

INSPECTION REPORT

WESTLANDS PRIMARY SCHOOL

Newcastle

LEA area: Staffordshire

Unique reference number: 124119

Acting Headteacher: Mr S Stirland

Reporting inspector: Dr C Lee
21854

Dates of inspection: 11th – 14th December 2000

Inspection number: 224068

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Ostend Place
Westlands
Newcastle
Staffordshire

Postcode: ST5 2QY

Telephone number: 01782 610580

Fax number: 01782 610580

Appropriate authority: Governing body

Name of chair of governors: Mr B Archer

Date of previous inspection: 23 September 1996

© Crown copyright 2001

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

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

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr C Lee 21854	Registered inspector	Information and communication technology Physical education Religious education Equal opportunities English as an additional language	Characteristics and effectiveness of the school Key issues for action The school's results and pupils' achievements Teaching and learning Leadership and management
Mr M Brennand 9146	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Ms J Pinney 22790	Team inspector	Science Art and design Design and technology Under-fives	
Mr I Chearman 28170	Team inspector	Mathematics Geography History Special educational needs	
Mr P Nettleship 23887	Team inspector	English Music	Quality and range of opportunities for learning

The inspection contractor was:

Bench Marque Ltd
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

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

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway

London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westlands Primary School is about the same size as the average primary school. Pupils are from a broad range of socio-economic backgrounds that are average overall. At the time of the last inspection there were 215 pupils at the school. There are now 218 pupils on roll, 94 boys and 124 girls who are taught in seven single-age classes. Twenty-seven pupils are under six years of age. During the week of the inspection, four classes were taught by supply teachers due to staff absence. The school has 12 pupils from ethnic minority groups and a further nine pupils are from European countries. Additionally, a class for French pupils is sited at the school in which there are currently 13 pupils, ranging from reception age to Year 6. Fifteen pupils have English as an additional language. The percentage of pupils on the register of special educational needs is 9.2 per cent and this is below the national average. One pupil (0.5 per cent) has a statement of special educational need and this is also below average. The percentage of pupils eligible for free school meals, currently 11.9 per cent, is below average. Over recent years there has been a gradual fall in children's attainment on entry, as shown by assessment when they start in the reception class, and it is now average overall.

HOW GOOD THE SCHOOL IS

Westlands is an effective school where pupils' standards at the age of seven have improved consistently during the last three years and are now above average in English and mathematics. At age eleven, standards are being maintained at a level that is in line with their abilities and they are above average in mathematics and average in English. All pupils have very good attitudes to school and are very eager to learn. Pupils' sound achievements and progress are the result of good teaching and good leadership and management. The school has achieved satisfactory improvement since the last inspection and is providing satisfactory value for money.

What the school does well

- The acting headteacher provides good leadership and has created a strong sense of team spirit among all staff that is moving the school forward very effectively.
- Pupils achieve above average standards in English by the age of seven and in mathematics by the ages of seven and eleven.
- Pupils with special educational needs and pupils with English as an additional language achieve well and make good progress.
- The quality of teaching is good overall and helps pupils to make good progress in their learning.
- Pupils have very good attitudes that are the result of the school's good provision for pupils' personal development.

What could be improved

- Teachers do not make sufficient use of assessment of pupils' learning in order to plan the next stage in learning for different individuals and groups.
- Lack of challenge in some of the work set for more able pupils prevents them from achieving the highest standards that they are capable of.
- Insufficient time is allocated to the co-ordination and monitoring of the work of pupils with special educational needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has achieved satisfactory improvement since the last inspection in September 1996. All key issues arising from that inspection have been rectified successfully. There has been satisfactory improvement in the quality of school development planning, long-term planning of individual subjects and in the school's relationships with parents. Pupils are now taught appropriate research skills and they have more opportunities to work independently. Library content and use has improved satisfactorily. Two areas show good improvement since the last inspection and these are the quality of assemblies and the provision for pupils' cultural development. Other aspects of the school's work also show improvement. There is more very good teaching of pupils aged five to seven and these pupils' progress has improved. The standard of pupils' behaviour has improved from good to very good. There is better provision for pupils with special educational needs. Thorough self-evaluation enables the school to identify weaknesses and it has a good capacity for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	C	D
mathematics	A*	B	C	D
science	A	B	D	D

Key

very high	A*
well above average	A B
above average	C
average	D
below average	E
well below average	

The 2000 test results were adversely affected by the instability in the teaching provision for Year 6 pupils. Nine different teachers taught the class during the year. The downward trend in results since 1997 has reflected the falling standards of children when they enter the school. Good teaching and improved monitoring of pupils' performance in formal tests is now reversing the trend. The school sets realistically challenging targets for the national tests at age eleven and the standards of work seen indicate that pupils now in Year 6 are in line to achieve the target set for them in English and to exceed the mathematics target. Their work is average in English and science and above average in mathematics.

The current Year 2 pupils are continuing the rising trend in standards at age seven that has occurred since 1998 and their work is above average in English and mathematics and average in science. This represents good progress between the ages of four and seven when compared with their attainment when they started school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good, pupils enjoy coming to school and are eager to learn
Behaviour, in and out of classrooms	Very good, with complete absence of any oppressive behaviour
Personal development and relationships	Very good relationships exist between pupils and between pupils and staff, contributing to the very good overall personal development
Attendance	Satisfactory, in line with national figures for authorised and unauthorised absence

TEACHING AND LEARNING

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

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

In lessons, 25 per cent of teaching was very good, 44 per cent good, 31 per cent satisfactory and no teaching was unsatisfactory. The percentage of very good teaching has risen since the last inspection. All teachers manage their classes very well and adopt a good variety of methods to stimulate pupils' learning. English and mathematics are taught well overall and the basic skills of literacy and numeracy are consolidated satisfactorily across the whole curriculum. Teaching is generally well matched to the needs of pupils of all abilities although there is insufficient challenge in the work set for more able pupils between ages eight and eleven where insufficient use is made of assessment of what pupils have learned. The very good use of support staff and the good quality of teaching of pupils with special educational needs by these support staff contributes very significantly to the good progress of these pupils in all aspects of their learning. All pupils work hard and five- to seven-year-old pupils show particularly good levels of concentration and interest.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	At the Foundation Stage and at Key Stages 1 and 2 there is a satisfactorily broad and balanced curriculum.
Provision for pupils with special educational needs	Provision is good overall. There is early identification, good liaison with parents and regular review of pupils' progress towards the good, specific targets that are set for them.

Provision for pupils with English as an additional language	Good provision that combines weekly lessons with a specialist teacher and addresses well individual needs with good ongoing support from teachers and classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall with strong emphasis and very good provision for moral and social development, good provision for pupils' cultural development and satisfactory provision for spiritual development.
How well the school cares for its pupils	Satisfactory overall but currently lacking a named teacher for child protection. The school is a caring community providing sound support and guidance. Good procedures are now in place for assessing pupils' attainment and progress but they are not guiding curriculum planning.

Parents have good views of the school and the school works constructively in partnership with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher leads the school well with very good support from the acting deputy headteacher. The school is managed well. All staff act as subject co-ordinators and they fulfil their roles successfully and play a full part in moving the school forward.
How well the governors fulfil their responsibilities	The provision of constructive, critical guidance and a sound vision of the school's strengths and weaknesses ensure satisfactory fulfilment of responsibilities.
The school's evaluation of its performance	Sound self-evaluation procedures enable the school to identify priorities, set itself targets and pursue effective courses of action for future improvement.
The strategic use of resources	Satisfactory use of physical and human resources and prudent management of finances.

Staffing, accommodation and learning resources are good overall. Supply teachers fit in well and successfully maintain standards.

Under the acting headteacher's good leadership, the acting deputy headteacher and all co-ordinators have good levels of expertise in their management roles. Collectively and individually they respond very effectively to the challenge of improvement and they receive excellent support from administrative and non-teaching staff. The present good leadership is enabling the school to move forward during an unsettled time.

The school applies the principles of best value satisfactorily overall, challenging itself and securing good value for money in the services and resources that it acquires.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school• Children's good progress• The good behaviour• The good standard of teaching• How the school deals with their questions or problems• The school has high expectations of its pupils• Good leadership and management• How pupils are helped to become mature and responsible• Pupils are encouraged to be mature and responsible	<ul style="list-style-type: none">• The homework set for pupils• The way that the school works with parents• The range of activities outside lessons

Inspectors endorse all the positive views of parents and, in the inspector's judgement, parental concerns are largely unfounded. The type and amount of homework set for pupils is suitable and there is a good range of extra-curricular activities for Key Stage 2 pupils. As a consequence of the governing body's policy, few parents are involved in the day-to-day life of the school and it is an appropriate time for that policy to be reviewed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children start in the reception class at the beginning of the school year in which they are five. Their attainment is assessed shortly after they start school and this is shown to be average overall although there is a very wide range between individual children. The overall trend in attainment on entry has been one of gradually falling standards in recent years.
2. The school's results in National Curriculum tests for seven-year-olds have fluctuated during the past five years but there has been a steady rise since 1998. At the time of the last inspection in 1996, the test results were very high and these have not been matched until the latest tests in 2000. These latest results can be compared with what was achieved in schools nationally and with schools that are similar to Westlands in terms of the percentage of pupils that are eligible for free school meals. In both comparisons, pupils' results were well above average in reading and mathematics and above average in writing. Teacher assessment of science showed standards to be very high. The percentages of pupils who reached the higher-than-expected Level 3 in the tests and the assessment of science were above the national average in reading and mathematics, below average in writing and average in science. Compared with similar schools, the Level 3 percentages were above average in mathematics, average in reading and science and well below average in writing. The school has placed priority on improving the percentages of pupils who achieve the higher level.
3. In the 2000 national tests for eleven-year-olds, results in English and mathematics were close to those of the previous year but there has been considerable fluctuation during the past five years. Although the 2000 results were slightly higher than those at the time of the last inspection, the overall trend in the school's results has been below the national trend. This means that whereas the school's results were above the national average in 1996, they have not kept pace with the annual improvement that has occurred nationally. Compared with the national averages for 2000, the school's results were average in English and mathematics but below average in science. Compared with the average results in similar schools, all three subjects were below average. The percentage of pupils reaching the higher Level 5 in the tests was average in science but below average in English and mathematics. Compared with similar schools, percentages at Level 5 were below average in English and science and well below average in mathematics.
4. There are special circumstances beyond the school's control that affected the 2000 test results for eleven-year-olds. During their last year in school, the Year 6 pupils were taught by nine different teachers and this instability in the staffing had an adverse effect on their progress during the year. It is to the pupils' credit that their results were very close to the targets that had been set for them. Annual targets are set by the governing body who anticipate the percentages of pupils who are expected to achieve Level 4 or above in the tests. In conjunction with the local authority, the school makes predictions based on pupils' performances in tests taken when they are younger. The governing body considers these predictions and then sets the targets. In 2000, Year 6 pupils were five per cent short of the English target and eight per cent below the mathematics target. The targets set for 2001 are suitably challenging for the current Year 6 pupils and they are in line to achieve them.

