

INSPECTION REPORT

SEAHOUSES FIRST SCHOOL

Main Street, Seahouses, Northumberland.

NE68 7UE

LEA area: Northumberland

Unique reference number: 122214

Headteacher: Mrs. M. Ayden

Reporting inspector: Mrs. M. Warburton
22522

Dates of inspection: 18th to 20th June 2001

Inspection number: 193233

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	Main Street, Seahouses, Northumberland.
Postcode:	NE68 7UE
Telephone number:	01665 720444
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. P.A. Scott
Date of previous inspection:	10 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22522	Mrs. M. Warburton	Registered inspector	English	What sort of school is it?
			Art	Attitudes, values and personal development
			Music	How good are the curricular and other opportunities?
			Physical education	What should the school do to improve further?
			Equal opportunities	
11358	Mrs. V.A. Lamb	Lay inspector		How well does the school care for its pupils?
				How well does the school work in partnership with parents?
21458	Mr. P. Smith	Team inspector	Science	The school's results and achievements
			Information technology	How well is the school led and managed?
			Design and technology	
			Special educational needs	
28772	Mrs. B. Hudson	Team inspector	Mathematics	How well are pupils taught?
			Geography	
			History	
			Religious education	
			Under fives	

The inspection contractor was:

Durham Local Education Authority

Education Department,
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Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	7
How good the school is	7
What the school does well	7
What could be improved	7
How the school has improved since its last inspection	8
Standards	8
Pupils' attitudes and values	9
Teaching and learning	9
Other aspects of the school	10
How well the school is led and managed	10
Parents' and carers' views of the school	11
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	12
Pupils' attitudes, values and personal development	14
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Seahouses First School is a small school serving the semi-rural coastal village of Seahouses, Northumberland. There are 114 pupils on roll, which is similar to the time of the last inspection. Attainment on entry to the school is broadly average. The percentage of pupils identified with special educational needs is below average. There are no pupils with a statement of special educational need or with English as an additional language.

The school provides part-time nursery places for pupils aged four and above, until they begin in the reception class. The school shares its large site with the local library.

HOW GOOD THE SCHOOL IS

Seahouses First School is a friendly, welcoming school that provides a supportive, stimulating environment in which children can learn. Children enter the school with broadly average attainment and they make satisfactory progress so that by the time they are seven and by the time they leave the school, almost all pupils attain standards that are in line with expectation for age. This is well above the national average and the average for similar schools.

The head teacher is new in post and has made a good start in identifying strengths and development needs and has appropriate plans to move the school forward.

What the school does well

- Almost all pupils achieve standards that are in line with expectation for age at the end of Key Stage 1.
- Provides a supportive environment where relationships between pupils and between pupils and adults are good.
- Works very well with parents and the local community to enrich the curriculum through the provision of in-class support and extra-curricular activities.
- Provides good information to parents about how their children are progressing at school.
- Ensures that finance, accommodation and resources for learning are used effectively to enable pupils to make progress.
- Has recently put in place sound management systems that are enabling the governing body to fulfil most of its responsibilities.
- Has established good links with parents that contribute to pupils ' learning at home and at school.
- Provision for language in the foundation stage is good and pupils achieve well.
- The head teacher has a clear view of the school's own strengths and weaknesses.

What could be improved

- The standards achieved by the highest attaining pupils in the school.
- Standards in writing throughout the school.
- Aspects of the teaching relating to teachers' expectations of what pupils can achieve, planning for children's learning and marking their work.
- The presentation of pupils' work.
- The organisation of the timetable.
- The implementation of recently developed procedures for assessing pupils' progress.

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

The school is fully aware of the areas in need of improvement and already has plans in place to review and address these issues.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress overall. Since the last inspection the standards achieved by pupils have been maintained, with improved provision for art, information and communication technology (ICT) and design and technology (DT). There are now secure systems in place for monitoring and evaluating policies and classroom practice, although these are at an early stage of implementation. Procedures to assess pupils' progress have been established but progress in using the results to inform future planning is unsatisfactory.

The committee structure of the governing body has been developed and governors now have a more active involvement in the life and development of the school.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	B	C	A	A	well above average A above average B average C below average D well below average E
Writing	B	A	A	A	
Mathematics	A	A	B	B	

Since the previous inspection standards in writing and mathematics have been consistently high or well above the national average. There has been some fluctuation in reading standards.

Attainment on entry to school is broadly average, though some pupils do well in language and communication.

By the age of seven years, the number of pupils who achieve the expected levels in the national tests in reading, writing and mathematics is well above average when compared with similar schools and others nationally. However, fewer pupils reached the higher levels than in similar schools. Attainment in other National Curriculum subjects and religious education (RE) is in line with national expectations.

By the time pupils leave school in Year 4, most have made satisfactory progress, though there is some under-attainment by more able and talented pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes overall. In most lessons, particularly in the foundation stage and in Key Stage 2, they concentrate and persevere, although a significant minority of pupils do not demonstrate pride in their recorded work.
Behaviour, in and out of classrooms	Most behaviour in lessons is at least satisfactory and sometimes good. In the playground and around the school pupils behave well.
Personal development and relationships	Good. Throughout the school pupils relate to each other and to adults well. They have a good understanding of personal responsibility.
Attendance	Good, above the national average. Pupils enjoy coming to school.

Pupils' attitudes and values are good overall. The school works hard to promote personal development. In a minority of lessons where attitudes are unsatisfactory it is because pupils are unclear about what they have to do, or the tasks they have been given are too easy and lack challenge.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. It is satisfactory or better in 90% of lessons. In 30% of lessons it is good or very good. 10% of lessons are unsatisfactory. Literacy skills are appropriately planned and taught resulting in sound improvements being made in all classes. The skills of numeracy are taught ensuring pupils make steady progress. All pupils, but most especially the more able, do not always apply the skills they learn in literacy and numeracy consistently across all areas of the curriculum. Strengths in teaching include the recapping of previous learning and in some lessons good questioning and answering techniques are used. The unsatisfactory teaching was due to the lack of focus upon what the pupils were to learn in that lesson, the teachers' acceptance of poor quality output of work and too many pupils not concentrating on their work. The school satisfactorily meets the needs of the majority of pupils. Pupils with special educational needs make satisfactory progress. There are no pupils with English as an additional language. There are no incidents of racism recorded. However, pupils who are more able are not provided with work that is sufficiently challenging.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides an appropriately broad and balanced curriculum for all pupils. The range of extra-curricular activities is good.
Provision for pupils with special educational needs	There are very few pupils identified as having special educational needs and provision for them is satisfactory. They are given appropriate support in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' personal development. Provision for moral and social development is good and is a high priority. For spiritual and cultural development provision is satisfactory, but there is scope to provide more opportunities in lessons and other activities.
How well the school cares for its pupils	The arrangements for the care of pupils are satisfactory overall. Staff know pupils very well. The school's approach to discipline is shared with parents. A range of health and safety risk assessments are undertaken, but do not cover all potential hazards. As yet, teachers do not use assessment data well enough to help them plan pupils' future learning.

The school works very well in partnership with parents and this is a strength. An appropriate curriculum is offered to all pupils and is enriched by extra-curricular activities and use of local skills and expertise. All areas of the curriculum meet statutory requirements, although provision for pupils' writing could be improved. Although the school provides a supportive environment, some potential health and safety hazards exist and the use of the assessment of pupils' progress to inform the next stage of their learning is inconsistent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	At the time of the inspection, the head teacher had been in post for one and a half terms. Supported by teaching and non-teaching staff, the leadership and management of the school is satisfactory. The head teacher, governors and staff are eager to improve further and the drive to move the school forward is evident. The role of key staff needs further development so that changes that are planned can be successfully implemented.
How well the governors fulfil their responsibilities	The governing body meets its statutory requirements but needs a more thorough approach to risk assessment. It has made satisfactory progress in addressing issues raised in the previous inspection. Governors know the school well and are becoming more involved in planning for the future.
The school's evaluation of its performance	The head teacher has made an accurate assessment of the school's strengths and weaknesses and needs to share this with staff and governors so that high-attaining pupils can be challenged and the quality of teaching further improved. A new system has been put in place so that subject leaders can contribute to the school's self-evaluation.
The strategic use of resources	Good financial planning and use of direct grants has improved staffing levels in the school. Specialist teaching in DT has ensured that good progress has been made since the previous inspection. However, the deployment of staff and timetable arrangements for specialist teaching, the school bank and

	physical education (PE) should be reviewed to make better use of teaching time.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school. • Their child makes good progress. • Behaviour in school is good. • The school expects their child to work hard and achieve his or her best. • The school keeps them very well informed about events and how their child is getting on. • The school welcomes parents. 	<ul style="list-style-type: none"> • Range of activities outside lessons.

