

INSPECTION REPORT

ST BEDE'S RC PRIMARY SCHOOL

Sacrison

LEA area: Durham

Unique reference number: 114243

Headteacher: Mr H Thomason

Reporting inspector: Mr J J Peacock
(OFSTED No: 25344)

Dates of inspection: 4 - 6 December 2000

Inspection number: 224169

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	St Bede's RC Primary School Front Street Sacriston County Durham
Postcode:	DH7 6AB
Telephone number:	0191 3710 272
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Appropriate authority:	The Governing Body
Name of chair of governors:	Margaret Herkes
Date of previous inspection:	16 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J J Peacock (OFTSED No:25344)	Registered inspector	Science	What sort of school is it?
		Information and communication technology	How high are standards? a) The school's results and pupils' achievements
		Design and technology	How well are pupils taught?
		Geography	How well is the school led and managed?
		Physical education	
		Areas of learning for children under five	
		Equality of opportunity	
Mr K Osborne (OFSTED No: 19807)	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs V Roberts (OFSTED No: 8420)	Team inspector	English	Special educational needs
		Mathematics	Pupils' attitudes, values and personal development
		Art	How good are the curricular and other opportunities offered to pupils?
		History	
		Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Bede's Voluntary Aided Roman Catholic Infant and Junior School caters for pupils from 4 to 11 years of age and is much smaller than other primary schools. There are 77 boys and girls on roll. Numbers are virtually the same as they were at the time of the previous inspection. Pupils are taught in three classes of mixed-age groups. Almost all pupils come from inside the school's normal zone, which falls inside the parish boundary of St Bede's Church. There is a mixture of privately owned and rented housing in the area. The attainment of over half of four-year-olds when they start school in September in the reception class is well below average for children of this age.

There are no pupils from homes where English is an additional language. The number of pupils eligible for free school meals, 16.2 per cent, is broadly in line with the national average and the number has decreased markedly since the previous inspection when it was 28 per cent. The school has 18.9 per cent of pupils on its register for pupils with special educational needs, which is broadly in line with the national average. Currently, there are no pupils with a statement of special educational needs. Both figures have changed little since the previous inspection. The mobility of pupils is not a problem for the school. Last year 3 pupils were admitted and 6 left during term time.

HOW GOOD THE SCHOOL IS

This is a very effective school where the strengths far outweigh any weaknesses. Standards of attainment have improved significantly since the previous inspection in September 1996. This is largely because of the continuing very good leadership provided by the experienced and caring headteacher and the fact that the teaching staff work so well as a team. The quality of teaching is very good and as a result, pupils are interested in their work and keen to do well. All pupils show a very good attitude to learning and their behaviour in lessons is also very good. All are working at or near to their capacity and almost all achieve high standards by the time they leave. When all these factors are considered, along with the well above average level of funding, the school is providing very good value for money.

What the school does well

- Pupils achieve high standards in the core subjects of English, mathematics and science. They also do well in information and communication technology.
- The overall provision for children under five is very good.
- The quality of teaching throughout the school is very good, helping pupils to learn effectively and achieve very well in relation to their prior attainment.
- Pupils' attitudes to learning and their behaviour are very good, with all showing a keen interest and involvement in lessons.
- Relationships within school are excellent. This has a significant effect on pupils' personal development.
- The provision for pupils' spiritual, moral, social and cultural development is exceptionally good.
- The school has very close links with parents and they are extremely supportive of the school.
- The leadership and management are very effective.

What could be improved

- Aspects of the accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in September 1996, standards have improved steadily. This has been brought about by the leadership of the headteacher and hard-working staff. Action has been taken to address all three key issues raised in the previous report. The policy and subject guidance for art have been revised, providing clear educational direction for the subject. Handwriting skills and the presentation of work, particularly for older pupils, have been improved significantly. The inspection team noted that the learning environment was made more interesting and attractive by the careful

displays of pupils' completed work, answering the third key issue for the school. In addition, the National Literacy and Numeracy Strategies have been successfully implemented and a designated area for computers has been provided. Overall, the pace of improvement has been good. The school has the leadership, enthusiastic staff and commitment needed to continue to improve.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	A*	A*
Mathematics	B	B	A	A*
Science	E	C	A	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

