

INSPECTION REPORT

WALBOTTLE VILLAGE FIRST SCHOOL

Walbottle Village

LEA area: Newcastle-upon-Tyne

Unique reference number: 108448

Headteacher: Mrs L Wood

Reporting inspector: L A Furness
8245

Dates of inspection: 29th April – 1st May 2002

Inspection number: 195665

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:	Community
Age range of pupils:	3-9
Gender of pupils:	Mixed
School address:	The Green Walbottle Village Newcastle-upon-Tyne
Postcode:	NE15 8JL
Telephone number:	0191 2675320
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Strong
Date of previous inspection:	16 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8245	L A Furness	Registered inspector	Mathematics Science Music	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
19431	J Holmes	Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
27677	D Davenport	Team inspector	Special Educational Needs Foundation Stage of Learning Art and Design Design and Technology Religious Education	How good are the curricular and other opportunities offered to pupils?
16761	M Hemmings	Team inspector	Equal Opportunities English as an Additional Language English Geography History Information and Communication Technology Physical Education	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Walbottle Village First School caters for pupils aged between 3 and 9 years. There are 116 pupils comprising of 74 boys and 42 girls, on roll. The school serves mainly the village but also draws pupils from the neighbouring villages and from Newcastle. The percentage of pupils having English as an additional language is low and there are no pupils identified as being at the early stages of English language acquisition. The percentage of pupils having special educational needs is below the national average and the percentage of pupils with statements of special educational needs is close to the national average. The percentage of pupils known to be eligible for school meals free of charge is above the national average. There are 4 classes, including the Early Years Unit, which consists of children aged 3-5 years. Pupils aged 5-7 are taught in two classes whilst pupils aged 7-9 are taught in one class. There are currently 19 children of reception age in the Early Years Unit which also has 24 full-time and 4 part-time nursery age children. A nationally approved assessment scheme used for children of reception age, shows that most children have levels of attainment that match those expected for their age in communication language and literacy, mathematical development and personal, social and emotional development.

HOW GOOD THE SCHOOL IS

School effectiveness is satisfactory. The attainment of the majority of pupils currently in Year 2 is below the national expectation in reading and writing and matches the national expectation in mathematics and science. However, considering their below average starting point when they start school in the Early Years Unit, pupils achieve satisfactorily. The headteacher provides clear educational direction and teaching overall is satisfactory with good and very good teaching in the Year 1 class. The attitudes of pupils are good and the school provides satisfactory value for money.

What the school does well

- The quality of teaching in Year 1 is always at least good and pupils achieve well in this class.
- The very good relationships which exist throughout the school very effectively supports pupils' personal, moral and social development.
- The work of the support assistants throughout the school is good and their involvement has a positive impact on the achievement of the pupils with which they work.
- The school provides a very bright stimulating environment where pupils' work is clearly valued and very attractively displayed.
- Pupils' attitudes and behaviour are good and they try hard to do their best.

What could be improved

- The standards in reading and writing throughout the school.
- The quality of teaching of pupils aged 7 to 9.
- The use of assessment information to check if pupils' progress is as good as it should be.
- Pupils' knowledge of how to improve the standard of their work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and since then the key issues identified have been mainly addressed. Pupils' mental recall of multiplication facts has improved and the use of information and communication technology resources to support learning is now satisfactory. Provision for pupils aged 5-7 is good although there are still weaknesses in the provision for pupils aged 7-9. Although there is an increase in the use of the central library this has not yet impacted sufficiently on reading standards. The school has implemented the National Literacy and Numeracy Strategies and overall there has been sound improvement since the previous inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	B	E	E	C
writing	D	C	E	D
mathematics	A	C	D	C

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

In 2001, the National Curriculum test results for pupils at the end of Year 2 were well below the national average in reading and writing and below the national average in mathematics. When compared with similar schools, results matched the average in reading and mathematics and were below average in writing. In science on the basis of teacher assessment, attainment at the end of Year 2 was well above the national average and was well above average in comparison with similar schools. Science results were in the top 5 per cent of schools nationally. The attainment of the majority of pupils who are currently in Year 2 is below the national expectation in reading and writing but matches the national expectation in mathematics and science. There is however limited evidence of higher attainment in all three subjects. The quality of teaching in Years 1 and 2 is good and this is beginning to have an impact on the standards attained in both reading and writing. Also the school has put into place a number of good strategies which are helping to raise standards. Although at the end of Year 4, pupils achieve satisfactorily in reading, mathematics and science their achievement in writing is unsatisfactory. The pupils in the predominantly Years 3 and 4 class are not making the progress expected in this aspect of English. A contributory factor to this is the unsatisfactory teaching that is occurring with these ages of pupils. Pupils with special educational needs and with English as an additional language make good progress overall. They achieve well because of the good support that they are given. By the time the children enter Year 1 nearly all them attain the early learning goals in all six areas of learning with a significant number of children exceeding them in personal, social and emotional development, knowledge and understanding of the world and physical and creative development. Although not a statutory requirement, the school does set targets for pupils at the end of Year 2. The targets set for 2001 were exceeded in reading, writing and mathematics. The targets for 2002 are appropriate and the school is on course to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They enjoy attending school.
Behaviour, in and out of classrooms	Behaviour is good both in the classroom and around the school. Pupils display a good level of self-discipline.
Personal development and relationships	Pupils' personal development is good and relationships throughout the school are very good. Pupils work very well together, share resources and listen willingly to other points of view.

Attendance	Attendance is satisfactory but punctuality is good. Registers are taken promptly and lessons start on time.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Satisfactory	Good	Unsatisfactory

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

The quality of teaching is satisfactory overall. Teaching is at least good in approximately two out of five lessons. However in one out of eight lessons teaching is unsatisfactory. The remaining lessons are satisfactory. Teaching is consistently good in the Year 1 class. The quality of teaching in the Early Years Unit is satisfactory overall and often good particularly in the creative and physical development of the children. The teachers, nursery nurses and other helpers work effectively together as a team to create a caring and secure environment. They form good relationships with the children and have high expectations of their behaviour to which the majority of children respond well. However, there are insufficient opportunities for higher attaining reception age children to record their ideas in a written form. English and mathematics are taught at least satisfactorily in Years 1 and 2 and the school has worked hard to implement the National Literacy and Numeracy Strategies. The Year 1 teacher provides a particularly good model for the teaching of both literacy and numeracy. Clear instructions ensures that pupils understand what they have to do and the good use of praise boosts pupils' confidence and self esteem because they know that their ideas are valued. In the lessons where teaching was unsatisfactory, behaviour was not managed effectively and expectations for learning were too low. Pupils' answers to questions were not valued and classroom organisation was unsatisfactory. Although written marking is satisfactory it is not used consistently to inform pupils of why their work is good and what they need to do next to improve. Pupils do not have a clear understanding of what they need to do to raise the standard of their work. The teaching of pupils with special educational needs is good and the work planned is usually well targeted towards their needs. Support assistants give good support to these pupils guiding them in their work by providing clear explanations, asking and answering questions and supporting them in recording their findings or thoughts.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets statutory requirements for all subjects of the National Curriculum, and religious education.
Provision for pupils with special educational needs	The school follows the recommendations of the special educational needs Code of Practice and good individual programmes of work are in place.
Provision for pupils with English as an additional language	Appropriate provision is made for the pupil who has English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural	Good overall. Pupils know the difference between right and wrong and develop a good understanding of how their actions may affect others.

development	
How well the school cares for its pupils	The school promotes a good standard of care. Child protection and health and safety procedures are good, but systems for assessing pupils and checking their progress need further development.

Parents and carers have a positive view of the school. The majority of responses from the parents' questionnaire and the parents' meeting indicate good support for the school's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear leadership and management and is supported well by the staff.
How well the governors fulfil their responsibilities	Governors have a good understanding of the school's strengths and weaknesses and fulfil all of their statutory responsibilities.
The school's evaluation of its performance	The school analyses its test results and uses the information to track pupils' progress. However, these procedures are not sufficiently well developed to have the maximum effect on improving pupils' attainment. Nor is the evaluation of teaching sufficiently rigorous in terms of addressing identified weaknesses.
The strategic use of resources	The school plans ahead well and effectively allocates finances to identified agreed priorities.

The school provides a good level of teachers and support staff to meet the demands of the curriculum. All staff are deployed well. The good accommodation is kept clean and well maintained and is used effectively to promote learning, through the teachers' good organisation of their classrooms and very attractive displays of pupils' work. Resources are good for English, mathematics, science, art and design, design and technology, history, information and communication technology, music and physical education and are satisfactory in all other subjects. They are used appropriately to promote learning. The governors and the headteacher work hard to ensure that the school gains best value from all of its spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Behaviour is good. ▪ They are kept well informed about how well their child is getting on. ▪ They would feel comfortable approaching the school with questions or problems. ▪ The school expects children to work hard. 	<ul style="list-style-type: none"> ▪ The amount of homework that children have to do at home. ▪ The range of activities that the school offers outside of lessons.

The inspection team generally supports the parents on all of the positive views although they disagree with the comments regarding areas for improvement. The homework provided follows the guidance in the homework policy and is typical for pupils of this age. Although the range of after-school activities

provided is limited, the school does provide a wide range of visits and visitors to the school to enhance effectively the pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2001, the National Curriculum test results for pupils aged 7 were well below the national average in reading and writing and below the national average in mathematics. When compared with similar schools, results matched the average in reading and mathematics and were below average in writing. In the speaking and listening aspect of English, on the basis of teacher assessment, the percentage of pupils attaining the expected level by the end of Year 2 was well above the national average and the average for similar schools and in the top 5 per cent of schools nationally. However, the percentage of pupils attaining the higher level was well below the national average. In science, on the basis of teacher assessment, attainment at the age of 7 was well above the national average and was well above average in comparison with similar schools. Again results were in the top 5 per cent of schools nationally. As with speaking and listening the percentage of pupils attaining the higher level was well below the national average. Over a period of three years, the boys have performed better than the girls by approximately half a term in reading and mathematics and by nearly two terms in writing.