The only area of the school's work about which parents express significant dissatisfaction is the range of extra-curricular activities. However, the inspection team judges the range of activities to be very good for a school of this size.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the National Curriculum tests overall standards for seven year olds in 2000, when compared to the national average and to standards in similar schools, were well above the national average in reading and writing and above in mathematics. Though all pupils reached the national standard of Level 2 in each subject, there is some under-achievement in mathematics and more noticeably in science, where fewer pupils reached Level 3. This is because the organisation of the timetable and activities provided in some lessons effects both the continuity and challenge for higher attaining pupils. By the age of nine most pupils have made satisfactory progress and attainment in all subjects is as expected for their age. Since the previous inspection standards in DT and ICT have improved whilst the standards in other subjects have been maintained.
2. Children are admitted to the reception class at the beginning of the year in which they are five. Overall their attainment on entry is similar to that found in most schools, though in language and communication, some pupils do well. They make satisfactory progress in all areas of learning where lessons are suitably planned and resourced but sometimes high-attaining pupils are insufficiently challenged with more demanding tasks. By the time they enter Year 1, the children are achieving standards in line with national expectations in all areas of learning.
3. Since the previous inspection, standards in Keys Stage 1 in writing and mathematics have been consistently high or well above the national average. Standards in reading have fluctuated with a fall in 1999 when girls' performance fell below the national average. In writing, standards have gradually improved, particularly in the last two years where both boys and girls exceeded the national average.
4. During the inspection, attainment in all subjects by the end of Key Stage 1 was in line with national expectations with most pupils working within Level 2 of the National Curriculum. Pupils' attainment in literacy and numeracy is as expected for their age though, as in other subjects, some more able and talented pupils under-achieve.
5. By Year 2 pupils have well-developed reading skills. They often read independently for pleasure and for information with good levels of understanding. Higher attaining pupils discuss their likes and dislikes in stories, giving examples from books that they have read.
6. In their writing, pupils use an appropriate range of vocabulary. Though most pupils are beginning to write stories to a simple structure that includes a beginning, middle and end, few produce work of any great length and the standard of handwriting and presentation is sometimes unsatisfactory.
7. In mathematics, pupils in Year 2 have a good knowledge of number. Most pupils understand place value up to 100, recognize two and three-dimensional shapes, and simple fractions such as $\frac{1}{2}$, $\frac{1}{4}$. Pupils' good knowledge of number arises from the school's implementation of the national numeracy strategy that has placed greater emphasis on teaching number at Key Stage 1.

8. In science, pupils have good investigative skills due to the range of practical activities provided by the specialist teacher. Their skills are further developed in DT when, for example, vehicles they make are tested to assess the effects of friction on movement. Higher attaining pupils make good observations during experiments and ask pertinent questions about what they see. However, their recording skills are weaker and because of the organisation of the timetable, there is often insufficient time for pupils to complete their work, which has the effect of reducing its overall quality.
9. By the end of Year 4, pupils' attainment in English, mathematics and science is in line with the national expectation for pupils aged nine. However, some more able and talented pupils make unsatisfactory progress because some of their work is not well matched to their prior attainment and the pace of some lessons and expectations of staff fail to challenge them.
10. Most pupils in Year 4 are fluent readers. Those reading Harry Potter stories do so accurately and with expression. They write in different styles, such as persuasive arguments, using appropriate vocabulary. Their spelling is usually correct and their use of grammar is satisfactory. However, as in Key Stage 1, standards in handwriting are unsatisfactory and often result in untidy work.
11. In mathematics, by the time they are nine, pupils have an understanding of place value to 1000. Calculations both mental and written are usually accurate and because of the successful implementation of the National Numeracy Strategy, pupils explain their methods of calculation clearly. Most pupils are working at an appropriate level in lessons but there is room for more demanding work to extend the higher attaining pupils. For example, there is little recorded work on decimal notation and negative numbers that would challenge them to apply their understanding of place value. Attainment in other aspects of mathematics such as shape, geometry, handling data and capacity is broadly in line with expectations for age.
12. Pupils in Year 4 are achieving standards in science that are in line with those expected of pupils aged nine. Specialist teaching is used to build upon the investigative approach used in Key Stage 1 and pupils' skills are well developed. Pupils work confidently with materials, such as when they were making electrical circuits. Their subject knowledge is enhanced by sensible use of ICT with, for example, programs that test their understanding of conductors and insulators. However, some of their report writing is insufficiently well developed and does not reflect their knowledge and understanding in the subject.
13. In ICT, attainment is in line with the nationally expected level by the end of Key Stage 1 and Year 4. This has improved since the previous inspection due to better equipment, teacher knowledge and confidence. By the end of Year 1, pupils have basic word-processing skills and use simple software to support their learning in number and spelling. By the age of nine years, pupils confidently use programs to consolidate their learning in science, literacy, numeracy and the humanities. Many of the older pupils use computers to access and communicate information via the Internet.
14. In all other subjects of the curriculum standards are in line with those expected of children of the same age and pupils' achievement is broadly satisfactory.

15. From Year 1, pupils learn to apply their literacy and numeracy skills in DT, science, history, geography and RE and this has helped to maintain standards. They measure and draw accurately for their designs and in science make calculations to produce graphs of their observations. They write simple reports, poems and posters to describe other work. However, there is no consistent planning to indicate opportunities for pupils to develop and apply their literacy and numeracy skills in other subjects and this is essential if teachers are to raise standards further.
16. The school has set realistic targets for improvement. Throughout the school pupils generally make steady progress in their learning and their achievement is satisfactory. However, the progress made by the highest attaining pupils is not as rapid as it could be.
17. The few pupils who have special educational needs work to targets set in their individual education plans. They make satisfactory progress with the work they are set though on occasion, for example in a Year 1 literacy lesson, tasks are not well matched to their prior attainment and time is wasted when they complete simple sentences and then draw a picture.

Pupils' attitudes, values and personal development

18. Overall, pupils have good attitudes to school. They often demonstrate perseverance, co-operate with each other and relate well to each other and to adults. Behaviour around the school and in the playground is good, with no incidents of bullying or racism occurring. In lessons, behaviour is satisfactory overall. Most pupils behave well, but in a minority of lessons where the intended learning is unclear, or the tasks lack challenge, some poorer attitudes and behaviour occur. Pupils enjoy coming to school. Many arrive early and are keen to show parents what they have been doing. Most listen attentively to their teachers and respond enthusiastically to questions. They are confident learners and follow instructions well. However, in a small number of lessons behaviour is unsatisfactory. This usually occurs when pupils are asked to work independently or in small groups, and some lose concentration and engage in off-task talk and moving around the classroom. This has a negative impact on the amount and quality of written work they produce. Where teachers have ensured that pupils know and understand the purpose of the task, and how much work they are expected to produce in a given time, attitudes and behaviour are much better and pupils achieve more highly.
19. Relationships within the school are very good. Pupils get on well together and relate well to adults in the school. They enjoy working with the range of adult support such as parents, governors and students. The school has recently set up a school council and this is beginning to have success in developing pupils' awareness of their responsibilities and actions. The council has, for example, displayed notices to remind pupils not to run in school and discusses issues relating to playground games.
20. Pupils are encouraged to reflect on the impact of their actions on others and do so satisfactorily. They have respect for the feelings of others. The children in the reception class looked after younger children who were visiting the nursery with care, remembering what it was like when they first came to the school.
21. In a school assembly pupils watched and listened attentively while a small group of Year 4 pupils confidently performed a play about working together. They showed genuine appreciation of their efforts through their interest and spontaneous applause.