The very good quality of teaching, together with pupils' positive attitudes, is having a marked effect on standards, which are improving year on year. Inspectors noted much progress, by the age of 11, from when pupils started at the school with well below average levels of attainment. Pupils with special educational needs make very good progress and this is wholly attributable to the quality of teaching and support they receive in class from experienced teachers and from the specialist part-time teacher. Targets for English and mathematics are the same for the next two years as they are realistically based on a detailed assessment of pupils' potential. The table above should be treated with caution, as only seven pupils were involved in the national assessments at Key Stage 2. The performance of one pupil with such a small number can cause an exaggerated distortion of the overall results. In 2000, it shows that in comparison to similar schools, standards in English and mathematics were very high and well above average in science. When pupils' performance is compared to their prior attainment for all three subjects, their results are also very high. The trend for the past three years clearly shows improvement in all the subjects tested. The successful implementation of the National Literacy and Numeracy Strategies is having a significant effect on standards in English and mathematics. Inspection evidence shows that Year 6 pupils achieve above average standards in English, mathematics and science. By the end of Key Stage 2, they are on course to achieve standards which are well above average in these subjects. Pupils also achieve above average standards in information and communication technology and this is attributable to the quality of teaching and the many computers available to pupils. Religious education will be inspected in 2001 and reported on separately. Attainment in all other subjects is in line with national expectations. At the end of Key Stage 1, in comparison to all schools nationally, pupils achieve well above average standards in reading, below average standards in writing and in mathematics, standards are well below the national average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils respond very well in class, showing an eagerness to learn and all readily become involved in activities.
Behaviour, in and out of classrooms	Very good. Pupils behave exceptionally well in lessons and during playtimes. Inspectors noted how they showed much consideration for one another.
Personal development and relationships	Excellent overall. Teachers treat pupils with respect and pupils respond accordingly. Relationships are a major strength. Effective teaching encourages pupils to work well independently, to act maturely and play happily together. Pupils enjoy the many opportunities they are provided with to take responsibility or show initiative.
Attendance	Very good. Attendance figures have remained above average for four years. Pupils' punctuality is also very good, enabling lessons to start on time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 20	Very good	Very good	Very good

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

The quality of teaching has improved a great deal since the previous inspection when, overall, it was described as 'sound or better'. No unsatisfactory teaching was seen then or now. The quality of teaching this time was very good in over a third of the lessons seen. Good or better teaching featured in well over eight out of ten lessons. In literacy and numeracy lessons the quality of teaching was very good in all classes and the skills pupils gain are well promoted in lessons other than English and mathematics. Information and communication technology is taught well and teachers are able to use the many computers available to effectively support work in all subjects. The quality of teaching for children under five in the Foundation Stage is very good, giving children a firm base on which to build future learning. All children under five appear happy and keen to learn. The dedicated teaching staff show a good knowledge of the curriculum. Their detailed planning, discipline and control of pupils and effectiveness of teaching methods means that pupils learn progressively and well. In addition, all teachers are extremely conscientious and approach lessons with enthusiasm. Teachers support pupils with special educational needs well in class and pupils also benefit from the expertise of the specialist part-time teacher. As a result, they make very good progress in their learning. Sufficient challenge is included in their lesson planning to help more able pupils to reach their full potential. Homework is used well to promote learning for children under five and pupils at both key stages. Pupils concentrate very well and work hard to produce neatly presented work. All make very good gains in their skills, knowledge and understanding, because of the effective teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects meet the statutory requirements. The National Literacy Strategy has been implemented very well. The provision for extra-curricular activities is good and links with partner institutions are very good.
Provision for pupils with special educational needs	Good. All pupils have equal entitlement to the curriculum and all have an up-to-date individual education plan, which clearly sets targets for improving areas of weakness. Pupils make very good progress because of the support staff provided.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The aims of the school reflect the Roman Catholic Aided status well. The attention to pupils' personal development and their understanding of good citizenship have a positive impact on relationships and on the way pupils conduct themselves in school.
How well the school cares for its pupils	Good. Teachers know their pupils well and provide a caring and supportive environment. Attendance is monitored carefully and procedures to monitor and promote good behaviour are very effective. Procedures for assessing pupils' attainment are good.