2. The attainment of the majority of pupils who are currently in Year 2 is below the national expectation in reading and writing but matches the national expectation in mathematics and science. There is, however, limited evidence of higher attainment in all three areas. The quality of teaching in Years 1 and 2 is at least satisfactory and often good and this is beginning to have an impact on standards of attainment in reading and writing. The school has also put into place a series of good strategies which are impacting positively on pupils' attainment and achievement. The school has also implemented the National Literacy and Numeracy Strategies successfully, and these also are beginning to have an impact upon raising standards in Year 2. Although by the end of Year 4 pupils achieve satisfactorily in reading, mathematics and science in relation to their attainment at the end of Year 2, their achievement in writing is unsatisfactory. Years 3 and 4 pupils are not making the progress expected in this aspect of English because of the unsatisfactory teaching that is occurring with this age of pupils.

3. Attainment on entry to the school is wide but the majority of children of nursery age demonstrate attainment in communication, language and literacy, mathematical development and personal, social and emotional development below that expected for their age. However these children make good progress in their learning because of the wide range of practical and stimulating experiences presented to them in the Early Years Unit. A nationally approved assessment scheme for children of reception age confirms this good achievement and shows that most children have levels of attainment that match those expected for their age in these areas of development. By the time they

enter Year 1 nearly all children attain the early learning goals in all six areas of learning with a significant number exceeding them in personal, social and emotional development, knowledge and understanding of the world and physical and creative development. This is because of the emphasis placed on these aspects of learning. However progress in mathematical development and communication, language and literacy needs to be developed especially for the higher attaining children. Although there is much discussion to enhance literacy and numeracy skills, there are too few opportunities for children to formally record their ideas. Consequently some children of reception age make unsatisfactory progress compared to their prior achievement in these aspects of learning.

4. Pupils' attainment in speaking and listening matches national expectations with a significant number of pupils attaining above the level expected. Pupils' achievement is good. Pupils discuss and explain their ideas clearly and precisely as was seen in both literacy and numeracy activities when pupils were asked to tell others how they had answered different questions. The listening skills of most pupils are good, which helps them to give relevant answers to the teachers' questions and to gain an appropriate understanding of the work that they are to do. By developing these skills, pupils learn to listen appreciatively to the views and ideas of adults and other pupils.

5. Though attainment in reading is below that expected, the evidence shows that standards are improving, with the majority of pupils able to read accurately and confidently from texts appropriate for their age. Most pupils have an appropriate range of strategies to determine unfamiliar words, and older pupils are learning to develop their skills of reading for meaning. They are able to read carefully for information as was seen when Years 3 and 4 pupils extracted relevant information from a letter. By the age of 9, pupils recount stories, express preferences in reading matter and talk in an appropriate way about their favourite authors. The school recognises the need to challenge more effectively the higher attaining pupils by developing their comprehension skills and using higher order questioning related to the texts read.

6. As attainment in writing is below the national expectation the school has identified writing appropriately as an area for development. Pupils' independent story writing is unsatisfactory and pupils do not use their oral vocabulary well enough to express their ideas. Although pupils write in a variety of forms across the curriculum, their standards of handwriting and presentation are poor, with words often spelt incorrectly through carelessness. Year 4 pupils often use punctuation incorrectly and many pupils are not clear about the size of letters or how to write letters correctly on a line. Consequently, these pupils are not making satisfactory progress in developing their writing skills in literacy lessons and in other subjects.

7. Pupils' achievement in mathematics in Year 2 and Year 4 is satisfactory. The majority of Year 2 pupils demonstrate a good knowledge of number. They order numbers correctly and count forwards and backwards in tens from different starting points. They have a sound knowledge of addition and subtraction and higher attaining pupils use different strategies to solve number problems. Higher attaining Year 4 pupils demonstrate a secure understanding of number, measures, shape and space and data handling. Average and lower attaining Year 4 pupils have the same breadth of knowledge but are working with lower numbers.

8. Pupils are provided with some opportunities to use their literacy and numeracy skills in other subjects. In design and technology for example, the pupils use literacy skills in labeling diagrams and producing written evaluations of their work. Numeracy skills are used to measure and weigh accurately for example, when making bird boxes or gingersnaps. In religious education, pupils record their work in a variety of ways but they do not use their literacy skills appropriately. For example, punctuation, grammar and spellings are often inaccurate and greater care is needed with the presentation of their work. The school sets targets for Year 2 pupils, although not a statutory

requirement to do so. The targets set for 2001 were exceeded in reading, writing and mathematics. The targets for 2002 are appropriate and the school is on course to achieve them.

9. Attainment in science in Year 2 and in Year 4 matches the national expectation and although achievement overall is satisfactory there is limited evidence of the more able pupils being suitably challenged. Year 2 pupils have a sound knowledge of how to eat in a healthy way and are able to make sensible suggestions about what is a balanced diet. They know how sound enters the ear and demonstrate a secure knowledge of plants and what is necessary for healthy growth. A food diary provides good evidence of the use of literacy skills but the use of correct punctuation and spelling is unsatisfactory. The use of charts for making predictions shows satisfactory use of numeracy skills. Year 4 pupils have explored the use of different types of paper and use specific scientific vocabulary correctly, for example translucent, transparent and opaque. They know how to construct a circuit incorporating switches and how to carry out an investigation sensibly and fairly.

10. In information and communication technology the majority of pupils in Year 2 and Year 4 attain standards that match the national expectation. Their achievement is satisfactory. In Year 2, pupils use the computer to add suffixes to words in literacy lessons demonstrating satisfactory keyboard skills. They also understand and use specific vocabulary such as 'index', 'search' and 'keyword' to talk about what they are doing. Year 2 pupils input a sequence of instructions to control a programmable toy and use a digital camera to record their activities. In Year 4, pupils use a word processing program in an appropriate manner to insert correct punctuation in wrongly structured sentences. They are also able to use the computer to research information and to organise and present their ideas. There is satisfactory use made of information and communication technology by pupils, to word-process their stories and poems in literacy and develop their understanding of pattern work in art and design.

11. In art and design, design and technology, history and geography pupils' attainment matches the national expectation in Year 2 and Year 4 and their achievement is satisfactory. There was insufficient evidence to make a judgement on attainment, achievement or progress in music, physical education and religious education.

12. Pupils with special educational needs and English as an additional language make good progress in relation to their prior attainment and achieve well because of the good support provided by the support staff in the school. However, higher attaining pupils are not sufficiently challenged from the start of the reception year to the end of Year 4 in reading, writing and science and do not achieve the levels of which they are capable.

Pupils' attitudes, values and personal development

13. Pupils enjoy school and have a very positive attitude to learning. Pupils work well together and respond very well to questions. They listen to teachers and show interest when others are speaking. Questions are answered sensibly and pupils contribute confidently to discussions. Pupils stay on task except when the classroom organisation allows pupils to be distracted. Pupils are confident and are able to communicate with adults with ease about school and those topics that interest them.

14. Pupils understand the expectations of behaviour, which is good both in class and around school. Pupils display a good level of self-discipline and maturity. The pupils report that occasionally they argue but quickly become friends and that boys and girls generally play well together. There was no oppressive behaviour observed in the school during the inspection. The pupils are aware of their impact on others and respect each other's points of view. They have a good understanding of the school and what is happening in it.

15. Pupils' personal development is good with pupils taking responsibility for some small aspects of everyday school life. Older pupils are caring towards younger pupils. The school council members take the role very seriously and enjoy the respect that the position brings. The pupils feel that they are able to influence small parts of the development of the school. Pupils on the council help younger pupils at lunch and break times if they do not have friends to play with them. The council members sit on different tables at lunchtime and whilst they would like to sit with their friends they realise that it is their duty to look after the younger ones. The school council is having a good impact on the moral and social development of pupils.

16. There are very good relationships and the levels of trust and respect between staff and pupils are very good. Pupils are independent, confident and interested in learning; they are articulate and communicate easily with adults. The pupils work very well together, sharing resources and ideas; they have a good level of concentration and work independently particularly in the Early Years Unit and in Years 1 and 2. Pupils are encouraged to express their feelings and how they can help others who are upset and to think about the impact of their actions on others. The introduction of circle-time and the assemblies are helping the social and moral development of pupils.

17. Attendance matches the national average and is satisfactory. There is no unauthorised absence with parents very good at notifying the school if their child is unable to attend school. The school operates a first day contact for absence in order to respond to the very few occasions that parents do not notify the school. The headteacher monitors attendance weekly in conjunction with the Education Welfare Officer. Good attendance certificates are presented termly to those pupils who achieve over 98% attendance with good punctuality also recognised. Holiday absence is discouraged and this is highlighted in the prospectus. Punctuality is good and registers are taken promptly resulting in lessons starting on time.

HOW WELL ARE PUPILS TAUGHT ?

18. The quality of teaching is satisfactory overall but it is inconsistent. Teaching is at least good in approximately two out of five lessons. However in one out of eight lessons teaching is unsatisfactory. The remaining lessons are satisfactory. Teaching is consistently good in the Year 1 class. Teaching is satisfactory overall in English, mathematics, science, history and information and communication technology. It is good in art and design for pupils in Years 1 and 2. There was insufficient evidence to make a secure judgement on teaching in art and design for Years 3 and 4 pupils and in design and technology, geography, music, physical education and religious education throughout the school.

19. The quality of teaching in the Early Years Unit although often good is satisfactory overall. The teachers, nursery nurses and other helpers work effectively together as a team to create a caring and secure environment. They form good relationships with the children and have high expectations of their behaviour to which the majority of children respond well. The varied range of well planned activities creates a happy, stimulating atmosphere within which children work and play well together. Children feel secure in developing their learning through the constructive praise they receive from the teachers and the teaching assistants. Teaching assistants are used effectively to support individuals and groups of children, including those with special educational needs. They are well briefed by the teachers, have a good knowledge of the children and make a positive contribution to their learning. The clear explanations and effective questioning techniques used by all adults in the small group situation have a positive impact on the development of pupils' speaking and listening skills. However, there are insufficient opportunities for higher attaining reception age children in particular to record their ideas in a written form in both literacy and numeracy. This results in these children not progressing as well as they could. The way in which space is used within the Early Years Unit means that conditions are

cramped during large group sessions and reception age children in particular cannot access space effectively when recording their work.

