfactory in the other. Good teaching was characterised by clear objectives for learning, a brisk pace and frequent opportunities for pupils to offer suggestions and respond to questions, both with the teacher and within their working groups. Enquiry skills were effectively promoted, drawing on map work, secondary sources and first-hand experience. Scrutiny of pupils' previous work suggests that work is not well matched to the differing abilities of pupils.
161. Geographical study is enhanced by the International status of the school and its associated links with partner schools in the European Union. Through exchange of information, pupils learn about differing locations and European environments. Geography contributes well to pupils' social development, encouraging a sense of responsibility for the care of their local area and promoting evaluation of proposed changes.
162. Since the last inspection, an effective scheme of work for mixed-age classes has been introduced and long-term planning now defines appropriate coverage of the National Curriculum. Learning outcomes for differing ability groups, though identified in the scheme, are not yet used in lesson planning. Implementation is not yet effectively monitored to improve progression, an aspect criticised at the last inspection. In the infants, although specified time allocations are satisfactory, in practice too little time is spent teaching geography. Time allocations in the juniors are well below national averages. This allows insufficient time to explore all teaching units in appropriate depth.
163. The co-ordinator has worked with staff to develop the policy document. He has audited resources and managed expenditure to improve resource provision to a satisfactory level. Samples of lesson planning are monitored once per term. There are plans to introduce assessment tasks at the end of each unit of work, but short-term assessment procedures are not in place. The development plan is more focused on raising standards, targeting the monitoring of pupils' work and of teaching. However, insufficient time is allocated to enable an effective overview - the planned lesson observations from the previous year did not take place. Currently, the monitoring of teaching is unsatisfactory.

HISTORY

164. During the inspection only one history lesson was seen. Discussions took place with the co-ordinator and pupils' work was studied in books and on display around the school.
165. By the age of seven standards in history are satisfactory. Pupils learn about different famous people and can order events in their lives. They can describe the work of Florence Nightingale and compare the conditions of hospitals in the past with a modern one. Progress through the infants is satisfactory. Pupils in Year 1 can describe toys from the past and make simple comparisons with their own toys. They can order objects from the past showing a growing awareness of chronology. By age eleven standards are also satisfactory.

Pupils show that they can research facts about ancient civilizations. They can talk about the lifestyles of the Greeks, their beliefs, architecture and myths. They can explain the differences between Athenians and other groups. There are weaknesses in attainment in Years 5 and 6 relating to pupils' skills in explaining consequences of major changes and understanding different interpretations of the past. Progress through the juniors is generally satisfactory for all pupils including those with special educational needs and for whom English is an additional language and those with hearing impairments.

166. Teaching in the lesson observed was very good. Pupils were able to engage in debate in the role of Viking families in a community. They could consider the reasons why a community might need to settle elsewhere and what the choices might be. They used their knowledge about the life of the Vikings to reason their choices between trading, raiding, and settling. Planning included precise learning objectives, pupils were well managed and the method allowed pupils to use language skills to enhance their learning in history. As a result, pupils worked very well together in mixed gender and mixed age groups, showed very mature skills in negotiating and debating. Teaching in history is enhanced by visits to museums and places of interest such as: Eden Camp, Beamish, Bede's Museum and a local Roman site. The presentation of work in the juniors sometimes lacks care, but otherwise attitudes shown are generally good.
167. History makes a very valuable contribution to spiritual, moral, social and cultural and personal development. Pupils empathise with people in the past. They consider their outstanding qualities and the contribution they have made to life today. Pupils' poetry embodies the hopes, beliefs and fears of ancient peoples. Debating in role encouraged pupils to consider wide issues such as responsibility and democracy.
168. The co-ordinator has audited the resources and provided a page for the school development plan. The medium-term plans have been replaced with Qualifications and Curriculum Authority schemes of work. Advice is offered to Years 5 and 6 staff, but the monitoring of standards and the quality of provision is not yet in place. Development planning for the subject lacks appropriately defined activities and strategies to improve the subject other than the use of the co-ordinator's time to begin monitoring. The role of the co-ordinator is insufficiently developed and the strategic management of the subject overall is unsatisfactory.
169. Curriculum provision for history is unsatisfactory overall. There is currently no whole school policy regarding assessment and planning in history and the curriculum does not meet the needs of the most able pupils. The time given to history is insufficient to fully cover the programmes of study in the juniors and coverage of the schemes is erratic for some pupils. Teachers' marking praises pupils, but does not make sufficient contribution to pupils' learning.
170. Progress in history since the last inspection has been satisfactory. Standards are similar to those seen previously. The management and provision of the curriculum has declined, but this is due to the emphasis placed by the school on raising attainment in the core subjects and the introduction of the new National Curriculum. The school is aware of the need to focus on the development of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