5. The inspection evidence indicates that children in reception are in line to exceed the standards of personal and social development and communication, language and literacy skills that are expected at the age of five. In all other areas of learning they are matching expectations. Pupils in Year 2 are achieving above the average standards expected of seven-year-olds in reading and mathematics and average standards in writing. They are also achieving expected standards in science but this represents a drop in standards compared with the previous year. Year 6 pupils are in line to achieve the average standards expected of eleven-year-olds in English and science and to do better in mathematics, where standards are above average. Their work is an improvement on that of the previous Year 6 in all three subjects and is the result of the stable, good teaching provision for these pupils.
6. By the age of seven, standards in English are above average overall. Pupils have above average speaking and listening skills, combining good attention when listening to others and the use of a wide, spoken vocabulary. Reading standards are above average. Writing standards are average and pupils have a broad experience of writing for different purposes in both their English lessons and in other subjects. By the age of eleven, pupils have maintained satisfactory progress. Speaking and listening skills continue to be above average. In class discussions and in conversation, pupils phrase answers to questions and express opinions articulately. Reading standards are above average at age eleven and pupils read widely for enjoyment and for information. They use good skills at skimming through books and scanning pages quickly in order to find the information they are looking for. Pupils' writing is average. They use a consistent fluent handwriting style and show good use of imagination in their poetry writing. Those pupils capable of above average attainment are not sufficiently challenged to achieve at the highest level that they are capable of.
7. Mathematics standards are above average at the ages of seven and eleven. This represents good achievement and progress by all pupils when compared with the average level of attainment shown at age five. At seven, pupils' basic numeracy skills are good. Most pupils can add and subtract to 20 and count in two's, three's and ten's, some to a hundred. Pupils have a good knowledge of shapes and they measure accurately with standard or non-standard units. By the age of eleven, pupils work accurately on written calculations involving numbers up to one thousand. Most pupils are confident and accurate at mental calculation and they explain clearly how they perform calculations and arrive at their answers.
8. Science standards are average overall at seven and eleven but pupils at age seven have a particularly good understanding of the important principles to be followed when they carry out scientific investigations. Overall, achievement is in line with ability. By seven, pupils' knowledge and understanding of a broad range of topics is in line with expectations. At age eleven, pupils' knowledge of life processes and living things is above average and they match expectations in other aspects of the curriculum. They have satisfactory understanding of procedures for carrying out investigations but have insufficient opportunities to devise such experiments independently.
9. In the other subjects of the curriculum, all pupils are maintaining at least satisfactory levels of achievement and standards are generally in line with expectations in each subject. Throughout the school, pupils show two particular strengths and these are the above average quality of their work in music and history. In music, the high levels of subject expertise of the visiting teacher and the school co-ordinator are enabling pupils to reach high standards. History lessons are very thoroughly prepared, teachers make very good use of resources and these factors, together with a general enthusiasm amongst teachers for the subject, are producing work of good standards that exceeds

expectations by pupils of all ages. Compared with the judgements of the last inspection, there are several changes. Music standards have improved throughout the school, history has improved at the age of eleven but, at the same age, standards in design and technology are slightly lower.

10. In relation to their abilities, pupils of all ages are showing satisfactory levels of achievement overall. However, there are variations between different groups. Pupils with special educational needs, for example, achieve particularly well in relation to their abilities. They approach their work with confidence due to the very good levels of support they receive within the school. They progress well towards achieving the targets for learning in their individual education plans. These targets are clear, appropriate to pupils' needs and are reviewed regularly. Those pupils who have English as an additional language are making quick progress and, in many subjects, are achieving at least average standards. Their weekly lessons with a teacher from the Ethnic Minorities Achievement Unit, coupled with the ongoing support from class teachers and support staff enable pupils to progress well in English and achieve standards in line with their peers. More able pupils are not always achieving the standards that they are capable of. This is due to inconsistency between teachers in the extent to which they plan work that is suitably challenging. In general, there is suitable provision only for children under five and in many of the lessons for Year 2 pupils.

Pupils' attitudes, values and personal development

11. Pupils' attitudes are very good. They have a high regard for the school, arriving on time and starting lessons promptly and their manner is courteous and welcoming. They are proud of their school and keep it clean and tidy. This has a positive impact on the atmosphere in which they learn. At all ages, pupils show very good levels of interest in their work. They are very respectful to all adults and to each other.
12. Pupils with special educational needs and those with English as an additional language are keen to learn and take full advantage of the opportunities offered by the school. Their attitude is good and they work and co-operate well in groups. They have pride and satisfaction in their achievements.
13. Behaviour is very good, being either good or better in the majority of lessons observed. Pupils have a good understanding of the difference between right and wrong and of the impact of their actions on others. Good behaviour was observed off-site at the neighbouring high school, where staff are particularly complimentary. Incidences of racial abuse or bullying are rare and where they occur they are dealt with quickly and effectively.
14. Opportunities for personal development are very good. The roles of head boy and girl, house captain's and more recently representatives of the school council are examples of this. Any responsibilities are carried out very conscientiously. During the inspection pupils were regularly observed tidying up after assemblies and lunchtimes and in providing support to one another in lessons.
15. Attendance is satisfactory, averaging 95 per cent over the last couple of years. Records are currently maintained manually.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching is good. Teaching ranges from very good to satisfactory. Twenty-five per cent of teaching is very good, 44 per cent is good and 31 per cent is satisfactory. Standards in teaching have broadly matched those of the last inspection but there is more very good teaching overall and the standard at Key Stage 1 has improved. During the inspection, four of the seven classes were taught by temporary teachers and two of these teachers had been with their classes for less than a week.
17. The good teaching of children under five has a very positive impact on the progress that children make in their learning. All learning opportunities are planned very thoroughly and presented in a lively, stimulating manner. There is very good management of the children and the classroom and learning activities are well organised so that no time is lost and children are constantly working and learning. The pace of teaching is brisk. The teacher and support staff work well together, providing a very effective team and showing good awareness of the needs and abilities of individual children. This co-operation results in children being challenged well at their individual levels and making good gains in learning in relation to their ability.
18. At Key Stages 1 and 2 good teaching is particularly evident throughout the school in English, mathematics, science, history, information and communication technology and music. This is contributing well to the good progress that pupils make in their learning, particularly in English at Key Stage 1 and in mathematics and music in all classes. A good rate of learning is also achieved in history and this results from teachers' very thorough planning of lessons.
19. All teachers manage pupils' behaviour well, creating calm, purposeful working atmospheres in classrooms. Pupils respond well to teachers and other adults and work conscientiously and co-operatively. The relationships between teachers and other adults in the classroom with pupils are good. This has a positive impact on pupils' attitudes to learning, making them keen to get started on their work. The good quality of behaviour management and relationships are evident in all classrooms and this is an excellent achievement by those supply teachers so new to the school. It has enabled pupils to continue to progress satisfactorily in their learning without any interruption. These teachers have also been helped to settle into school routines by the very good support of classroom assistants and the thorough guidelines that assist teachers' planning. Additionally, the headteacher has carried out very thorough monitoring of the quality of teaching and provided additional support in order to ensure that staff changes have had no negative impact on pupils' standards.
20. In the best teaching, lessons are carefully prepared and resources are used very well to aid pupils' learning. Teachers question their pupils in a purposeful manner to consolidate pupils' understanding and extend their learning. There is a brisk pace to very good lessons and work is matched carefully to pupils' individual needs and abilities. All these characteristics were evident in a Year 5 science lesson on the use of keys for identification and classification of plants. The teacher provided activities that were carefully matched to different levels of prior attainment. Pupils made good use of the very good resources provided, their learning was firmly established and then extended further by the provision of a range of additional activities designed to extend and consolidate both knowledge and understanding. All pupils were challenged sufficiently by their work and made good progress.
21. Teachers' subject knowledge is good at the Foundation Stage and at Key Stage 1 while it is satisfactory overall at Key Stage 2. Good use is made of specialist expertise and, in

physical education and music where individual teachers have high levels of subject knowledge, exchanges of classes enable maximum numbers of pupils to benefit. Pupils make good gains in learning in these situations. The very good quality of specialist music teaching was evident in a Year 1 lesson in which imaginative resources such as puppets and traffic lights completely captured pupils' interests. The brisk pace of the lesson and the wide range of tasks that involved singing and rhythmic accompaniment provided very good opportunities for pupils to develop and extend their learning. The teacher's very skilled and stimulating presentation had all pupils totally enthralled throughout and they gained maximum enjoyment while achieving very good gains in learning.

22. The teaching of basic literacy skills in both key stages is satisfactory. Teachers are implementing the National Literacy Strategy effectively by providing a satisfactory range of activities that are matched well to the needs of groups of pupils of lower and average ability. However, more able pupils are not sufficiently challenged by their work. Teachers are successful at using lessons in subjects other than English to develop pupils' speaking, reading and writing skills. This contributes well to pupils' progress in the basic skills of English at Key Stage 1 and satisfactorily at Key Stage 2.
23. The National Numeracy Strategy is implemented well. Number work is strongly promoted and mental calculation is a feature of all mathematics lessons. This is having a positive effect on standards. At Key Stage 1, teachers also make good use of opportunities for pupils to apply their numerical and other mathematical skills. Several particularly good examples were seen in information and communication technology in Year 2 where pupils' understanding of data handling has been consolidated well by surveys that they have carried out.
24. Teachers make good use of support staff to provide additional instruction and guidance for pupils. Support staff are briefed thoroughly and the quality of their teaching is good. A Year 3 group receiving additional literacy support made good progress in learning about vowels as a result of the skilled questioning, step-by-step development of the tasks and insistence on the use of correct vocabulary. The thorough records kept by the support staff provided the class teacher with good assessment of individual pupils' strengths and weaknesses. Good subject knowledge of support staff was seen in a Year 4 information and communication technology lesson. Individual pupils were carefully monitored and appropriate guidance was provided to ensure that all pupils maintained good rates of progress.
25. Pupils are achieving good progress in their learning at the Foundation Stage and at Key Stage 1. Progress at Key Stage 2 is satisfactory overall but the more able pupils are capable of more progress than they are currently achieving. All pupils' learning is positively influenced by the intellectual and physical effort that they put into achieving as well as they can from the experiences that are provided for them. Key Stage 1 pupils show particularly good levels of interest in all their learning activities and, by maintaining good levels of concentration, they make good progress in lessons as well as over time. In reception and at Key Stage 1 they respond well to the opportunities that teachers provide for them to work independently. Key Stage 2 pupils generally have fewer such opportunities. At Key Stage 2, the limited challenge provided for more able pupils and the reduced opportunity to work independently are generally the result of the weaknesses in teachers' use of assessment. Although there are good procedures for assessing the learning achieved by pupils, the use of these procedures and the information gained is not at a satisfactory level at Key Stage 2. There is insufficient ongoing evaluation of what pupils are learning and what they need in the next stage of learning. Consequently, the needs of more able pupils are not identified precisely

enough and there is insufficient planning and provision of learning activities that will extend their learning beyond the basic learning intentions of a lesson that are to be achieved by all pupils. Pupils are not helped sufficiently by teachers' marking. The one exception is the marking of English in Year 6. This is detailed and provides pupils not only with confirmation of good features of their work but also indicates what should be worked on for further improvement. This level of guidance is not present in other marking and thus pupils' learning is not assisted by the help that this form of assessment provides.