20. English and mathematics are taught at least satisfactorily in Years 1 and 2 and the school has worked hard to implement the National Literacy and Numeracy Strategies successfully in these two year groups. The Year 1 teacher provides a particularly good model for the teaching of both literacy and numeracy. The Years 1 and 2 teachers are secure in their subject knowledge in both subjects. There is a strong emphasis on mental mathematics and good use is made of oral and mental work at the start of lessons. Lessons are taken at a brisk, lively pace, there is variety in teaching styles and the length of time spent listening to the teacher is appropriate for the age and abilities of the pupils. In these lessons tasks are well matched to different abilities. The pupils settle to their work quickly and enjoy what they are doing.

21. All teachers' half-termly and weekly planning is detailed showing the key objectives for learning. However in some instances lessons are not planned well enough to make the best use of the daily allocation of time for literacy and numeracy and this results in wastage of time and lack of progress at the end of these sessions.

22. Pupils are encouraged to use their developing literacy and numeracy skills in other subjects for example in design and technology, science and religious education. However, although pupils record their work independently in a variety of ways they do not use their literacy skills appropriately. For example, punctuation, grammar and spellings are often inaccurate and greater care is needed with the presentation of their work.

23. There are inconsistencies in the quality of teaching and learning and there is unsatisfactory teaching in Years 3 and 4. In the lessons where teaching was unsatisfactory, behaviour was not managed effectively and the expectations for learning were too low. For example in mathematics, the lesson moved at too slow a pace and the work provided for the most able pupils offered little challenge. Pupils' answers to questions were not valued and the teacher did not allow pupils to share their mental strategies, giving them the opportunity to learn from each other. Classroom organisation was unsatisfactory and the teacher did not think carefully enough about where to position either himself or the resources before speaking to the pupils. This was evident in English, mathematics and science lessons. This inconsistency in the quality of teaching negatively impinges on pupils' attainment and on their achievement.

24. The teachers' expectations of pupils in Years 1 and 2 are mainly good. Where teaching was good, as was seen in a science lesson for Years 1 and 2 pupils, there was good demonstration of the techniques to be used and the effective management of group activities ensured that pupils had a high work rate although working independently. In another good lesson for pupils in Year 2 in art and design, the teacher made good use of a picture of Windsor Castle as a stimulus to find patterns in buildings. Careful questioning successfully extended pupils' reasoning skills. Clear instructions ensured that pupils understood what they had to do and the good use of praise boosted pupils' confidence and self esteem because they knew that their ideas and designs were valued. They worked well in pairs, sharing resources and discussed their ideas sensibly.

25. The use of day-to-day assessment is satisfactory and activities planned are mainly matched to the pupils' prior attainment although more able pupils are not always suitably challenged in mathematics, science and in the writing aspect of English. Day-to-day planning is adjusted appropriately as a result of assessments made. The teachers mark work conscientiously. However, although written marking is satisfactory it is not used consistently to inform pupils of why their work is good and what they need to do next to improve. Pupils do not have a clear understanding of what they

need to do to raise the standard of their work. Homework is used satisfactorily to support the pupils' learning.

26. The teaching of pupils with special educational needs and English as an additional language is good and the work planned is usually well targeted towards their needs. The staff are knowledgeable about the pupils' individual programmes of work and the activities given to these pupils are appropriate. Careful questioning encourages the pupils to take part in class discussions and the confidence that these pupils display by the age of 9 provides evidence of how well they have been supported throughout their time in school. Support assistants give good support to these pupils. They form very good relationships, guiding them in their work by providing clear explanations, asking and answering questions and supporting them in recording their findings or thoughts.

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

27. The curriculum provided for the children in the Foundation Stage of Learning, that is children in the Early Years Unit, is satisfactory. However, whilst the curriculum is broad and all six areas of learning are covered through an appropriate range of activities, it is not balanced. Good emphasis is placed on children's creative and physical development which is sometimes at the expense of the teaching of the skills of literacy and numeracy. The curriculum is planned satisfactorily to cover all areas of learning and takes into account the recommendations of the National Numeracy and Literacy Strategies. Detailed weekly plans show the work that is to be covered in each area of learning and what skills the children are expected to learn. However, the needs of the more able children particularly of reception age, are not always clearly addressed. The organisation of the Early Years Unit allows for the teachers and nursery nurses to work with children in a small group situation. However, in some instances because of a lack of guidance and adult intervention learning opportunities are occasionally lost as was seen with a group of children working alone at the computers. Good opportunities are provided for children to take part in a variety of visits out of school, for example, the local environment, art galleries and the city of Newcastle. Visitors are also encouraged to come into school. The school is taking part in a nationally funded music project involving regular sessions with a music specialist. These opportunities provide significant learning experiences and enrich the curriculum well.

28. The curriculum for pupils in Years 1 to 4 is satisfactory. It complies with the requirements of the National Curriculum and is suitably broad and balanced. Religious education is taught in accordance with the locally agreed syllabus and the nationally produced guidance. The school has appropriately implemented the National Literacy and Numeracy Strategies. However, these have not impacted sufficiently on the raising of standards particularly in reading and writing. The skills of reading and writing and, to a lesser extent, mathematics are not developed effectively enough in other areas of the curriculum and this results in a lack of progress.

29. All subjects have appropriate policies and schemes of work in place, which are providing satisfactory guidance for teachers in their long-term planning. These provide an overview of the topics and units of study to be followed each year and are clearly linked to the National Curriculum programmes of study.

30. Good provision is made for pupils' personal, social and health education. There is an appropriate written policy in place and opportunities are built into lessons to promote this area of learning. For example, in 'circle-time' and assemblies pupils are encouraged to consider the thoughts and feelings of others and to be kind and caring both in and out of school. Visits to places of interest, for example, museums, churches and the seaside and visitors to the school make a valuable contribution to pupils' personal and social development. Pupils are helped to develop a healthy, safer life style through their work in science topics. Sex education and the dangers of misusing drugs and other substances are taught by the school nurse and as part of the science and personal, social and health education schemes of work, and pupils' questions on these issues are dealt with sensitively. Links with local fire and police services are used well to teach pupils about personal safety.

31. Pupils are encouraged to become confident and independent through taking different responsibilities. For example, older pupils look after younger pupils at playtimes and lunchtimes, are responsible for playtime equipment and act as cloakroom monitors. Monitors from all classes effectively support the daily routines within the school, for example, by taking registers to the office and tidying up resources and litter picking. Pupils elect representatives from each year group to serve on the school council, its main aim being to make the school a better place as, for example, suggesting improvements to the school grounds. Pupils respond well to the opportunities provided to become more independent in their learning through, for example, individual, paired and group work.

32. The provision for extra-curricular activities is satisfactory. The school makes good use of the local environment and various educational visits, for example, to Beamish Museum, Wallington Hall and the seaside, to enrich the curriculum by providing further learning experiences. Pupils have successfully taken part in the Lord Mayor's Cup Competition which develops pupils' awareness of environmental health issues. There have also been visits to the theatre to develop pupils' cultural interests. However, except for the football training sessions in the summer term, there are no lunchtime or after school clubs available.

33. The school provides an inclusive education. Pupils with special educational needs receive their full curriculum entitlement. Boys and girls are encouraged to be involved in the same activities, for example, as they learn games skills and play football. The school is beginning to recognise the needs of "gifted and talented" pupils as these pupils work in a year group complementary to their ability. However this facility is not yet available for more able pupils in Year 4 or more able reception age children.

34. The provision for pupils with special educational needs and English as an additional language is good. Individual education plans are carefully constructed with achievable targets for literacy and numeracy. Teachers satisfactorily refer to these targets when planning their lessons and the good support given to these pupils enables them to make good progress. Parents are encouraged to be partners in their children's education and are kept well informed of their progress.

35. The school has developed successful links with the community that makes an effective contribution to pupils' learning. For example, visits from the local clergy help promote pupils' spiritual development and visits from the school nurse and police help them to understand how to take care of themselves. The Lord Mayor's Cup Competition and visitors from environmental agencies develop pupils' understanding of caring for the environment. Members of the local community visit school on a regular basis to share their expertise, for example, a grandparent doing woodwork. Local artists have set up an "Arts Corner" where their work is exhibited and effective links have been established with the Newcastle Business Partnership. The school works closely with other local schools and Year 4 pupils make visits to the middle schools of their choice in order to ease transition.

36. The provision for pupils' spiritual, moral, social and cultural development is good overall with the provision for moral and social development a strength. Pupils clearly know the difference between right and wrong and develop a good understanding of how their actions may affect others.

37. The provision for pupils' spiritual development is satisfactory. Acts of collective worship provide a short time for prayer and reflection and reinforce the values and aims of the school. Opportunities are given to celebrate pupils' hard work and attitudes in school, publicly acknowledging the value of individuals and boosting self-esteem. Through religious education lessons and circle-time teachers show that they value pupils' ideas and beliefs and give them time to reflect on how feelings can be communicated in different ways as, for example, they talk about special possessions.

38. The provision for pupils' moral development is good. The staff act as good examples for pupils and through personal, social and health programmes they constantly reinforce how the behaviour of one person affects others. The school is an orderly community where pupils are very polite and well behaved. They show respect for people and property and have a clear sense of right and wrong.

39. The provision for pupils' social development is good and is promoted through the very good relationships that exist throughout the school. Pupils' collaborative skills are fostered during partner and group work and they co-operate well with others. Class and school duties develop their sense of responsibility as, for example, older pupils show care and consideration for younger pupils at playtimes and lunchtimes. The pupils' social development is further enhanced by visits out of school, maypole dancing in the village and delivering harvest parcels to senior citizens and by initiatives to raise money and to offer help to charities, for example, the local children's hospice.

