

INSPECTION REPORT

WARK CHURCH of ENGLAND FIRST SCHOOL

Wark, Hexham, Northumberland

LEA area: Northumberland

Unique reference number: 122300

Headteacher: Mrs S Edwards

Reporting inspector: Mr D J Halford
12908

Dates of inspection: 18 – 20 March 2002.

Inspection number: 193234

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 category:	Voluntary Aided
Age range of pupils:	4 – 9 Years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Abrams
Date of previous inspection:	July 1998

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			Areas of learning for children in the Foundation Stage	How high arte standards? The school's results and pupils' achievements.
			English as an additional language	How well are pupils' taught?
			Equality of opportunity	How good are curricular and other opportunities offered to pupils?
			Special Educational needs	How well is the school led and managed?
			Science	
			Information & Communication Technology	
			Design Technology	
			Geography	
			History	
19431	Mr J D Holmes	Lay inspector		How high are standards? Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
25555	Mrs S Maughan	Team inspector	Mathematics	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wark Church of England First School is a voluntary aided school situated in the village of Wark, near Hexham. It caters for pupils aged 4 to 9 years who live in the village and the parish of Birtley, Wark and Simonburn. It is under the direction of the Northumberland Local Education Authority and the Diocese of Newcastle. There are currently 31 pupils on roll of whom 16 are boys and 15 are girls. Two boys who are not yet five years of age attend the school part-time. Almost seven per cent of the pupils are entitled to free school meals and almost thirteen per cent of the pupils are on the register of special educational needs. None have statements of special educational needs. There are no pupils for whom English is an additional language. Almost all the pupils have pre-school experience of education prior to attending school from the September of the year in which they are five. Pupils' standards of attainment on entry to the school reflect a wide range of ability, but are broadly average.

HOW GOOD THE SCHOOL IS

This is a good and effective school with many very good features. In this very small school, pupils' individual needs are very well known and the quality of teaching is consistently good. This enables the pupils to be confident in their work and achieve well. Most pupils' standards of attainment in the basic skills of literacy and numeracy are above average by the time they leave the school. Leadership and management of the school is good and has developed very good procedures for monitoring and improving its work. Although this is a very small school and costs are high, it provides good value for money.

What the school does well

- The school creates a very good atmosphere for learning in which the individual needs of pupils are very well known. Relationships throughout the school and pupils' personal and social development are very good.
- The quality of teaching is consistently good. It enables pupils to work hard and achieve well and to attain high standards in literacy and numeracy that are above average for the age of the pupils.
- The school enjoys the very good support of parents.
- The headteacher provides clear and decisive leadership for the school. She is ably supported by a dedicated staff and a very capable governing body. School improvement is being promoted well.

What could be improved

- Improve the group records of attainment for 7-year-old pupils by including a precise focus on the achievement of individual pupils.
- The timetable of the Teaching Assistant does not ensure that her skills benefit the maximum number of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the key issues for action highlighted as result of its last inspection in July 1998. The school's lesson planning procedures are very good and effectively incorporate the needs of pupils of all ages and abilities. Good monitoring of classroom practice is continuing. The governors undertake a very detailed programme of monitoring and there is evidence of the teaching staff undertaking effective observations in the classes. The school concedes that there has been some slippage in this area, but monitoring is being undertaken. The school continues to develop its Information and Communications Technology (ICT) provision well. It is now engaged in a

good partnership with another school involving some advanced ICT working. The school's Early Years provision is improving and continues to be included in the school improvement plans, and there is still more to do to continue to improve the quality of pupils extended writing. Progress has been made in these areas, but they remain part of the school's development planning.

STANDARDS

As the number of pupils taking the national tests for seven year olds frequently falls below 10, national comparisons have to be looked at with some caution. The results of individual pupils can cause significant variations in the school's overall performance. In the national tests for seven-year-olds in 2001 results were well above the national average in reading and writing and in the top 5per cent nationally in mathematics. Teachers' assessments of pupils' attainment in science indicated that a very high percentage of pupils reached the expected level for their age. In comparison to similar schools, the percentage of pupils gaining the expected level was above average for reading and well above the average for writing and mathematics. Again, the mathematics result was in the highest category nationally. The percentage of pupils attaining the higher level in the national tests for seven-year-olds in 2001 was well above the national average in reading and mathematics, below the national average in writing and well below the national average in science. Standards of work of pupils currently in Year 2 are above average in reading and mathematics. Pupils make good progress in these subjects and achieve well. Good progress is also made in writing, although the school recognises that more improvement can be made in this area and it is a focus for planned further development. Pupils' attainment in science is broadly in line with what is expected for their age. Overall, standards are high enough.

When children first start school, whilst the whole range of ability is represented, most show broadly average levels of attainment. The work in the Foundation Stage of learning builds well on pupils' experience and good progress is made. The children regularly work alongside older pupils and are often challenged very well by the tasks they undertake. By the time they enter Year 1, many have exceeded the Early Learning Goals. In Years 1 and 2, the pupils are given a wide range of opportunities to improve their basic skills in literacy and numeracy, which leads directly to the good results achieved by the age of 7. Pupils in Years 3 and 4 also make good progress and achieve well. A strong emphasis is placed on helping these pupils to think for themselves and to work independently to solve problems. Many are on course to reach standards of attainment in literacy and numeracy which are above average by the age of 11. Pupils with special educational needs are identified at an early stage. They are well supported and make good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils consistently show a real interest in their work and show great enthusiasm in their lessons.
Behaviour, in and out of classrooms	Good. The pupils behave well in lessons and around the school. The provision of a good range of activities for the playground ensures that time spent in the playground is positive and purposeful.
Personal development and relationships	Very good. Pupils relate very well to each other and to the adults with whom they come into contact. The strength of these relationships is central to the success of the school and the quality of its provision.

Attendance	Good. Attendance is above the national average and there is no unauthorised absence. Pupils are punctual and lessons start on time.
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This area represents a great strength of the school. The school's success rests substantially on the knowledge the adults have of the individual needs of the pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Good

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

The teaching has many strengths which contribute directly to good learning. Teaching is consistently good throughout the school, particularly in literacy and numeracy. No unsatisfactory teaching was seen during the inspection. The consistently good quality of teaching stems from the very good relationships, which are a particular feature of this school, and from the detailed personal knowledge teachers, and all staff, have of the needs of individual pupils. This knowledge ensures that teaching meets the needs of all the pupils and they all have good opportunities to take their learning forward. Teachers' planning is very well structured and pupils are managed very well. This is a critical feature in classes where pupils' ages vary widely. The level of challenge in the teaching is good, and particularly so for the younger pupils in both classes. Pupils are often seen to be eager to answer questions which are aimed at older pupils in the class. Another good feature is that all the pupils were encouraged to read questions, which the teacher displays on cards, silently to themselves. The pupils respond well and are keen to learn. Teachers' assessments of pupils' achievements are good. Teachers have a very good understanding of the progress made by each pupil. Written records of pupils' progress could be improved, particularly for seven-year-olds, by recording the progress of individual pupils rather than of groups.

In Years 3 and 4 (8 to 9 year olds) the teacher pays very good attention to developing the pupils' independence. For example, when introducing the concept of negative numbers – an advanced concept for this age – a good illustration of a diving duck was used. It clearly focused the pupils' understanding and challenged their mental agility. When written work was started, pupils were given three options of tasks to undertake and were allowed to select the task in which they felt the most confident. The pupils worked very hard to grasp a difficult concept with a high level of success. Pupils with special educational needs are well supported. They frequently work at the same tasks as their peers and make good progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well planned to meet the needs of all the pupils and all statutory requirements are met.
Provision for pupils with special educational needs	Good. The pupils with special educational needs are provided for well. This enables them to make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural	Good overall. The social development of the pupils is very good and is a strength of the school. The school has worked hard to establish a good level of provision for the pupils' moral and cultural development.

development	Provision for the pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Good. The school cares well for its pupils. Their individual needs are very well known and there are good procedures for ensuring their safety and protection

There is a very good partnership between the parents and the school. Many parents express satisfaction with the aims and ethos of the school. This has a positive impact on the pupils' learning and on the standards they achieve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is providing good and decisive leadership. There is a strong sense of purpose amongst the whole staff and a commitment to see the school continue to improve.
How well the governors fulfil their responsibilities	Good. The governors have a clear understanding of their responsibilities and well-documented evidence to show that they fulfil them.
The school's evaluation of its performance	Very good. The governors have very good procedures for monitoring the work of the school. There is a very good awareness of its strengths and weaknesses
The strategic use of resources	Good. The school can show that the money it receives is carefully allocated to the priorities it has identified. The school's spending is prudent.