26. The quality of teaching and support given to pupils with special educational needs is good overall. Both teaching and non-teaching staff know the needs of pupils well. Support staff keep effective records of what they have covered with pupils during sessions and these records assist future planning well. Pupils with English as an additional language progress similarly well in their learning. The guidance provided by the specialist support teacher enables teachers to address pupils' individual needs and ensure that problems with vocabulary are anticipated and support can be directed in order that pupils' understanding is established quickly at the start of and during learning activities.
27. The use of homework at Key Stages 1 and 2 is good and has improved since the last inspection. All pupils have regular practice at the basic skills of literacy and numeracy that consolidates well their learning in lessons. Projects set for older Key Stage 2 pupils challenge them to produce significant pieces of work in a variety of subjects. Pupils' research skills are positively enhanced by these opportunities.

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

28. The quality and range of learning opportunities provided by the school are satisfactory. However, there are a number of good and some very good aspects to this provision. Satisfactory improvements have been made to the curriculum since the last inspection. Schemes of work are now in place in all subjects. These are based on the newly introduced 'Curriculum 2000'. The schemes provide a good level of guidance for teachers in every subject. They also ensure that there is good, systematic build up of work, both within and across year groups. Further curriculum improvements include the better teaching of study skills. This is increasingly enabling older Key Stage 2 pupils to research for information in reference books. The cultural development of pupils has also been extended well since the previous inspection. The introduction of the National Literacy and Numeracy Strategies provide a better structure for learning and standards have risen as a consequence. Music is better taught now, with very high quality specialist teaching benefiting the pupils of most classes. However, pupils at Key Stage 2 are not sufficiently encouraged to develop independent learning techniques. This limits all pupils, but particularly inhibits the progress of more able pupils who too rarely develop their own investigative or creative abilities.
29. Pupils at Key Stages 1 and 2 with special educational needs make consistently good progress due to the good curriculum provision. This is equally true of those children for whom English is an additional language. All these pupils receive high quality coaching and encouragement from teachers and classroom assistants alike. Individual education plans, drawn up for those with special educational needs, are clear and purposeful. They ensure that the specific needs of the learner are successfully targeted and that appropriate work is regularly given.

30. Strategies for teaching literacy are satisfactory overall. The literacy hour is now well established. It is particularly raising standards in speaking, listening and reading throughout the school. Its impact is not yet as strong in raising writing standards. A high proportion of pupils is reaching the expected level in writing. However, relatively few are exceeding this average standard. Work is not sufficiently set at an appropriately challenging level for the faster and more able workers.
31. Strategies for teaching numeracy skills are good. The numeracy hour is helping pupils of all abilities to make good progress in the different areas of learning.
32. Pupils of all ages and abilities benefit from a curriculum that meets their social, physical and emotional needs very well. In many lessons pupils are so interested and occupied in the work that high levels of behaviour are almost guaranteed. Circle time, which is an opportunity for pupils to sit in a circle and discuss issues such as caring for others or how to resolve conflicts, is used very well as an opportunity for pupils to share ideas and develop respect for the views of others. The acting headteacher plays a very active role in encouraging and maintaining high levels of behaviour outside the classroom. Health matters, sex education and drugs awareness are well taught. The school also places great emphasis on raising levels of pupil self-esteem. The success of this policy is seen in levels of pupil confidence and in the pride which they show in their achievements.
33. The content and organisation of the curriculum ensure good equal opportunity for learning. Pupils have equal access to the full curriculum. However, the intellectual needs of all pupils are not sufficiently addressed. In particular, the needs of more able pupils are not always acknowledged. Opportunities are missed to develop their independence as well as to offer them extended challenges. In mathematics, this was identified as a weakness by the last inspection and steps were taken to rectify the problem. In other areas of the curriculum it has not been as well addressed.
34. The individual education plans of pupils with special educational needs are effective in promoting satisfactory and most often, good levels of learning. The school's organisation and practice in meeting the needs of these pupils is good and they receive a broad and balanced curriculum. They are fully included in all areas of pupils' experience and have full access to what is offered by the school. Records and documents show that annual and transitional reviews of education plans and statements fully meet the requirements. Contacts with external agencies working with the school are good.
35. The provision for extra-curricular activities is very good and is a strength of the school. All the teachers extend the pupils' breadth of school experiences in less formal settings. The high attendance of pupils at many of the clubs, for example the choir and chess club, is a testimony to the appeal of the activities provided. Teams successfully represent the school, competing in a range of different sporting and artistic activities.
36. Links with the local community are good. One improvement made since the last inspection is the closer link developed with local churches. Vicars now contribute to the school assemblies on a regular basis. This has enhanced the spiritual aspect of the school assemblies. Local theatre groups perform at the school. Pupils also make visits themselves to pantomimes, museums and concerts. These give an added dimension to their experiences and are used to stimulate work at school.
37. Links with other schools are very good. This is particularly true of those with Newcastle Community High School, which shares the same site. Westlands' pupils benefit from a

wide range of improved curriculum opportunities. The computer suite is used regularly by groups and classes from Westlands, as are the sports barn and the swimming pool. Equipment is loaned in subjects such as science, art and design and technology. On occasions, specialist expertise is also made available, as secondary teachers visit the primary school to give extra tuition. Year 6 pupils attend concerts at the high school. Secondary pupils also make a contribution to the curriculum of the primary school. For example Year 11 pupils have coached volleyball skills in the summer term. They also present small dramas to show the younger children the potential dangers of drugs and alcohol.

38. The provision for the pupils' spiritual, moral, social and cultural development is good overall. Improvements since the previous inspection are evident in all four aspects. Very high expectations are outlined in the good policy documents. The school has a very positive and caring ethos. It provides a secure and encouraging environment, where staff and pupils are valued. This reflects opinions expressed by parents at the pre-inspection meeting.
39. The provision for the pupils' spiritual development is satisfactory. There is now a good collective worship policy. Assemblies have a greater emphasis on spirituality. There are regular contributions by local vicars of different denominations. Two led a Christingle assembly. Most pupils had a clear awareness of the symbolism of the orange, the candle and the inserted spices. A strong element of spirituality was also a feature of an assembly led by the acting headteacher. This gave the pupils new insights into the traditional scene of the Nativity. Pupils have also visited the town's Baptist Church. Aspects of church life were explained before the pupils were given a conducted tour. The spiritual content of other faiths is less well developed. Circle time, when pupils reflect upon and discuss the deeper meanings of life, has been introduced. It is having a positive effect in a number of the classes.
40. Provision for the pupils' moral development is very good and permeates the whole school. One feature that helps to raise standards is the close working links between the teachers and the classroom support assistants in implementing joint strategies. Class rules are understood and are invariably obeyed. Older Key Stage 2 pupils are used as good examples. They help to monitor the younger children, for example, on entry into school each day. When children do transgress, procedures are well established to ensure that they are made aware of what it is that they have done wrong. The provision of responsibilities as monitors or members of the school council helps pupils to develop a sense of duty to others. This is also evident in the charity work that the school undertakes. As well as raising money for the needy of this country, the school also sponsors a child in India. Moral issues are also raised and discussed in other lessons. For example, the personality of Ebenezer Scrooge was examined (for all its flaws!) in a literacy display of Year 5 pupils' work.
41. The provision for pupils' social development is very good. The school has a well-developed sense of 'community'. The welcome inclusion of the French children helps to generate a sense of the truly cosmopolitan nature of the school. Collaborative work is planned in many subjects, such as science, design and technology and information and communication technology. The pupils do work very well together. The school's house system, in effect, creates smaller groupings within the whole school to which pupils feel an allegiance. It is used to encourage higher standards of both work and behaviour. The residential outdoor education challenges experienced by the older pupils gives good opportunities for positive group endeavours and for accepting leadership responsibilities.

42. The provision for the pupils' cultural development is good. The culture of the locality is appreciated through visits to pottery manufacturers, local museums and art galleries. Places of interest, such as a safari park, a power station and a sea-life centre are visited to stimulate further work in the school. Other faiths are studied, such as Sikhism, Buddhism, Hinduism and Judaism. However, no visits or visitors bring first hand experiences to enliven the studies. Aspects of other cultures are examined: African drumming and dances are seen; Gamelan musicians are heard; and traditional Indian food is tasted. Some elements of French culture are shared, such as children's songs. However, this potentially rich source of greater cultural awareness remains relatively untapped.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Procedures for ensuring pupils' welfare are satisfactory. Arrangements for health and safety, risk assessment and first aid are good. Child protection procedures are unsatisfactory. In the absence of the headteacher, the school does not have a member of staff trained in child protection and other staff are unaware of the detail of the issues involved.
44. The condition of the building both inside and out is excellent, particularly the standards of cleanliness for which the janitor and her diligent team of cleaning staff must take credit. Lunchtime meals are also of good quality and mealtimes a worthwhile social experience.
45. The school is aware that the long walk up the driveway does pose a safety risk and it has been proactive in writing regularly to parents to remind them not to bring their children up the drive by car. These efforts appear to have been successful.
46. Attendance is satisfactory. Good behaviour is maintained by the consistent application of the school's behaviour policy. On the few occasions when a pupil's behaviour is unsatisfactory, the school implements a personal achievement booklet to rectify the behaviour. This is a good, effective procedure. The booklet sets clear guidelines on what is expected of the pupil and crucially it involves a partnership approach between home and school. There are currently no exclusions and none occurred during the last school year.
47. Procedures for assessing pupils' attainment and progress are good. They have improved since the previous inspection. Tests are set when children begin and leave the reception class. Annual tests are taken in English, mathematics and science from Year 2 onwards. These give good comparisons between the levels of work produced by pupils at the school and pupil levels nationally. This analysis enables the school to make accurate predictions of the grades that pupils are likely to achieve when they take the national tests in Year 6. As well as these annual tests, the school is well equipped to test standards in English, mathematics and science at more regular intervals. Comprehensive folders contain samples of pupils' work at every National Curriculum level. These are used as indicators to assess any pupils' standard of achievement at any given time. The school compiles folders on all pupils, containing samples of their work. These enable progress to be monitored throughout a child's life in the school. Year 6 pupils are encouraged to assess their own standards. They are beginning to set half-termly targets in a range of subjects and accept personal responsibility for their learning. However, teachers in most classes do not use marking sufficiently as an opportunity for assessment or for teaching.