40. The provision for pupils' cultural development is satisfactory. Visits out of school and visitors to the school successfully introduce pupils to their own culture and extend their learning in a range of subjects, for example, religious education, history and geography. Some opportunities are also provided that broaden pupils' appreciation of other cultures through religious celebrations, literature, art, geography and history as seen in the effective whole school project about Sweden. Pupils study Judaism and Hinduism in their religious education lessons and celebrate festivals from different cultures, for example Hanukkah and Diwali, as part of their collective worship. However, pupils learn little about the range and diversity of cultures that exist in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The procedures for child protection and ensuring pupils' welfare are good. The designated person for child protection is the headteacher, who liaises well with local agencies and ensures that arrangements meet local requirements. All staff are aware of current practices and procedures and have personal knowledge of the pupils with whom they work and, consequently, are able to cater well for individual needs. There are efficient procedures to deal with accidents and emergencies, with equipment being regularly checked and maintained and a record of the termly fire practice kept. The caretaker checks the school grounds each morning and removes any articles, such as broken bottles, that could harm the pupils. The school follows the risk assessment policy of the Local Education Authority in such areas as educational visits and in travel to swimming lessons. In science lessons, the safety guidelines in the Association for Science Education's booklet 'Be Safe' are followed. In the playground, behaviour is monitored to ensure safety and logbooks for minor injuries are kept. The midday supervisors are vigilant as to what is happening during lunchtimes and take good care of the pupils. There is effective use made of visitors from medical backgrounds, including the school nurse, to support the pupils' health and welfare as part of the school's personal, social and health education provision. Pupils with special educational needs are well cared for, enabling them to participate in all activities.

42. There are good procedures for monitoring and improving attendance, with the daily register of pupils being conscientiously maintained in each class and any concerns regarding a pupil's absence are followed up immediately. Attendance, including late arrivals, is monitored each day by the head teacher, and once a fortnight she meets with the Educational Welfare Officer to look for any trends or patterns that might be developing, in terms of those pupils who are regularly late or absent. There is also close liaison with the Educational Welfare Service, to support parents who have problems with these issues. Pupils are encouraged to come to school regularly and on time, by the award of certificates for good attendance and punctuality each term.

43. There are also effective arrangements for monitoring and promoting good behaviour. There is a clear whole school behaviour policy, with the system of sanctions and rewards being understood and accepted by all the pupils. Pupils also have opportunities to be involved in drawing up their own class rules, which makes a good contribution to their moral and social development. The policy is based upon rewarding good behaviour and positive attitudes, and in helping pupils to develop self-discipline as well as an awareness of the impact of their actions on others. Pupils with special educational needs who have behaviour targets on their individual education plans have them reviewed termly by the special educational needs co-ordinator (SENCO), their teacher and their parents, to monitor the progress being made. The procedures for eliminating oppressive behaviour are good, and it is made apparent to everyone in the school that bullying is taken seriously and is not acceptable. The well-established policies for behaviour and bullying are put into practice consistently by all staff. The time given by members of staff to developing relationships with pupils, makes a fine contribution to the promotion of good behaviour.

44. The procedures for monitoring and supporting the personal development of pupils are good. Each pupil has a record of their personal development that can be used to track the progress made in this aspect of their education. There are opportunities, in and out of classrooms, for them to take responsibility, which effectively supports their personal development. An example of this is the way that older pupils can look after younger ones at lunchtimes and playtimes. Pupils are also encouraged to work collaboratively, in pairs and small groups, as well as taking turns to share equipment fairly. There is a school council that meets to put forward pupils' views as to how school life could be improved. Pupils in Years 1 and 2 have weekly circle-time activities, in which they sit in a circle with their teacher to talk about their feelings and issues such as understanding the effect of their actions upon others. These sessions are now being extended to involve pupils in Years 3 and 4. The teachers work closely together as pupils pass through the school and the exchange of information means that their individual personal needs are effectively met. There is successful liaison with the next school, with teachers from both schools working together to ensure that pupils in Year 4 are well prepared for when they transfer to that school.

45. The procedures for assessing and recording individual pupils' attainment are satisfactory. However the systems for tracking the progress that pupils make needs improvement. As a result, the unsatisfactory progress that higher attaining reception age children make in communication, language and literacy and mathematics in the Early Years Unit and in English and mathematics in Years 3 and 4, has not been dealt with in an effective manner. The school is aware of the need to make assessment arrangements, including the use of marking, more focused, so that teachers are more clear about what the pupils need to do next to improve, especially in terms of developing their reading and writing skills. It is beginning to use its analysis of National Curriculum tests to set targets for improvement in English, mathematics and science for groups and individual pupils, but this is at an early stage and not yet having a positive affect on the standards attained. The good quality of the individual education plans for pupils with special educational needs, provides a secure basis for monitoring the progress that these pupils make.

46. A formal assessment of reception age children is carried out appropriately but this information is not always used effectively to plan subsequent learning experiences particularly in literacy and numeracy. Current assessment information indicates that a significant number of reception age children have made limited progress from September to July. Although the teachers and the nursery nurses systematically assess the children in all areas of learning and record their findings the information is not always used to plan future teaching or plan for the needs of individual children. For example, some children have a sound understanding of numbers up to 10 and beyond but still take part in a carpet session to identify and record numbers to 6.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents and carers have a positive view of the school. Six parents attended the parents meeting and 61 returned the questionnaires out of 116 sent out. The responses from the questionnaire indicated that parents were supportive of the school. Parents felt that the behaviour in school is good; parents are kept well informed about progress, feel comfortable about approaching the school and their children like school. The inspection team generally agree with the parents on all of these points.

48. The responses from a minority of parents did indicate that their child did not get the right amount of work to do at home and the school did not provide an interesting range of activities. The inspection team does not uphold the opinions of these parents as the homework provided is in line with the policy and is typical for pupils of this age. The range of after-school activities provided is limited, but the school does provide a wide range of visits to enhance the pupils' learning.

49. Parents receive an annual report about their children's progress, which is satisfactory and informs parents of what their child can do. However, it does not include targets for future development, which would aid parents to help their children to improve their work. There is an opportunity each term for parents to see formally the teachers to discuss progress and teachers are available to discuss urgent matters on a regular basis. The annual report to parents from the governors is good and meets requirements. The school is trying hard to involve as many parents as possible in the parents' meeting by linking it with another school event.

50. The school has held workshops for parents on numeracy and literacy. The school holds regular meetings to let parents know how they can help their children. Letters are sent out each half term to inform parents about the topics that their children are studying. Parents have been invited into school to learn about computers to enable them to understand what the pupils do. Parents are encouraged to help children at home by reading and playing games with them. The school sends out regular information to parents in the form of newsletters plus a very informative prospectus.

51. There is positive support from parents for the school and they have a good impact on the learning of the pupils at home. The school operates a 'Pathway' achievement book to maintain and improve dialogue between school and home. The school carries out a survey each time that the parents come in for the termly consultation to canvas parental opinion. The school welcomes parents into school and encourages them to help in school and on trips. The 'Friends of Walbottle' raise money for the school and organise a summer fair as well as other social events. Parents are invited to attend achievement assemblies and other school events that the school organises.

52. The links with parents of children in the Early Years Unit are good. The teachers visit every child in the home before they attend school and appropriate induction procedures ensure that children settle quickly into school routines. Teachers communicate with parents throughout the year by means of the home/school reading book. Parents are given information about their child's progress at termly

meetings. Information given, includes the outcomes of the formal assessments made at the start of the reception year and information about the other areas of learning. Suggestions are made about ways to help the child to improve. The newly created family room enables parents to work with their children on the bank of computers there and the school is running courses to enhance the expertise of both parents and children. Parents are very supportive and their help in the classrooms and on visits is valued.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the school are sound. The headteacher knows the school and provides clear educational direction. She is very aware of the need to raise standards in reading, writing and mathematics and has put into place effective strategies to do so. She recognises the need to challenge reception age children more in aspects of literacy and mathematics. She is also aware of the need to address the inconsistency in the quality of teaching. The deputy headteacher manages the Early Years Unit well and is supportive of the headteacher. However, a clear overview of school issues and priorities is not evident and the deputy headteacher needs to develop her role more fully in these aspects of leadership and management.

54. The governing body meet all statutory requirements and is appreciative of the headteacher and staff. Although the governors perceive their role to be one of support, they know they must ask questions about why things are happening in the school. They have a secure understanding of strengths and areas for development through regular headteacher reports, their visits to the school and meetings with Local Education Authority advisers.

55. The majority of the key issues of the previous inspection have been satisfactorily addressed. Pupils' mental recall of multiplication facts has improved and the use of information and communication technology resources to support learning is now satisfactory. Provision for pupils aged 5-7 is good although there are still weaknesses in provision for pupils aged 7-9. Although there is an increase in the use of the central library this has not yet impacted sufficiently on reading standards. The school has satisfactorily implemented the National Literacy and Numeracy Strategies and overall there has been sound improvement since the previous inspection.

56. The monitoring and evaluation of the school's performance are unsatisfactory. The headteacher, deputy headteacher and subject co-ordinators check and evaluate teaching and are supported from time to time by the Local Education Authority adviser. Through this monitoring system, the headteacher has been aware of the strengths and weaknesses in teaching. She has put into place some strategies to help support the weaker aspects of teaching. For example, she works with Years 3 and 4 pupils during literacy lessons. An effective support assistant also works regularly with this class. The process of performance management is also being used to improve the quality of teaching. These strategies however, are having only a limited impact and the headteacher is very aware that this must be improved.

57. The analysis of assessment data is at an early stage of development and as yet the results of any analysis are not satisfactorily used to make any necessary adjustments to curriculum planning. A simple tracking system is in place but it is not yet used effectively to check if the progress that pupils are making is good enough. The practice of sharing learning targets with pupils is inconsistent and therefore pupils are not able to measure their own progress. Although the staff has a satisfactory understanding of what pupils have to do to attain a National Curriculum level, they are not as secure about measuring the progress of pupils within a level. This information would help the school to set more specific learning targets for pupils. It would also enable the school to measure progress more accurately and make a more positive impact on raising standards.

58. The leadership of the special educational needs co-ordinator (SENCO) is good. The recommendations of the Code of Practice are fully met and the SENCO and staff meet regularly to review pupils' progress. The funding available for special educational needs is carefully managed and specially funded staff work effectively with groups of pupils.

59. Financial management is good. Financial planning is linked clearly to the school development plan and spending is carefully monitored. The finance committee meets regularly to review spending decisions. The governors and the headteacher work hard to ensure that the school gains best value from all of its spending. Day-to-day administration is effective and satisfactory use is made of information and communication technology in this work and to manage the budget and monitor attendance.