The accommodation is very good and is maintained to a high order of cleanliness. It provides a good learning environment for the pupils. Learning resources are good. There is a high priority on retaining good quality staffing. The timetable of the Teaching Assistant does not ensure that her skills benefit the maximum number of pupils. Overall the school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases many parents most	What a few parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school • Teaching is good • School expects children to work hard • The school works closely with parents • Parents are comfortable approaching the school. 	<ul style="list-style-type: none"> • The amount of homework given to pupils • Information the school gives to parents • The range of out-of-school activities offered to pupils. •

The inspectors agree with all the positive points made, but do not support the minority concerns. Homework arrangements are judged to be satisfactory. Information the school provides for parents is similar to that given by most schools and more comprehensive than that offered by some schools. The

range of out-of-school activities, which include a gym club, a gardening club and a wide range of educational visits to support the curriculum, are considered to be satisfactory for the size of the school and the age of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. To use the national test results alone to assess standards is not helpful in this situation, because year groups are very small and each individual pupil carries a very high proportion of the overall score. Standards are above average for the present seven-year-old pupils in the basic skills of literacy and numeracy. Pupils currently in Years 3 and 4, also show above average standards in the basic skills. Throughout the school, pupils of different levels of attainment achieve well. There is no significant difference between the attainment of boys and girls.
2. When children first start school, whilst a wide range of ability is represented, most show broadly average levels of attainment. The work in the Foundation Stage of learning builds well on pupils' experience and good progress is made. The children regularly work alongside older pupils and are often challenged very well by the tasks they undertake. By the time they enter Year 1, many have exceeded the Early Learning Goals.
3. In Years 1 and 2, the pupils are provided with a wide range of opportunities to improve their basic skills in literacy and numeracy, which leads directly to the good results achieved by the age of 7.
4. The national tests for 7-year-olds have shown a good level of consistency over the last few years, with the significant exception of 1999 when the results were lower than in the other years. Results in 2000 and 2001 have been well above the national average in all three areas of reading, writing and mathematics. In 2001, the pupils' results in mathematics were very high and in the top five per cent nationally. The results in 2001 also show that standards are above average in reading, and well above average in writing and mathematics, when compared to similar schools. Again, the mathematics results are amongst the highest nationally. Teachers' assessments in science indicate that pupils' standards are very high in relation to national averages and when compared to similar schools.
5. Test results also indicate that standards are particularly good in reading and mathematics because a high percentage of pupils attain the higher level. This is not the case, however, in writing, or in teachers' assessments of pupils' attainment in science, where no pupils achieved the higher level. The school is aware of this situation and has clear priorities for development outlined in its school improvement plans. The work in pupils' books substantially matches the pattern outlined by the tests results.
6. Pupils' speaking and listening skills are well developed in Class 1, which contains the pupils in the Reception Year, Year 1 and Year 2. Pupils listen very well and respond carefully. Because the number of pupils in the class is small, they all take their turn to answer questions. Younger pupils are regularly faced with challenging tasks and often respond well to questions

directed to older pupils. As a result they make good progress and achieve well. Their standards are, therefore, consistently being improved. A good example of this was seen where the whole class had cards with Yes on one side and No on the other. The class teacher held up questions, such as 'Do birds fly?' and 'Can children run?' She encouraged the whole class to read the questions silently and hold the right answer towards her. Some questions were not quite so straight-forward. 'Can a hand swim?', or 'Does a man have six legs?' It was very noticeable that, even though certain questions were directed at particular year groups of pupils, all took a full part in the lesson. Some of the youngest children enjoyed the humour of the task. It was a well-designed task which the children enjoyed. They had to explain their answers. Their observational skills were challenged; they were required to develop skills of silent reading – with understanding – and their speaking skills were improved because of the precision the teacher required in their answers.

7. Pupils reading skills are good. The youngest children in Class 1 are developing good skills in phonics and can read simple words confidently and with understanding. Pupils in Years 1 and 2, clearly enjoy the Big Book reading sessions in literacy, follow the story lines well and are able to pick up a wide range of information from the context. They read with enjoyment and clearly express their disappointment when the reading stops at an exciting moment. They use their reading skills well to find factual information, for example, in science lessons, where they use the text to be able to name some parts of a flower.
8. In Class 1, pupils' writing is substantially at the level expected for their age. Almost all seven-year-old pupils use capital letters and full stops correctly in sentences. Most of them know when to use question marks and many use speech marks with a good degree of accuracy. There are also examples of good quality descriptive writing. For example, a child in Year 2 used adjectives well when writing, 'I think the giant is sad because he lives in a big, cold castle'. Another child wrote, 'Suddenly all the animals saw my magnifisint shell. All I could hear was the stamping of the elephant.' A well-constructed piece of writing, displayed on the corridor, said, 'Dansi is unique because he is different to anyone else. I am unique to – There is no-one else like me.' There are some good examples of well-constructed writing, but, the vast majority of pupils write at the level expected for their age.
9. In Class 1, work in mathematics is also challenging and pupils' levels of attainment are above average. This was observed effectively in a lesson where pupils handled data as they solved a problem centred upon the ordering of fruit for the school kitchen. Pupils in each of the three year groups represented were challenged well. The Year 1 pupils were able to classify the fruits and construct a simple graph. Pupils in Year 2 used the data gathered by the whole class and transferred it to a block graph. They were able to undertake the task with confidence and showed good levels of expertise.
10. In science, in Class 1, pupils develop a clear understanding of the elements required for living things to survive and to grow. Pupils across the three age groups know that plants and flowers need light and water to live. They have a clear understanding that living plants come from seeds and they know the major parts of a flower. All the pupils have a good awareness that living things eventually die and that artificial flowers remain the same for ever. By the age of seven, almost all the pupils attain the standards expected for their age.
11. When the pupils move into Class 2, the teacher encourages them to develop good levels of independence in their learning and presents them with many challenging tasks. She gives them all good opportunities to think when engaged in speaking and listening tasks. Almost all take full advantage of this; are not rushed into answering quickly, and are almost always thoughtful

in their responses to questions. Pupils in Years 3 and 4 show speaking and listening skills which are above average for their age.

12. Reading skills in Class 2 are also well developed. Many pupils draw on their good literary knowledge in answering questions. They use information books well and are confident in handling them and selecting information.
13. Pupils' writing in Class 2 shows good features. Most pupils use punctuation correctly and effectively. The basic punctuation requirements are regularly seen to be correctly used. There is some use of punctuation for effect. For example, in a story one pupil created a good tension in their writing with this simple and effective punctuation, 'And Boom!' Pupils are seen to choose descriptive language well. A good example was seen in this piece, 'Suddenly, I heard a massive crack. A lady came out. 'Hello, er Hello,' I muttered. Wow! I was making horse shoes and they had gone cold!' Standards are good, build well on the good principles established in Class 1, and some pupils are on course for above average attainment by the age of eleven. There is little target setting for improvement in the marking of pupils' books, but each pupil in Class 2 has a personal set of targets – many of them referring to improvement with aspects of writing – attached to the table where they work. This is good practice and the pupils are readily able to talk about what aspects of their work they are currently seeking to improve. In this way, pupils of all abilities are able to develop a good understanding of what they need to do to improve the standard of their own writing.
14. In Class 2, standards in mathematics are good and again, pupils are on course for above average attainment by the age of eleven. Much of the mathematical work undertaken during the inspection centred upon working with negative numbers. The task was introduced well by the teacher using the example of a 'Diving Duck'. The pupils responded well and showed good levels of understanding. Almost all successfully performed mental calculations, involving negative numbers. This is an advanced task, particularly since some of the pupils in the class are currently in Year 3.
15. Science work in Class 2, about friction and how different materials are used to increase or reduce friction, was focussed effectively on a bicycle. The pupils had a good understanding that oil was added to the cog-wheels to reduce friction, whilst the tyres were made of grooved rubber to increase friction. As the work progressed, pupils developed an understanding of wind resistance and were able to describe effectively how streamlined shapes created less resistance. Standards of attainment were above average for the age of the pupils.
16. In all the other subjects inspected, pupils' levels of attainment are broadly in line with what is expected for their age. Whilst only a small amount of computer work was observed in lessons, pupils' skills in Information and Communications Technology (ICT) are wide ranging. Pupils in Class 2 have made books which have involved the inclusion of text, photographs and drawings and they can describe clearly how the tasks have been completed. The school has internet access and a web page, and is part of a partnership of schools which is on the point of developing video conferencing.
17. Pupils across the school use their developing literacy and numeracy skills well in other subjects. In Class 1, pupils use their reading skills well in science and their developing understanding of shape and space in their artwork. In Class 2, pupils have generated their own books using computers and are able to use a wide range of applications in putting them together. They are able to include text and photographs effectively.