48. The school has developed a good range of assessment opportunities. However, the use of this information to raise standards is inconsistent. It is well used to identify those pupils with special educational needs. Good individual programmes are established for these children. Information is well used to organise groupings in different subjects in the classes. It is also used to identify those who, with extra coaching, could reach the expected level in English and mathematics. It is not used to identify those pupils capable of reaching above average standards, with extra help. Consequently work is not regularly set specifically for these children. Targets are being set for all the pupils. However, this does not result in extra work being regularly set for the more able pupils. Curriculum co-ordinators, together with the headteacher, monitor regularly pupils' work. This is done each half term, with a range of samples from every class. However, it is not sufficiently precise enough to have a strong impact on pupils' standards. In mathematics, however, analysis has led to work being better targeted to stretch pupils of all abilities. Evidence from the inspection indicates that this has led to improvements in standards in the numeracy classes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents have positive views about the school. They find the acting headteacher and his staff approachable and they know that their concerns are listened to and acted upon.
50. Since the last inspection the school's links with parents have improved. The 'meet your new teacher' evenings, which have been introduced early in the Autumn term, are particularly welcomed by parents.
51. By contrast the school does not encourage parents sufficiently to become practically involved in the day-to-day life of the school, for example by helping with the production of resources for classroom use, and this means that the impact of parents on the work of the school is limited. There is an active parents teachers and friends' association which raises considerable sums for the school, the most recent purchase being the stage for the hall.
52. Parents of pupils with special educational needs are well informed of their child's progress and of the provision the school makes. There are good relationships between school and home and parents are able to contribute to reviews and assessments. There are similarly good relationships with the parents of pupils with English as an additional language.
53. The quality of information provided by the school is satisfactory. The school produces a twice-termly newsletter which is of good quality, allied to regular general correspondence about forthcoming events. Parents' evenings are valued and well supported but the quality of the annual reports detailing pupils' progress is inconsistent. Most reports provide insufficient emphasis on what the child can do relative to attainment targets and there is a lack of information on what they need to do to improve. Thus parents have insufficient guidance on areas where they can help with their child's education both at home and at school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The uncertainties surrounding the headteacher's absence through illness for more than twelve months have created ongoing problems for the school. All planning has had to be very short-term and the instability has made it difficult for the school to establish the role to be played by senior staff and the length of contracts that can be offered to supply teachers.
55. A clearer picture at the start of this school year enabled stability to be established for at least a term in terms of staffing for Year 6 pupils, thus avoiding disruption on a scale that occurred during the last school year when nine different teachers taught this age group. Throughout the period of the headteacher's absence the school has benefited, and continues to benefit, from the acting headteacher's good leadership of the school and the good support he receives from the acting deputy headteacher. The acting headteacher's good management skills and his determination to move the school forward have strengthened staff unity and protected the standards being achieved by pupils. Commitment to high standards is evident in the focus on the quality of teaching that the acting headteacher ensures through his good monitoring of classroom practice. The clarity of his expectations of supply teachers and his reinforcement of the necessity for the school's aims and values to permeate all aspects of school life provide clear guidelines for all staff new to the school. These have been instrumental in maintaining the good quality of teaching that was observed during the inspection.
56. The school's equal opportunities policy is thorough and operates successfully in all aspects of school life. There is an excellent commitment to the inclusion of all pupils that is evident in the support given to pupils with special educational needs, to those for whom English is an additional language and to the integration of pupils from the class of French pupils. Staff, parents and pupils work hard to ensure that each member of the school community has equality of access to all aspects of the school's work.
57. Management of provision for pupils with special educational needs is satisfactory as a result of the strong commitment of the well-qualified co-ordinator and her willingness to carry out her responsibilities informally and in her own time. The school has to meet a very broad range of special needs and the co-ordinator's good relationships with external support agencies offering expertise and resources to the school ensure that pupils receive appropriate support. Teachers and classroom assistants work closely with the co-ordinator to provide effective support for less able pupils and to ensure that targets for learning are appropriate. However, the co-ordinator's full class teaching commitment does not allow her time to work in other classrooms and assess the impact of provision and how it might better be applied to improve learning levels. The school has invested heavily in support but this is not monitored. There is no policy for identifying or meeting the needs of the gifted or talented pupils. The lack of planning and provision to challenge the most able pupils in their learning is a loss for these pupils and is a lost opportunity for raising the school's standards further.
58. The governing body fulfils its statutory responsibilities satisfactorily. Governors provide sound support for the work of the school and individual members visit the school to assist in a variety of ways. New governors in particular are quickly having a positive effect on the governing body's work and an initiative to monitor provision for pupils with special educational needs is indicative of the governing body's commitment to seeking ways to improve its effectiveness. There is systematic monitoring of the school's developments by the governing body through direct observation and the reports received from teaching staff. The school development plan provides a sound framework for three-year periods with appropriate detail for the current year. This detail

includes a range of targets that are prioritised. The financial and resource implications are identified, including the demands on personnel, and detailed costings and success criteria are outlined. The governing body has carefully monitored the action plan that followed the last inspection and parents have been regularly informed of progress with that action plan.

59. The school has a good policy document for monitoring and evaluation of the quality of education and pupils' standards. The acting headteacher has successfully introduced a range of procedures for monitoring and evaluating the curriculum, the quality of teaching and the standards of pupils' work. These procedures involve all staff in their roles as subject co-ordinators. The strength of these arrangements is the ongoing review of the curriculum that enables new initiatives, including national initiatives and subject guidelines, to be incorporated into what is taught. The very good co-ordination of music and religious education and the good co-ordination of English, mathematics, science, history and physical education have a positive effect on the standards of teaching and of pupils' work in these subjects. The absence of other co-ordinators during the time of the inspection means that overall judgements on their effectiveness are not possible. All staff have job descriptions that are pertinent to their roles and these are regularly reviewed. The analysis of pupils' performance in the tests undertaken each year enables pupils' progress to be monitored effectively.
60. The school has satisfactory systems for the financial management of the school. The budget is set and monitored with local education authority guidance and control. The cost of this input from the local authority is low in comparison to the benefits gained and a finance officer visits monthly to advise and offer support on day-to-day financial administration and the audit recommendations on good practice are followed. The additional grants to the school for specific reasons are used appropriately for the intended purposes. Governors and senior management have satisfactory procedures by way of detail in the school development plan to identify priorities in using the resources available to target school improvement. The school has satisfactory systems that pay appropriate attention to the principles of best value. The school office runs very smoothly and staff give excellent support to parents, colleagues and visitors. The school secretary plays a very significant role as a vital link between school and pupils' homes. Her commitment to helping the school move forward is evident in the considerable amount of time spent working in the school outside office hours.
61. Good use is made of all resources for all subjects in the National Curriculum. The pupils are given good quality work books and materials and this provision encourages them to take a pride in their work. The materials and resources for teaching the National Literacy and Numeracy Strategies effectively are in place. The school makes good use of the computer facilities in the adjacent high school building and the school's own computers are used well in classrooms to support learning in subjects.
62. The school's staffing, accommodation and learning resources are good overall. The school is well staffed and there are sufficient qualified and experienced teachers to effectively teach the National Curriculum. Very good support has been given to teachers who are new to the school and this has undoubtedly minimised the detrimental effect of the staff changes on standards of attainment. Support staff are all suitably qualified and experienced and make a significant contribution to pupils' learning, particularly those with special educational needs. At the time of the inspection, several teachers had only been at the school for a short time but it was clear that all staff were working effectively together as a team. Specific areas of staff expertise are used well to the benefit of the pupils, for example music is taught throughout the school by a specialist in the subject. There is sound in-service training to ensure that staff

keep abreast of current developments in teaching across the whole curriculum.

63. The accommodation is good overall. Pupils enjoy good outdoor facilities, with a large playing field and two hard play areas. However, there is no secure, fenced-off outdoor play area specifically for children in the Foundation Stage although the playground that they share with Key Stage 1 pupils is suitably secure. Internally, the building is light, airy and well maintained and classrooms are of a good size for the number of pupils. Display around the school satisfactorily enhances the learning environment.
64. The provision of learning resources has improved since the previous inspection and is now mostly good. Most resources are of good quality, although some books in the school library are out of date. In physical education there is insufficient gymnastics equipment for pupils in Key Stage 1 and the facilities and resources to assist the physical development of children in the Foundation Stage are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to improve the standards of work and the quality of education, the governors, headteacher and staff should:
 1. raise levels of achievement of all more able pupils by planning additional learning activities that will extend their knowledge and understanding (paragraphs 6, 10, 22, 25, 30, 33, 90, 93, 105, 108);
 2. use the good procedures for assessment to assist the planning of the next stages in pupils' learning in all subjects (paragraphs 25, 47, 48, 93, 100, 114, 122, 127);
 3. develop the role of the co-ordinator of special educational needs provision by:
 - allocating sufficient time for the co-ordinator to be released from classroom teaching in order to carry out the responsibilities of co-ordination;
 - considering the extension of the role to include co-ordination of provision for more able pupils and for pupils who have English as an additional language (paragraph 57).
66. In addition, the following less important weaknesses should be considered by the school.
 1. Improve facilities and equipment for the physical development of children under five and at Key Stage 1 (paragraphs 64, 78).
 2. Review the arrangements for involvement of parents in the day-to-day life of the school (paragraph 51).
 3. Ensure that all staff receive appropriate training in child protection issues (paragraph 43).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	44	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR–Y6
Number of pupils on the school's roll (FTE for part-time pupils)	218
Number of full-time pupils eligible for free school meals	26

FTE means full-time equivalent.

Special educational needs	YR–Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	14	14	14
	Total	28	29	29
Percentage of pupils at NC level 2 or above	School	100 (82)	100 (91)	100 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	14	14	14
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (91)	100 (91)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	14	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	12
	Girls	14	12	16
	Total	25	25	28
Percentage of pupils at NC level 4 or above	School	78 (80)	78 (73)	88 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	13
	Girls	17	14	16
	Total	28	27	29
Percentage of pupils at NC level 4 or above	School	88 (83)	84 (77)	91 (97)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	5
White	179
Any other minority ethnic group	5

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- Y6

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	26.6
Average class size	27.6

Education support staff: YR- Y6

Total number of education support staff	4
Total aggregate hours worked per week	129

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	362,732
Total expenditure	348,399
Expenditure per pupil	1,563
Balance brought forward from previous year	30,600
Balance carried forward to next year	44,933

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	3	1	0
My child is making good progress in school.	68	27	4	1	1
Behaviour in the school is good.	65	28	5	0	2
My child gets the right amount of work to do at home.	44	44	11	1	0
The teaching is good.	73	26	0	0	2
I am kept well informed about how my child is getting on.	52	43	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	3	0	0
The school expects my child to work hard and achieve his or her best.	74	25	0	0	1
The school works closely with parents.	41	48	10	1	1
The school is well led and managed.	62	35	2	0	1
The school is helping my child become mature and responsible.	62	35	0	0	3
The school provides an interesting range of activities outside lessons.	37	34	12	4	13

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

67. Provision for children in the Foundation Stage is good. In September 2000, assessments of children on entry to the reception class indicated that attainment is variable but generally in line with national expectations for children of this age. Children receive an effectively planned curriculum that covers all the areas of learning deemed suitable for this age group and by the time they are ready to start in Year 1 the majority of children have achieved the expected standards in mathematical, physical and creative development. Standards in personal and social development and in communication, language and literacy exceed expectations by the end of the Foundation Stage. This is an improvement in these two areas compared with the last inspection.
68. Children enter the reception class at the start of the academic year in which they are five and attend part-time for the first two weeks. The majority of children have some pre-school education.
69. In the reception class the overall quality of teaching is good. The teacher has a good knowledge and understanding of the Foundation Stage and of the needs of young children. Activities are well planned to include learning objectives that promote all six recommended areas of learning. Short-term planning details the specific skills to be developed and intended learning for each activity, and this promotes well purposeful learning by all children. Children are well managed and relationships are very good, so that the children want to give of their best.