60. At the present time, staffing levels are good and both teaching and support staff are well deployed. The accommodation is good and is used well. There is also good library provision. Standards of cleanliness are consistently good throughout the school, reflecting the commitment of the school caretaker and other premises staff. All staff have worked very hard to produce very good quality displays. There is a broad range of work on display from the bold mark-making activities of younger children to the more detailed drawings and paintings of older pupils. All work is well mounted and attractively displayed. Resources are good for English, mathematics, science, art and design, design and technology, history, information and communication technology, music and physical education and are satisfactory in all other subjects. They are used appropriately to promote learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further, the governors, headteacher and staff should:

1. raise standards in reading and writing throughout the school by:

- improving punctuation, spelling, handwriting and presentation skills;
- developing comprehension, inference and deduction skills;
- promoting the good use of literacy skills across other subjects of the National Curriculum;
- developing literacy teaching for reception age children and ensuring that the work given to them is matched to their prior attainment;
- rigorously monitoring and evaluating the progress of all pupils including the more able to ensure that the progress they make is sufficient.

(paragraphs: 1, 2, 3, 4, 5, 6, 8, 22, 28, 69, 71, 72, 82, 97 & 109)

2. improve the quality of teaching of pupils aged 7 to 9 by:

- improving classroom organisation skills;
- ensuring that work addresses the range of attainment within the class and that activities are suitably challenging for the more able pupils;
- developing the teacher's understanding of the value of pupils' answers and the realisation that pupils learn from expressing their ideas;
- improving explanation skills;
- rigorously monitoring and evaluating teaching and learning in this class.

(paragraphs: 2, 18, 23, 56, 70, 72, 77 & 81)

3. use assessment information to track if pupils' progress is as good as it should be by:

- producing a whole-school tracking form, which will allow teachers to group pupils into target groups and then predict their likely attainment;
- using baseline information in each year group to predict expected attainment;
- developing an agreed understanding of what learning is needed for the pupils to progress through a level in English, mathematics and science;
- using this agreed information to target groups of pupils and improve their rate of progress.

(paragraphs: 45, 46, 57, 73, 78 & 84)

4. develop pupils' knowledge of how to improve the standard of their work by:

- developing pupils' self assessment skills by providing pupils with learning targets which relate to National Curriculum levels and indicate clearly what pupils must do to move through a National Curriculum level;
- using written marking as a tool for improving the quality of pupils' work;
- ensuring that the pupils have the time and the support to address the issues identified by the written marking comments;
- regularly monitoring and evaluating the pupils' progress and from this information set subsequent targets for pupils ensuring that each pupil makes at least satisfactory progress in relation to their prior attainment.

(paragraphs: 25, 45, 57, 72, 73, 78, 84, 97 & 109)

In addition to the above, the governors should consider including the following more minor issues in

their action plan:

Ensuring the needs of higher attaining pupils from reception through to Year 4 are more appropriately met particularly in English, mathematics and science: *(paragraphs: 2, 12, 21, 25, 33, 46, 62, 64, 65, 72, 77, 79, 82 & 84)*

Improve the quality of reports to parents: *(paragraph: 49)*

Extend the role of the deputy headteacher: *(paragraph: 53)*

Review the length time used for a numeracy lesson: *(paragraph: 75)*

Assessment and recording procedures in art and design, design and technology, geography, history, information and communication technology, music and physical education: *(paragraphs: 89, 97, 100, 102 & 105)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

24

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

41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	9	11	3	0	0
Percentage	0	4	38	46	12	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 4 percentage points.

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)	26	88
Number of full-time pupils known to be eligible for free school meals	N/a	37

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	5.8
National comparative data	5.6

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	13	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	6	5	6
	Total	17	16	19
Percentage of pupils at NC level 2 or above	School	85 (70)	80 (85)	95 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	6	6	7
	Total	19	19	20
Percentage of pupils at NC level 2 or above	School	95 (85)	95 (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	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	70
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	17
Average class size	29.3

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	92.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	27.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	339261
Total expenditure	340461
Expenditure per pupil	2935
Balance brought forward from previous year	32505
Balance carried forward to next year	31305

Results of the survey of parents and carers

Questionnaire return rate: 52.6%

Number of questionnaires sent out	116
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	3	2	0
My child is making good progress in school.	56	38	6	0	0
Behaviour in the school is good.	46	52	0	0	2
My child gets the right amount of work to do at home.	21	54	15	2	8
The teaching is good.	56	38	7	0	0
I am kept well informed about how my child is getting on.	61	36	0	3	0
I would feel comfortable about approaching the school with questions or a problem.	74	23	0	3	0
The school expects my child to work hard and achieve his or her best.	57	38	3	0	2
The school works closely with parents.	52	41	2	3	2
The school is well led and managed.	52	43	2	3	0
The school is helping my child become mature and responsible.	62	28	3	3	4
The school provides an interesting range of activities outside lessons.	30	39	18	8	5

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

61. There are currently 18 children of reception age. They are taught in the Early Years Unit which also has 24 full time and 4 part time nursery age children. Only 10 children currently of reception age have had their nursery education in the Early Years Unit.

62. When children of nursery age first start at school, the majority of them have under developed communication, language and literacy, mathematical and personal, social and emotional skills. However good progress is made because of the wide range of practical and stimulating experiences presented to the children. A nationally approved assessment scheme for children of reception age confirms this good achievement and shows that most children have levels of attainment that match those expected for their age in these areas of learning. By the time they enter Year 1 nearly all children attain the early learning goals in all six areas of learning with a significant number exceeding them in personal, social and emotional development, knowledge and understanding of the world and physical and creative development. This is because of the emphasis placed on these aspects of learning. However progress in mathematical development and communication, language and literacy is not as good especially for the higher attaining reception age children. Although there is much discussion to enhance literacy and numeracy skills, there is insufficient teaching of these skills and too few opportunities for children to record their ideas in a written form. Consequently some children of reception age make unsatisfactory progress compared to their prior achievement in these aspects of learning. Children with special educational needs or those with English as an additional language are well supported and make good progress.

Personal, social and emotional development

63. The staff place good emphasis on providing a wide range of well planned activities to develop this aspect of children's learning. As a result of good teaching the nursery and reception age children achieve well. Many of the children are familiar with the routines in the Unit, and all children settle quickly into school life where a happy and secure atmosphere is created for them within the classroom. Younger children follow the good examples set by the older children in the Unit when working together in group activities. They play amicably with each other, for example, in the role-play areas, share resources and co-operate with adults and each other. The majority of nursery and reception age children are able to show independence within the classroom. For example, they are able to find, put on and remove coats and aprons and look after their own personal hygiene. However they do not always show appropriate concern for their classroom surroundings as they leave toys on the floor when called to other areas and small building blocks on the outside ramp. All children show very positive attitudes towards their learning and the majority of them carefully follow the instructions given by the adults who are working with them. All adults have high expectations of all children's behaviour which are well met in most sessions and the majority of children in both age groups concentrate well on their tasks when working independently of adults.

Communication, language and literacy

64. The nursery age children make good progress in this area of learning and the attainment of the majority of children as they enter the reception year matches that expected for their age with some children exceeding the expectation. Children communicate easily with each other and again reception age children provide good models for the younger children when working on a wide range of group activities. The majority of the reception age children make satisfactory progress in this area of learning

and achieve the early learning goal by the time they leave the Unit. Teaching is satisfactory although the higher attaining reception age children do not make the progress expected of them because activities are not always matched to their abilities and sometimes lack challenge. This was seen in a group reading session for reception age children when the text was far too easy for more able children. Teachers and support staff give all children many planned opportunities to talk about their work, for example, when planting seeds and talking about their personal experiences. The well structured play activities have a direct impact on all children's speaking and listening skills which are developing well. The majority of all children listen attentively to stories and respond well, with reception age children speaking enthusiastically about what they like and dislike about the stories. They express themselves clearly. Good emphasis is placed on teaching about the correct layout and use of storybooks. When choosing a book the younger children hold it the correct way, understand that words and pictures carry meaning and are aware that print is read from left to right. Whilst nursery age children are beginning to recognise some letter sounds, the reception age children show a satisfactory knowledge of most letter sounds, can recognise and read their own name, the names of familiar objects within the classroom and the key words within stories. They read simple stories from a range of books within the classroom during the group reading sessions with the more able children reading with increasing fluency and accuracy. The nursery age children enjoy mark making and basic writing experiences and confidently use a wide range of implements for drawing, scribbling and writing. Many of the reception age children are beginning to write recognisable sentences. They make reasonable attempts at words with which they are not familiar and more able reception age children use speech bubbles appropriately, for example, in their work on rainforests.

Mathematical development

65. The nursery age children make good progress in their mathematical development because of the good quality practical experiences provided for them. A significant number of children are achieving well by the time they are of reception age. However although the majority of reception age children achieve the early learning goal by the time they enter Year 1 and some exceed it, progress overall is not as good as that of the nursery age children and is satisfactory. Teachers and nursery nurses develop children's mathematical knowledge through small group discussion and a wide range of practical activities, for example, when baking scones or planting seeds. However, insufficient time is given to the teaching of number skills for reception age children and teachers' planning does not sufficiently take into account the different abilities of these children. Consequently the lower attaining children do not have a secure knowledge of basic number facts or how to record them whilst higher attaining children are not being sufficiently challenged. Whilst the majority of reception age children show a sound knowledge of counting and ordering numbers to ten and consolidate this through number rhymes they do not always record this appropriately. They recognise patterns in numbers as they count in 10's to 100 but are less secure when counting in 2's to 10. The majority of nursery and reception age children know the names of common regular shapes, for example, square, circle and triangle and sequence events during the day, for example, on the 'Jumblies' time line. Well planned practical activities encourage all children to weigh and measure everyday objects using non-standard measures. This, together with sand and water activities develops all children's mathematical language as they are encouraged to use terms such as 'more than', 'less than', 'heavier', 'full', 'empty', 'biggest', 'smallest'. Teaching overall is satisfactory.