22. Pupils take personal responsibility for their belongings and work areas well. They help to keep the classrooms and cloakrooms tidy and behave sensibly when asked to carry out tasks such as collecting dinner numbers.
23. A high number of pupils enjoy participating in the extra-curricular activities provided by the school. Pupils learning to play the piano are proud of their achievements and pupils who help with the environmental garden do so responsibly and enthusiastically.
24. The attendance rate during the last academic year was above the national average and continues to be good. The school works hard to promote good attendance, with awards to classes and individuals given for high attendance levels. At the time of the last inspection, pupils' responses in lessons were judged to be good, behaviour was good and relationships were judged to be a strength of the school. The school has made satisfactory progress in maintaining this position. As at the last inspection there have been no exclusions in the school and parents continue to agree that behaviour is good and that the school promotes good attitudes and values.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25. The quality of teaching is satisfactory overall, which is similar to the findings of the last inspection. Of the thirty lessons or parts of lessons observed, 90% of teaching was satisfactory or better, of which 30% was good or very good. 10% of the teaching is unsatisfactory and leads to some pupils, particularly the more able, not being challenged and therefore unable to make appropriate progress. This situation is partly due to a high number of teaching staff changes, and the new head teacher is monitoring the position with the aim of improving the overall quality of teaching.
26. Literacy and numeracy skills are satisfactorily taught throughout the school. The implementation of the literacy and numeracy strategies is satisfactory overall. The weakest areas are in explaining to pupils what is required in the independent tasks and the plenary sessions. The teaching of reading is sound. Pupils learn how to tackle unfamiliar vocabulary and an emphasis is placed on ensuring that pupils understand the text. The school provides many opportunities for pupils to read individually and parents support their child's reading through the homework policy. Teaching of writing skills is sound. Pupils learn to form letters, write sentences, use paragraphs and punctuate their work. Regular mental mathematics at the start of each numeracy lesson has improved pupils' recall of number facts. Tasks set for the majority of pupils are at an appropriate level, however, pupils who are higher attaining are not always challenged. There are too few opportunities for pupils to develop problem-solving skills. In science and geography, mathematical skills are sometimes incorporated into a lessons, but all pupils, especially the more able, are not always provided with opportunities to apply the skills they learn in literacy and numeracy consistently across all areas of the curriculum.
27. In the majority of lessons teachers have a sound knowledge of the curriculum. In upper Key Stage 1 and Key Stage 2, where subject leaders teach the lesson, their knowledge is good. In these lessons, links between knowledge and skills within the subject are better established so enhancing pupils' learning. This is most evident in history and DT. The improvements in the teaching of DT and ICT have enabled the school to address a key issue from the last inspection. The complicated organisation that enables specialist teaching to occur is not effective in developing skills across the curriculum, for example in science.

28. In the good lessons, teachers begin by sharing with the pupils what they are to learn. They effectively recap previous learning before teaching new knowledge or skills. The activities are interesting and match the ability of the pupils. In the concluding session the teacher reinforces what the pupils have learned and informally assesses progress. This type of teaching was observed in a Year 2/3 literacy lesson, DT lesson, and a Year 4 history lesson. Where teaching is good in the foundation stage and Key Stage 2 in some satisfactory lessons, teachers use questions and answers effectively. This technique enables pupils to recall what they have learned before building on new knowledge and skills. The teachers know their pupils well and direct questions of appropriate difficulty so that all can be included within the session.
29. The unsatisfactory teaching was due to lessons not being focused upon what the pupils were to learn. The activities are not always well matched to the ability of all pupils and there is a lack of challenge for the more able pupils. Teachers have low expectations of the quality and amount of work pupils should achieve in a given amount of time. This, along with a slow pace, leads to restlessness and a lack of concentration amongst some pupils. Too many concluding sessions were focused on pupils sharing their work rather than reflecting upon what they had learned. Overall teachers' planning is satisfactory. It is frequently very detailed but it concentrates more on the activities that pupils are going to pursue rather than on what they are to learn. The marking of pupils' work is unsatisfactory. There are very few examples of writing that highlights where the pupils have succeeded and where they can improve. A system of individual targets for pupils has been recently introduced but it is not as yet consistently implemented.
30. There are few pupils identified as having special educational needs. The quality of teaching for pupils with special educational needs is satisfactory. The identification and assessment of their individual needs is in accordance with the Code of Practice. Teachers provide additional input, suitable work and use additional adults to support the pupils' learning. Teachers regularly report on the pupils' progress. Pupils with special educational needs are included in all subjects of the curriculum.
31. Resources are satisfactorily used. In the good lessons teachers frequently use artefacts or secondary resources to enhance pupils' learning. In some lessons there is too much reliance upon worksheets or drawing a picture and writing some sentences. Support staff and other adults who regularly help in the school are not always efficiently used. This is most noticeable at the beginnings and conclusions to lessons where they are not encouraged to assist pupils who need additional help during the whole-class inputs. Where teaching is good, time is used well and teachers adopt a brisk pace to all aspects of the lesson.
32. Few ICT lessons were observed. In the Year 2/3 class the pupils were learning how to use "Roamer" effectively and in Key Stage 2 good use was made of adult support to help pupils set up pages on the school web-site. Further in-service training for staff is planned for ICT.
33. The use of day-to-day assessment is unsatisfactory. This is a result of the absence or low quality plenary sessions and the poor marking of pupils' work. The recently appointed head teacher is beginning to address this issue by introducing a system of individual target setting.

34. The school promotes a family atmosphere through the positive relationships between its pupils, parents, staff and the local community and this is a strength of the school.

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

35. The school provides an appropriately broad and balanced curriculum that meets statutory requirements and the needs of all pupils. At the time of the last inspection curriculum provision was judged to be satisfactory, although art, DT and ICT were given insufficient attention. This has been addressed and provision for these subjects is now satisfactory.
36. The curriculum is well balanced overall and has an appropriate emphasis on literacy and numeracy. Time allocations to subjects are appropriate, with the exception of PE, where curriculum time is high. This is partly due to the time spent travelling for swimming lessons. The head teacher is currently reviewing the situation and attempting to overcome the imbalance. Additionally, whilst the time allocated to science is satisfactory, the organisation of the timetable and specialist teaching means that it is not easy for teachers to follow up practical science activities in an additional short session. This also needs to be reviewed to ensure that there is sufficient time to deliver worthwhile lessons.
37. The strategies for teaching literacy and numeracy are effective, with good use made of the relevant structures and advice given through the national strategies. Opportunities to use and consolidate pupils' numeracy skills are sometimes used well, particularly in science and DT. During the inspection pupils used measuring skills when making weaving frames. However, there are fewer opportunities for pupils to use and develop their writing skills in the context of other subjects.
38. Curriculum planning is satisfactory overall, with good use made of the literacy and numeracy strategies to ensure continuity and progression. Medium-term planning for half-term blocks identifies topics and themes to be covered in all subjects and gives sufficient detail about what children will learn.
39. There are very few pupils identified as having special educational needs in the school and satisfactory provision is made for them. They are given appropriate support and activities that are matched to their prior attainment. The school also uses additional support to ensure that there is equality of access and opportunity for all pupils. Additional literacy support in Year 4 for example ensured that all pupils contributed to a whole-class writing task associated with archaeological findings in Egypt.
40. Provision for extra-curricular activities is very good and is a strength of the school. This is better than at the time of the last inspection. The school makes very good use of available expertise from the local community. Parents, governors, and members of the community support such activities as football, country dancing, netball, music and the environmental garden, while an ICT consultant supports pupils in creating a school web-site. Local people support DT lessons by helping pupils to learn traditional skills such as mat-making, weaving and knitting. These activities make a very positive contribution to pupils' learning, enhancing and enriching their experiences.

41. Provision for pupils' personal development is satisfactory overall, with good provision for moral and social development. Pupils are taught the difference between right and wrong and take part in fund-raising activities for charity. In lessons they are provided with opportunities to work in pairs and in groups. This is particularly successful when it is made clear to them what the contribution of each group member should be, as in a Year 4 music lesson where pupils were composing a short piece relating to a poem they had written. Provision for spiritual and cultural development is satisfactory. In assemblies pupils are given some opportunities for spiritual reflection and the RE programme allows them to develop some understanding of other faiths. Understanding of local culture is promoted well, but opportunities for pupils to develop understanding of other cultures are more limited.
42. The school makes appropriate provision for health education, including sex education. The school kitchen makes a contribution to pupils' understanding of a healthy lifestyle by providing information on nutrition and healthy eating. Pupils' personal development is also supported through setting individual targets that are displayed throughout the school. These include targets for literacy, numeracy and personal and social skills.
43. The curriculum for under fives is satisfactory and covers the foundation stage appropriately. Children are provided with a suitable range of activities to promote their learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Overall, the school takes satisfactory care to ensure pupils' welfare and there are some good features within this aspect of the school's work. Parents are satisfied that they would feel comfortable about approaching the school with any concerns about their children. They generally feel that they are kept well informed about how their child is getting on at school and the vast majority of those who shared their views with inspectors report that their children like school. Teachers and support staff know pupils very well and are conscientious in establishing and maintaining very good relationships between adults and children and this encourages pupils to get on well with each other. Pupils approach staff confidently if they need help and parents are satisfied that staff remedy any concerns when informed about them. Arrangements for administering first aid and supporting pupils who need extra attention are good. The school undertakes a range of health and safety risk assessments but these are not sufficiently rigorous to ensure that all risks are identified and responded to effectively. However, the school is rightly reviewing its arrangements for playground supervision, particularly in the light of a potential new building development.
45. Good procedures are established for providing pupils with personal support and guidance.
46. Good attendance is well promoted and given high priority in the day-to-day life of the school. Staff pay close attention to registering pupils at the beginning of each session and establishing valid reasons for any absences. In addition, awards are presented to those pupils who achieve full attendance and to the class that has the highest attendance each month. Careful records are maintained in the class registers to distinguish between authorised and unauthorised absences. Staff are conscientious in recording as unauthorised any extra holidays taken by pupils during term time. The school contacts parents should there be concerns about frequent

absence and has access to assistance from the Education Welfare Service should concerns persist.