171. Only two lessons of information and communication technology were observed in the juniors during the inspection. In addition a wide range of evidence of pupils' work was scrutinised.
172. Overall, pupils are attaining standards below those typical by seven and eleven. Pupils in Year 2 are able to produce pictures using drawing software. They show limited mouse control and the pictures support their other work. They also use their limited word processing skills to present some of their written work. Pupils in Year 3 had collected information regarding the types of mini-beasts found in the school grounds and were entering the information into a database in order to investigate them further. Pupils in Year 5 and 6 are developing their skills in using spreadsheets and show a good understanding of the type of information to be entered. At the time of the inspection the links to enable pupils in Year 5 and 6 to use information gathered from the Internet had not been established. Pupils in both key stages make limited use of word processing software to present their work in other subjects. They do not learn about control in the infants nor do they use sensing equipment in the juniors.
173. In the two lessons observed inspectors judged the teaching to be at least satisfactory. The teachers showed good subject knowledge and planned lessons to progressively develop pupils' knowledge and skills. Such lessons are usually short and have only been taking place since the nine computers have been established in a suite in the last month or so. Lessons are delivered at brisk pace and make the maximum use of the limited time available. Pupils respond well to their information and communication technology lessons and are beginning to use the skills and knowledge learned to support their learning in the other subjects of the curriculum.
174. Since the establishment of the computer room there are good resources for information and communication technology and adequate resources overall. The recent additional computers, although not yet fully networked are already having a positive impact on raising standards. Standards are judged to be higher than at the time of the last inspection.

MUSIC

175. During the inspection five music lessons were observed in the school and one in the HIRB. A discussion took place with the music co-ordinator and a small amount of work by pupils was observed.
176. By the age of seven the majority of pupils are achieving standards in line with national expectations. They can talk about the meaning of pulse and rhythm and sing simple songs keeping a beat with a range of percussion instruments. They know the names of a variety of instruments and how to play them.
177. By the age of eleven standards in music are below that which is expected. The recent improvements in the teaching of music in the school have not yet had an impact on the oldest

pupils. In Year 6 pupils are able to talk about musical vocabulary including mood, tempo and dynamics. They can listen well to a variety of music and identify opera. Some pupils can talk confidently about the feelings and moods evoked by some pieces of music. Their composition skills are developing, but are still too close to those of pupils in Years 3 and 4 where the majority of pupils are reaching satisfactory standards for their age.