18. Pupils with special educational needs are well supported. Their needs are identified at an early stage and appropriate support is offered to them. It enables these pupils to make good progress in their learning, frequently working at the same tasks as their peers.

Pupils' attitudes, values and personal development

19. The pupils' attitudes, values and personal development are very good. Pupils across the whole school listen very well in lessons and respond very enthusiastically. Teachers in both classes encourage this positively by giving pupils time to think, which enables the pupils to respond fully to the questions they are asked. Behaviour is good in the classrooms, around the school and in the playground. Many pupils, particularly in Class 2, are able to work on their own at independent tasks and they cooperate well when the tasks demand it. Pupils are being well prepared to move on to Middle School at the end of Year 4.
20. Teachers and all other adults in school know the pupils very well. This is a significant strength of the school and gives the pupils confidence to approach adults for help when it is necessary. There are very few incidents of bullying and there have been no exclusions. Good provision is made at break-time, when older and younger pupils play well together. The school has a weekly rota of playground games and small apparatus which pupils can use. During the inspection days skipping ropes were available. They were popular and many pupils used them. There is a strong sense that the pupils are trusted. They respond well to this and, as a result, treat each other with due respect and courtesy.
21. The registration period is a positive and calming experience. Registers are marked quickly and accurately. Most pupils arrive on time. A significant percentage of pupils come to school by means of school buses. The school has good systems in place to receive them in the morning and organise them at the end of the day to ensure that the pupils leave on the correct bus. Some of the pupils using this means of transport are very young, but they soon get to know the systems and use them with growing confidence. Pupils' attendance at school is good. It is above the national average and there is no unauthorised absence. The school has appropriate procedures for monitoring attendance.

HOW WELL ARE PUPILS TAUGHT?

22. There are many strengths in the teaching, which continues to improve from when the school was last inspected. These are helping the pupils to be interested learners. In both of the classes there are particular strengths in the teaching of basic skills. This helps the pupils to apply these skills to a wide range of subjects. Teaching is consistently good through the school. It is very good in 12 per cent of the lessons, good in 76 per cent of lessons and satisfactory in 12 per cent of lessons. No unsatisfactory teaching was observed.
23. Because the number of pupils in the school is small, children in the Foundation Stage of learning are accommodated in the same class as the pupils in Years 1 and 2. The teaching in this class is well structured to ensure that an appropriate length of time is allocated particularly to the children in the foundation stage. Lessons in literacy and numeracy regularly begin with a teacher spending time with the youngest children, whilst the other pupils are engaged on some independent work. When the whole class is brought together, for example at the start of the literacy hour, the youngest children are included with the rest. Teachers' planning is very effective in highlighting the specific teaching points for each group of pupils.

24. Oral activities are directed to each year group of pupils in turn, and because the number of pupils is small, every pupil is involved in the lessons. In this way, the teaching is intense, and pupils know that they are going to be questioned and personally involved. The two teachers who manage this class work effectively together. They know the strengths and weaknesses of the pupils and both direct their questions effectively to ensure that pupils make progress. This individual knowledge that teachers have of the pupils is a particular strength and contributes positively to the pupils' effective learning. Where there is a weakness, it is that much of the intimate knowledge teachers have of individual pupils is carried around in teachers' heads and not always effectively written down. This is particularly the case with transfer records for seven-year-old pupils, because only 'group records' of pupils' achievements are passed on to the next class. These records would be more useful if they were undertaken for individual pupils rather than groups. The numbers of pupils in each year group are not large, and as so much of the strength of the school lies in the manner in which it deals with individual pupils, keeping these individual records of progress would improve the current provision.
25. In Class 1, pupils are managed very effectively. Group work is carefully matched to the ability of individual pupils and tasks have an appropriate level of challenge to ensure that pupils are engaged to the tasks they have and are able to work with a degree of independence, and the teacher is able to work with each year group in turn.
26. Two children who attend part-time because they are not yet in the term of their fifth birthday. They attend each morning and are chiefly under the supervision of a teaching assistant who works closely and effectively in partnership with the class teachers. She is skilful and supervises a wide range of good quality learning activities for these two children. They respond well to her and are making clear progress in their learning. At other times in the day the teaching assistant is engaged elsewhere in school, providing specialist assistance to pupils with special educational needs and others. Her skills are highly regarded throughout the school. Whilst the quality of her support is very good, she is not efficiently deployed in the morning sessions. She is rarely seen offering teaching support to the rest of the pupils, of statutory school age, in Class 1.
27. In Class 2, the pupils aged eight and nine years are taught by the headteacher. Again, numbers of pupils in the class are small and the needs of individual pupils are well known. The teacher is very thoughtful and effective at promoting independent learning amongst these pupils. She questions them very effectively and listens intently to their answers. They are all questioned and each is given ample time to think about their response, formulate an answer and express themselves fully. This is particularly helpful in developing pupils' speaking and listening skills. It is very noticeable that the pupils in the class are also very willing to give each other time to think and answer without interruption.
28. This developing independence is also seen when, as the class embarked on a new task of understanding negative numbers, the teacher's explanation involved a concept which the pupils could relate to easily, after which the follow-up tasks were graded into three levels of difficulty. The teacher then invited the pupils to undertake any one of the tasks depending how confident the pupils felt in their own ability to undertake them successfully. As she went from pupil to pupil, they were expected to tell her why they had selected the task they had chosen to do. Teaching was very effective here, on a task which was very advanced for the pupils, particularly the younger pupils in the class. Pupils' learning was equally very good.

29. Throughout the school, pupils use their literacy and numeracy skills well in a wide range of subjects. The good use of numeracy skills can be seen, for example in mapwork in geography. Literacy and writing skills are seen in a wide range of subjects, for example in science work in both classes, in history and geography work displayed around the school. Lessons observations did not record significant use of computers within the scope of many lessons, but discussions with pupils does indicate that the pupils have a wide range of computer skills, particularly amongst the older pupils, in Class 2.
30. Pupils who have special educational needs are well supported. Their needs are identified at an early stage and they make good progress in their learning. In Class 2, as with all the pupils in this class, they have individual targets attached to the places where they work. These targets are dated, to show when the target for improvement was set, and dated again when the target has been successfully mastered.
31. Homework is used appropriately to extend the work that is happening in school. The vast majority of parents are happy with the school's arrangements for work that is to be undertaken at home.

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

32. The curricular and other opportunities provided for the pupils are good and all statutory requirements are met, and improvement continues from the school was last inspected.. The school is currently in the advanced stages of assessment for a nationally recognised Curriculum Award. The curriculum is broad and balanced, whilst maintaining a good emphasis on the teaching of literacy and numeracy. The effective work in these areas can be seen in many other areas of the curriculum, notably in history, geography and science. Good use is made of information and communication technology to support the work in other subjects. A good example is the work pupils in Class 2 have undertaken to produce their own books using some advanced techniques in computer work. Teachers' planning is good and takes a good account of their knowledge of the strengths and weaknesses of individual pupils. Pupils who have special educational needs are included well in lessons and enabled to make good progress in their learning.
33. A broad range of curricular opportunities enriches the work of the school and ensures that all the pupils have equality of access. The school uses its own locality well and has good links with its local community. This can be seen effectively in the models of buildings which the pupils have constructed and which are displayed well on the corridor. The display shows the position of the main buildings in the village of Wark. The construction of the model buildings demonstrates a good level of design and technology skills in addition to the good use of numeracy and geographical skills in the same task. It also ensures that pupils are developing their knowledge and understanding from elements with which they are familiar. The school also takes many opportunities to enhance the curriculum with educational visits to places of historic and artistic interest. The school is situated close to Hadrian's Wall, which is used effectively when the pupils study aspects of life in Roman times. Pupils have recently spent a day at Hexham Abbey taking part in activities reconstructing life in the time of Jesus. The school invites travelling players and musicians into school enriching the curriculum with live performances.
34. The school is also active in developing good partnerships with other schools. This helps to broaden the scope of the curriculum available in its village setting. The latest venture involves

a partnership to establish video-conferencing facilities with another school near-by. This development is not yet fully functional, as the school is still awaiting delivery of some electronic parts, but good use is currently being made of internet access with the partnership school. The school also enjoys good links with its feeder middle schools, both to enhance the provision it can make for its own pupils and also to ensure that their transfer to Middle Schools is smooth and effective.