47. The school's procedures to promote good behaviour are shared with parents and are generally successful in maintaining satisfactory behaviour in and out of lessons. Parents are satisfied with the standard that the school achieves. The school's policy highlights a positive approach that emphasises rewards and constructive management of any unsatisfactory conduct, which helps pupils to learn what is expected. However, staff sometimes accept that children will call out during lessons and do not always show them how to pay attention closely and take turns in offering answers and suggestions. The school builds on its close links with parents to work with them should a pupil display behaviour that requires additional support. The recently formed School Council is particularly effective in focussing on behaviour by providing an opportunity for pupils to talk about what happens at school and what is acceptable or not.
48. Non-teaching staff, including lunchtime supervisors, make a significant contribution to good behaviour and are supported by teaching staff at lunchtime. The dining hall in particular is managed in such a way that pupils are provided with good opportunities to develop social skills. Kitchen staff work hard to promote pupils' personal development through presenting projects that focus on healthy eating, sometimes introducing pupils to members of the wider community. The playgrounds are ample and provide a range of play surfaces and seating of which pupils make very good use.
49. The school's procedures for child protection are good. The school has produced a comprehensive policy that reflects locally agreed procedures and gives clear guidance to staff in response to any concerns. Key members of staff have received appropriate training and the school maintains a good working relationship with outside agencies.
50. Pupils' personal development is enhanced by events such as celebration assemblies that highlight and reward significant achievements. In addition, pupils of all ages are given the responsibility of taking registers to the office, relaying messages and tidying and laying out resources in the classrooms. There are opportunities for pupils to act as monitors with a specific responsibility, for instance in calculating the number of dinners required in school each day. The opportunities for pupils to develop additional personal skills, for instance through taking responsibility for their own learning, using initiative in lessons and contributing to new school developments are good. For instance, older pupils take responsibility for running the school bank, under the supervision of a member of the non-teaching staff, and are pleased to carry out their duties conscientiously. They learn basic administrative skills and develop interpersonal skills when they deal with pupils of all ages as customers. Older pupils show particular care and attention for the youngest pupils, for instance in supporting them in waiting patiently and escorting them back to their classroom in an orderly manner.
51. The school has recently put in place a comprehensive system for assessing pupils' attainment and progress. This is at an early stage of implementation and is not as yet impacting fully on pupils' progress. The use of information gained from assessment procedures is not used consistently throughout the school to inform the next stage of pupils' learning. The school is aware of the need to monitor and review the implementation of assessment procedures, particularly with regard to ensuring that information is used to guide planning for learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school has a very good relationship with parents. Close links have been established to involve parents and carers in supporting their children's learning. Parents have very positive views of the school. They find staff approachable and feel welcome in school at any time. Parents are satisfied that the school expects children to work hard and achieve their best and that school responds appropriately to parents' suggestions and concerns. Day-to-day communications between school and home are very good and are appreciated by parents.
53. Good quality information is provided for parents about the life of the school and the progress that their children make. The prospectus is clear about the attitudes and values that the school aims to promote and includes a good range of information about school life, day-to-day procedures and the curriculum provided. The governors, in their annual report to parents, provide parents with most of the information that they are entitled to receive.
54. Newsletters are sent home frequently, by staff and pupils, to keep parents up-to-date about school events. Parents are consulted if problems arise concerning their child and the school is committed to working closely with parents to resolve any difficulties. Opportunities are provided for parents to consult teachers each term about how their child is getting on and all parents attend these meetings. Annual written reports are of a high quality. They give parents a very good picture of their child's academic progress and identify some areas for further development that are particularly focused in English and mathematics. Parents are invited to make an appointment to discuss the reports with the class teacher if they wish. All parents have shown their support for the work of the school by signing a home/school agreement.
55. Parents are involved in the life of the school and make very good contributions towards supporting their child's learning. They feel able to approach teachers easily on an informal basis and they regularly attend formal consultations with staff. The school helps parents prepare their children for school by inviting parents into school to meet staff and see some of the activities provided. Most pupils take reading books home daily and homework is set in some form for all pupils. Diaries are in use to help parents support their children, for instance with specific tasks or exchanging messages with teachers. Parents are generally satisfied with the work that children are expected to do at home and that it helps them to see what their children are learning. The school welcomes and appreciates parental help in classrooms and with special events. Some parents and friends of the school help with reading and share particular skills. Parents also accompany classes to swimming lessons and on trips out of school. Parental support and skills are instrumental in enabling the school to offer a wide range of extra-curricular activities. The school benefits from the very hard work of an association of parents, teachers and friends who support the school in many ways, for instance by organising social and fund-raising events that have provided significant extra resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The head teacher, supported by the governors and staff, provides satisfactory leadership and management of the school. The school is in a period of transition and the newly appointed head teacher, who took up post at the beginning of the year, has made a good start with an accurate assessment of the school's strengths and weaknesses. Despite a teaching commitment of almost four days a week, she has already established a good basis for whole-school self-evaluation, recognising that the role of subject leaders needs to be further developed. The management of provision for pupils with special educational needs is satisfactory. Progress in addressing the key issues raised in the previous inspection has, overall, been satisfactory, but in some instances there is still work to do. The head teacher, governors and staff are eager to improve further and the drive to move the school forward is evident.
57. The governing body has changed over recent years but governors know the school well and are becoming more involved in monitoring and planning for its future. Governors meet their statutory responsibilities but need to develop a more systematic and thorough approach to risk assessment. The previous report highlighted the need for governors to further develop the committee structure. This has been done and the buildings committee in particular is playing an important part in the development of places for sports and the arts. The combination of the work of committees, detailed reports from the head teacher and subject leaders, and visits to school contribute to the governors' sound grasp of the strengths of the school and where it needs to improve.
58. Since the last inspection the school has maintained its standards in the core subjects. There have been improvements in the provision of curriculum opportunities for IT. With financial support from parents and local companies, there has been a significant investment in up-to-date ICT which pupils use confidently to support their learning in literacy, numeracy, science, DT and humanities. In DT there has been good progress due to good specialist teaching from the co-ordinator. In art, satisfactory progress has been made. Some progress has been made in introducing a system of assessment but more needs to be done to help teachers use the information effectively to challenge pupils and help them understand what they need to do to improve their knowledge, skills and understanding. The head teacher's workload continues to be a concern, despite the use of specific grants to employ additional part-time staff. The school needs to review the deployment of staff and its timetable to seek ways to reduce the head teacher's teaching workload.
59. A system to enable the school to monitor and evaluate its own performance is still too new to have had any significant impact upon improving the quality of teaching or ensuring that lessons provide sufficient challenge for more able pupils. The recently introduced monitoring system will provide essential information to inform future plans by providing key staff with opportunities to monitor teaching, the curriculum, pupils' attainment and progress. Performance management put in place in the spring term has already produced targets to improve pupils' progress and the head teacher has introduced a programme of lesson observations so that co-ordinators can share good practice and evaluate teaching and learning in their subjects. Staff are relatively inexperienced at this and are receiving support and guidance from the head teacher. The head teacher has identified further areas for improvement and is in the process of sharing these with staff and governors and in planning appropriate action. In the near future, the head teacher, staff and governors need to prioritise their extensive

list of developments so that limited resources can be focused upon bringing about further improvement in the quality of teaching and educational standards.