Knowledge and understanding of the world

66. All children achieve well in this area of learning and the majority of reception age children have exceeded the early learning goal as they enter Year 1. Teaching is good with activities planned to stimulate children's curiosity, develop their powers of observation and encourage them to ask questions. Both nursery and reception age children work together on the same topics and all children's

geographical knowledge is effectively developed as they look at different environments around the world, for example, Southern Africa and rainforests. They record the main features of these different environments through writing, drawings and paintings and large-scale collaborative artwork, for example, the rainforest. All children gain a sense of times past as they look at how cities are built and record their findings in a variety of ways. The school and local environment are used well to enhance all children's learning about living things and how to care for their environment as, for example, they plant seeds and take part in clean up activities. In science work all children have a good understanding of how plants grow and why some materials float and others sink and they learn about sound as they explore musical instruments. Nursery age children confidently use computers and reception age children show good control of the 'mouse' when using a variety of programs. The stimulating activities presented to all ages of children result in them concentrating well on their own work and showing interest and enjoyment in their practical activities.

Physical development

67. All children achieve well in this area of learning and the majority of reception age children exceed the early learning goal as they leave the Early Years Unit. Teaching is good and the teachers' effective planning ensures that the children have good opportunities to improve their manipulative skills by using scissors, holding pencils and brushes, threading, rolling, completing jigsaws and using small construction apparatus. In the soft play area, all children have opportunity to work at different levels as they balance, swing, jump and climb on apparatus and develop rolls on the mat. Well planned outdoor activities further develop children's co-ordination skills, extend their vocabulary and reinforce the need to take turns and share fairly. Reception age children are beginning to develop a variety of ball skills as, for example, they show good control when using a bat and ball. Very good use is made of the large outdoor play area on a daily basis to allow all children freedom of movement. The large climbing and balancing equipment further develops children's skills and provide good opportunities for imaginative play. The majority of nursery and reception age children are confident when working with the good range of wheeled toys which they push or pedal and are developing a good awareness of their own and each others space.

Creative development

68. Most of the children achieve well in this area of learning and exceed the early learning goal by the time they enter Year 1. Teaching is good and all children are given many opportunities to draw, paint and make objects using a variety of media. They use clay effectively to make masks, create a rainforest from recyclable materials, paintings and material and use good manipulative skills to fold and weave paper and material. The structured play areas fire the children's imagination as, for example, they act out the story of the 'Jumblies'. The nursery age children respond well to the music specialist who visits the school, as they explore how sounds are made and how they can be changed, for example, from quiet to loud sounds. They use instruments appropriately and reception age children are able to evaluate and improve their performance as it is recorded on tape. The majority of children in the Early Years Unit enjoy singing songs and rhymes and add actions appropriately.

ENGLISH

69. The majority of pupils in Year 2 and Year 4, show standards of attainment that are below those expected for their age in reading and writing. Although teaching is at least satisfactory in Years 1 and 2, there are too many pupils achieving the lower levels, in relation to where they were when they were of reception age in the Early Years Unit. Assessment information shows that progress from Years 2 to 4, particularly in writing, needs improvement.

70. The quality of teaching is satisfactory overall but varies from very good to unsatisfactory, with inconsistencies in teaching in Years 3 and 4 meaning that pupils in this class do not achieve in an appropriate manner. In Years 1 and 2, the pupils use their prior knowledge to support their new learning. This is because of the effective way in which the teachers review work from previous lessons. They give good explanations so that pupils are clear about what they are to do, and set motivating work that captures the pupils' interest. Planning is good and effectively matches work to the different abilities of pupils, so that all are able to make at least satisfactory progress. Progress is not as good for pupils in Years 3 and 4 as the teaching is unsatisfactory, with explanations confusing and the activities lacking sufficient challenge. There is effective use of introductions to lessons to develop pupils' speaking skills, which are good throughout the school. There are good opportunities for pupils to discuss and explain their ideas, as was seen in a literacy lesson for pupils in Year 2 when they were brainstorming possible endings to the text 'Room on the Broom'. The teacher gave all the pupils the opportunity and confidence to take full part in a class discussion that effectively developed their communication skills. Pupils use their speaking skills well in other subjects, such as in mathematics lessons, when discussing and explaining their strategies for finding solutions to problems. The listening skills of most pupils are good, which helps them to give relevant answers to the teachers' questions and to gain an appropriate understanding of the work that they are to do. These skills are developed by the teachers, ensuring that there are many opportunities for pupils to listen to the views and ideas of adults and other pupils.

71. Though standards in reading are below those to be expected, the evidence shows that they are improving, with pupils being able to read accurately and confidently from texts appropriate for their age. Most pupils are able to use an appropriate range of strategies to determine unfamiliar words, including the use of phonics. All staff have been given extra training in delivering the guided reading session, so that they focus on developing better pupils' skills of inference, especially character and motivation, deduction, close reading of text for evidence and speed-reading. This is proving successful and the shared and guided reading sessions are used well to improve the pupils' skills. This was evident in a very good lesson for pupils in Year 1, in which their reading skills were very effectively developed because the teacher explicitly modelling the behaviour of an effective reader. The chosen text provided good material to meet the learning objectives and was at a challenging readability level for all pupils. The good support given to a guided reading group in the class of Years 3 and 4 pupils enabled all pupils to make good progress in their skills of extracting relevant information from a letter. The pupils have positive attitudes to their work, being well behaved and having good powers of concentration. They show interest and enjoyment in what they are doing and have a good work rate. They are willing to listen to and appreciate the views and ideas of other pupils and work well collaboratively in small groups. Years 3 and 4 pupils recount stories, express preferences in reading matter and to talk in an appropriate way about their favourite authors. An accelerated reading programme has been put into place to improve the skills of pupils in Years 3 and 4 and this is proving successful. There is recognition of the need to challenge more effectively the higher attaining pupils by developing their comprehension skills and using higher order questioning related to texts. The library area has been much improved since the last inspection and now provides a stimulating environment for pupils to foster an enjoyment of reading. There is a good range of fiction and non-fiction books to enable teachers to develop pupils' reading skills.

72. Writing, especially independent story writing, has been identified as a priority area for development. Pupils write in a variety of forms across the curriculum but their standards of handwriting and presentation are poor, with words often spelt incorrectly through carelessness. Teachers realise the need to have greater expectations of what pupils can do and to ensure that pupils take more pride in their work. The marking of pupils' work is not used consistently to inform pupils how to improve their writing. This is evident in the work of pupils in Years 3 and 4, where there is often no correction of the inappropriate use of capital letters and full stops, and the size and position of

letters when written on a line. Consequently, these pupils are not making satisfactory progress in developing their writing skills in literacy lessons and in other subjects. In one lesson for these pupils the teacher missed out the key section in which the skills of note-taking were to be explained. As a result, the pupils were confused about what they were doing and made very little progress in acquiring these skills. To improve pupils' writing, the school is developing shared writing through demonstration, with supported composition and opportunities for independent writing. In a very good lesson for pupils in Year 1, the teacher effectively showed them how to write a recount, by reorganising its structure and correctly sequencing a series of events. This was well linked to work in history, as it was based on looking at a display of old toys on a recent visit to Wallington Hall. In this class and in Year 2, the pupils are taught how to use an interesting range of vocabulary and show an awareness of the reader in their writing. In order to better build on these skills in Years 3 and 4, there is now an added emphasis on developing their story writing skills, by teaching them how to construct the main features of a story and how to identify settings and develop characterisation. There is satisfactory use made of information and communication technology by pupils, to word-process their stories and poems. Pupils with special educational needs make good progress in relation to their prior attainment and achieve well. However, higher attaining pupils are not sufficiently challenged and do not achieve the levels of which they are capable.

73. The leadership and management of the subject are satisfactory with the subject co-ordinator supporting the headteacher to prioritise improvements in provision. The curriculum is broad and is enhanced by the use of initiatives such as the additional and early literacy support materials, which are effectively delivered by the support staff. The plenary sessions are not always used effectively to review and take forward pupils' learning. The long and medium-term planning is detailed and effectively follows the framework of the National Literacy Strategy. The procedures for assessing and recording individual pupils' attainment and tracking the progress that they make are unsatisfactory, which has resulted in the unsatisfactory progress in Years 3 and 4 not being dealt with in an effective manner. The school is aware of the need to make assessment arrangements, including the use of marking, more focused so that teachers are clearer about what the pupils need to do next to improve, especially in terms of developing their reading and writing skills. It is beginning to use its analysis of National Curriculum tests to set targets for improvement for groups and individual pupils, but this is at an early stage and is not yet having a positive affect on the standards attained. The accommodation with the improved library area is good, which, along with the implementation of the National Literacy Strategy, is an important factor in the satisfactory improvement made since the last inspection

MATHEMATICS

74. The majority of pupils currently in Years 2 and 4 are working at the levels expected for their age with a minority of pupils working above the levels expected. Pupils with special educational needs although working below the expected levels, are achieving well and make good progress because of the good support that they receive.

75. The school has implemented the National Numeracy Strategy satisfactorily and the Numeracy Framework is used as the basis for planning to ensure that learning is continuous throughout the school. The introduction of the Strategy has had a positive effect in developing the teachers' subject knowledge, and their ability to teach numeracy skills. The teachers have willingly adopted the structure and format of a numeracy lesson as suggested by the National Strategy and an oral mental mathematics session has become an integral part of every lesson. In the majority of lessons, the pupils have good attitudes towards their learning. They are keen to answer in the mental mathematics sessions and show particular enthusiasm for this part of the lesson. The beginnings of lessons move at a brisk pace and pupils are encouraged in Years 1 and 2 to explain their strategies for solving problems. Pupils' mental strategies have improved since the last inspection with pupils articulating

clearly the strategies they have used to solve problems and they are more secure in their knowledge of multiplication facts. Pupils listen attentively to their teachers and to each other. Support assistants are used well in numeracy lessons and have a positive impact on the pupils' learning and achievements. A weakness throughout the school is numeracy lessons which occasionally last longer than the recommended time. When this happens the pace of the lesson slows, pupils' lose interest during their independent work and time is wasted. Occasionally some pupils miss the review session at the end of the lesson to take part in the early literacy work. This is unsatisfactory.