Personal, social and emotional development

70. Children achieve well in this area of their learning and by the age of five they exceed the expectations at that age. They behave well and respond positively to the teacher's high expectations and to the caring ethos of the class. They develop good levels of concentration and are enthusiastic in their learning. They quickly learn to work and play together, as for example when they take on the different characters of the story of Cinderella in the role-play area. They acquire the confidence to attempt new tasks and are not afraid to make mistakes. Children are able to choose learning resources independently and are beginning to tidy away efficiently. They establish good relationships with adults and with each other, rapidly becoming used to the routines of daily school life.
71. Good teaching provides many useful opportunities for children to develop both independence and become useful members of the school community. The children's opinions are listened to and valued. Discussions and role-play are used effectively to help children understand the feelings of others. Effective measures have been established to support children on entry to the school. The teacher and support assistant work together very effectively to successfully create a stimulating, welcoming environment that children are happy to come to.

Communication, language and literacy

72. Children achieve well in this area of learning and by the time they reach Year 1 their standards exceed expectations for this age. Children's speaking and listening skills are satisfactory. They mostly listen carefully to stories and can express themselves clearly.

They show good recall, as they demonstrated in a game where they remembered a number of items that had been placed in Santa's sack. Attainment in reading and writing is above that expected. The majority of children know most letter sounds, recognise many of the most frequently used words and are well launched on the school's reading scheme. More able children read fluently for their age, with good expression. They use their knowledge of initial sounds to assist them in reading unfamiliar words. In writing, children hold a pencil correctly and almost all can write their own name. Most children attempt to write familiar words without help. More able children write simple sentences independently.

73. The quality of teaching is good. Relevant areas of the literacy framework are used well by the reception class teacher to enhance learning. The adults talk constantly with the children, effectively developing their powers of self-expression. Children are encouraged in their reading development by taking books home to share with their parents. Frequent opportunities are provided for children to learn to write independently. For example, when children have made a model they are aware of the expectation that they will write a label explaining what they have made. In lessons, tasks are very well suited to individual needs so that children of all abilities make good progress.

Mathematical development

74. By the age of five, children's standards in mathematics are in line with that expected nationally. Children count reliably to ten and recognise most numerals. They are able to count one more and one less in simple practical operations. In one lesson, children enjoy counting in twos as a whole class. In this lesson, more able children place the days of the week in the correct order. Less able children sort and count Christmas stockings according to their colour. Children are beginning to acquire a mathematical vocabulary as, for example, they refer to containers being 'full' and 'empty' during play in the sand.
75. The teaching of mathematics is satisfactory. Children are provided with a good range of resources with which to develop their mathematical understanding and are given the opportunity to sort, match, order and count in a variety of ways. Lessons are stimulating and challenging and children are involved well so that they are well motivated. For example, as the teacher told a sequential story about the days of the week, the children were enthralled as the story unfolded and were keen to have their chance to contribute to the practical mathematical activity that followed. However, on occasion, the given task does not sufficiently extend children's mathematical development, as for example when a group spends much of the lesson in colouring pictures.

Knowledge and understanding of the world

76. Children make sound progress in their knowledge and understanding of the world and at the age of five most children have achieved the expected standard for this area of learning. Suitable activities are linked effectively to themes and children are well motivated towards effective learning. This was the case when, linked to the topic of Christmas, children visited the local shop to buy ice cream, which they made into a snowman, before observing how ice melts when it reaches a certain temperature. Within the same topic, children are beginning to learn the importance of certain Christian festivals, as they relate the story of The Nativity. Through using photographs to compare the difference between themselves as babies and how they are now, the children begin to understand the passage of time. When using the computer, the children confidently direct the mouse. Children effectively develop their technological

skills as they efficiently fold, curl and cut and stick paper to make calendars as Christmas gifts.

77. Teaching is good. Children are provided with a wide range of materials and encouraged to make observations and to paint or draw what they see. Lessons are well planned and efficiently organised. Questioning is used well as every opportunity is taken to extend thinking and increase vocabulary. This was evident in a lesson where children were using their senses to investigate the properties of jelly and developing their language skills as they described the process of making a jelly. The children were excited by the task and enjoyed the opportunity to smell the jelly and guess the colour with their eyes closed before tasting the finished product.

Physical development

78. During the inspection it was not possible to observe a physical education lesson or to observe children using their physical skills while using outdoor play equipment. Although it is not possible to make a judgement on pupils' skills in large movement, fine motor skills are good. For example, children hold pencils well and manipulate tools such as scissors and crayons effectively.
79. Provision for this area of learning is unsatisfactory. There is no secure outdoor play area for the children in the Foundation Stage and the lack of suitable resources for these young children to use in their indoor and outdoor physical activities limits the opportunity for them to develop their skills of dexterity and co-ordination.

Creative development

80. By the age of five, children's standards in creative activities are in line with expectations for their age group. They use materials and tools with increasing confidence. As they select materials to make a collage design for their Christmas cards, children demonstrate a growing awareness of the importance of colour and texture. In music, they sing well for their age. Most children are able to maintain a regular beat and are able to vary the dynamics at the appropriate time. More able children can sing on the note in response to the teacher's singing, and can perform a clapping rhythm, following a simple score.
81. The teaching of music to children in the Foundation Stage is very good and children make very good progress due to challenging tasks that are delivered with great enthusiasm. Overall teaching in creative development is good. There are many relevant tasks provided for these young children, which are well planned and efficiently organised. Pupils are managed very well and, with the good support from the classroom assistant, the quality of teaching is raising the standards of the children's skills and widening their knowledge of the creative arts.

ENGLISH

82. In the national tests for seven-year-olds in 2000, pupils' results were well above national averages and the averages for similar schools in reading and above average in writing. The percentages of pupils who reached the higher than expected Level 3 were above the national average in reading but below average in writing. Compared with similar schools, the Level 3 percentages were average in reading and well below average in writing. The school has placed priority on improving the percentages of pupils who achieve the higher level.

83. In the 2000 national tests for eleven-year-olds, results in English fell below those of the previous year and there has been considerable fluctuation during the past five years. The 2000 results matched the national average but were below the average for similar schools. The percentage of pupils reaching the higher Level 5 in the tests was below national and similar schools' averages.
84. The standards of pupils now in Year 2 approaching the end of Key Stage 1 are above the national average. Standards in speaking, listening and reading exceed those in writing. For example, in the 2000 national writing tests, all the pupils reached the expected level. However, none managed to reach an above average standard in the test. In the light of these results, the school is now, appropriately, devoting one English lesson per week purely to writing. This is beginning to raise standards of both accuracy and fluency and pupils' achievement is now good as a result of teachers' good planning and the setting of challenging work in the literacy lessons. Classes are very well managed. The classroom assistants provide very good support. This particularly enables pupils with identified special needs to make good progress.
85. The standards of pupils by the age of eleven are close to the national average. Standards were judged to be above average at the previous inspection and, although they have improved since then, this has been at a slower rate than the national trend resulting in a narrowing gap between school and national standards. Improvement has been due to the introduction of the National Literacy Strategy which has raised reading levels in the school. Improvements in the teaching of English have raised standards of pupils' speaking and listening skills. Standards in writing have not yet improved to the same extent. Targets set for the 2000 national tests for English were reached. Improvements in assessment are helping the school to set higher and more accurate targets. Teaching is good and booster classes in which selected pupils receive additional tuition are succeeding in helping older pupils reach the levels expected. These measures are pushing standards higher. In particular this is true of those pupils who work at average levels and those who work at a slower rate of progress. In Key Stage 2, all pupils, including those with special educational needs or with English as an additional language, make good progress in speaking, listening and reading. Progress in writing is satisfactory. The school recognises that pupils are given insufficient opportunity to write at length. Where such extended writing tasks are given, for example the very good homework challenges, such as the folders entitled 'Myself' that are produced in Year 6, the quality of writing is often good. These allow pupils opportunities to create and develop their own projects and pupils make good use of information and communication technology to incorporate relevant information and practise word processing skills. Pupils enjoy accepting personal responsibility for their work.
86. In Key Stage 1, pupils' speaking and listening skills are good. Exciting themes stimulate lively discussions. For example, many imaginative ideas arise as they talk about a topical poem, 'The Christmas Tree', in Year 2. Good questioning skills are a feature of lessons, with all children being encouraged to contribute their own ideas. They listen carefully to instructions and are thus able to begin their work promptly.
87. Key Stage 2 pupils' speaking and listening skills are also good. In Year 3, short scenes from plays are read. Pupils speak with good expression and confidence. Teachers make skilful use of questions to encourage pupils to think. For example, in Year 4 mature discussions were stimulated by analysing the contents of a poster about the game of conkers. Pupils listened well and responded to the views of others. For example, great interest was shown when a French pupil was asked about similar

games in his own country. Teachers handle class discussions very sensitively and are successful in drawing out perceptive comments from most children. Pupils also participate well in assemblies, where they gain increased confidence in public speaking.

88. By the age of seven, standards are above average in reading. Regular practice, both at home and at school, enables pupils of all abilities to make good progress. For example, pupils in Class 1 were asked to research about polar bears at home. The following day approximately half of the pupils had found some information. One pupil had even brought data from the Internet (with parental help). However, a small minority of pupils do not have a sufficiently strong grasp of the letter sounds. Consequently they find it hard to blend letters and letter groups together to decode those words that they do not recognise. More able readers develop their skills to become highly independent. Books become sources of both information and of imaginative stimulation. Stories and poems are discussed with much interest and with obvious delight. Communications between school and home are better established in some classes than they are in others. Where close links are established, the reading cards are completed, both by staff and parents. Regular comments ensure that successes are noted and that any problem areas are addressed.
89. By the age of eleven, standards remain above average in reading. Pupils read a wide variety of different texts. They are gaining skills to enable them to locate relevant information in books quickly. This represents an improvement on the previous inspection, when research skills were judged to be unsatisfactory. Much work has been done to improve the library as a resource for the school. All junior aged children are benefiting from regular lessons to improve their skills at locating books to find specific facts. Older pupils express clear opinions about the books they are reading. They discuss favourite authors and explain their fiction and non-fiction preferences. Many broaden their choice by using the town library.
90. Standards of writing are satisfactory at Key Stage 1. In literacy lessons, new skills are regularly introduced. All pupils write for a wide range of purposes, both within the literacy hour and across other curriculum subjects. Most work is completed within each single lesson. Few examples are seen of pupils having opportunities to write freely and at length. However, with the imaginative challenges set, pupils write with enthusiasm and concentration. Due to the significant proportion of pupils with special educational needs and with English as an additional language, it is unlikely that all the present Year 2 pupils will reach the expected level in the national tests for writing. However, a significant minority are achieving above average standards and this is an improvement on the previous year. Pupils use computers satisfactorily to complete word processing tasks.
91. Standards of writing are also satisfactory at Key Stage 2. Pupils gradually develop a fluent style with letters joined neatly. Very good progress is seen in Year 4 where the teacher's high expectations are reflected in the good quality of the work produced by pupils of all abilities. Throughout the key stage pupils who work at average and below average levels make good progress. They are given challenges that are appropriate and stimulating. However, evidence in their books indicates that those pupils capable of producing above average levels are not regularly stretched to the same extent. Few opportunities are given for them to produce independent, self-planned writing projects. Few examples are seen of work being analysed, improved and re-written. Insufficient use is made of computers for word-processing. However, work is well developed lesson on lesson. For example, in Year 6 the Jabberwock factfiles, compiled in one lesson, were later used as a stimulus for very imaginative and amusing poems.