60. Subject leaders are beginning to make a contribution to the leadership and management of the school, but this has not sufficiently developed since the previous inspection. Policies and guidance are in place to help teachers plan a broad and balanced curriculum, and training for literacy, numeracy and ICT has been effective. However, more work needs to be done to improve the internal moderation of pupils' work and the effective use of performance data. With more accurate information subject leaders will be able to develop appropriate pupil targets and help teachers adapt their planning in the light of prior attainment.
61. The day-to-day finances of the school are well managed and the principles of best value are applied when important spending decisions have to be made. Expenditure is linked to the school development plan with funds allocated appropriately to the school's priorities.
62. The school has an appropriate number of staff with a satisfactory balance of experience and expertise to teach the foundation stage and the National Curriculum. Job descriptions are in place, but the recent appointment the new head teacher has highlighted the need for a greater involvement of senior teachers in the management of the school. The head teacher is aware of this and has begun to clarify roles and responsibilities, raising expectations for all. Support staff are effective in the work they do. Non-teaching staff, including the nursery nurse, clerk, caretaker and cook, make a significant contribution to the ethos of the school through their very good relationships with pupils, staff and visitors. The deployment of specialist teachers, whilst effective in raising standards in some classes, should be reviewed to have a more beneficial impact upon the whole school and upon the head teacher's workload.
63. The school's accommodation is adequate and is efficiently used to give pupils equal access to a suitable range of resources. Display provides interest and information for pupils. The new development of places for sport and the arts planned for later this year will significantly enhance the quality of accommodation and should further improve opportunities for PE. The school benefits from extensive grounds, which include a wildlife area that pupils can visit as part of their science and environmental studies.
64. The school has made satisfactory progress since the previous inspection. It has maintained high standards in the core subjects but attainment in lessons is generally in line with expectations. The school is effective overall in the work it does and standards have improved in DT and ICT. The majority of pupils make satisfactory progress when teaching is satisfactory to good, though in all subjects there is some under-achievement, particularly by the more able and talented pupils. The school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. The head teacher, school and governors should:

- Continue to work towards raising standards, focusing in particular on:
 - standards achieved by the highest attaining pupils;
 - standards in writing throughout the school;
 - the presentation of pupils' work.(Paragraph Numbers 1, 4, 6, 9, 12, 16, 64, 76, 81, 85, 87, 93, 98)

- Improve the quality and pace of teaching throughout the school by:
 - having higher expectations of what pupils can achieve;
 - ensuring that planning clearly focuses on what pupils need to learn;
 - providing more challenging tasks;
 - developing a more consistent approach to marking pupils' work and providing feedback to them about what they have done well and how they can improve.(Paragraph Numbers 18, 25, 26, 29, 33, 82, 83, 89, 90, 110)

- Review the organisation of the school timetable and deployment of staff to ensure that time is used effectively, continuity and progression in learning is improved, the subject leader's role is further developed and the head teacher has sufficient time to carry out her leadership and management role. (Paragraph Numbers 8, 27, 36, 58, 59, 95, 97, 108, 121)

- Ensure that the recently developed systems for assessment are implemented consistently throughout the school and that the outcomes are used to inform future planning. (Paragraph Numbers 29, 33, 51, 99)

- Address the health and safety issues identified in the report. (Paragraph Numbers 44, 69)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	26	53	9	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	0	108
Number of full-time pupils known to be eligible for free school meals	0	17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	6

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	7	7	7
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	7	7	7
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (100)	100 (88)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	81
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	23.5:1
Average class size	27

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	43

Financial information

Financial year	200/2001
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	£
Total income	190,607.00
Total expenditure	187,048.00
Expenditure per pupil	1,749.00
Balance brought forward from previous year	-838.00
Balance carried forward to next year	2,721.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	108
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	6	0	0
My child is making good progress in school.	72	28	0	0	0
Behaviour in the school is good.	33	67	0	0	0
My child gets the right amount of work to do at home.	35	47	6	6	6
The teaching is good.	50	50	0	0	0
I am kept well informed about how my child is getting on.	28	61	6	6	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	6	0	0
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	22	72	0	6	0
The school is well led and managed.	39	50	6	0	6
The school is helping my child become mature and responsible.	39	56	6	0	0
The school provides an interesting range of activities outside lessons.	6	59	24	6	6

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

66. During the last inspection provision for children under five was found to be satisfactory in the reception class. Since the last inspection the school now admits children in the term after their fourth birthday. They have created a foundation stage class for the nursery and reception children. The reception children attend all day whilst the nursery children attend mornings only.
67. Attainment on entry to the nursery is in line with national expectations. The children make sound progress and by the end of the reception class children achieve the early learning goals within the foundation stage with many achieving better in speaking and listening skills. The high priority given to communication, language and literacy, and mathematics is reflected in the children's growing confidence, so that they are well prepared for the National Curriculum.
68. The quality of teaching is satisfactory. The teacher's planning meets the needs of the children and provides experiences that are based on the nationally defined early learning goals. The teacher and nursery nurse make an effective team which supports the children's learning. The activities set out for the children promote their learning and support working together and co-operative play. This is particularly relevant in the underwater and travel agent role-play areas. The teaching in the morning is more focussed than in the afternoon. Too often, the end of a session or a focused activity is not adequately concluded so that the children are not encouraged to reflect on their work and successes during a session are not celebrated.
69. The outside play area is not fenced, resulting in close supervision being required.

Personal, social and emotional development

70. Children make good progress in personal, social and emotional development and meet the early learning goal by the time they enter Key Stage 1. There is a caring atmosphere established in the foundation stage class. The children enjoy sharing their activities with each other and other adults. They co-operate with one another, take turns and have a good sense of right and wrong. Their behaviour and attitudes to the tasks are good. Staff use of praise to encourage the children's learning is good. Children's concentration skills are developing. They persevere with one task for an acceptable length of time. Two boys sat for a long period of time browsing through books about motor cycles.

Communications, language and literacy

71. Children enter the nursery with skills that are in line with expectations for their age. All children make good progress in speaking, listening and writing. In reading the children make satisfactory progress. By the end of the reception year all children will reach, and many will exceed, the levels required by the early learning goals. The quality of teaching in language is good. The teacher is a very good story-teller and the children sit enthralled at stories and complete the subsequent work with enthusiasm. They listen attentively and respond appropriately to questions giving clear and simple explanations. Staff focus clearly on extending children's vocabulary in their conversations and the range of questions they ask the children. The class has a good range of books that the children enjoy. Some of their reading skills show an over-reliance on memorising the words within the book. Most children know the sounds that some letters represent and the higher attaining children are able to use their letter sound knowledge to read simple words. Opportunities are provided to develop children's writing skills and they are beginning to form letters accurately and make good attempts at early writing. For the story "Dear Greenpeace" some examples of actual letters were shown to children to show them another use for writing. Many children can write their own names and some familiar words and numbers.

Mathematical development

72. Children enter the nursery with skills that are in line with expectation for age. Satisfactory standards are achieved in mathematics by the time the children enter Key Stage 1. Pupils progress is sound. They are able to use directions such as next to, behind, in front of. They can name regular two-dimensional shapes. All children can recite numbers to 10 accurately, can count the corresponding number of shapes on a worksheet and recognise the numerals. Some children are able to count and recognise numerals well beyond 10. Teachers promote the use of mathematical language. Class displays are frequently based on mathematical concepts such as "Lets walk down number street" and "The shape family". Computer programs are used to promote number and shape recognition. In conversation with pupils, staff develop the use of mathematical language, e.g. "How many have you got?" "Will your picture go next to that one?"

Knowledge and understanding of the world

73. The teacher plans this aspect so that the children have a broad range of experiences. They make good progress so that by the time they leave the reception class they have achieved the early learning goals. The use of stories, pictures and non-fiction books helps the children to begin to realise that many people live in very differing communities from their own and that some countries are hot and some are cold. The use of computers is an integral part of the foundation class activities. They are competent at using the mouse control and working independently on a program. They are able to build and construct a wide range of objects using construction equipment and cardboard box modelling. The good vocabulary and language used by the staff helps the children to grow confident in asking questions and seeking answers in this area of learning.

Physical development

74. The quality of teaching in this area of the curriculum is good. The nursery children develop confidence in a range of physical activities. Steady progress is made so that by the time the children leave the reception class they have achieved the early learning goals. The children have access to a wide range of outside experiences including climbing, balancing and using large wheeled toys. The use of the roadway painted on the ground is used to help children understand road safety. However, due to the open access this area has to the whole school the children need to be very carefully supervised. Within their lessons children are encouraged to use scissors, manipulate malleable material and use a variety of writing and painting materials, which helps them to develop their fine motor skills.

Creative development

75. By the time the children enter Key Stage 1 most have made good progress in their creative development and attain levels of understanding and skills that are in line with the early learning goals. Children respond to music, stories and role-play with imagination. They use the underwater role-play area well to develop their imagination and also co-operative play. They can sing a range of simple songs. They can paint and draw using a range of tools and techniques. The children were involved in developing a large picture of cars, similar to one of Piccadilly Circus, as part of a transport theme. They are able to use glue and paint effectively to create some cardboard box models of a variety of vehicles.