The school constantly seeks ways to involve parents in the life and work of the school and this accounts for parents' extremely positive views about the school. The quality of information sent home, which includes pupils' annual reports, is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher's leadership is a strength of the school. His determination to raise standards has justifiably earned the respect of pupils, parents and staff. Effective delegation allows subject co-ordinators to play a vital role in the development of the school.
How well the governors fulfil their responsibilities	Governors have a long history of providing very good support. They are fully involved in development planning and its evaluation. Spending is strictly controlled and the best value obtained in all expenditures. Good use is made of new technology. All statutory requirements are met, including those for special educational needs.
The school's evaluation of its performance	The quality of teaching is very effectively monitored in all subjects and the school has successfully developed strategies to monitor its performance more closely in all areas.
The strategic use of resources	Very good. Teachers are deployed effectively. Learning resources, including computers, are used to good effect by teachers. Specific grants are all spent appropriately.

Staffing levels are generous. The accommodation is unsatisfactory overall. The biggest problem is the totally inadequate hall, which severely restricts opportunities for physical education. There is no designated outdoor play area for children under five and this further restricts children's physical development. Additionally, the internal decoration in some classrooms needs improving, dining facilities are inadequate and none of the classrooms have running water available. The hard play areas outdoors are small but adequate. Resources overall are good, but the provision of computers and programs is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school. • Pupils make good progress. • Behaviour is good. • Pupils get the right amount of homework. • Teaching is good. • Parents are kept well informed. • They feel comfortable about approaching school. • The school expects pupils to work hard. • School works closely with parents. • It is well led and managed. • Pupils are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities for pupils outside lessons.

The school sent out 77 questionnaires and had 54 returned, giving a return rate of 70 per cent which is very high. Fourteen parents attended the meeting for parents prior to the inspection. Inspectors' judgements wholeheartedly support parents' very positive views about the school. However, the range of activities outside normal lessons is judged to be good for a school of this size and type.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the Reception class in the September after their fourth birthday. The full range of abilities is represented but the attainment on entry for over half of the intake is well below average for children of this age. None have yet been identified as having special educational needs as it is the school policy to allow children to settle into school before placing them on the register for pupils with special educational needs. However, a series of early assessments is carried out within the first two weeks of the term to identify any pupils who may need additional help. Most appear to have settled into school well. The Reception class also has a group of Year 1 pupils but the teacher carefully plans work for each age group. Curriculum planning for children under five is detailed and in line with requirements of the Early Learning Goals in the Foundation Stage. As a result, the achievement of most children is satisfactory and the progress they make in language and literacy, mathematics, in their knowledge and understanding of the world, creative development and in their personal, social and emotional development is good. For example, children listen well to all adults, they respond to instructions and sit and listen attentively to stories. They answer questions politely, do not call out and listen to other children's answers in literacy sessions. In their physical development, children's progress is also good in spite of the lack of a suitably developed outdoor play area. This restricts the opportunities for them to use large play apparatus and wheeled toys. Nevertheless, all pupils are expected to attain the Early Learning Goals in all areas by the time they are six.
2. By the end of Key Stage 1, pupils' attainment, taking into account test results in reading, writing and mathematics and pupils' work in these subjects, is generally in line with the national average. This is similar to the findings of the previous inspection in September 1996 when all subjects at both key stages were found to be in line with national expectations. Progress was described as 'consistently sound' except in art where skills were 'not developed systematically'. Since the previous inspection, the school has consistently improved standards in reading, writing and mathematics in the national tests for seven-year-olds at the end of Key Stage 1, keeping pace with improvements nationally. Results in the 2000 tests at the end of Key Stage 1 vary considerably. In comparison with all schools, standards in reading are well above average, in writing they are below average and in mathematics well below the national average. When the school's performance is compared to schools with pupils from similar backgrounds, pupils' results in reading are well above average but in writing and mathematics, they are well below average. Care should be taken not to put too much emphasis on this comparison as only 10 pupils were involved in the tests. The effect of one pupil's performance on, for example, a school percentage figure can be considerable. The results for science, based on teacher assessments, show 70 per cent achieving the expected Level 2 or above which is well below the national average with 20 per cent achieving the higher Level 3 which is about average. On inspection, pupils' attainment in science at Key Stage 1 was above average.
3. The results of the last three years show that both boys and girls attained equally well in all areas and that the school is successfully improving standards. In the school's own analysis, comparing the predicted National Curriculum level using data from the assessments on entry to the school, pupils mostly do better than expected. In language and literacy, for example, seven out of nine improved on the level predicted for them and in mathematics, all nine achieved higher grades. The very good start all children have in their Reception year and very good quality of teaching they experience are mainly responsible for how well pupils achieve in relation to their prior attainment.
4. Work seen during the inspection indicates that, by the end of Key Stage 1, the standards that pupils attain are in line with the national average in reading and writing but better in speaking and listening. Overall, standards in English are about average. Pupils' listening skills are generally above average and they are provided with regular opportunities to express themselves in class discussions in order to correct the linguistic problems that many show on entry. As a result, pupils make good progress in their speaking and listening skills from when they start in the Reception class. Reading is well taught and, as a result, pupils develop their