92. Teaching at Key Stage 1 is very good. Lessons are thoroughly planned and are very well matched to pupil interests. Work is presented in an exciting fashion that gains high levels of pupil concentration and involvement. Much praise is used to raise levels of self-esteem and high expectations of behaviour and work are fully realised.
93. Teaching at Key Stage 2 is good. Lesson planning is generally good although objectives for some lessons are not written down or explained to the pupils. Marking is used to encourage and to show spelling errors. Only in Year 6, however, is marking extended to become a means of teaching, through careful analysis and incisive questions or comments. In almost all lessons, pupils are managed well and a quiet, purposeful learning atmosphere is established. They take the work seriously and make good progress. A strength of the teaching at both key stages is the high level of support provided by the classroom assistants. The pupils with special educational needs in English benefit greatly by their contribution. They also provide very good continuity for the pupils of those classes in which teachers cover for staff absences.
94. There are now good procedures for assessing pupils' achievements and this information is used to identify those in need of extra support. The school also selects children who can reach the levels expected nationally through intensive additional training. This is proving successful. However, assessment information is not used to identify those who could reach above average levels by being given appropriate tasks to raise their skills, knowledge or understanding.
95. The subject co-ordinator has successfully enabled the staff to implement the National Literacy Strategy. She is increasingly playing an active role in monitoring the teaching within both key stages and examining children's books from every class. This scrutiny and monitoring is having a positive effect on standards of work and the quality of teaching. Books in several class libraries have been well used and are now in need of replacement due to their poor condition.

MATHEMATICS

96. The results of the 2000 National Curriculum tests for seven-year-olds showed that the pupils' attainment in mathematics was well above national standards, and well above those for similar schools. The percentage attaining the higher Level 3 was above national averages. Tests for eleven-year-olds in 2000 showed attainment to be matching the national average but below the average for similar schools. The percentage achieving the higher Level 5 was below average.
97. During the last three years in Key Stage 1 there have been minor fluctuations year on year, but there has been an overall rise in standards in line with national trends. The same is true for Key Stage 2 except for a sharp dip in 1997. The scrutiny of pupils' work, discussions with pupils and observations in classrooms indicate that the good standards of learning and teaching seen will encourage the upward trend in standards to continue. Standards at the ages of seven and eleven are above average.
98. The previous inspection reported that standards of attainment at the end of Key Stage 2, was above national averages. There was no comment on Key Stage 1. Pupils' attitudes and relationships were good and marking was used to inform short-term planning. There was an initiative to improve the systematic build up in pupils' learning.
99. By the age of seven, pupils have an above average knowledge and understanding of number. Most pupils can add and subtract to 20 and count in two's, three's and ten's,

some to a hundred. The more able can see that addition is the inverse of subtraction and that repeated additions lead to multiplication. A Year 2 class divided two-digit numbers to halve them and showed good skills in using a variety of strategies to aid halving and doubling. Most have a good knowledge of plane and solid regular shapes, and according to ability are able to measure with standard or non-standard units. Pupils, including those with special educational needs, make good progress in their learning throughout Key Stage 1.

100. By the age of eleven pupils have made good progress in developing their mental calculation skills and are able to work well with the four operations in arithmetic and most know their multiplication tables well enough to achieve good levels of accuracy for decimals and the metric system. They use a range of mental and written methods to solve problems accurately, building on previous knowledge when they use inverses to check results. They understand the idea of probability and can construct line graphs to identify two variables and their equivalencies. Pupils' good levels of attainment in fractions, decimals and equivalence indicate that the adoption of the National Numeracy Strategy is having a positive effect on pupils' learning.
101. Changes to planning, assessment procedures, and curriculum practice are having a positive effect on the mathematics curriculum and levels of attainment. The school has adopted the National Numeracy Strategy and this provides a good structure to lessons and improves the build up in pupils' learning. The quality of teaching is good at both key stages. The best lessons are characterised by detailed planning based on assessment and a good pace. Additionally, teachers have high expectations of all abilities and tasks are organised to extend the more able pupils. Careful assessment is made to identify learning and to plan for the next progressive steps. Pupils of all abilities are given frequent opportunities to develop mental skills and they have a good understanding of basic computational skills. In the best lessons, teachers encourage speed and accuracy and ensure the full involvement of all pupils. Where teaching is less successful, more able pupils are not always challenged sufficiently in these sessions. The teachers' knowledge and understanding of the subject is good and all teachers, for consistency in teaching, use suitable mathematical vocabulary. Most teachers identify clearly the learning to be achieved in lessons and share this with pupils, often reinforcing the objectives by displaying them on the board or wall. This practice provides pupils with good opportunities to appreciate their achievements in learning. The use of homework is effective in supporting pupils' learning of basic skills. Most teachers' marking does not direct pupils to the next step in learning with an evaluative comment and only a minority of teachers do this well.
102. Pupils are benefiting from the ability-grouping in lessons but most teachers are not yet setting sufficiently challenging tasks for the most able pupils. Too few examples of investigative problems were seen to be set to challenge pupils, especially the more able. Where work is set to stretch the thinking, the more able pupils were seen to share ideas and use their mathematical skills to solve problems. For example, in Year 2 some pupils in the lesson were expected to work with numerical fractions, and in Year 1 the more able pupils grouped and analysed data on Christmas card preferences to sums of 35. These pupils received additional support from the teacher to talk about, and consolidate, their higher level mathematical thinking. Extended tasks of this nature were also observed in a Year 4 lesson. In Year 6 the more able pupils were not sufficiently challenged in their work on area. The level of challenge was good for most but some very able pupils were over practising well-established skills instead of moving on to more challenging work. Some were not sure that the formula for the area of a rectangle could be generalised to a square. The average and lower achieving pupils and those with special educational needs are well supported throughout the school.

103. Pupils' good progress at both key stages is positively influenced by the very good attitudes to learning that they have in mathematics lessons. They settle quickly to learning at the beginning of lessons and their response is usually good or very good and never less than satisfactory. Pupils listen very carefully to teachers and the good response of the pupils stems from the good standard of teaching. Pupils work with enthusiasm, enjoying the lessons and working well in pairs or groups when sharing tasks and equipment. Many pupils say that their favourite lesson is mathematics and this reflects the teachers' determination to motivate pupils by making the subject enjoyable. All pupils have equal access to learning and teaching. Pupils with special educational needs are working on areas within the Programmes of Study that are appropriate to their needs. Achievement for these pupils is good.
104. The co-ordinator leads the subject well and has gained the support and confidence of staff in introducing the National Numeracy Strategy. This effective co-ordination is improving standards. The organisation of new resources for the initiative has been very effective in promoting better learning throughout the school in the skills of mental calculation. There is a clear plan of action for improvement but the acting headteacher has, as a contingency measure, directed all monitoring of teaching and opportunities for training towards supply teachers covering for absences. This has proved to be effective in maintaining progress for most pupils in difficult circumstances. Short-term assessment to improve planning for individual learning needs is under-developed. The acting headteacher has developed good assessment systems for assessing pupils' attainment in the subject throughout the school but these are not used sufficiently to identify areas of the curriculum that require improvement. The use of computers to support learning in mathematics is satisfactory, for instance their use for data-handling and graphical representation was seen in Year 2 where pupils produced bar graphs for data such as birthdays.

SCIENCE

105. Statutory teacher assessments of pupils' attainment at the age of seven in 2000 showed standards to be very high in comparison to the national average. The number of pupils achieving the higher Level 3 was average. Standards were well above average in comparison with similar schools. The 2000 national tests for eleven-year-olds showed standards to be below the national average and below average when compared with similar schools. The number of pupils achieving the higher Level 5 was average. Although standards at eleven are now slightly higher than at the time of the previous inspection, there has been a far greater improvement nationally than has occurred at the school. However the standards of the Year 6 pupils in 2000 were adversely affected by unavoidable staff absence which resulted in them being taught by a large number of different teachers. The improved stability of staffing for the present Year 6 pupils is resulting in improved standards that are now in line with expectations for their age. Year 2 pupils' standards are lower than last year's but this reflects the lower overall ability of the year group. They are matching the standards expected at the age.
106. By the age of seven, the majority of pupils are making sound progress in their scientific knowledge and achieving average standards. For example, they identify correctly which parts of the body are used for the different senses, test materials methodically for their different qualities and make a simple, clear and accurate drawing of an electrical circuit. Pupils are making satisfactory progress in their investigative skills and they record accurately and neatly the results of their experiments in simple charts. They are developing a satisfactory understanding of ways in which the fairness of scientific

testing can be established. Year 1 pupils interpret well the results of their investigations. As part of their work on light sources, Year 1 pupils carried out an investigation to establish that shiny objects need a light source before their shiny quality can be seen. The topical Christmas focus enhanced progress as pupils enjoyed using torches to examine Christmas decorations. By the end of the lesson they explained confidently and correctly why they were unable to see objects in the dark and they classified correctly decoration materials as shiny or not shiny.