ENGLISH

76. Overall, standards in English are in line with expectation for age. Almost all pupils attain the expected levels and pupils generally make satisfactory progress in their learning. However, progress made by the highest attaining pupils in the school is unsatisfactory. Pupils who have special educational needs make steady progress and attain satisfactory standards.
77. Standards achieved in the 2000 statutory assessment tests at the end of Key Stage 1 were well above the national average and the average for similar schools in both reading and writing. Over the past three years results in these tests have been consistently above or well above average, except in 1999 when standards in reading were average. The percentage of pupils achieving the expected level, Level 2, was very high at 100%. The percentage of pupils achieving higher levels was well above the national average in reading and above in writing. In speaking and listening, as judged by teacher assessment, the percentage of pupils achieving Level 2 was very high, but the percentage achieving Level 3 or above was well below average.
78. The school carries out a range of standardised tests which indicate that by the time they leave the school at the end of Year 4 almost half of the pupils attain standards which are above expectation for age. However, scrutiny of work samples and planning, and observation of lessons, indicated that overall standards are in line with expectation for age.
79. In speaking and listening pupils throughout the school achieve standards which are commensurate with their age. Pupils who are five listen well, respond to teachers' questions and talk together confidently in groups, using appropriate vocabulary and sentence structure. By the end of Key Stage 1 pupils have increased the range of vocabulary they use and can talk with confidence. By the time they leave the school the highest attaining pupils can speak in more formal situations such as assembly and school council, expressing their views and opinions clearly. Throughout the school pupils usually listen well. The youngest pupils listen attentively to stories, while Key Stage 1 and 2 pupils listen carefully to explanations and instructions, enabling them to further their knowledge and understanding and carry out tasks.
80. Five year old pupils can read at an appropriate level, recognising key words and using phonic knowledge to help them with unfamiliar words. However, they are less able to use picture or context clues, and are reluctant to talk about the story or to predict what might happen next. This is generally true across the ability range. By the end of Key Stage 1 reading is in line with expectation for age overall. Higher attaining pupils read accurately and fluently, observing punctuation and using context clues. Pupils of average prior attainment read with some fluency and demonstrate a good understanding of the text. Lower-attaining pupils read with some hesitance but enjoy the experience and are developing a range of skills, phonic understanding, use of picture clues and prediction, to help them to improve. By the end of Year 4 higher attaining pupils achieve high standards in reading. They read fluently and with expression, can make observations about characters and use inference and deduction skills. They can discuss stories in detail and know of a range of authors and their styles. Attainment of middle and lower-attaining pupils is around or just below expectation for age. They enjoy reading and can talk about what they have read. They use phonic clues but lesser-known words cause hesitation. They understand the difference between fiction and non-fiction.

81. Pupils' attainment in writing is in line with expectation for age, but there is little evidence of higher attaining pupils producing more extended pieces. Five year old pupils engage in early writing activities, producing words and simple sentences at an appropriate level. By the end of Key Stage 1 pupils' writing conveys meaning and the highest attaining pupils use interesting vocabulary, simple punctuation and spell common words correctly. They are developing an understanding of story structure and some can use a joined script. However, the presentation of pupils' work is very variable and is unsatisfactory overall. Pupils in Year 1 are developing their range of vocabulary and in one lesson contributed the words "scuttle", "scurry" and "clamber" to describe how insects move. By the end of Year 4 higher attaining pupils can spell with reasonable accuracy, understand the structure of a story, use a joined script, correct punctuation and are developing their use and understanding of vocabulary and grammar. They can write in different styles, including persuasive writing, factual account and imaginative pieces. Attainment of lower attaining pupils is below expectation for age. They can spell common words correctly, use simple punctuation and retell simple stories in the correct sequence. In a series of lessons in Key Stage 2, pupils built up a piece of writing for a newspaper about an archaeological finding. They systematically built on previously acquired skills and knowledge to complete their work, but few were able to write extensively and the presentation of work was variable.
82. The teaching of English is satisfactory overall, with some good lessons in Key Stage 2. Where teaching is satisfactory, good use is made of the literacy hour to develop pupils' technical skills and their vocabulary, but work provided for the highest attaining pupils sometimes lacks challenge, and expectations of what they will achieve are too low. Planning is usually good, but the focus for tasks is not made sufficiently clear. Plenary sessions are not sufficiently focused to reinforce the learning or to prepare pupils for the next stage. Where teaching was good in Key Stage 2 tasks built systematically on prior learning, explanations were clear and intended learning outcomes were shared with the pupils. In a very good cross key stage lesson good planning and preparation, good questioning, appropriate pace, use of time and support and very good relationships, resulted in very good learning taking place that contributed to pupils' confidence.
83. Pupils' attitudes to learning in English are usually at least satisfactory and often good. Most pupils listen carefully to their teachers and follow instructions well. Occasionally a few pupils have poorer attitudes. This is because their tasks are undemanding or they are unsure of what is expected of them.
84. The co-ordinator for English is new in post, and although monitoring activities are planned, they are at an early stage of implementation. The co-ordinator is fully aware of areas for future development, particularly relating to provision for higher attaining pupils and further development of assessment practices. The school implements the literacy strategy appropriately and staff have attended relevant training. Overall, resources for learning are adequate and the school makes very good use of the local library, which is on the school site. However, some books in the school library are rather old and need to be replaced.
85. Standards in English are similar to the last inspection, but the issue of the under-achievement of higher attainers remains and has not been fully addressed. Standards of presentation continue to be unsatisfactory. The school has maintained the strengths identified in the previous report but has made insufficient progress towards rectifying the issues raised.

MATHEMATICS

86. The school has improved the standards of attainment in mathematics since the last inspection. In the 2000 national tests for Key Stage 1 the school's performance was well above the national average as measured by the National Curriculum points score. All pupils gained Level 2 or above, which is very high in comparison with national averages and also with similar schools. However, the number of pupils achieving the higher Level 3 was close to the national average and that of similar schools. In mathematics the Key Stage 1 results have slightly deteriorated since 1997, but still remain above the national average. At the end of Year 4, when pupils leave the school, attainment observed in lessons and the written work examined was in line with national expectations. In the 2001 interim SATs tests a few pupils achieved Level 4, which is above the national average for their age. Overall pupils make satisfactory progress in acquiring mathematical knowledge, skills and understanding.
87. The observations of the inspection broadly reflect the test results. The pupils are achieving appropriately in relation to their prior learning overall, although some higher attaining pupils, especially in Key Stage 1, are under-achieving because they are set work that is too easy. There are too few opportunities for pupils to develop problem-solving skills. In science, mathematical skills are more frequently incorporated into lessons. There are no significant differences between boys' and girls' attainment. Pupils with special educational needs make satisfactory progress.
88. By the end of Key Stage 1 pupils achieve standards that are in line with national expectations across the mathematics curriculum. Most pupils count reliably to 100. They recall several number facts to 10 and are competent at addition and subtraction sums. Most pupils can count in 2s, 5s and 10s to 100 and are recognising patterns such as odd and even. Pupils are not always given sufficient opportunities to explain their methods. Teachers give appropriate emphasis to the teaching of numeracy skills. Pupils can recognise, name and highlight properties of common two and three-dimensional shapes. They can recognise a right angle but are unable to use a right angle checker accurately to verify that an angle is in fact a right angle or not. They are able to sort and classify objects and can create simple block graphs. There are too few opportunities for pupils to apply their learning to problem-solving activities.
89. By the end of Year 4, when pupils leave the school, they can add and subtract two and three digit numbers accurately. They understand place value to 1000. They can use the 2x and 5x tables accurately. The higher attaining pupils recall tables up to 10 x 10 and beyond. Pupils recognise reflective symmetry. The higher attaining pupils can interpret information from simple bus timetables. However, there is little evidence in Year 3 or Year 4 of pupils using decimal notation, negative numbers and the use of multiplication and division in problem-solving tasks. Pupils' presentation of their recorded work is often untidy and frequently unfinished. The amount of work they complete in a session is sometimes insufficient. Attainment at Year 4 is in line with the previous report.