technical skills well, reading with understanding. Pupils are provided with many opportunities to write as they re-tell stories, write letters or poems and explore issues such as bullying. In mathematics, standards of work show attainment to be above average and most pupils appear to enjoy counting and using 'big numbers'. Much work of a practical nature is undertaken in science and with the very good quality of teaching, standards are above average. Pupils generally achieve standards, which are in line with those normally seen in art, design and technology, geography, history, music and physical education. However, in information and communication technology (ICT) pupils' achievements are above national expectations mainly because of the many computers available and the very good use teachers make of them in all lessons. Religious education was not inspected.

5. The good progress pupils make after entering the school and the standards they attain by the end of Key Stage 1 are a reflection of how well they are taught and their very good attitudes towards their learning. Almost all parents who returned the questionnaire believe that their children are making good progress. Every parent who returned a questionnaire agreed that the school expects children to work hard and achieve their best. The previous inspection team reported a strong sense of community in the school, which created a caring, orderly and confident learning environment. This is still the case, with excellent relationships between staff and pupils. This undoubtedly has a major effect on the way pupils learn.
6. Pupils continue to make good progress in the Key Stage 2 classes. Inspection findings indicate that by the time they are ready to leave the school at the end of Year 6, attainment in English, mathematics, science and information and communication technology is above average. Pupils are well on course to equal the achievements of last year's pupils. The results of National Curriculum tests for 11-year-olds in 2000 showed that pupils' achievements were very high in English and well above average in science and mathematics. When these results are compared with those of pupils from similar backgrounds, they are very high in English and mathematics and well above average in science. However, only seven pupils were involved in the tests and assessments and all achieved the levels expected of them. The successful implementation of the National Literacy and Numeracy Strategies is having a marked effect on standards as pupils use the skills they learn well in other subjects. In a science lesson on sound insulation, for example, pupils used computers to measure sound, recorded and analysed the numbers produced and wrote down their findings.
7. The trend for the past three years has been one of improvement with more and more pupils achieving the higher Level 5 each year. Each year, improvements have kept pace with improvements nationally. Inspection evidence confirms that standards for the current Year 6 pupils are above average in English, mathematics and science. In other subjects at Key Stage 2, standards of attainment follow the pattern found at the end of Key Stage 1, being in line with those normally seen in all subjects except information and communication technology where they are above expectations. Teachers' very good knowledge, pupils' interest and the effective use made of computers in lessons are the main reason for this. The school is very effective as the vast majority of pupils make very good progress from when they enter the reception class with levels of attainment which are well below average for the majority.
8. The consistently good quality of teaching is an important factor in the very good progress most pupils make. The successful implementation of the National Literacy and Numeracy Strategies has undoubtedly helped to raise standards in English and mathematics. Well-chosen texts and the teachers' skill in drawing pupils' attention to important differences in style, structure and content improve pupils' reading skills and widens their vocabulary. The partnership between home and school in reading is strong, particularly with younger pupils, and this also contributes effectively to the good progress pupils make. Lower attaining pupils benefit from the additional support they receive in the classroom from their teachers and the part-time specialist teacher. Inspection evidence shows that pupils have good opportunities to develop their reading skills with parents playing a key role by showing interest and listening to reading most nights. Teachers provide many opportunities for pupils to put into practice the writing skills acquired in the literacy hour in other subjects of the curriculum. This effectively develops pupils' skills in planning, drafting and editing their writing. In Key Stages 1 and 2, much emphasis is placed on the development of handwriting skills and work in pupils' books is invariably neat and tidy. This shows that the key issue on this aspect raised in the previous inspection has been successfully addressed.