35. The school provides a satisfactory range of extra-curricular activities to enhance the curricular provision it makes. This includes a gym club, which is well supported, and a gardening club, with which pupils assist, often over their lunchtime. Parents are very supportive of this activity and are often seen working in the school grounds during the day. Parents were observed undertaking these tasks twice during the course of the inspection. This interest in the environment of the school is positive in helping the pupils take care of their surroundings and be very observant of the changes taking place with the seasons. There was real excitement over one lunchtime as pupils worked in the garden. Some eggs were found which were not readily identifiable. Many pupils took an active interest. Pupils academic skills are also advanced, as can be seen in the science lessons undertaken in Class 1, where young pupils have a very clear understanding of the parts of flowers and the conditions required to support life.
36. There is good, inclusive provision for the pupils' personal, social and health education. The manner in which pupils interact with each other is a particularly strong feature of the school. They listen to each other well and teachers throughout the school encourage pupils to take time to think and answer fully. By the time they are in Class 2, pupils are developing a mature attitude to their work and many are able to organise themselves with minimal adult intervention. The school has good procedures at lunchtime. Pupils of all ages eat together in the hall and interact particularly well. It is a very friendly occasion. They respond positively to the adults who supervise them. Pupils respond well to all, whether they be teachers, visitors, the mid day supervisor or the kitchen supervisor. Each adult knows each individual child very well. The school is part way through a project to secure a nationally recognised Healthy Eating Award. Many pupils are excited by this; know whether their meals (and everyone else's!) are healthy, and speak knowledgeably about the work they have done. This is good provision. The school has two more units of the programme to complete before submission for assessment. It is a particularly worthwhile project being undertaken very thoroughly. Playground games are inclusive to all who wish to take part. The school makes good provision for playground games having different items of equipment available for the pupils each week. During inspection week the playground equipment was 'skipping ropes'. There is a wide variety of small apparatus for other weeks.
37. Provision for the pupils' social development is very good and is enhanced by the pupils' polite and courteous manner. One of the particular strengths of the school is found in the quality of relationships which develop between the pupils, of all ages, and the adults who take care of them. The pupils are confident with each other and with the adults who support them. Planned provision of playground games, individual pupils being invited to sit at the teachers' table at lunchtime, the organisation of effective arrangements at the end of the day for those pupils who travel to school by bus, and the interest and care taken of the school grounds by the gardening club are all elements of very good provision which contributes positively to this high quality social development.
38. Provision for the pupils' moral development is good. Pupils throughout the school have a clear sense of right and wrong and are thoughtful about the people around them. They know that

they are part of a caring community and this is clearly observed in the manner in which pupils and adults interact with each other.

39. Provision for the pupils' cultural development is also good. Pupils are well aware of their own cultural heritage and are given every opportunity to further develop their understanding. Good opportunities are also taken to develop the pupils' awareness of people whose culture is different. Much recent work on aspects of life in Africa has been well followed up. A hall display of Kenyan artefacts and Swahili numbers has been integrated well into classwork, in both geography and literacy. Pupils' writing expresses their feelings well about a lifestyle different from their own.
40. Provision for the pupils' spiritual development is satisfactory. There are opportunities for quiet reflection in assemblies, although more deliberate emphasis could be placed on the lighting of the candle and the recall of the school prayer, which has been written and adapted specifically for the school by a former priest of the parish. Pupils respond well to assemblies in which they are asked to recall feelings. Music is used well on these occasions and pupils sing well, sometimes to the accompaniment of their own percussion and wind instruments.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides good care for its pupils. Staff know the pupils very well and work effectively together to provide a secure, calm and happy learning environment in which the pupils grow in confidence as they progress through the school. Parents express confidence in the good level of care that is provided.
42. Parents confirm that the school helps pupils to settle well into the Reception Year. Those very young children who attend the Reception Year for part of the week also settle quickly to the new routines. Pupils in Year 1 and Year 2, who are in the same class, also ensure that the youngest children settle easily into school. Lunchtime supervision is of very good quality and pupils of all ages get on well with each other when at play. There are effective procedures to deal with playground accidents. Staff have first-aid qualifications.
43. The school has effective child protection procedures and the adults in school are fully aware of child protection issues. The school has good procedures for ensuring the pupils' health and safety. Risk assessments are undertaken appropriately, and the chair of governors was involved in a health and safety check at the start of the inspection week.
44. The school has good procedures for monitoring and promoting good behaviour. The numbers of pupils in the school are small and they are well known by the adults whom they meet. These very good quality relationships are central to ensuring that good behaviour is promoted effectively. Adults in school have high expectations of the pupils, and the pupils respond well. There are very few examples of oppressive behaviour, but when it occurs it is dealt with effectively.
45. There are satisfactory procedures for monitoring and following up any unexplained absences. The school's good links with parents enable it to work effectively to maintain good levels of attendance.
46. Procedures for assessing pupils' attainment are good. Because the pupils are well known by the staff teachers carry much personal information about individual pupils in their heads. Records, however, are generally good. The group records kept for seven-year old pupils at

the end of Key Stage1 could be improved by being focused more precisely on recording the progress made by individual pupils. This potential improvement would be advantageous to the next class teacher in her assessment of pupils attainment at the start of Key Stage 2.

47. Good support and guidance help to promote the pupils' personal and academic development and this has a positive impact on their achievement. The school works effectively to motivate pupils through praise and special awards. Pupils with special educational needs are cared for well and their progress is carefully monitored. Needs are identified at an early stage and good records of progress are maintained. Parents are involved appropriately at specific stages in the process of identification and the headteacher monitors progress regularly and effectively. Parents agree that pupils are well prepared for the next stage of their education when they move to Middle School.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents support the school very strongly. The parents' questionnaire reveals the confidence, which parents have in the work of the school. They particularly appreciate the ease with which they feel they can approach the school. They agree that pupils like school and are expected to work hard. They express confidence in the teaching and in the leadership and management of the school. They believe the school works closely with them in helping pupils to make good progress. The inspection team endorse these views.
49. A small percentage of parents express concerns about homework and also consider that they are not kept sufficiently informed about the pupils' progress. Inspection evidence does not support these concerns. The school provides a reasonable amount of homework and the parents' evenings, which are part of the school's regular pattern, together with written annual reports, meet the statutory requirements on schools. Annual reports give an accurate picture of pupils' progress and generally contain useful targets for improvement. A small percentage of parents also felt that the school could provide a more interesting range of extra-curricular activities for pupils. The inspection team felt that, given the wide range of educational visits which were undertaken to support the curriculum, as well as the gym club and the gardening club – which was also well supported by parents – and the fact that many pupils travel to school on a school bus which leaves at the end of the school day, the school was providing a satisfactory range of extra-curricular activities.
50. The school's good links with parents have a positive impact on pupils' learning. Communication between home and school is good. There is good quality information in the school's prospectus and in regular newsletters, which are widely distributed around the community. The newsletter is particularly praiseworthy as it contains many articles by the pupils and its quality has been recognised by a recent national award.
51. A significant number of parents support their children's work at home, for example by listening to them read or assisting them with the learning of spelling and tables. Some parents also offer their assistance in a voluntary capacity in school and in accompanying pupils on educational visits. The school greatly values this assistance, together with the help of those who raise funds for the school, which enable it to buy extra resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school are good. The headteacher provides clear and decisive direction for the school. She is well supported by the governors and the staff. She

carries a significant weight of responsibility because the school is so small. She dedicates a large percentage of her time to teaching Class 2, and because there are few staff, there is no formally designated management team. However, everyone who has a role in school is dedicated to seeing it improve. The school has made significant improvement since it was last inspected in 1998. All the key issues for improvement have been considered: most planned developments have been completed and those, which remain, are contained in the school's current development plans.

53. The school does not have co-ordinators for each individual subject, but all subjects have good policy documents in place. There are, however, co-ordinators for early years, literacy, numeracy and special educational needs. The roles are filled appropriately, although there has been some slippage in the monitoring of teaching and learning. There are, however, records indicating that each member of the teaching staff has been involved in monitoring work in the classroom. This is supplemented by very good monitoring by the governing body.
54. The governors have a very good level of understanding of the strengths and weaknesses of the school. They are effective in shaping the direction of the school and have worked hard to ensure that it has improved in recent years. Good documentation is kept to ensure that a clear picture of school improvement can be verified. The Chair of Governors was involved in a health and safety check of the buildings during the course of the inspection. The Governors have very good procedures for monitoring the work undertaken in classrooms. They use a simple but clear framework when they monitor a lesson and this is followed by a written report which is analysed and filed. The Governors' file shows that a large number of governors are involved in this work and have been for some time. It enables the governors to have a very good level of understanding of what work is being undertaken in school, where the current strength lies and what has to be done to improve. School development planning is clearly costed and provides a good working document for school improvement. This ensures that the money available to the school is allocated effectively and spent prudently.
55. The school is supported by a dedicated staff, a significant proportion of whom have a long association with the school and local community. The teaching staff are well supported by a good teaching assistant, whom they value highly. Each morning she supports two part-time pupils, who are below statutory school age, and she assists pupils in Class 2, with special educational needs in the afternoon. Consideration needs to be given to the cost-effectiveness of her overall contribution to the school. She has a minor input into Class 1, which accommodates the largest number of age groups of pupils.
56. The administrative staff are effective. There are two part-time secretarial assistants, one of whom deals largely with financial matters and one substantially with clerical matters. The day-to-day financial arrangements are secure and monitored effectively. Regular newsletters, which are of good quality and contain a wide range of information and articles by the pupils, are produced, sent to parents and distributed in the neighbouring area. The school has recently won an award for the quality of this publication.
57. The management and administration of special educational needs are good. Effective records are kept and the needs of the pupils involved are well known. The provision is maintained by the headteacher, who liaises well with parents and outside agencies. She is well informed and maintains accurate records. This good provision enables the pupils to make good progress in their learning.