90. In the majority of lessons observed the quality of teaching was satisfactory with one lesson being good and one being unsatisfactory. Features of the good lesson about right angles included pupils being told what they were going to learn, the pace of the lesson being brisk, good recall of previous learning before new knowledge and skills were introduced and a concluding session that reinforced the learning. In the unsatisfactory lesson the pace was slow, pupils' rate of engagement was unsatisfactory and the tasks were undemanding and many pupils did not complete the task. The teachers plan their lessons using the national guidance. Too often the planning concentrates on the activities that are going to be used rather than on what pupils are to learn. The marking of the work most frequently indicates correct and incorrect answers giving pupils no indication of how they can improve. The recently introduced system for individual target setting is not consistently implemented. Teachers sometimes have unsatisfactory expectations of the amount of work pupils should complete in a given amount of time and accept work that is poorly presented.
91. Pupils' attitudes to mathematics are satisfactory. The vast majority of pupils are attentive in the question and answer tasks and in the independent tasks sessions when they are set at an appropriate level of challenge. These pupils make satisfactory progress. However, when teachers are not insistent that a satisfactory amount of work is completed in the independent tasks or the tasks are too easy, some pupils become restless and their concentration deteriorates. This reduces the amount of progress these pupils make within a lesson.
92. The subject meets the requirements of the National Curriculum. The system for the effective monitoring and evaluation of policies and classroom practice has recently been implemented, hence the co-ordinator is beginning to develop knowledge of mathematical provision across the school. Assessment and using the information to inform future planning is beginning to occur. Satisfactory progress has been made since the last inspection but the more rigorous process recently introduced needs to become effectively established.

SCIENCE

93. At the end of Key Stage 1, teacher assessment results in 2000 indicate that pupils achieve very high standards in science when compared with the national average and with pupils in similar schools. However, the percentage of pupils achieving Level 3 was below the average nationally and that in similar schools. This is because the standard of pupils' written work pulls down their overall performance and some more able and talented pupils are given insufficiently demanding work. By the age of nine, pupils' attainment in lessons is broadly in line with national expectations with the majority of pupils working within Level 3 of the National Curriculum. The school places appropriate emphasis upon investigative and experimental science, but the standard achieved in their written work often does not reflect their knowledge and understanding in the subject. Standards in science have been maintained since the last inspection because of some specialist teaching and improved resources. Most pupils make satisfactory progress and there is no difference in the attainment of boys and girls.
94. In Key Stage 1, pupils sort living things into groups and consider the effects of different forces on objects. The high standards of investigative work were evident in a Year 2 lesson where more able and talented pupils accurately predicted the effect upon the brightness of bulbs when two or more were placed in series in a circuit. In their books they record their observations with a reasonable degree of accuracy, but even the higher attaining pupils often fail to try to explain why things happen. For example, when pupils sorted materials such as glass, wood and plastic they identified where these materials might be used but not why they were best suited for some purposes and not others.
95. By the age of nine, pupils have covered a broad range of topics including the human skeleton, habitats, friction and electricity. In lessons, as in Key Stage 1, practical work is often good, but written work does not reflect their knowledge and understanding. This is sometimes because in some lessons, due to timetable arrangements, there is insufficient time for pupils to complete their written work so that it has to be done with another teacher, a week later or not at all.
96. In both key stages, pupils are confident when discussing their findings with each other or as part of a group. On such occasions, higher attaining pupils use scientific language accurately. For example, Year 2 pupils referred to the filament in a bulb and the terminals on a battery when describing how the bulb was illuminated. In their practical work they are enthusiastic and keen to learn. However, when they record their findings, their literacy skills, both in the presentation of their work and in the spelling of keywords, is much weaker and this affects the quality of work in later years. In this respect, some pupils make unsatisfactory progress and there is some under-achievement. The teacher often integrates science with technology and this makes a significant contribution to promoting good practical skills and scientific enquiry.

97. The quality of teaching in science is satisfactory. Though all teachers teach science, during the inspection only specialist science teaching was observed. The teacher has good subject knowledge that is used effectively to help pupils understand, for example, how to construct a simple circuit and light up a bulb. In this lesson, the teacher explained new ideas clearly and all pupils were encouraged to participate in the question and answer sessions. Resources were used very effectively to gain pupils' interest and keep them involved in the lesson. However, there was insufficient time for the teacher to bring the lesson to a conclusion and reinforce what pupils had learned in their activities. In another practical lesson with Year 4 pupils lasting half an hour, there was insufficient time for the teacher to link the lesson to that in the previous week and no time to bring the lesson to a satisfactory conclusion before the pupils had to go into assembly.
98. Lesson planning overall is generally clear about what pupils are expected to learn. The links between ICT, literacy and numeracy are not always clearly stated in teachers' planning and this results in missed opportunities to reinforce pupils' basic skills. Teachers do not plan sufficiently challenging activities for more able and talented pupils and whilst they often make sound progress in practical work, with more carefully focused activities and teaching, the standard of pupils' written work could be improved.
99. The co-ordinator provides satisfactory leadership and specialist teaching. The subject policy has recently been updated and the curriculum has been thoroughly planned to ensure that pupils are given exciting learning opportunities. The role of the co-ordinator is still under-developed. The co-ordinator has identified new resources for teachers to use in lessons but has not identified how standards and the quality of teaching could be improved. For example, the formal assessment of pupils' work is limited in its usefulness since the information is not used to set individual targets for pupils. Resources for the science curriculum are good and are effectively used to help pupils acquire good investigative skills.

ART AND DESIGN

100. It was not possible to observe the teaching of art during the inspection so judgements are based on the scrutiny of pupils' work and curriculum documentation.
101. Standards in art are in line with expectation for age. Pupils in Key Stage 1 have used the technique "pointillism" using sponges and cotton buds to create pictures. They have folded and cut paper to make patterns. They use a range of tools and media in their work and look at the work of famous artists such as Monet.
102. In Key Stage 2 pupils produce collage work using local beach materials. They understand the work of the impressionists and use paint to make their own impressionist paintings. They have created computer-generated abstract designs, paying attention to colour and shape. They have studied the work of Piet Mondrian and produced interpretations of his style. The range of artwork on display demonstrates appropriate breadth and balance.
103. The standard of artwork has improved since the last inspection when drawing was judged to be below expected standards. It is now in line with national expectations.

DESIGN AND TECHNOLOGY

104. Standards of work are in line with national expectations by the end of both key stages and pupils make satisfactory progress. This represents good improvement on standards seen in the previous inspection, where they were below expectations by the end of Year 4. The good quality of teaching and enthusiasm, provided by the specialist teacher, has had a significant impact upon raising standards in Key Stage 2.
105. There was little evidence of pupils' completed work in Key Stage 1 compared with the good display of wheeled vehicles, food technology and textiles in Key Stage 2. Nevertheless, there is a clear emphasis in teachers' planning upon the skills of designing and making. In Year 1, pupils have made puppets with moving parts and pop-up cards.
106. By the time pupils leave the school at the end of Year 4 they have designed, made and evaluated wheeled vehicles and structures. They have had good experiences planning and making a variety of menus such as fruit cocktails. During the inspection in the Year 4 class, pupils were busy working at traditional crafts that included rug-making, knitting, tie-dying and embroidery. All enjoyed working independently of the teacher or with another adult. Relationships are very good, as all pupils unselfishly help one another and readily discuss their work.

107. As a result of timetable arrangements, it was only possible to observe one lesson taught by the co-ordinator. The quality of teaching was good. Supported by three other adults, pupils were given a rich variety of well resourced traditional activities. The expertise of the adults in this lesson greatly contributed to the progress and enjoyment that the pupils experienced. Discipline and control were effortless, as pupils were given clear instructions and much independence when working. Pupils responded by working productively and showing a very good level of interest. All concentrated very well on their tasks and, as a direct result of the good teaching, they effectively acquired skills, knowledge and understanding in the subject. A scrutiny of work on display and in portfolios shows how the specialist teacher links DT with other subjects, particularly science and to a lesser degree literacy and numeracy. For example, the wheeled vehicles made in technology lessons were used in a science lesson to test the friction of different materials. Projects and evaluations are often word-processed. The results of surveys are often recorded on graphs produced at the computer.
108. Management of the subject is satisfactory overall. The co-ordinator provides specialist teaching in two classes and this has been the most significant reason for the improvement since the previous inspection, where teachers' lack of confidence in teaching the subject was commented upon. However, the co-ordinator's role needs to be further developed to include sharing good practice and monitoring the range of activities provided, so that all teachers can improve their skills in teaching DT and raise the standards that pupils achieve.

GEOGRAPHY

109. At the end of Key Stage 1 and Year 4, when the pupils leave the school, standards are in line with national expectation. This reflects the standards at the last report. It was only possible to see one lesson, so evidence was gathered from pupils' recorded work, displays and discussions with the co-ordinator. Pupils in Key Stage 1 know about their own locality, the ways that we travel and they use holiday destinations to develop an awareness of the wider world. By the time pupils leave the school at the end of Year 4 they can use map symbols accurately, are aware of the impact that people have on the environment and have some understanding of the differences between a hamlet, village and town. Pupils' progress is satisfactory.
110. It was not possible to make an overall judgement on teaching. No lessons were observed in Key Stage 2 and only one lesson was observed in Key Stage 1. In this lesson the introduction was satisfactory, recapping the pupils' knowledge of their local seaside environment. The new knowledge of the impact of people on the seaside was satisfactorily introduced. The activity - draw a picture and write a sentence - was not challenging and the explanation as to what was required was unsatisfactory, resulting in the children not completing the task appropriately.
111. The subject is led by an enthusiastic co-ordinator. There is a clear subject policy. There is an adequate focus on knowledge and understanding of places, developing enquiry and geographical skills. Subject monitoring has recently been introduced into the school but it is too early to judge their full effectiveness. There is a good range of resources.