9. Standards of attainment in science are above the national average by the end of both key stages. This is a significant improvement since the previous inspection when they were in line with the average at both key stages. The opportunities provided for pupils to investigate and conduct experiments are very good and this is a significant factor in improving standards. The science co-ordinator manages the subject well, giving much advice and support to all teachers. All teachers show confidence when teaching science and are guided effectively by the very good programme of work. Boys and girls both enjoy the practical approach and work hard in lessons to complete their work. As a result, there is no difference in the performance of girls and boys.
10. The achievement of pupils is very good by the time they are ready to leave in Year 6. High expectations of teachers, good discipline and control in lessons and meticulous lesson planning result in effective learning in a large proportion of lessons. Pupils' learning is further enhanced by their extremely positive attitudes, very good behaviour and excellent relationships with one another and their teachers. This creates a very good atmosphere for all pupils in which to learn. As a result, standards in the core subjects of English, mathematics and science have improved since the previous inspection. Targets for English and mathematics are not being increased for the next two years as they are sufficiently challenging and realistically based on a detailed assessment of pupils' potential in each year group.
11. Pupils with special educational needs benefit greatly in this climate for learning and usually attain the standards, which their teachers expect of them, with many doing better than expected. In their lessons, most pupils make very good progress. Teachers are guided well by clearly defined targets for improvement in pupils' individual educational plans. However, a few of these targets are general, rather than specific, making pupils' progress difficult to measure. Over the years there have been few gifted and talented pupils, but the school has made special provision for them by planning additional work in lessons. None were identified to this inspection team and so no judgement about the provision the school makes for them could be made. It was noted however that higher attaining pupils, who often finish their work first, are always given extra work to do, which is suitably demanding and challenging for them. The good quality of teaching affords all pupils every chance to reach their full potential. All pupils, whatever their ability, are fully included in all aspects of school life with teachers ensuring equality of opportunity for all.

Pupils' attitudes, values and personal development

12. The school continues to maintain the very good attitudes, values and personal development of pupils noted in the previous inspection report.
13. The attitudes of children in the Foundation Stage are very good. Parents comment how their children enjoy coming to school. When entering the school they carefully hang up their coats and sensibly set up activities for themselves at the start of the day. Their concentration is good when they sit for periods of time when sharing stories or music with their teacher. Their behaviour is very good. Personal development begins positively for the under-fives when they become part of house groups and join their groups in assembly.
14. The attitudes of pupils at both key stages, including those with special educational needs, are very good. Pupils come to school eager to learn and ready to become involved in the activities prepared for them. They contribute to discussion enthusiastically and listen to stories attentively, often offering opinions about the things they hear. Pupils are quietly confident when talking about school life to visitors. They enjoy the work, which is set by their teachers, and work collaboratively in groups.
15. Pupils' behaviour is very good and this is directly attributable to the excellent relationships they enjoy with teachers and other adults in the school. All pupils enter the school from the playground well without the need to line up and often give way for other pupils and adults. At lunchtime they sit with other pupils and enjoy their packed lunches even if unsupervised when welfare assistants are temporarily engaged elsewhere. Those pupils who have cooked lunch understand the routines well and go for lunch in a friendly and orderly manner. Pupils know the school rules well, which are displayed in the classroom, and whilst there are very minor

misbehaviours from time to time, these are dealt with quietly and firmly, producing a positive response from individual pupils. Good conduct is recognised and regular praise is a part of the school's learning environment. This encourages all pupils to behave well. The vast majority of parents are very positive in their views about the behaviour of pupils in and out of school.