107. By the age of eleven, pupils' standards are average overall. However, pupils throughout Key Stage 2 have good knowledge of life processes and living things and pupils in Year 5 achieve standards that are above those expected for their age in this aspect of the science curriculum. By the age of eleven, pupils demonstrate good knowledge of micro-organisms and of the fact that, as with bacteria, they can be transferred from one source to another. They have a good knowledge of the scientific discoveries of Edward Jenner, Louis Pasteur and Alexander Fleming and of their contributions to modern medicine. In their investigations, pupils have a clear understanding of factors to make a test fair and record their findings accurately in bar charts and line graphs. They use equipment such as stopwatches and test tubes correctly and employ scientific terms, such as habitat, with confidence. They make valid predictions based on their experiences and scientific knowledge. However, pupils have insufficient experience in devising, planning and implementing their own investigations and this lack of independence restricts pupils' progress, particularly that of more able pupils, in this aspect of their knowledge and understanding.
108. At all ages, pupils' positive attitudes have a beneficial effect on their learning. They clearly enjoy science and are well motivated to work hard, particularly when practical tasks are presented. Pupils' behaviour is very good and they listen carefully to instructions and make appropriate contributions in class discussions. Frequent opportunities are provided for pupils to work together and the good relationships that exist promote mature levels of co-operation and collaboration. Pupils with special educational needs are well supported and make good progress, so that they achieve standards that match those of other pupils. There is similarly good support for pupils with English as an additional language and any lack of understanding of terminology or instructions is quickly remedied by teachers, support staff and other pupils. This enables them to make good progress and achieve similar standards to other pupils.
109. The quality of teaching is good overall and varies from satisfactory to very good. It is good or better in over half the lessons observed. Lively introductions build well on pupils' previous learning and clever questions challenge pupils in their thinking, so that knowledge and understanding is improved. Pupils are managed well, so that a brisk pace is maintained throughout the lesson and no time is wasted. Pupils' learning is enhanced by the opportunity for practical involvement and good organisation ensures that resources are well prepared and readily to hand. In the best lessons, all pupils are challenged at an appropriate level for their ability. However, this is not the case in all lessons and in most cases pupils of different learning abilities are all given the same learning activity, with no planning of extra activities to challenge the more able. Scrutiny of pupils' work indicates that marking is insufficiently used to tell pupils of areas for improvement.
110. The subject is managed well by a knowledgeable co-ordinator who offers good support to colleagues. The recently introduced Qualification and Curriculum Authority's scheme of work provides useful guidance. There are good resources, which enable all pupils to participate in practical tasks. These factors are all having a beneficial impact on the raising of standards throughout the school.

ART AND DESIGN AND TECHNOLOGY

111. Lessons in art and design and technology are alternated each half term. During the inspection the focus was on technology and it was only possible to observe one lesson in art and design. Judgements in art are based mainly on scrutiny of displays around the school and of individual pupils' work and teachers' planning. In art and design, pupils in both key stages achieve standards that are broadly in line with national expectations. In design and technology, standards at the age of seven are in line with those expected for pupils of this age. At the age of eleven, standards are below expectations. Standards have remained the same as at the previous inspection, apart from in design and technology, where the decline of standards at the end of Key Stage 2 is largely due to the school's appropriate emphasis on literacy and numeracy. This has reduced the overall time available for the development and consolidation of technology skills.
112. In art, at both key stages, pupils have the opportunity to use a range of techniques and a variety of materials to express their feelings and ideas through observational drawings, painting and collage work. A strong feature of the pupils' work throughout the school is their exploration of the styles of well-known artists, which is well linked to the development of artistic skills. For example, pupils in Year 1 discuss and evaluate a selection of famous self-portraits before painting their own. By the end of Key Stage 2, pupils are knowledgeable about the works of many famous artists and the various techniques they use. For example, paintings in the style of Paul Klee demonstrate good techniques in the mixing and use of colour. Pupils' observational drawings in the style of Ashley Jackson are detailed and demonstrate a developing use of perspective to add depth to their work. Year 6 pupils produce imaginative designs using natural resources after studying the work of Andy Goldsworthy. However, there are few examples of pupils working in three dimensions, which limits progress in this important area of art and design.
113. In design and technology, pupils in Year 2 demonstrate satisfactory skills as they design and make a fruit salad, linking the subject well with a science project on healthy eating. In Key Stage 2 pupils successfully make designs for a soft toy. They effectively evaluate and modify their designs for purpose, suitability and safety before making a template to guide the cutting of them out of chosen material. The wall display illustrates pupil confidence and accuracy when measuring to transfer their designs onto material. The finished product is of a good standard with imaginative, eye-catching finishes to attract the interest of children for whom the toys are made. Although the standard of design is good throughout the school, in Key Stage 2 pupils' skills are below expectations. For example, during the inspection Year 5 pupils were producing a Christmas card with moving parts using techniques that were little advanced on the techniques used by pupils in Year 1 for the same task. Pupils' learning in design and technology is enhanced through effective links which have been established with the neighbouring secondary school, for example pupils from both schools have recently been involved in a project to make litter bins.
114. Insufficient lessons were observed to make a secure judgement on the quality of teaching in art and design. In design and technology, teaching is mostly good. Teachers plan and prepare thoroughly to provide pupils with challenging activities. As a result, pupils are very enthusiastic and concentrate well on the task in hand. They work well collaboratively and readily help each other, as when a Year 5 pupil cheerfully offered his assistance to a member of his group. In conversation, pupils take obvious

enjoyment in explaining and recounting what they are making or have made. In most lessons good opportunity is provided for the development of both designing and making skills. Where teaching is less good, pupils have less opportunity to make their own choices of materials and designs.

115. The school has recently adopted the Quality and Curriculum Authority schemes of work for these subjects which are providing improved guidance in the development of technological skills. There is evidence that this is already beginning to have a positive impact on the raising of standards throughout the school. In both subjects, teachers' planning is effectively monitored. Although sketchbooks are used adequately to assess and record pupils' progress in art and design, there are no consistent systems for assessment in place in design and technology. There are good resources for the effective delivery of both subjects.

GEOGRAPHY

116. At the last inspection standards of attainment in Key Stage 1 were above average and in Key Stage 2, in line with national averages. It was not possible to observe any lessons in Key Stage 1 and only one in Key Stage 2. On this evidence, discussions with pupils and the scrutiny of work from both key stages, the standards are now judged to be in line with national expectations at the ages of seven and eleven.
117. Year 2 pupils interpret a plan of the school building and identify the location of rooms correctly. They show good labelling skills on the plans that they produce. Pupils learn about buildings in their locality and identify satisfactorily those features that show differences in construction and usage. In Year 4 they extend learning by using a more complex plan to examine the immediate school environment and they suggest suitable ways of improving it such as litter removal and planting. They visit the local shops and study the way in which they provide for local needs, extending previous mapping skills and then extending pupils' knowledge to Newcastle and the wider world. Pupils' work is neat and they take a pride in their work. They are keen to talk about it and explain their ideas. For instance, during their history topic on the Ancient Egyptians they were able to link the flooding of the Nile with soil fertility and locate sites of importance still to be seen today on a map. Year 6 pupils in discussion were able to use an atlas with satisfactory skills, locating countries and using keys for information. They have a satisfactory knowledge of scale, and interpret maps correctly for topographical detail or agricultural use. In their project on India they draw neat, accurate maps outlining different geographical features. These examples indicate a sound progress in the learning of skills.
118. Teachers' planning shows that they encourage good learning attitudes in pupils and build up a balance of skills and knowledge. Those with special educational needs are supported well in their learning and work is well matched to ability. More able pupils are seen to achieve well in the class tasks set, but there was no evidence of additional investigative tasks being set to challenge them further. In the one lesson seen, Year 6 pupils worked well in groups, to construct a mobility map of an area contrasting with their own environment. They used soundly developed skills and understanding to compare and contrast the Indian village of Chembakoli with their own home lives. For instance they discovered that doctors may be up to three days journey away in this developing country and that private transport is less common than in this country. The teacher provided good opportunities for pupils to discuss their findings and thus develop sound geographical ideas and vocabulary and the brisk pace of the lesson ensured that pupils completed learning tasks.

119. The quantity of work seen in geography was less than that seen for its complimentary subject, history. Similarly the quality of teachers' marking of pupils' work was reduced by the rarity of comments that guided pupils to individual improvement or understanding. The co-ordinator monitors pupils' books to check on quality, quantity, and the implementation of the new scheme. However, there is no opportunity for the direct monitoring of teaching during lessons to evaluate the success of initiatives or the quality of teaching and learning.

HISTORY

120. At the ages of seven and eleven pupils' standards are above the expectations for their ages. This maintains standards found at the time of the last inspection at Key Stage 1 and is an improvement at Key Stage 2.
121. The good progress that pupils throughout the school achieve in their learning results from the good quality of teaching at both key stages. In Key Stage 1 good resources are used to excite interest, and lessons are planned well in order to challenge pupils. In Year 2 the teacher led an enquiry about Louis Braille in a way that allowed pupils to experience evidence such as sheets of Braille text and video evidence of his life, before very skilfully leading discussion in developing their enquiry skills and knowledge. The work set subsequently was carefully graded to match pupils' varying abilities and all pupils progressed well. In Year 4 the work was equally challenging and in discussion at the end of the lesson pupils showed good skills and knowledge of Saxon times when interpreting their time-lines for other members of the class. Good resources and display were used in Year 3 to excite pupils' interest in the Ancient Egyptians and build their knowledge of daily life and religious beliefs.
122. Pupils work hard, concentrate well, and are attentive in lessons. They help each other in discussing ideas and evidence. This is because teachers generate enthusiasm for learning, have high expectations, and plan and organise the learning so that the content excites their interest. In Year 6 pupils use the teacher's well-structured opportunities to learn about the Second World War. Pupils wrote good accounts of the effects of the war on ordinary people's lives, showing good knowledge and understanding of the Blitz, food rationing and of the changed roles of women. They designed posters that demonstrated good insight into the problems of being safe in an air raid. In discussion pupils were able to show that they had critical skills in judging the quality of evidence for finding out about what happened, and were able to say that the effects on local people would be best investigated using local newspapers from the library and the first-hand evidence of grandparents. The more able discussed the historical effects of the 1914-18 War on Germany and the possible different outcomes if the USA had not entered the conflict.
123. The subject gives good support to literacy. Pupils in Year 4 wrote well in imagining they were children in a Saxon village raided by Vikings. In Year 6, pupils of all abilities wrote good accounts when they imagined they were child evacuees from towns or Battle of Britain pilots. The co-ordinator leads teachers well in ensuring that planning enables pupils' learning to build from one stage to the next and making the learning match well the new Curriculum 2000 requirements. Pupils' books are regularly monitored to assess the effects of the agreed strategies on subject improvement. The co-ordinator has no opportunity to monitor teaching and learning in classrooms. Pupils with special educational needs have good provision in this subject and learning tasks are matched well to pupils' needs. The most able pupils were seen to be challenged; the best practice was seen in Year 2 and Year 4. However, little evaluative marking is seen that