58. The accommodation is very good. The school is maintained to a high order of cleanliness by the cleaner-in-charge, and it is in a good state of repair. Classrooms are spacious and well used. There is community use of one of the rooms and a pre-school group uses part of the school on some afternoons each week. The grounds are reasonably extensive and put to good use, with a good quality hard play area, a nature area and a gardening area, which pupils maintain, assisted by parents who use their lunchtimes to assist the pupils.
59. The school is well resourced, particularly in its provision of computers. The quality of resources purchased for the school is good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The school already has a detailed school development plan which has identified specific areas for improvement and which include:-
- The development of pupils' writing – particular extended writing
 - Continued evaluation and development of teaching and learning
 - Extending the work of more able pupils, particular in writing and science
61. In order to further improve this good school, the headteacher, staff and governors should:-
- (1) Improve the records of attainment for 7-year-old pupils by including a precise focus on the achievement of individual pupils.
(References: para. 24, 46, 96)
 - (2) Review the timetable of the Teaching Assistant to ensure that her skills benefit the maximum number of pupils, whilst maintaining the curricular entitlement of children in the Foundation Stage and the quality of support for pupils with special educational needs.
(References: para 26, 55, 62, 64, 85)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

25

Number of discussions with staff, governors, other adults and pupils

[]

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	19	3	0	0	0
Percentage	0%	12%	76%	12%	0%	0%	0%

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)	N/a	31
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		0

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

%

Unauthorised absence

%

School data	94.8%
National comparative data	93.9%

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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	3	3	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	3	3
	Girls	3	3	3
	Total	5	6	6
Percentage of pupils at NC level 2 or above	School	83 (89)	100 (89)	100 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	3	3
	Girls	3	3	3
	Total	5	6	6
Percentage of pupils at NC level 2 or above	School	83 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	27
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	15.5
Average class size	15.5

Education support staff: YR – Y4

Total number of education support staff	1
Total aggregate hours worked per week	27.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	119 318
Total expenditure	116 584
Expenditure per pupil	3 761
Balance brought forward from previous year	1 560
Balance carried forward to next year	4 294

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 45.2%

Number of questionnaires sent out	31
Number of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	57	0	0	0
My child is making good progress in school.	50	43	7	0	0
Behaviour in the school is good.	36	57	0	0	7
My child gets the right amount of work to do at home.	21	64	14	0	0
The teaching is good.	57	43	0	0	0
I am kept well informed about how my child is getting on.	43	43	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	50	50	0	0	0
The school is well led and managed.	50	43	7	0	0
The school is helping my child become mature and responsible.	57	36	7	0	0
The school provides an interesting range of activities outside lessons.	21	64	14	0	0

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

62. Children enter the Reception Year for full-time education in the September of the school year in which they are five years of age. The school, however, accommodates children on a part-time basis from the term in which their fourth birthday occurs. The vast majority of children entering the school have had some educational experience before starting at the school, and some of these pupils have attended an unregistered pre-school which operates on two afternoons each week within the school. This is not a provision maintained by the Local Education Authority. The children take their places in Class 1 of this two-class school. Class 1 accommodates children aged four, five, six and seven years of age. At the time of the inspection two children were attending part-time and four attending full time in the Reception Year. The children attending part-time, were present each morning and accommodated separately from the rest of the Reception children.
63. Teacher assessment is undertaken in the first term of the children's full-time experience. Information is gathered using the Northumberland LEA baseline assessments. This assessment information indicates that, although a wide range of abilities is represented, pupils' attainment is broadly in line with the average expected for their age. By the end of the Reception Year, most of the children have made good progress. Almost all have achieved the Early Learning Goals expected of them by the start of Year 1, and many have exceeded them.

Personal, social and emotional development

64. When they start school, most children display the personal and social skills typical for their age. Some children come to school from fairly isolated communities within the valley which the school serves, but many have had the opportunity to attend a pre-school. This helps them develop their skills in sharing and taking turns. The two children who currently attend the Class 1 on a part-time basis display very different characteristics, but work well together. They are well supported by a skilful and experienced teaching assistant who knows them well, and who structures experiences carefully to take their learning forward. The children attending Class 1 in a full-time capacity join in very well with the older pupils in their class. They like to join in and show increasing enthusiasm for their learning and a developing awareness of the needs of each other. They take turns very well and are integrated into classroom activities very effectively. The quality of teaching is good. The class teachers plan work specifically for the Reception Group and they make good progress. The children achieve well and by the time they begin Year 1 they have exceeded the Early Learning Goals in this area of learning.

Communication, language and literacy

65. A good emphasis is placed on developing the children's skills in language and communications. Children's speaking skills are generally below average when they start in Class 1, but significant progress is made. The two part-time children, substantially under the guidance of the teaching assistant, receive very many opportunities to express themselves and because they are engaged in this small group for extended periods of time, the teaching assistant is able to extend their speaking skills well. They were highly praised and given very positive encouragement. The full-time Reception children show steadily improving speaking skills.

They are gaining good levels of confidence in speaking in front of the older pupils in the class. They speak clearly and well and are becoming able to express themselves effectively.

66. The quality of teaching is good. Children's listening skills are promoted very well in Class 1. It is one of the strengths of the teaching in the class. Almost all the children in full time Reception can recognise vowel sounds and can hear and distinguish initial letter sounds in words like 'boat' and 'coat'. Most of the children are confident enough to make attempts at new words, having listened very carefully to the teacher's 'sounding out' of the letters.
67. This active listening promotes good development in the children's reading skills. The Reception children take part in the 'whole class' parts of the Literacy Hour along with pupils in Year 1 and Year 2. They show an increasing interest in books and clearly enjoy the stories they hear. Many can recall the events in a story in the correct sequence. When the teacher holds up questions about a text and all the class have 'Yes' or 'No' answer cards, the Reception children take a full part in the lesson. Some questions are clearly directed specifically to them, but many make a good attempt at answering questions directed to pupils in older age groups. The teacher encourages the class to read the questions silently to themselves, and not out loud. Reception children also try to do this and many are increasingly successful.
68. In general, the children's reading skills are in advance of their writing skills. Most can hold pencils correctly and write their names legibly. Most can copy simple sentences and some can write their own.
69. Overall, the children make good progress and some make very good progress in this area of learning. Most have exceeded the Early Learning Goals by the time they enter Year 1.

Mathematical development

70. Baseline assessment information indicates that, whilst the children show a wide range of mathematical understanding, overall they demonstrate skills which are broadly average on entry to full-time school. Teaching is good. Numeracy lessons are skilfully and systematically delivered at a pace which helps to clarify the children's understanding. Numbers are well displayed around the classroom and there are good opportunities for counting, sorting, matching, adding and subtracting. As with literacy, the children work through part of the numeracy lesson alongside older pupils. This means that, for the Reception children, there is always a high level of challenge in the oral parts of the lesson, as they listen directly to questions aimed at older pupils whose numeracy skills are more advanced.
71. Many of the Reception children can recognise and name the shapes of numbers and can count up to, and in some cases, in advance of twenty. They understand and can use phrases like 'more than' and 'less than' with an increasing degree of accuracy. Some are developing an understanding that objects can be lighter or heavier.
72. As with literacy, most children make good progress in this area of learning. Again, most have exceeded the Early Learning Goals by the time they enter Year 1.

Knowledge and understanding of the world

73. Children experience a wide range of activities to stimulate their interest in the world around them. During science lessons, children grow plants from seeds and enjoy carrying out

experiments and investigations to find out what is needed to make plants grow. They know that light and water are required. They also develop an understanding that living things grow and artificial things remain the same.

74. Children are able to use the computer with growing confidence. They can manipulate the mouse and move the cursor to a desired icon. They move the cursor around the screen effectively and with a good level of accuracy. They clearly enjoy this aspect of their work and are enthusiastic when their turn comes. It is noticeable that older pupils are regularly willing to help the younger children if they are in difficulty.
75. The children have been undertaking some study of Florence Nightingale and aspects of life in Victorian times. They show a good deal of interest in this and can talk about some of the important areas of the life of Florence Nightingale.
76. Most children enter the full time Reception year with broadly average levels of attainment in this area of learning. Teaching is good and good progress is made, and the Early Learning Goals have been exceeded by the time the children enter Year 1.