16. The personal development of pupils, which includes their relationships, is excellent. There are many opportunities for initiative and personal responsibility as pupils progress through the school which, alongside the positive relationships within the school, lead to excellent development. Pupils are aware of the needs of others through daily prayers and the prompts, which they receive in discussion and circle time. All pupils have individual targets for improvement, some of which they construct themselves. Older pupils have duties, which include ringing the bell after playtimes, selling crisps and snacks, and preparing for assembly. House captains in Year 6 are responsible for the younger members in their house and support newcomers to the school. Most pupils are confident in organizing their own work and collaborate well in mixed age groups. All play together well and older pupils respect the needs of younger ones in the playground. Pupils registered for special educational needs are positive in their responses to learning and are keen to succeed. Those with emotional and behavioural difficulties benefit from the positive planning organised on their behalf. Teachers treat all pupils with respect and pupils respond accordingly.
17. Attendance has remained consistently above the national average for the past 4 years. In 1999-2000, the rate was 95.5 per cent. The rate of unauthorised absence is well below the national average. Children arrive at school before time, and there is no recorded lateness in the current school term. Parents are well aware of the need to provide written explanations when their children are absent from school. There have been no exclusions in the previous two years.

HOW WELL ARE PUPILS TAUGHT?

18. In the previous inspection, the quality of teaching was sound or better with no unsatisfactory teaching seen. The quality of teaching in the school has continued to improve since then and is judged by this inspection team to be very good. The effectiveness of teachers' planning, the methods they employ and the very good control and discipline mean that the basic skills are taught very well. In addition, all teaching and non-teaching staff are enthusiastic and work very well as a team, showing a strong determination to raise standards.
19. During this inspection, teaching was also satisfactory or better in all the lessons seen and it was very good in over one-third. Examples of good and very good teaching were seen in over eight out of every ten lessons, which shows a commendable consistency and confirms that the quality of teaching has improved significantly. It is a strength of the school. Detailed planning which provided challenging activities for all pupils, good knowledge of the subject by teachers and lessons delivered enthusiastically at a good pace were the main features of the very good teaching.
20. The quality of teaching in the 'literacy hours' and during numeracy sessions was good throughout both key stages. Teachers use the skills that pupils have learned in these sessions effectively when teaching other subjects. Pupils in all classes are provided with many opportunities to write or use numbers in order to consolidate their literacy and numeracy skills. In a Year 4, 5 and 6 science lesson for example, pupils record in detail the numerical data of their investigation into the sound insulation properties of different materials and produce graphs to show their results. Pupils are provided with many opportunities to use a computer as part of their work in all subjects. As an oversight, teachers do not always write these opportunities down when preparing their termly lesson plans, but it is not an issue as the scrutiny of pupils' work shows that the use of computers is an integral part of most lessons.
21. All teachers work hard to establish a very good working atmosphere and promote effective learning. Expectations of what pupils can achieve are now a strong feature of most lessons, particularly for those of higher attainment. The pace of learning is good in almost all lessons, with little time wasted. Once pupils have finished the tasks set for them, teachers have additional activities planned and these sufficiently challenge pupils, particularly those of higher attainment. All teachers have effective strategies to maintain good behaviour and ensure that

pupils keep working. As a result, noise levels are low and pupils of all ages concentrate very well on the tasks set for them. Pupils behave very well in lessons and have a very good attitude towards their learning. This results in a highly productive working atmosphere in most classes with all pupils making good progress. Pupils work well independently of their teachers in pairs or small groups. This was seen in many lessons from the Reception class where children helped one another to cut out shapes before sticking them into their books, to Year 6, where pupils read out data for one another to ease the job of loading it into the computer database.