178. Progress in music is satisfactory for the majority of pupils in the infants and good in the juniors. Those pupils with special educational needs, hearing impairment and those for whom English is not their first language make progress in line with their peers. The most able pupils in both key stages make less progress as there is no assessment on which the teacher can base more challenging activities. Pupils with hearing impairments make better progress than their peers in the juniors due to the specialist teaching they receive in the HIRB. Attainment and progress are better than they were in the last inspection when they were found to be unsatisfactory.
179. The quality of teaching in music in the school is good. It is excellent for those pupils with hearing impairments. The lessons seen during the inspection ranged from satisfactory to excellent. In the best lessons teachers plan interesting activities with clear learning objectives. They encourage pupils to work in groups to share ideas, composing and performing sound pictures. Pupils were very well organised and managed by teachers. A wide range of musical instruments was available for pupils to use. As a result, pupils were able to work in mixed gender and ability groups to present a piece of music telling a short story about a given animal. They could explain their choices of instrument and the tempo and dynamics of the piece. For example, a group of pupils in Years 3 and 4 could explain in music how an elephant would move through the jungle and, hearing shots, break into a run and escape the hunters. In the HIRB, teaching is outstanding, and very well matched to the needs of pupils. As result they were able to interpret the story of *The Pied Piper* with a range of instruments. They are taught simple notation and can compose and accompany simple tunes. The majority of pupils enjoy music lessons, they respond very well to their teachers and show independence and creativity when working with their peers. Teaching has improved greatly since the last inspection.
180. Music makes a valuable contribution to the spiritual, social and cultural development of pupils. They enjoy listening to music from a range of times and cultures and interpreting the feelings expressed in it. They identify them with their own experiences, for example, they can talk about the feeling of celebration and light heartedness when listening to opera extracts from Monteverdi. Singing in the collective acts of worship is tuneful and in good time with the piano. Opportunities are taken to explore the spiritual meanings of hymns and songs. For example, pupils could equate the theme of building a wall with shutting other people out and being lonely, they then went on to relate this to the story of *The Selfish Giant*.
181. The school's standards in music have been effectively raised by the introduction of a scheme of work, training and support for staff, and an increase in the quality and range of instruments. The co-ordinator has worked extremely hard to raise the profile of the subject and increase the confidence and expertise of staff to teach some very demanding aspects of

the Qualifications and Curriculum Authority schemes. The support of the local education authority has been effective. Some monitoring of planning and teaching is taking place and the co-ordinator has written the school development plan for the subject.

182. Leadership and management of the subject is satisfactory overall. The monitoring of teaching and attainment is at an early stage. Assessment procedures need to be put in place and used to provide for pupils who are more able musicians and development planning for the subject, based on current common practice in the school, is not yet strategic enough with a focus on raising standards.
183. The accommodation and resources for music are satisfactory in the school and very good in the HIRB. Percussion instruments are well cared for and effectively organised. The school is developing a bank of music for appreciation, but the success of teaching such appreciation is currently too dependent upon personal resources provided by the co-ordinator. When they are made available, support staff are very effective in enabling pupils with special educational needs to make progress and have a positive impact on the progress for the rest of the class when they work with groups.
184. The curriculum provision for music is currently satisfactory. It is supplemented well by the purchase of tuition by parents from a private provider and the local education authority. A large number of pupils learn to play a range of instruments and read music. Currently there are too few opportunities for them to build on their skills in lessons and opportunities to perform together with other pupils are very limited. The co-ordinator has encouraged the enjoyment of music by taking singers to perform in public and making the most of every opportunity to encourage pupils to participate in local and national music events, including the 'Music on the Line' celebration for the Millennium.

PHYSICAL EDUCATION

185. Standards in physical education are average at ages seven and eleven. There is no difference in standards between boys and girls. By the age of seven pupils show developing body control and undertake a range of movements with confidence, commitment and imagination. In the juniors pupils develop skills and techniques which are refined with practice and applied in a game setting. The school continues to offer its pupils a full and broad range of experiences although the amount of time for swimming has been reduced since the last inspection.
186. In the infants pupils work enthusiastically and confidently showing an awareness of rules. They are physically active, capable of sustained activity and use their bodies appropriately in performing simple skills linking their actions. In athletics, pupils can run and jump using their arms to propel themselves further in seeking to improve on their previous best. They can throw and catch and use appropriate vocabulary to describe in simple terms what is happening to their bodies.
187. In the juniors the pupils can sustain energetic activities over appropriate periods of time and make satisfactory progress. They collaborate well and have a good awareness of the need

to work safely. In Years 3 and 4 pupils are able to play a game and follow the rules but their sense of teamwork is still underdeveloped. Rather than throw the ball to a member of the team, pupils pick up the ball and run with it to the base without impeding the progress of their competitor. In Years 5 and 6 in a dance lesson, pupils made satisfactory progress, remembering the previous lesson well and offering their views clearly when trying to interpret the music. In tennis, pupils responded well to coaching and made effective progress in skill and technique improvement.