Physical development

77. When children enter the Reception Year, most do have appropriate physical skills for their age. They can run, skip and move between objects and are able to catch a large ball with a reasonable degree of success. Playground games, which vary each week, are thoughtfully provided and are used well to help develop the children's physical skills. In the class, there are ample opportunities for children to use pencils, scissors and brushes to increase their manipulative skills. In addition, children have access to physical education lessons, along with the other pupils in their class, and they are able to develop an awareness of space and balance. There is adequate provision for the development of children's gross motor skills.
78. Overall, children make appropriate progress in this area of learning. Teaching is good and enables most children to achieve the Early Learning Goals by the start of Year 1.

Creative development

79. The children work well with a wide range of creative media and materials. They paint with bright, bold colours to reproduce sunflowers in the style of Van Gogh. The task links well to the children's science work on the growing of seeds. The children can recognise repeated patterns and make the most of the opportunities provided for them to develop their skills through painting, music and play.
80. Children can focus their attention on past times in their work on Victorians and engage in imaginative play. They make collage pictures and through them promote a good range of language development.. They join together and enjoy singing songs and rhymes in their class and in assemblies. They develop an appropriate sense of rhythm and beat and can anticipate when they need to clap in time with the beat of a song. They also listen well to a good range of recorded music. This was particularly the case in assembly, when they listened intently to music from Canada during the inspection days.
81. Overall, teaching is good and children make appropriate progress and attain the Early Learning Goals for this area of learning by the time enter Year 1.

Teaching and Provision

82. The teaching is good. The number of children involved in the Foundation Stage of Learning is small and their needs are known very well by the adults who work with them. This is a strong feature throughout the school. Additionally, the teachers manage the pupils very well. Although the numbers of children are small, they are accommodated in a class which also contains pupils who are up to two years older.
83. The teaching is particularly good in communication, language and literacy and in mathematics. Very good attention is given to the development of children's speaking and listening skills. This enables the children to gain confidence in their own abilities when speaking and to be very well aware of what is required of them, because they have listened intently.
84. Often, because part of the lesson is directed towards pupils who are older, elements of the lesson are very challenging for the younger children involved – as in the example of silent reading. Most of the children rise positively to this challenge and make good progress in their learning as a result. Teachers' planning is thorough and contains good details of what is expected from the younger children in the class. Teaching builds effectively upon the prior learning of individuals.
85. The two part-time children who are not yet of statutory school age receive good quality support from the teaching assistant, with whom they spend most of their time each morning. They make good progress. However, the rest of the children in full-time education in the Foundation Stage receive very little support from this good quality assistant, and do not, as a result gain enough from a valuable resource.
86. Overall, however, the provision for these children is good and has shown improvement since the school was last inspected. It enables them to make good progress in their learning. By the end of the Reception Year children are well prepared to begin their Year 1 programmes of study.

ENGLISH

87. Standards in English, at both Key Stages are above average and pupils achieve well. Care must be taken in interpreting the statistical evidence from national tests. The very small number of pupils in each year group leads to widely fluctuating results. However, in the national tests for seven-year-old pupils in 2001, the school's results were good. All the pupils who gained the expected level in reading were secure Level 2 readers, and half the pupils gained the higher level. In terms of average points scores, this represents a performance which is well above the national average. All the pupils gained the expected level for writing, although none gained the higher level. Again, in terms of average points scores, this is well above the national average. The school has maintained a similar position for the last two years. The pupils' performance was above average in reading and well above average in writing when compared to similar schools.
88. Because this is a First School, and pupils transfer to Middle School in the September of the year in which they are ten, the pupils in Key Stage 2 move to their next school before completing their national tests at eleven years of age. The pupils aged eight and nine, in Class

2, have skills which show that they are on target to attain above average results by the age of eleven.

89. Pupils' standards in speaking and listening are above average in Year 2. When they enter school as Reception children, baseline assessments indicate that the majority show average skills for their age. They make good progress and by the time they enter Year 1, almost all have achieved the early learning goals expected for their age. This good progress is maintained in Class 1, and continued in Class 2. Whilst these classes contain pupils of different ages – five, six and seven-year-olds in Class 1, and eight and nine year-olds in Class 2 – the numbers of pupils are small. This enables the teaching staff to have a very good understanding of the individual needs of these pupils. Teachers' questions, therefore, are directed very specifically to individual pupils so that they have good opportunities to extend their speaking and listening skills very well. Teachers give pupils time and pupils answer fully and thoroughly. By the age of seven, almost all the pupils are confident speakers and attentive listeners. This was seen well, in a question and answer session, where the teacher held up questions and pupils displayed a card which answered the question with a Yes or a No answer. Individual pupils were then required to explain why they answered in the manner they had. Equally, in a science lesson when pupils were considering the conditions required for seeds to grow, detailed answers were required from pupils.
90. In Class 2, pupils' speaking and listening skills are further developed. The teacher is skilful in offering pupils time to think about their answers. She reminded them of 'good quality' words, for example 'ascending and descending', which were words considered in one literacy lesson, and the pupils applied them correctly in a science lesson later in the day, when they described the motion of a pedal on a bicycle. The time to think, and the individual attention received, by each of these pupils enabled them to grow in confidence and develop good levels of skill. Pupils throughout the school achieve well.
91. Standards in reading are above average. In Class 1, there is great enjoyment in reading together from Big Books. For example, the pupils read part of the story, 'The Emperor and the Nightingale'. They knew it was a story from China. They clearly looked forward to it with excitement, many recalling the excitement of the last week's story, which was from Africa. The children were encouraged to look at the 'setting' from the illustration and their descriptions were good. They chose words like 'silvery, shining and sparkling' to describe the river in the picture. They described the bridge they could see as 'arched and curved'. The pupils read the text together, largely unaccompanied by the teacher. They had a good level of understanding from the text. 'What is a servant?' asked the teacher. 'Someone who has to do all the jobs, like me!' replied a child! There was real disappointment, when this section of reading was stopped at an exciting point, and the pupils had to wait until the next day to continue. The pupils are developing a love and excitement in literature and showing good levels of reading with understanding.
92. Older pupils in Class 2, use their developing reading skills to good effect. They have access to a wide range of authors and look forward to reading. They use their reading skills to good effect when looking for information on the Internet. Many are encouraged to read at home. They maintain the good progress started in Class 1 and achieve well.
93. Standards in writing are average overall, but show good features. Almost all the pupils are able to write effectively. In Class 1, pupils have a clear understanding of basic punctuation, in the use of capital letters and full stops. Many are able to use question marks and speech marks with a good degree of accuracy. Spelling is reasonably accurate. By the age of seven,

almost all pupils are writing at the expected level for their age. Many show good use of language in their writing. A Year 1 pupil, writing about jungle animals wrote, 'The python hissed at me'. A Year 2 pupil wrote, 'Suddenly all the animals saw my magnificent shell'.

94. In Class 2, pupils' writing progresses appropriately and pupils use their writing in a wide range of forms and for different purposes. Pupils were observed working on the Internet, working collaboratively with pupils from another school on a writing project. On this occasion, the pupils concerned were being supported by a school governor. The pupils in this class all have individual targets for improvement in writing attached to their desks. These are dated and the pupils know exactly what it is they have to do next to improve. The targets are good and challenging for individuals. The school is aware that further improvement can be made in the quality of pupils' writing, particularly in extended writing, and has good plans to develop this area of its work further.
95. The school has embraced the National Literacy Strategy well. The school is challenging the pupils well and sustaining their improvement. Throughout the school pupils use their literacy skills to good effect in other subjects. In science, Big Books are used as information books to illustrate the parts of seeds and flowers. Pupils use these effectively when comparing the growth of their own seeds. In geography, stories about Africa are integrated well into current topic work. Pupils use books and the computer well to seek out information about Romans and Victorians, in their work in history.
96. The quality of teaching and learning is consistently good. Central to its success is the good knowledge teachers have of the individual needs of the pupils. This, combined with good levels of teacher confidence in their subject knowledge, enables teachers to question pupils well and tailor their questioning to the needs of individuals. With the relatively small number of pupils in each class, teaching is intense and pupils have to listen carefully in order to respond to the questions which will inevitably be directed towards them. Although numbers of pupils in each class are small, they span a wide range of age. This is particularly the case in Class 1. Teachers manage these pupils well and plan effectively so that they direct their teaching to year-groups of pupils, whilst others are engaged purposefully on tasks that can be undertaken independently. In Class 2, the older pupils are guided skilfully towards taking a good level of responsibility for their own learning. A good example of this was seen when, in learning about negative numbers, pupils were given three distinct tasks to undertake, and invited to concentrate on the one which they felt most capable of undertaking successfully. No unsatisfactory teaching was seen during the inspection and a positive learning environment was sustained through every literacy lesson observed. Although pupils' needs are well known, and teachers' assessments of pupils' capabilities and achievements are accurate, written records could be improved. This is particularly the case for seven-year-old pupils, for whom 'group' records are maintained and passed on to the teacher in Class 2. An individual record of a pupil's attainment at this important time would be more informative and helpful to the teacher who is to work with these pupils in Year 3 than the group record which is currently in existence.
97. The English curriculum is well managed. There is a good emphasis to the development of pupils' skills in the subject. Learning resources are good, with a good range of books being available to the pupils. Effective use is made of information and communication technology to help pupils with their research work. A clear development plan for the subject accurately identifies areas for further improvement.