22. Teachers use assessment well to guide their planning and this helps them to plan work which gives adequate challenge to pupils of all abilities. All pupils' work is marked thoroughly and helpful comments give further guidance to them on how to improve. No pupils were identified to inspectors as gifted or talented but it was noted that pupils of all abilities were given suitably challenging work. On occasions, when the same worksheet was provided, for example, teachers supported lower achieving pupils effectively. Planning is very good for all lessons as teachers clearly set specific learning objectives. As a result, lessons invariably build effectively on pupils' previous knowledge. Teachers are well prepared for their lessons with resources readily available for pupils. In most lessons, the wide variety of resources gives pupils the opportunity to use their initiative and choose suitable materials to use in their studies. The abundance of computers means that pupils often use modern technology to support their learning.
23. The quality of teaching was found to be very good in the core subjects of English, mathematics and science and in information and communication technology. It was found to be good in all other subjects. As a direct consequence of the quality of teaching, standards in the core subjects and information and communication technology are well above average by the end of Key Stage 2. Pupils respond positively to all their lessons, showing much interest, behaving very well and sustaining high levels of concentration. As a direct result, effective learning occurs in virtually all lessons.
24. The quality of teaching and learning for children under the age of five is very good overall, giving them all a firm foundation on which to build their future learning. This is largely due to the very effective support provided by the non-teaching assistant. Lessons are planned carefully with close reference to all areas of the curriculum in the Foundation Stage and the quality and range of resources help to make learning interesting in all lessons. The teacher has high expectations of all children and manages them well in a firm but friendly manner. As a result, relationships are excellent and children work well together. The range of learning opportunities, for these children is good overall.
25. The teaching of literacy skills is very good. In the 'literacy hour', teachers use whole class or group teaching sessions well to develop pupils' skills in reading, writing and spelling. Most teachers use large print books effectively and all pupils read the text well. Teachers' expectations of pupils are high in literacy sessions. During individual work on letter sounds, spellings and the use of words in sentences, pupils are set tight time targets to complete work. They have to concentrate and work hard to complete them successfully. Most teachers provide appropriate worksheets for pupils to complete, and pupils write neatly on these. The teaching of basic literacy skills through other subjects of the curriculum is very good throughout both key stages with many opportunities provided for pupils to write freely and at length. In the junior classes, pupils often record the results of investigations in science, for example, and write down the similarities and differences that they find between Victorian times and now in history. Pupils' technical knowledge, their use of full stops and other punctuation is generally accurate. Some children in their reception year use terms such as full stop and capital letter with confidence and one child readily identified an exclamation mark when reading to an inspector. Overall, work in other subjects of the curriculum contributes effectively to the development and application of literacy skills.
26. The quality of teaching of numeracy is also very good in all classes. The effective strategies for teaching numeracy skills with an oral, mental mathematics session at the beginning of the daily 'numeracy hour' are helping to give pupils of all ages more confidence with numbers. These sessions are conducted at a good pace, which helps to focus pupils' attention. Pupils enjoy the challenge and most try hard to be the first to answer. Pupils' extremely positive attitudes, and

the work provided by teachers which is well matched to individual pupils' capabilities, ensure that most make good progress in developing their numeracy skills.

27. Pupils with special educational needs are well taught in class lessons and most make good progress. The rate of progress increases significantly when pupils are withdrawn from their class to be taught by an extremely patient and gifted specialist teacher. All class teachers have a very good knowledge and understanding of their pupils' needs. They tailor their teaching styles and learning materials to meet the needs of lower achieving pupils really well and as a result, pupils learn with confidence and make very good progress from the low levels of attainment they had on entry to school. However, a few of the targets set for pupils in some individual education plans are not specific or clear, making progress difficult to measure. The excellent relationship, which exists between teachers and all pupils has a positive effect on pupils' learning, whatever their ability. In Year 6, for example, pupils likely to experience difficulty in meeting national targets in English are supported by a specialist teacher once a week to develop their literacy skills.
28. Virtually all parents at the pre-inspection meeting and in their responses to the questionnaire were happy with the amount of homework their children were expected to do. Inspection findings support parents' views. The quality and amount of homework are both good for the age of pupils and make a valuable contribution to pupils' learning.