188. Overall, the quality of teaching in physical education is good. It ranges from satisfactory to very good. Where teaching is particularly effective, teachers have good subject knowledge. The lessons are planned well and very effective use is made of time and pace. Teachers know what they want to achieve and explain this clearly to pupils. In some lessons the amount of time taken to explain what is to happen next results in pupils being inactive for long periods and this has a negative impact on their overall performance. Limited use is made of opportunities for pupils to demonstrate their work or to evaluate their efforts.
189. Overall the physical education curriculum meets the requirements of the National Curriculum. Over the course of the year all pupils undertake gymnastics, dance, games and athletics. Pupils in Years 3 and 4 have the opportunity to go swimming for one term but there was insufficient evidence to judge whether pupils were likely to attain the national requirements by age eleven. Pupils in Years 5 and 6 have an opportunity to undertake a residential stay at an outdoor centre. There are several extra-curricular activities, for example, soccer coaching and football and hockey clubs. The school also engages in a non competitive sports fixture with another school.
190. The policy for physical education and future developments in the subject are under review. The resources and equipment are adequate to aid teaching and learning. The school has two halls and a very large playground and field which are used effectively.

RELIGIOUS EDUCATION

191. During the period of the inspection, only two religious education lessons were observed. There was insufficient evidence to report on overall standards. Pupils' past and current work was reviewed and discussions were held with the religious education co-ordinator and with pupils from Year 6. Planning, policy documents, schemes of work and central resources were reviewed.
192. In the two lessons seen, standards were in line with those identified in the Newcastle-upon-Tyne Locally Agreed Syllabus. This suggests improvement since the time of the last inspection, when standards were unsatisfactory by age seven. By the age of seven, pupils have a developing understanding of Christianity and are beginning to learn about beliefs in other world religions, particularly in Judaism. They can talk about special people and places and can recount the main events from Bible stories. They explore their own emotions and respond sensitively to the experiences and feelings of others. By the age of eleven, pupils can describe and compare some of the key beliefs of the religions studied, for example, in Hinduism, Islam and Judaism. Year 3 and 4 pupils discuss the origin and

purpose of the Ten Commandments, and devise and list their own criteria for personal behaviour and relationships. In discussion, Year 6 pupils can explain the religious symbolism of light in the festivals of Divali and Hanukkah. They explain the purposes of religious practices, for example why people fast during Ramadan and Lent. They show an appropriate understanding of religious and moral issues.

193. In each of the lessons observed, the quality of teaching was good and pupils made good progress. The lessons were well structured, with outcomes clearly defined in teachers' planning. Teachers ensured that there were ample opportunities for discussion and reflection. For example, in an infant class the teacher encouraged pupils to work with talk partners to recall their own and others' responses to emotional events. The concept of parting was sensitively explored through discussion based on the story of *Badger's Parting Gifts*. Pupils' attitudes and behaviour were very good in each of the lessons observed. The lessons effectively promoted pupils' moral and social development. Spiritual development was good in one lesson.
194. The religious education curriculum is enriched by visits to the synagogue, mosque and Salvation Army temple as well as by visitors to the school. A range of faiths is represented in the school, and pupils are encouraged to bring artefacts to support discussion about their own beliefs and religious practices. The daily act of collective worship makes a valuable contribution to pupils' religious education, reinforcing teaching on moral issues and extending pupils' knowledge and understanding of religious festivals, stories and traditions.
195. Pending the permanent appointment of a subject co-ordinator, religious education is currently led by a temporary co-ordinator. She is maintaining an overview of what is taught by monitoring teachers' planning, by supporting arrangements for visits and visitors to the school and by organising resources. She has produced an action plan which focuses on monitoring pupils' work so that curriculum coverage and progression in learning can be assessed.
196. Curriculum planning is satisfactory, and is based on an effective scheme of work for mixed-age classes. The current policy document, however, provides insufficient guidance on the use of the assessment tasks included in the scheme of work. This remains an area for development. There are plans to improve the policy document this year and to extend the limited range of religious artefacts and teaching resources. Although sufficient time has been identified for teaching religious education, there is considerable variation between classes in the actual time religious education is taught.