MATHEMATICS

98. Standards in mathematics in both Key Stages are good. The 2001 test results showed that standards at the end of Key Stage 1 were above the national average and that has been the average trend over the past three years. Pupils in the Key Stage 2 class are performing at least as well, and mainly above, the national average for pupils in Year 3 and 4. The National Numeracy Strategy is being effectively used to support teachers who plan well to provide a broad range of mathematical experiences for the range of age and ability in their classes.
99. All pupils make good progress. Children enter school with standards in line with what is expected of their age and are achieving most of the learning goals by the end of their first year in Reception.. They are able to contribute to class data gathering and classification and know the five-bar-gate method of tallying. They can count accurately to ten and above and are beginning to work with and recognise coins.
100. Year 1 pupils use resources well to classify data and can construct a simple block graph. They can exchange coins of different value and can talk confidently about their work with understanding. Year 2 pupils can classify data without apparatus, construct block graphs and work confidently with money, finding totals with accuracy and offering complex combinations of coins to make particular amounts. Year 3 and 4 pupils work confidently with negative numbers and apply this knowledge to real life situations such as calculating temperatures below freezing point on a thermometer. They can use number lines well, and have a good understanding of the four rules of number, units of measure, polygons, irregular shape, angles, direction and rotation, and can add simple fractions.
101. Teaching and learning are good throughout the school. Teachers know their pupils well and judge their performance through the course of the lesson. They then use this knowledge to plan for the next day to ensure they provide the most appropriate teaching and tasks which match the ability of the individual. Planning is therefore good and has clear learning objectives, which are shared with pupils and keep them well focused. In Key Stage 2 particularly, the plenary part of the lesson is used effectively so that it not only takes pupils' learning even further on, but provides children with opportunities to reflect on their own performance within the lesson and to identify for themselves what they can do to improve.
102. Key Stage 2 pupils' progress is well recorded and appropriate individual targets are set for the next stage of learning.
103. Teachers' expectations of pupils are high and the mix of ages and abilities in each class is managed very well. Relationships with pupils are extremely good and teachers' questioning of pupils is effective. At Key Stage 2, pupils are provided with various opportunities of choice, which contributes to the maturity of their approach to the subject and encourages them to become independent learners. In both classes, teachers use praise well to promote achievement and self-esteem. Teachers' explanations are very clear and they demonstrate well. They put mathematics into context so that children see its greater purpose and meaning.

For example, children in Key Stage 1 found the task interesting when they used data to classify their fruit preferences in order to help the cook out with her order.

104. In order to increase their mental skills and agility, teachers need to ensure they provide pupils with a range of activities at the start of the lesson, which encourage quick and accurate thinking and recall.
105. Pupils enjoy their mathematics and concentrate well throughout the lesson. Presentation skills vary but overall are sound.
106. The headteacher monitors the subject well and involves governors in lesson observations. She has made good use of available LEA support for teachers' planning and practice.

SCIENCE

107. Pupils' standards of attainment in science are broadly in line with those expected for their age throughout the school. Pupils achieve appropriately. This substantially maintains the position reported when the school was last inspected.
108. In the 2001 national assessments for seven-year-olds, all the pupils at the end of Year 2 were working at the appropriate level for their age in each aspect of science work. No pupils, however, were assessed at the higher level. All pupils, including those with special educational needs, made appropriate progress for their age.
109. In Class 1, the pupils had undertaken experiments with seeds. Some seeds had been maintained with water and some without. Some seeds had been deprived of light and some had been kept in a position with good access to light. During the lesson, pupils made good suggestions about how to maintain the conditions of the test. By the end of the lesson, all the pupils had a clear understanding that seeds needed water to grow. Sunflower seeds were also being cultivated in pots in the classroom. The pupils knew that they needed light to grow, and most were also aware that the sunflower leaves moved in the direction of the light. In a second lesson, where real and artificial flowers were studied, the pupils showed a good level of understanding that living things eventually die, whilst artificial things remain the same for ever. 'You can keep them as long as you like,' said one boy.
110. In Class 2, pupils aged eight and nine undertook a close examination of a bicycle. They were looking for different materials and comparing which surfaces promoted friction and which surfaces reduced it. Their knowledge was clear and their understanding was good. They were well aware that the pattern on the tyres promoted friction to keep the cycle in contact with the surface of the ground. Equally, the grips on the handlebars and the surface of the pedals needed to be made of a material which the hands and feet would contact securely. Putting oil on the chain was undertaken to reduce friction. The lesson moved on at a good pace. Pupils applied their knowledge well as their discussion moved on to wind resistance, as the bicycle moved through the air. They discussed some of the principles of stream-lining. In a second lesson the pupils observed the similarities and differences between a wide range of solids and liquids.
111. In all the lessons seen, the pupils showed good, and sometimes very good levels of interest. The teaching staff questioned the pupils well and gave them good opportunities to think and

answer accurately. The pupils themselves were patient with each other and interested in each other's observations. Teachers' planning was thorough and it was clear to the pupils what they were expected to learn in the lessons. Pupils' attitudes to the subject and the quality of teaching were consistently good.

112. Every opportunity was used to develop pupils' basic skills. For example, in Class 1, when the younger pupils were studying seeds, the teacher made very good use of a Big Book, which illustrated the parts of a flower, and the pupils could compare the features of the seeds they were growing with the illustrated information in the book. In Class 2, the teacher used the opportunity to reinforce the use of the words 'ascending' and 'descending', which the pupils had considered in their morning literacy lesson. In the second science lesson in Class 2, pupils gathered statistical information concerning the solids and liquids, which they were comparing.
113. Provision for science is good. The curriculum is well planned, and the school is using the national guidance, which gives good coverage of the National Curriculum programmes of study. The scrutiny of pupils past work indicates that a wide range of science work is covered. The work in pupils' books indicates that there is less emphasis on experimental and investigative science than the other areas of the science curriculum.
114. The resources the school has for the delivery of the science curriculum are adequate. They are readily available to staff.

ART AND DESIGN

115. Standards throughout the school are at least sound and were good in the Class 1 lesson observed. Pupils display an obvious enjoyment of the subject and apply patience, concentration and effort. Teaching is good and pupils, including those with special education needs make good progress.
116. The quality of teaching and of teachers' planning have a particularly good effect on children's learning. Plans clearly identify learning objectives and reflect National Curriculum intent to develop pupils' creativity and imagination. In the lesson observed, children were fascinated by the effect of mixing paint with glue to create an oil paint effect and applied it with different tools to create different texture. They are learning to appreciate the work of famous painters like Van Gough and how to recreate his 'Sunflowers'.
117. Teaching in both key stages is good. Basic skills and techniques are systematically taught and prioritised. All pupils are given access to a range of tools and resources and are provided with good choice. Good display around the school reflects the wide range of media available, such as the Key Stage 2 lino prints, batik and 3D models. Lessons have clear, precise openings and discussion of the previous session. Pupils are encouraged to reflect on their work, take time and use patience. In both key stages, they are encouraged to use reference books for ideas of colour, shape, texture, etc. Teachers model techniques well and use praise effectively to acknowledge effort, progress and success.
118. Younger pupils understand how a light colour can be added to a dark base to make it lighter and vice versa, and older pupils use this knowledge well to apply different mixtures of colour to their modroc models. Their batik work has effectively developed the African theme of their Geography lessons. An artist in residence has also helped develop pupils' work with textiles.
119. The subject is well managed and the headteacher encourages support through the monitoring done by governors and through parent helpers who help present stimulating displays of pupils' work.

DESIGN AND TECHNOLOGY

120. No lessons in design and technology were seen during the inspection. From the limited evidence available, it is judged that standards match those expected for the pupils' age.
121. A good quality wall display of models of buildings in the village showed that pupils construct models accurately. Work is linked well to the pupils' knowledge and understanding and good use is made of the pupils' basic skills in numeracy and geography. Accurate measurement and understanding of shape nets has enabled the pupils to make well-proportioned models. There was limited evidence of pupils' planning, or of evaluation, leading to any refinement of the completed models.
122. There are appropriate documents to support the delivery of the whole range of the design and technology curriculum and the subject is adequately managed and resourced.