76. Year 2 pupils demonstrate a good knowledge of number and count forwards and backwards from one and two digit numbers in tens accurately. They order numbers to 100 correctly and confidently explain their strategies for solving different number problems. Pupils speak clearly and articulately and use specific mathematical vocabulary correctly showing good use of literacy skills. Most pupils show satisfactory achievement. Year 4 pupils demonstrate a satisfactory understanding of number, measures, shape and space and data handling. Pupils are provided with some opportunities to use their numeracy skills in other subjects. In design and technology for example, numeracy skills are used to measure and weigh accurately for example, when making bird boxes or gingersnaps. In science pupils use their knowledge of graphs and charts to present their ideas.

77. The quality of teaching is good overall for pupils in Years 1 and 2 and is beginning to impact positively on the standards that pupils attain by the age of 7. However the teaching of pupils in Years 3 and 4 is unsatisfactory and although pupils make satisfactory progress from the end of Year 2 to the end of Year 4 there is evidence of underachievement particularly of the more able pupils. In the good lessons in Years 1 and 2, the teachers' good subject knowledge, lively approach and the provision of stimulating work, entuses the pupils and enables them to learn well. The learning intention of the lesson is shared with the pupils so they are clear about what they are to do. In these classes pupils' achievement is good. Good use of praise and encouragement has a strong impact on pupils' learning. Some teaching however of pupils in Years 3 and 4 is carried out at too slow a pace and the work provided for the most able pupils offers little challenge. In one lesson, the teacher did not value pupils' answers to questions and too readily interrupted pupils with his own ideas and strategies for solving problems. Classroom organisation was unsatisfactory and during the review session a group of pupils were unable to see the board and therefore took no part in this important part of the lesson.

78. The leadership and management of the subject are satisfactory although the co-ordinator does not have a clear overview of strengths and areas for development in the subject. Her monitoring and evaluation role within the school, since she has moved to teach in the Early Years Unit, has been limited although she has had the opportunity to see all teachers teaching a numeracy lesson. The current school assessment procedures are not focused enough to provide a statistical breakdown and analysis of information, so that effective target setting and tracking of pupils' progress can be used to improve performances and standards in the subject. Written marking, although satisfactory, does not help the pupils to improve the quality of their work and raise their attainment. Pupils are not fully aware of their immediate 'next steps' in learning, nor do they know how they might achieve them or when they have been achieved. The use of homework to extend or consolidate pupils' learning is satisfactory. The quality and range of resources are good and they are used appropriately. Information and communication technology is used appropriately in this subject. Effective use is made of support assistants to support pupils' learning in lessons. Overall, there has been satisfactory improvement since the previous inspection.

SCIENCE

79. The majority of pupils currently in Year 2 and 4 are working at the levels expected nationally. However, there is insufficient challenge in the work given to higher attaining pupils throughout the school.

80. Teaching is satisfactory but it varies from good to unsatisfactory. The school is using a commercial scheme of work for this subject, which provides good support for the teachers' planning. Pupils in Years 1 and 2 develop the investigative skills that are introduced in the Early Years Unit and carry out group tasks to promote their understanding of life and living processes. They are encouraged to take the initiative in planning and carrying out their own investigations. Teaching strategies for promoting the pupils' independent enquiry skills are well developed. Years 1 and 2 pupils are taught together for science. These pupils are managed successfully by the teacher and the lesson observed was good. Resources to promote the pupils' understanding of electrical circuits were readily available and the support assistant who worked with the pupils in their independent work was briefed well. In this good lesson, the teacher clearly shared what was to be learnt, ensuring that the pupils understood the purpose of the lesson. This information was repeated at the end of the lesson to encourage the pupils to judge their own progress. Not all teachers consistently use this good practice. Very good questioning progressively developed the pupils' knowledge of electricity and the use of correct vocabulary, for example, 'negative', 'positive', 'terminals' and 'filament.'

81. Pupils aged 7 to 9 are taught in two classes for science; one of Year 3 pupils and one of Year 4 pupils. In Year 3, teaching is also good with the teacher having a secure knowledge of plants which enables her to ask appropriate questions of pupils which keeps them engaged and interested in their work. Through adopting an enquiry approach pupils think of relevant questions to find out about the purpose and function of roots and stems. Good collaborative skills were demonstrated as pupils enthusiastically discussed their ideas. In Year 4 however, as a result of unsatisfactory teaching pupils did not collaborate well and the lack of challenge in the independent work resulted in off-task behaviour occurring. Classroom management and organisation skills were unsatisfactory and the teacher spoke to pupils when they were sitting behind him. Therefore some pupils could neither see his demonstration nor hear him properly, again resulting in loss of interest.

82. Planning does not identify opportunities to challenge the higher attaining pupils and this remains an issue from the previous inspection that has not been satisfactorily addressed. Pupils with special educational needs are given good adult support when necessary. The contribution made by literacy and numeracy skills to this subject is satisfactory, as there are opportunities for pupils to use and apply their skills. For example, pupils use a food diary to record their eating habits and use charts to record their predictions about what might happen in an investigation. However, pupils' independent writing does not show satisfactory evidence of the use of correct punctuation and spelling and presentation skills are unsatisfactory.

83. The subject supports pupils' spiritual, moral, and social awareness and this was seen in practice in Year 4 when pupils gasped when the root emerged from the soil. A growing awareness of the wonders of the natural world is evident. Pupils are also given good opportunities for working collaboratively and show good attitudes when sharing equipment.

84. Leadership and management of the subject are good. The co-ordinator has good subject knowledge and, since acquiring responsibility, has monitored teaching and learning. Pertinent evaluations have been carried out which have resulted in improvement, for example the introduction of a commercial scheme to support teachers' planning. Planning is monitored to ensure that activities follow the scheme of work, but there has been very little evaluation of the progression of pupils' knowledge, skills and understanding and consequently more able pupils have not been suitably challenged. Written marking is not used satisfactorily to inform pupils of why their work is good or not

and what they have to do next to improve. The co-ordinator has an appropriate action plan, which highlights the need to improve the quality of teachers' assessments in order to enable standards to be judged more accurately, particularly for the higher attaining pupils. Resources are good and are used effectively by teachers.

ART AND DESIGN

85. The standards attained by pupils in Year 2 match those expected nationally and pupils make satisfactory progress. Standards for this age group of pupils have been maintained since the previous inspection. It is not possible, however, to make a judgement about attainment, progress or quality of teaching for pupils in Year 4 because no lessons were observed and only a limited amount of pupils' work was available.

86. The pupils use a wide range of materials and work appropriately with different media in their artwork. Older pupils successfully create a second half to a magazine picture carefully using pencil crayons to achieve the correct effect, whilst younger pupils experiment appropriately with colour, successfully creating shades and tones, for example, in their pictures in the style of Kandinsky. The pupils develop good observational skills by looking closely at objects presented to them, for example root systems in science, and further develop their artistic skills through the use of computer programs which enhance their understanding of shape, colour and form, for example, in pattern work in Year 2. They are given opportunities to work in the style of a range of famous artists, for example, as they created crayoned pictures in the style of Carl Larsson. They have a sound understanding of the importance of designing their work prior to engaging in practical activity and of discussing and evaluating their own work and that of others. This was effectively demonstrated in the good lesson seen in Year 1 as pupils planned a place special to them before making a collage.

87. Two lessons were seen for pupils in Years 1 and 2 and the teaching was good. This is because teachers have a good knowledge of the subject and plan their work well incorporating appropriate activities to achieve their learning objectives. In the Year 2 lesson, the teacher made good use of a picture of Windsor Castle as a stimulus to find patterns in buildings. By careful questioning, she successfully extended pupils' reasoning skills and their use of descriptive language as they suggested uses for the Castle and the feelings that it evokes. Pupils understand what they are to learn because of the teachers' clear instructions and their good use of praise boosts pupils' confidence and self esteem because they know that their ideas and designs are valued. As a result of the teacher's good classroom management and organisation pupils behaved well, enjoyed their work, concentrated and stayed on task. They worked well in pairs, shared resources and discussed their ideas sensibly.

88. Art and design is effectively used to enhance pupils' learning in other subjects, for example, the whole-school display about Sweden which successfully links literacy, numeracy, geography, history, religious education, design technology and food technology. Information and communication technology has a positive impact on the subject as was seen in a Year 2 lesson on pattern, where pupils applied their sound knowledge of mathematical shapes

89. Leadership and management of the subject are currently underdeveloped. The deputy headteacher has only recently taken on the role as subject co-ordinator and although very creative herself, is not yet familiar with the expectations of the National Curriculum for pupils in Years 1 to 4 or the nationally produced guidance on which the school bases its planning. Pupils' progress is recorded against national expectations at the end of Year 2 and Year 4. However, there are no formal systems in place to assess all pupils' attainment or record their progress in knowledge, skills and understanding to ensure that they are making continuous progress as they move through the school. Resources are good and used appropriately. Visits to churches, cathedrals and the local art gallery and the good use

made of the local environment, further enhances pupils' learning. These, together with the opportunities to work with local artists and exhibit work in the local art gallery and library, make a good contribution to the pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

90. Due to the organisation of the school's timetable, no design and technology lessons were seen during the inspection. It is not possible, therefore, to make a judgement on the quality of teaching. However, on the evidence provided through displays, pupils' designs, the teachers' planning and discussion with the subject co-ordinator, standards of attainment for pupils in Year 2 and Year 4 match those expected for their age and pupils' achievement is satisfactory. The current provision in the subject shows satisfactory improvement since the previous inspection.

91. Work on display and pupils' sketchbooks and planning sheets indicate that all pupils experience an appropriate range of work using a variety of media including food. Pupils make a simple sketch of their model, identify the materials and tools needed, modify as necessary and evaluate the finished article through group or class discussion. They make models from construction kits and different materials; sculptures from clay, for example, the Angel of the North; Viking helmets from card and materials and gingersnaps from food ingredients. Teachers build up basic skills of cutting, sticking, sewing, joining and mixing ensuring that tools are used safely and hygienically. A grandparent helper effectively develops woodworking skills as, for example, pupils make bird boxes for the school grounds.