leads pupils to the next steps in learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. The above average standards at the time of the last inspection are being maintained. At the ages of seven and eleven, pupils continue to achieve standards that are above those expected at these ages. There has been a recent improvement in the subject's facilities since the school has had access to computer suites at the neighbouring high school. This has enabled whole-class teaching for Years 4, 5 and 6 that has introduced a more efficient delivery of the subject and an improved curriculum that places emphasis on the skills that pupils will learn.
125. By the age of seven, pupils work confidently at computers. They have good knowledge and understanding of how information can be entered into the computer and they follow well the instructions generated by a computer program. They enter accurately data from surveys about pupils' birthdays, shoe sizes and heights and produce various forms of graphs and bar charts. These are interpreted well by pupils when they explain what is shown by a graph. Many Year 2 pupils showed a very good understanding of the sequence of instructions and questions in a program that identified and classified plants and animals. They understood well that a series of questions requiring an answer of 'Yes' or 'No' would lead to the identification of an individual plant or animal. In operating a variety of computer programs, pupils show good skills when using a mouse to move the cursor and they have a good knowledge of the function of the main keys on the keyboard.
126. At Key Stage 2 the curriculum has been radically altered to take advantage of the high school's facilities. In order to ensure that pupils have a thorough knowledge of basic computer functions and that their basic skills are well established, all pupils in Years 4, 5 and 6 are following a program of self-instruction that enables them to proceed at their own rates. Thus all pupils are achieving maximum learning due to a combination of the program that they are following and the reinforcement provided by teachers. This is supplemented successfully by work on classroom computers that ensures thorough coverage of the National Curriculum Programme of Study.
127. By the age of eleven, pupils have thorough understanding of the function of most keyboard keys. The more able pupils complete timed, typing exercises accurately and quickly. Pupils have a good knowledge and understanding of the place of information technology in everyday life. They send and receive e-mail communications successfully. They make good use of the Internet, accessing appropriate websites to download material that supplements their work in subjects such as history and geography as well as selecting useful information for homework projects. An early morning Internet club run by the co-ordinator is popular and those who attend gain additional experiences that consolidate very well their learning in lessons. Year 3 pupils show good levels of competence at word-processing, using graphics programs to produce images from repeated patterns and entering instructions to control the movement of a screen robot on the computer. Pupils in Year 6 have good retention of their past work when they have used sensors to monitor environmental conditions and changes.
128. The good quality of teaching reflects good levels of subject knowledge resulting from past training and further training is planned for the near future. Key Stage 2 teachers organise work in the computer suites well and their good questioning at the start and end of sessions focuses sharply on what pupils have learned and are going to learn next. This approach encourages pupils to concentrate on the specific learning to be

achieved in each lesson, and the completion of workbooks, together with teacher input, ensures that pupils have a good understanding of the progress that they are making in their learning. All pupils, including those with special educational needs or with English as an additional language, make good progress as a result of the guidance provided by teachers and support staff and the help that pupils give to each other. Their very positive attitudes and good ability to work collaboratively help to maximise learning in lessons.

129. The thorough curriculum guidelines provide a systematic build up of the skills to be learned by pupils at each stage of their learning. The curriculum provides good opportunities for the development of literacy and numeracy skills although teachers are inconsistent in their planning of such opportunities. There are satisfactory assessment procedures and there is a standardised approach to recording individual pupils' progress.

MUSIC

130. Standards in music throughout both key stages exceed expectations and are above average at the ages of seven and eleven. This represents an improvement since the last inspection when standards were broadly satisfactory. Music is greatly enjoyed because it is taught so well. All classes are taught either by the subject co-ordinator or by a teacher from the local authority music service. These teachers' expertise and enthusiasm combine to produce very high quality tuition. The two work extremely effectively together to teach the school choir. Key Stage 1 pupils make very good progress and those at Key Stage 2 make good progress. This is because the younger children receive more time each week to develop their music skills. A small number of Key Stage 2 pupils receive music service tuition in a variety of string and brass instruments and make satisfactory progress. There is good inclusion of pupils with special educational needs, pupils with English as an additional language and of pupils from the French class, all of whom are progressing in their learning at the same rate as other pupils.
131. Pupils at Key Stage 1 sing well together and show a good ability to retain melody, lyrics and tempo. They sing well in two parts, with little rehearsal. They vary the quality of their singing very well. Children under five and in Year 1 are taught how to follow a score (clapping to a sequence of Christmas crackers and spaces displayed on a board). They have a good knowledge of the names and qualities of a wide range of instruments. They enjoy accompanying their singing, either with claps and actions or with non-pitched percussion instruments.
132. By Year 6, most pupils are able to add a descant accompaniment and sing well in harmony. They perform significant parts from memory. They compose their own accompaniments to the songs they have learnt. They play a range of pitched and non-pitched percussion instruments with a good awareness of their own contributions in providing a rhythmic support. They improve these accompaniments by discussing the quality and appropriateness of the sounds. They develop their ability to follow complex scores. However, they do not have sufficient time, in a weekly lesson of 35 minutes, to gain an appreciation of the music of different composers or of different cultures. Also, with so much to cover in a limited period, practice time is at a premium.
133. The quality of the teaching is very good. Planning is extremely thorough. This ensures that each lesson is packed with a wide variety of challenges and experiences. Correct musical terms are used throughout and pupils also use these in the discussions.

Pupils are engaged to such an extent that their concentration and behaviour levels are of a consistently high order. Imaginative use of puppets with younger pupils gives the music-making added excitement. All pupils' enjoyment and enthusiasm are very evident. With the time constraints, there is less teaching of listening and composing than of performing. Good build up in pupils' skills and knowledge is ensured by the detailed curriculum guidelines that are followed and by regular discussions between the two teachers. Their excellent teamwork was very evident in a Christmas sing-along with parents, the choir and the recorder ensemble. Full participation, in both songs and actions, helped parents to appreciate the levels of teaching and learning in the school.

134. Outside lesson time, many Key Stage 2 pupils volunteer to attend recorder and choir practices. They gain additional benefit from this extra tuition in their playing, note-reading and singing experiences. However, their talents are not exploited in school assemblies or in services such as the school Christingle Concert. The resources for music are good. The range and quality of the instrumental sounds enriches many accompaniments. Computers are not sufficiently exploited to enable pupils to compose music. Pupils do not listen to a wide variety of music from different cultures and traditions. However, good links exist with the Newcastle Community High School that enable some concerts to be attended by older pupils from Westlands School. For example, they gained an insight into Gamelan music, from Indonesia, at a concert last year.

PHYSICAL EDUCATION

135. Pupils at the age of seven are achieving standards that are above expectations for their age. This maintains the standards evident at the last inspection. Year 2 pupils' work in games is of good quality. Pupils are developing sound techniques when performing throwing, catching and striking actions. They show good accuracy when aiming at targets, using efficient throwing techniques and achieving good levels of success. Pupils use space well and participate enthusiastically in warm-up games where they show good control in running, hopping, starting and stopping. They have a good understanding of the importance of preparing the body for exercise and explain well the relationship between exercise and health. Year 1 pupils respond imaginatively in dance lessons, using a good variety of well-performed movements to interpret musical stimuli. The full involvement of pupils with special educational needs and of those with English as an additional language, enables them, like all other pupils, to make good progress in their learning.
136. No judgement of standards at age eleven is possible due to lessons being outside the inspection period. In the one Key Stage 2 lesson observed, Year 3 pupils showed that work in dance builds well on Key Stage 1 experiences. Pupils interpreted successfully a variety of dramatic situations and made good use of a range of movements and gestures to communicate emotions. The school places a high priority on the teaching of swimming, using the neighbouring high school's pool where instruction is provided by a member of that school's staff, a well-qualified parent volunteer and class teachers. Records of the awards gained by pupils show that good standards are achieved and it is rare for a pupil to leave the school without achieving the nationally expected standard. Most pupils have far higher levels of achievement as well as a good knowledge of water safety.
137. Teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Careful attention to health and safety ensures that pupils prepare properly for exercise and also develop good understanding of the importance of this preparation and other factors related to health and exercise. Good teaching of routines for handling equipment has resulted in

efficient, safe practice. Teachers achieve a smooth transition from the one activity to the next without interrupting the brisk overall pace of the lesson. In the good lessons, teachers have very high expectations of the standards to be shown by pupils and they make good use of pupil demonstrations of good practice to provide a model for other pupils to copy. In less successful lessons, teachers are content with pupils' first attempts and fail to give guidance that will encourage improvement. A manageable, simple form of assessment of pupils' learning is used at Key Stage 1 but there is insufficient assessment of pupils' progress at Key Stage 2.

138. Teachers' thorough lesson planning makes good use of the comprehensive curriculum guidelines used by the school. The long-term plan of the curriculum has some imbalance as a result of the failure to include dance beyond the first term of Year 5. The co-ordinator has good subject expertise and is a very effective source of support for colleagues. She provides good leadership of the subject and, by being responsible for teaching the subject to several classes, she has a very positive effect on pupils' standards. Resources are satisfactory overall but there is a shortage of suitable gymnastic apparatus for pupils at Key Stage 1. The curriculum is well enhanced by a good programme of extra-curricular activities. Pupils have regular opportunities to test their skills in competitive situations both in games lessons and, at representative level, in inter-school competitions in which they experience considerable success.

RELIGIOUS EDUCATION

139. In relation to the expectations of the Locally Agreed Syllabus for religious education pupils' attainment at the age of seven is above expectation while, at eleven, it matches expectation. At the time of the last inspection standards were judged good at both key stages. A significant difference between the two key stages is the extent to which lessons with Key Stage 1 pupils combine opportunities to learn about religion with experiences that encourage them to discuss and reflect on what they are being taught. This enables pupils to learn from religion, gaining greater understanding of significant themes and their relevance to pupils' own lives. In contrast, at Key Stage 2, most of the learning is purely factual and it is mainly during collective worship that pupils experience the broader themes that enhance their spiritual development.
140. By the age of seven, pupils have a good knowledge of a range of Bible stories and they reflect in a mature way on the themes of these stories and the aspects of religious life that they embrace. Year 2 pupils approached a structured discussion of 'Special things and special people' in small groups by considering the prompts for discussion provided by the teacher. Most pupils' initial response was to write out their own ideas before sharing them with others in their group. The discussions, in which all pupils, including those with special educational needs and those with English as an additional language, had good involvement, showed good understanding of what makes a person or thing special and more able pupils identified God as being special to people of different faiths.
141. By the age of eleven, pupils have a thorough knowledge of significant features and events in major religions. They provide good explanations of the origins of Muslim beliefs and have good knowledge of various religious texts. Year 6 pupils' imaginative advertisements for the Bible and the Qur'an indicate good levels of understanding of significant features of these texts and of why sacred texts are important. There is less evidence of pupils' reflection on the relevance of what they are learning to their own lives and the emphasis in teaching is strongly based on the provision of factual information.
142. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Key

Stage 1 teachers plan thoroughly and this planning always includes the provision of opportunities for pupils to reflect on the relevance of what they are being taught. Good teaching is characterised by very effective questioning that encourages all pupils to contribute to discussions and pupils are constantly re-assured that all their contributions are valued. This reinforces very successfully the principle of showing respect for one another's views, a principle that is very evident in Year 2 pupils.

143. The programme of collective worship provides very effective reinforcement of what is being taught through the religious education curriculum. Assemblies provide well-planned experiences for pupils that have a positive impact on their spiritual development. This is an improvement of provision compared with the last inspection. The weekly involvement of local clergy in collective worship clearly makes a significant contribution to pupils' learning. Since the last inspection there has also been revision of the locally agreed syllabus for religious education and the school co-ordinator, together with selected classes and teachers, has been involved in that revision. The new syllabus has yet to have an impact on standards but it provides very good guidelines for the subject's development. The very good management of the subject by an enthusiastic, knowledgeable co-ordinator is having a positive effect on standards at Key Stage 1. However, the co-ordinator does not have time away from her class in order to carry out subject responsibilities. She scrutinises teachers' planning and carries out occasional monitoring of pupils' work but there is no formal arrangement for regular monitoring or evaluation of whole-school provision for the subject.