HISTORY

112. Attainment in history is in line with expectations for pupils aged seven and nine. This reflects the standards at the last inspection. The school has maintained the use of the rich wealth of historical locations within the area. This helps pupils to understand their cultural heritage and also accounts for some of their enthusiasm for the subject.
113. No lessons were observed in Key Stage 1 but an examination of pupils' recorded work showed that by the age of seven pupils are developing their knowledge and understanding of the passing of time. They understand from the study of their homes, compared with those in the past, how things have changed. In discussion with a group of pupils, they are aware of how homes equated to the wealth of families and that it was the richer families who lived in castles. They also understood that one of the reasons for building castles was to defend the surrounding land. Attainment and progress in Key Stage 1 are satisfactory.
114. By the time pupils leave the school at the end of Year 4 most have gained knowledge of broader aspects of British history. They have an understanding of a timeline and where the Romans, Tudors and the present day fit into it. They have a good understanding of castles, the areas within a castle and the location of castles within the border country. They are aware of the influence of the Romans in the area.
115. It is not possible to make an overall judgement on teaching as no lessons were observed in Key Stage 1. Teaching observed in Key Stage 2 was good. This lesson was well focused on the reconstruction of the Roman times. The teacher led a good discussion, enabling the pupils to identify the facts that they had learned in comparison with opinion. The plenary session reflected upon what the pupils had learned. Pupils' progress in the lesson was good as the lesson helped them to gain knowledge about the Roman times, but also made them reflect on the differences between fact and opinion.
116. The subject is led by an enthusiastic co-ordinator. There is a clear subject policy. There is an adequate focus on knowledge and understanding, and the interpretation and use of historical sources. Subject monitoring has recently been introduced into the school but it is too early to judge their full effectiveness. There is a good range of resources. The co-ordinator uses the LEA Schools' Library Service and the local museums to gain artefacts, books and information for the areas of study.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards in ICT in both key stages are in line with national expectations and have improved since the last inspection. Improvements in the provision of ICT are the result of the installation of new computers, a new scheme of work and effective training for teachers. Teachers are beginning to make use of ICT in other subjects.
118. By the end of Key Stage 1 pupils have made satisfactory progress in using computers to help them learn spellings and simple number bonds. They write poems and short stories. In numeracy, pupils use resources such as a "Roamer", a programmable toy, to draw squares and rectangles. There are many examples of word-processed text accompanying displays in and around their classrooms. Discussions with higher attaining pupils show that they have a sound knowledge of how to use computers for different purposes.

119. By the end of Year 4 pupils often use the computers for work in science, mathematics and English. In the lessons observed at Key Stage 2 pupils were using the computers to test their understanding of conductors and materials that provide insulation from electricity. At another time, with the support from a worker with the North Sunderland and Seahouses Development Trust, a group of pupils worked confidently setting up new pages on the school web-site. In this lesson, higher attaining pupils demonstrated a high level of skill in moving between the pages on the web-site and handling information on several “windows” at once. Evidence from display indicated that pupils use computers to produce graphs and tables of results from surveys in mathematics, science and DT, such as a recent survey on favourite menus. Many pupils have access to computers at home and show much enthusiasm when working with computers in the classroom. They are often trusted to work independently of the class teacher. On these occasions, their personal development and co-operation with one another is very good.
120. The quality of teaching is satisfactory overall, though where specialists are used to work with groups of pupils it is good because of their very good subject knowledge and challenge they offer all pupils. The planning of lessons and use of resources is satisfactory though precise opportunities for the use of ICT in other subjects could be included more often to ensure that pupils use their ICT skills for different purposes.
121. The co-ordinator has developed a sound working knowledge of ICT and has provided staff with a revised policy and some curriculum guidance. Her monitoring role is under-developed and she needs to get into other classrooms more often to share good practice and help teachers identify opportunities for the wider use of computers. Since the new head teacher took up her appointment, a pupil achievement record and ICT action plan have been produced with the view to improving pupils’ levels of attainment and staff knowledge and confidence in the use of ICT. The number and quality of resources have much improved since the last inspection thanks, in part, to generous support from parents and local businesses, and this has greatly assisted the school in improving the provision for pupils of all abilities.

MUSIC

122. Standards in music are in line with expectation for age overall, with a few pupils attaining more highly than this.
123. Pupils in Key Stage 1 can play percussion instruments, using them to represent sounds in a story. They can practise and perform, mostly playing in time. They know that smaller instruments usually make higher sounds. They can listen to the sounds that they and others make.
124. In Key Stage 2 pupils work in groups to match sounds to images in a poem they have written. They can explore the sounds that percussion instruments make and are beginning to record their ideas and compositions on paper. They can perform their compositions well. Singing throughout the school is good. Pupils enjoy performing well-known hymns and songs. They sing together, tunefully and in time to the piano.

125. A few pupils in the school have piano lessons at lunchtime. More able Year 4 pupils can read musical notation and play simple pieces using two hands. Some younger pupils have learned to play pieces using one hand.
126. Only two music lessons were observed during the inspection. In Key Stage 1 the teaching was unsatisfactory because there was no systematic development of skills and no defined end to the lesson to identify the learning. In Key Stage 2 good teaching was observed. Planning was clear, resources were used well and the intended outcome – to compose a short piece of descriptive music – was achieved. Teachers provide good role models for singing, demonstrating enjoyment.
127. In assemblies recorded music is used well to set the scene and pupils demonstrate knowledge of composers and their work, such as Grieg's Peer Gynt Suite.

PHYSICAL EDUCATION

128. Standards of attainment are in line with expectation for age. The school follows the LEAs scheme of work, which ensures that steady progress is made throughout the school in all aspects of PE. Standards of swimming are high, with all pupils learning to swim at least 25 metres before they leave, and many achieving higher standards. Pupils in Key Stage 1 were observed altering their speed and direction, responding to music and following instructions, but there was no evidence of them evaluating their performance. Pupils in Key Stage 2 were observed stretching to warm up and developing skills needed for "Kwik cricket" – bowling, batting and retrieving.
129. Teaching in PE was satisfactory in both lessons observed. In Key Stage 1 the published scheme of work was used, previous learning was reviewed but opportunities to demonstrate good practice and evaluate performance were missed. In Key Stage 2 good use was made of a specialist to teach cricket skills. Her knowledge was very good and the lesson was well structured with frequent changes of activity to maintain pupils' interest.
130. The curriculum for PE is satisfactory overall, but the time allocated to swimming is extended by the length of the journey to and from the pool.
131. The school makes good use of parents and members of the local community to enhance provision for sport and PE, both within the taught curriculum and in after-school clubs. These include football, netball and country dancing and have a very positive impact on pupils' attitudes to PE.

RELIGIOUS EDUCATION

132. During the inspection no religious knowledge lessons were observed. Evidence was taken from pupils' recorded work and assemblies indicate that the levels of attainment are appropriate for pupils' ages and that pupils make satisfactory progress. RE is taught in accordance with the locally Agreed Syllabus.

133. In Key Stage 1, pupils have a knowledge and understanding of many features of Christianity. They achieve this through listening to stories from the Old and New Testaments and discussions with their teachers. They are able to reflect upon, talk about and record their feelings in relation to other people. They are aware of rules and why the school needs them. This helps pupils develop their good sense of right and wrong.
134. Pupils in Year 3 and Year 4 develop their knowledge of Christianity. They achieve this through stories and discussions with teachers. They also extend their knowledge and understanding of other religions, in particular Hinduism. Through their knowledge of Christian festivals they can make comparisons with these features in Hinduism.
135. Through acts of collective worship pupils are developing ideas of worship and prayer, recognising that this involves preparation. During one assembly when some Year 4 pupils acted out a simple play the rest of the school was spellbound. This enhanced the pupils' spiritual development and gave them experience of awe, wonder and stillness. In the assembly taken by the local vicar for the older pupils, the links between hats protecting people and also representing belonging was explored. Establishing the principles, this was closely linked to how Jesus protects us and how He belongs to us. This further developed pupils' understanding of Christianity.