GEOGRAPHY AND HISTORY:

123. Due to the timetable arrangements in school, it was only possible to see one geography lesson for the older pupils, in Class 2, and one history lesson, for the younger pupils in Class 1. Judgements are based, therefore, on the evidence of these lessons, a scrutiny of pupils' work and discussions with pupils. From this evidence, attainment and progress are judged to be broadly average for the pupils' ages, throughout the school. Pupils with special educational needs make satisfactory progress in their learning. These findings match those of the previous inspection.
124. Many geographical and historical skills are frequently interlinked in lessons. In geography, for example, the locality is used well as pupils construct good quality models of the buildings found in the village. A good quality wall display reflects the careful study that has been made. Good links are established with numeracy and design and technology in the construction of the models. The older pupils have undertaken a study of some parts of Africa, following up the tale of the 'Leopard's Drum'. Real artefacts are on display in the hall and pupils have written letters of good quality and written the numbers up to 10 in Swahili. Good links with numeracy and literacy are seen here as well as a positive contribution to the pupils' multi-cultural development. Younger pupils gain a good understanding of the seasons of the year and collect accurate statistical information about patterns of weather. The pupils have a clear understanding of the need for water to sustain life and are beginning to understand basic elements of climate change.
125. Work in history includes aspects of Roman life in Britain, where the school makes good use of its proximity to Hadrian's Wall. Pupils in Class 2 have undertaken work about the Roman army, their weapons and armour. The work has been followed up well with a visit from a 'Roman Soldier', and pupils shows an appropriate understanding of some of the main buildings of the time together with aspects of everyday life. The pupils have covered a good range of activities within this topic, and their work is helpfully marked by the teacher, who takes the opportunity to ensure that basic literacy skills are effectively promoted. The work is not always neatly presented, but the content is better than the quality of the presentation. Younger pupils, in Class 1, have been considering aspects of the life of Florence Nightingale and some famous people from the Victorian era. They know that Florence Nightingale set up a hospital in Scutari and that she treated soldiers who were injured in a war. Pupils write

about her, in their own words. For example, a Year 2 pupil wrote, 'Florence Nightingale was a person who liked to help people. She helped to make hospitals nicer'. Pupils' writing shows that they are aware that girls did not go to school at that time, but had to stay at home and were taught by their father. This writing shows appropriate features for the seven-year-old pupils in the class in its punctuation. It is generally neatly presented.

126. Pupils' attitudes to these lessons are good. They are interested in their work and most are able to speak articulately about what they have done. Older pupils develop good research skills in finding out information and there is some evidence of older pupils using computers and Internet access to gain information.
127. It is not possible to make an overall judgement of the quality of teaching from the small number of lessons observed. However, teachers show a good grasp of the subject and in each lesson pupils were questioned well. In both lessons seen, the pupils were asked to recall their previous knowledge, which they did with a good level of interest and accuracy.
128. Curricular provision for both subjects is good. Planning is effective, resources are good and the subjects are enhanced by extra-curricular visits and field trips.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. The previous inspection report indicated that the school needed to 'continue to develop the information and communications technology provision'. The school has made good progress in improving both its resources and the use that is made of ICT.
130. Standards of work in ICT are in line with those expected for the pupils' ages and pupils throughout the school make appropriate progress. Pupils in Class 2, in Years 3 and 4 have the greater opportunity to use ICT equipment.
131. In Years 1 and 2, pupils have acquired good mouse skills and can move the cursor around the screen accurately and effectively. They are able to drag and drop items appropriately and perform basic word-processing skills correctly. Many show enough confidence to be able to work over a sustained period of time, with little adult supervision.
132. Pupils in Years 3 and 4 have access to a small computer suite, which is located in an area adjoining their classroom. This area is well resourced and has Internet access, and there are well-developed plans for further provision. Most pupils in this class are able to open up the computer, locate a program and enter it successfully. They can use the computer to gain information; produce articles by word processing; find illustrations, and cut and paste them successfully to include them in their work. One Year 4 boy, who had not been in school for very long, was pleased to show how he had made a book which included text, photographs and illustrations. He was competent and could explain clearly what he had done, in which order and he was rightly proud of his achievement. The discussion and the examples shown clearly demonstrated that computer work was contributing positively to a wide range of other subjects.
133. Pupils are enthusiastic users of computers when the opportunity is available, although, during the course of the inspection, only limited use of computers was observed in lessons. Pupils, however, spoke with knowledge and understanding about what they had undertaken. Interest is high and some pupils spoke at length about what they had done.

134. No direct teaching was seen during the inspection, but there is significant evidence of ICT work around the school. The school regularly produces a newsletter, called the Wark Heron, which includes a wide range of pupils' work and reports on activities, which the school has undertaken. The school has recently won an award for the quality of its newsletter. The school is also involved with other schools in a partnership scheme to develop video-conferencing between the schools. The preparatory work for this is at an advanced stage, but some of the equipment needed has yet to arrive. The staff have undertaken their national training to develop their own ICT skills.
135. The school is well resourced, and it has received assistance from its Local Education Authority support service. The subject has moved forward considerably since the last inspection and there are good plans for further development in the immediate future.

MUSIC

136. Standards are good and just above national expectation. This is mainly due to the quality and enthusiasm of the teaching and pupils' good listening skills and attitudes.
137. The time in school for lesson observations was limited to a Key Stage 2 lesson where pupils sang and performed in tune with confidence and enjoyment. They sing in unison and two parts and are able to sustain their own tune while others sing theirs without being deflected or distracted. They keep time and pitch and are well aware of combined effort. They sing with expression, clarity and volume. Pupils have a good sense of rhythm and know how to make improvements to their work. They are able to accompany their songs with a range of simple musical instruments and can time their contributions with precision. They know the names of the instruments and recognise simple notation.
138. Pupils make good progress in their performing. They have good attitudes to learning and actively enjoy performing together.
139. Teaching is good. It is lively and makes the lesson enjoyable to children. Pupils benefit from subject expertise; the same teacher takes both classes and as such ensures the development of experiences, skills and knowledge. Good plans have clear objectives which give purpose to lessons and provide opportunities to access a range of relevant musical experiences. Pupils are able to perform and display their skills to a wider audience through the regular musical performances hosted for parents.
140. The subject is very well led and managed and is supported by a wide range of musical instruments and resources, which are clearly labelled and easily accessed by pupils.

PHYSICAL EDUCATION

141. Standards in PE are good. Pupils are very aware of the benefits of physical activity. The children in Key Stage 1 know that warming up at the beginning of their gymnastics lesson will help their muscles work better and, as they stated, getting breathless through their efforts is good for their heart muscle and helps to keep it healthy.
142. Teachers take every opportunity to promote health and safety. Key Stage 1 pupils know to bend their knees when lifting heavy mats, to look carefully over their shoulders for space when

they run backwards, and avoid others and of the important rule of head tucked in, bottom up, when performing a forward roll. Key Stage 2 pupils talk of the extra need for caution when performing jumps over one another.

143. In their gymnastics lesson, Key Stage 1 children showed good basic fitness and levels of activity, as did Key Stage 2 pupils in their dance. Through the course of both lessons pupils of all ages and ability were able to demonstrate progress and improvement in technique. For example, a Reception pupil impressively demonstrated his good start, his ability to perform a forward roll and then hold a firm finish. The rest of the pupils then applied such poise to their performances. Key Stage 1 pupils can remember and produce simple rolling skills in a short sequence with control and co-ordination.
144. Key Stage 2 pupils through their complex dance sequences are beginning to connect skills and techniques, both individually and depending upon one another in a large group, to create and perform a range of movements based on African culture. They are very good at critically analysing their performance and diagnosing aspects for improvement.
145. Attitudes and behaviour are consistently good. Pupils show an obvious enjoyment of the subject and put effort into their performance. Key Stage 1 pupils' behaviour throughout their changing routines and transfer from classroom to hall and back is most impressive.
146. Teaching is also good and reflects clear planning with purpose. Routines are well established and there is good lesson structure with three aspects well established. Lessons start with a warm up, then a series of activities follow which lead to a climatic performance and finally, a cooling down period. Teachers effectively plan for and manage the range of age and ability, confident in their knowledge of pupils' previous learning.
147. The subject is well led and the curriculum has been broadened through access to a variety of activities run by specialist coaches through the school's partnership with its High School and Newcastle United Football Club. Swimming forms a regular part of the curriculum for all pupils and adequate resources are available to support their learning.