92. Design and technology is used effectively to enhance other areas of the curriculum for example, geography and history as in the whole school project about Sweden. Literacy, numeracy and information technology skills are used appropriately. For example, the pupils use literacy skills in labeling diagrams and producing written evaluations of their work. Numeracy skills are used to measure and weigh accurately for example, when making bird boxes or gingersnaps. Pupils' social development is encouraged through collaborative working and sharing of ideas.

93. Leadership and management of the subject are satisfactory. The co-ordinator has only been in post for one term but has plans to develop the subject, especially the pupils' design skills, in order to raise standards. The school has produced a cohesive scheme of work based mainly on the nationally produced guidelines which forms a sound base for teachers' planning. The co-ordinator monitors teaching by checking planning, by discussion and by examining pupils' work. Pupils' work is assessed on a regular basis and their progress is recorded against national expectations. Resources are good, easily accessible and used satisfactorily. Visits to museums and good use of the environment to create 'real' experiences enhance pupils' learning in the subject.

GEOGRAPHY and HISTORY

94. In Year 2 and Year 4 the majority of pupils attain the national expectations in both subjects. The quality of teaching is satisfactory in history, but there was not enough evidence on which to make a secure judgement on the quality of teaching in geography.

95. In history, the teachers have secure subject knowledge that enables them to use questioning in an appropriate way to find out what pupils know and understand. There is emphasis placed on pupils using correct historical vocabulary, which enables them to communicate their ideas in a confident manner. The activities given to pupils are interesting and enable them to maintain their concentration. The pupils in Years 1 and 2 are helped to develop their understanding of time by listening to stories about the past and of famous people. Their previous learning is consolidated by the use of books,

photographs and historical artefacts and pupils are taught how to recognise similarities and differences through the years. This was seen in a good quality lesson for pupils in Years 1 and 2, in which they were discussing the differences between toys in the past and those of today. This built well on a visit to Wallington Hall and being able to look at and feel old toys, including dolls and a teddy bear, enhanced their learning. Good use was made of information and communication technology, as pupils used computers to answer a variety of questions about their visit. In their work on the Great Fire of London, Year 2 pupils showed a satisfactory understanding of why the fire spread so quickly. In Years 3 and 4, the pupils are taught how to use evidence to find out about the past and how things change over a period of time. There is emphasis placed on them understanding the significance of historical artefacts and the need to study them in order to find out about the past. This was seen in a lesson comparing the similarities and differences between a classroom in Victorian time and one now, when pupils looked at an old ink pen and inkstand from the school's own museum. They showed an appropriate understanding of the features of a Victorian classroom and used their information and communication technology skills to use computers to research information about the period. The pupils' attitudes to learning were positive, being able to sustain concentration and ready to ask and answer questions. They were well behaved and willing to listen to the views and opinions of others.

96. In geography, the pupils in Year 1 have a satisfactory understanding of the differences in clothing in hot and cold countries. In Year 2, they correctly label places on an outline map of the United Kingdom. Pupils in Years 3 and 4 have an appropriate understanding of the differences in the way of life in a village in India to that of life in Newcastle.

97. The leadership and management of both subjects are secure but the monitoring and evaluation role of the subject co-ordinator is underdeveloped. The curriculum is satisfactory, with all pupils having access to a variety of relevant experiences in both subjects. Visits to places of educational interest, such as Beamish Museum and the Roman Fort at South Shields, are used well to provide further learning opportunities. The pupils' literacy skills are not effectively developed, as poor handwriting is marked as acceptable and incorrect punctuation not highlighted. Assessment arrangements are not successful in tracking the progress that pupils make. Written marking does not clearly identify how pupils might improve their work. The accommodation is good and includes a collection of interesting historical artefacts in the school museum.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. The majority of pupils in Year 2 and Year 4 attain standards that match the national expectation. There has been satisfactory improvement since the last inspection with enhanced resource provision, which is now good in terms of the number of computers and associated software. Training for the staff has increased their subject knowledge and expertise so that they are better equipped to teach the required programmes of study.

99. The quality of teaching is satisfactory, with pupils being taught basic skills in discrete lessons, and then being able to practise them in other subjects. This was seen in a Year 2 literacy lesson, when pupils were using the computer to add suffixes to words. In a Years 1 and 2 history lesson, pupils used a text box to type-in answers to questions about various toys they had seen on a visit to Wallington House. The teachers have secure subject knowledge that enables them to demonstrate techniques to improve pupils' skills. This was evident in a lesson for pupils in Year 2, in which the teacher effectively showed them how to search a CD-ROM for information about animals. Her emphasis on the correct use of technical language extended the pupils' vocabulary, so that they could use terms such as 'index', 'search' and 'keyword' to talk about what they were doing. These pupils also have the opportunity control a programmable toy and use a digital camera to record their activities. As a result of experiences such as these, they are confident in their ability to change the type and size of text and

to retrieve, process and display information. Years 3 and 4 pupils have a variety of opportunities to continue to develop their computer skills to help them enhance their work in other subjects. In English, they use a word processing program in an appropriate manner to insert correct punctuation in wrongly structured sentences. In a history lesson, they showed confidence in using computers to research information about Victorian England. In their activities, pupils appropriately use computers to organise and present their ideas. The attitudes of pupils to their learning are positive and, when working in pairs on the computer, they collaborate well. They treat equipment carefully, show a lot of interest and are well behaved.

100. Leadership and management are secure, with the subject co-ordinator being able to identify strengths and weaknesses and prioritising targets for improvement. The curriculum is satisfactory, being broad and balanced with appropriate opportunities for pupils to work on computers to develop their skills. Timetabling is currently being reviewed to ensure that the resources are being used as fully as they can. Assessment procedures are not effective in tracking pupils' progress and in letting them know what they need to do next to improve. The programme of work is successful in ensuring continuity and progression of pupils' learning. Pupils' social development is effectively promoted through this subject, as pupils are encouraged to collaborate and share ideas.

MUSIC

101. During the inspection timetabling arrangements meant that no music lessons could be seen. Therefore it is not possible to make judgements on standards of attainment or on the quality of teaching and learning. In assemblies however, pupils sing well following the good example of the teachers who lead the singing with enthusiasm.

102. Leadership and management of the subject are satisfactory with the subject co-ordinator having a sound understanding of the strengths and areas requiring improvement. Since the previous inspection a new programme of work has been introduced and the quality and range of resources have improved. The co-ordinator has supported staff and consequently their expertise and confidence in teaching the subject has been enhanced. School improvement therefore is satisfactory. The school has good musical resources that are stored carefully and are looked after well by the pupils. The subject contributes satisfactorily to pupils' spiritual, moral, social and cultural development. The curriculum is planned carefully using a nationally agreed scheme of work however assessment and recording procedures need to be developed.

PHYSICAL EDUCATION

103. As no lessons were seen, it is not possible to make a secure judgement on the standards of attainment achieved or the quality of teaching.

104. The pupils in Years 3 and 4 showed good dance skills in the annual maypole celebration on the village green. They demonstrated good co-ordination in carrying out a series of complicated dance sequences. They clearly enjoyed this activity, being very enthusiastic and maintained a high rate of physical activity. It is obvious that their teacher had effectively taught them the techniques necessary for them to perform so well. Many parents came to watch this activity and it is plain that it plays an important part in forging links with the community.

105. The secure leadership and management of the subject enables the subject co-ordinator to effectively support and advise colleagues. The curriculum is broad and balanced, so that pupils take part in a variety of worthwhile learning experiences. The procedures for monitoring pupils' attainment and progress are unsatisfactory, and cannot be used effectively to let pupils know what they need to

do next to improve. The accommodation and resources are good with a well-equipped hall for indoor activities, two playgrounds and a large playing field. All teachers have been trained in developing team sports by using the plentiful 'Top Play' resources. Though extra-curricular activities are limited, provision is enhanced during the summer term by football coaches from Newcastle United Football Club coming into school to teach football skills.

RELIGIOUS EDUCATION

106. No religious education lessons were observed during the inspection and there was only a limited amount of pupils' work available for scrutiny, particularly for the pupils in Years 3 and 4. It is not possible therefore to make a secure judgement on the standards attained, the progress made or the quality of teaching and learning. However a scrutiny of teachers' planning, samples of work available and discussion with the headteacher, who is the subject co-ordinator, indicate that there is satisfactory coverage of work for all pupils. The subject is taught in accordance with the locally agreed syllabus and nationally produced guidelines.

107. Year 2 pupils have listened to a range of Bible stories, for example, the Creation, Noah and Joseph. They describe accurately special times of celebration such as Christmas, Easter and Harvest and have opportunities to express their feelings, for example, when describing a special possession. Pupils record their work in a variety of ways but need to apply their literacy skills, for example, punctuation, grammar and spelling more accurately during written activities and take greater care with the presentation of their work. Year 4 pupils have the opportunity to extend their knowledge of Bible stories. They study parables such as 'The Good Samaritan', and apply these Christian principles to everyday life by being caring and kind towards one another. The pupils learn about other world faiths for example Hinduism. Much of the older pupils' learning in religious education is through discussion, drama and role-play activities. However, valuable opportunities are missed to develop pupils' writing skills during follow up activities and the use of information technology to research information is limited.

108. Assemblies are used appropriately to promote pupils' spiritual and moral understanding and all staff set good examples for pupils to follow. Acts of collective worship are thoughtfully planned, with opportunities for prayer and reflection and resources being used well to maintain pupils' interest.

109. Leadership and management of the subject are satisfactory. Although the headteacher has only recently taken on the role of subject co-ordinator, she has a sound overview of the subject. The policy and programme of work in place provide sound guidance for teachers' planning. The headteacher monitors teaching by visiting lessons, checking teachers' planning and scrutinising pupils' work. However more attention needs to be given to ensuring that all pupils are accurately developing their literacy skills as they record their work and that there is a consistency in the presentation and marking of work. Written marking is not used satisfactorily to inform pupils of why their work is good or not and what they have to do next to improve. Currently progress is recorded against national expectations for pupils at the end of Year 2 and Year 4. However the headteacher has recently devised a more useful system to check on the progress and understanding of all pupils to ensure that learning is continuous as they move through the school. Resources are satisfactory and effectively supplemented by the Jesmond loan scheme and a nearby school. Visitors to the school and visits to the local church and chapel and to a Hindu temple further enhance pupils' learning. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.