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

29. Statutory requirements for the National Curriculum are met and the range of learning opportunities for pupils is good. The curriculum is broad and balanced satisfactorily and provides a variety of stimulating learning experiences particularly well in the Foundation Stage. Good use is made of resources to support well-established national strategies, such as the literacy and numeracy hour, and as a result, literacy skills are very good. As a result of well-planned opportunities, provision for special educational needs is good. The Code of Practice for special educational needs is fully in place and the extra support from a highly committed part-time specialist teacher is significant in raising standards for higher and lower attainers.
30. Since the last inspection the school has worked hard to improve the provision for information and communication technology and a purpose built computer area is being developed. Planning for art has been carefully revised and now contains a list of skills to be developed. This helps with the assessment of pupils' progress. Concerted effort has been put into improving handwriting skills and for the majority of pupils, this is showing results in the presentation of their work. The school continues to be constrained by aspects of the accommodation, such as lack of water in the classrooms and insufficient space in the very small hall, which adversely affects the provision for physical education. Teachers adapt the curriculum effectively to ensure pupils' entitlements to all subjects of the curriculum but the size of the hall limits opportunities, particularly for Key Stage 2 pupils. Display has improved and classrooms are colourful and informative learning environments. Teachers use the available space in imaginative ways to present a variety of work much of which is moderately interactive. Younger pupils enthusiastically open the advent calendar in the entrance to the school every day.
31. Given the small numbers of pupils in the school the provision for extra-curricular activities is good. All children have equal opportunities to participate in sporting activities and the school is very successful in small team sports. Pupils have access to a wide range of sports through connections with Fyndoune community college and, as a result, the school has high levels of success in netball and basketball teams. There is a violin class and pupils benefit from visits to theatre and theatre workshops. There is a homework club, which supports curriculum activities, and Year 6 pupils produce the 'The Bede' newspaper from which a profit is expected to be made. Drama is developing positively through drama workshops and theatre visits.
32. Planning and classroom practice demonstrate the school's policy on equal opportunities, making sure that both boys and girls, and those pupils with special educational needs, receive equal entitlement to curricular opportunities.

33. The school has good links with the parish through events and festivals such as family Mass and village bazaar and school discos. Pupils take the Christmas play to the local residential homes for the elderly. The school has regular visits from the police who contribute effectively to pupils education on the misuse of drugs. The fire brigade has also visited the school. Pupils from the school have benefited from the gift of a computer from a local business and pupils have also participated in an educational visit to Nissan.
34. Links with partner institutions such as other schools are very good. The local community college offers sports facilities for pupils' physical education. Staff from the college work with pupils periodically on aspect of literacy and numeracy and critical thinking and Year 6 pupils spend a day at their secondary schools as part of an induction programme. The school has also developed an induction programme within school for children who arrive during term time and new starters in the reception class. The school has jointly funded with another local primary school live theatre visits and a local Jewish school has loaned costumes for school productions.
35. The overall provision for pupils' personal development is very good and can be considered to be a strength of the school. The provision for pupils sex education through the science curriculum and its drugs awareness programme is good. The school makes the development of spiritual, moral, social and cultural welfare an integral part of school life which demonstrates the importance given to this aspect of pupils' development.
36. Provision for spiritual development is good. Assemblies, whilst constrained in terms of space, are often conducted by groups of pupils and other pupils listen very carefully to these presentations and give their opinions on the feelings expressed within the stories they hear. Positive prayer begins each morning in class and thanksgiving prayers end morning and afternoon lessons. Teachers prepare circle time well where pupils have an opportunity to express their "good and bad" feelings and amongst the good written about is "the God within us". Pupils learn about the spiritual beliefs of other faiths in religious education and develop a respect for the beliefs of others. They prepare small posters to describe the special gifts they receive from God, such as family and friends.
37. The school's provision for moral education is very good and closely connected with the faith and aims of the school. The school is a caring community and pupils from an early age come to understand the difference between right and wrong and what is expected of them in relation to others. Older pupils have a responsibility for younger pupils in their house and this is seen particularly in assembly where these groups sit together. The 'Friendship' tree prepared in Class 2 shows the positive qualities of trust and kindness they find in their friends. The weekly assembly celebrates good work and behaviour. Pupils fundraise for children in under-developed countries.
38. Social development is very good and its impact is seen in the high standards of behaviour and courtesy which pupils show, not only to adults but also towards each other. It is not unusual to hear pupils thank each other for small courtesies and hear their response of "you're welcome". Pupils enter freely into school when the bell is rung and are aware of others as they do so. The youngest pupils offer to share their crisps, which they have bought from the 'seller' at the tuck shop. Older pupils show real pleasure in the Christmas cards they receive from their friends. The excellent relationships between adults and pupils contribute significantly to their social development.
39. Provision for cultural development is good. The school has a long-standing relationship with a school in Ethiopia and regularly corresponds or raises funds for a football strip for the children of the school. There are also plans to make contact with a school in North America when Internet connections are linked up. Visit to the theatre and theatre workshops are arranged and first-hand visits in the locality enrich what pupils learn at school. When Muslim children were a part of the school for a short period the school worked hard to integrate them and encourage the rest of the school population to appreciate the positive aspects of another culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Procedures for child protection and ensuring pupils' welfare are good, overall. All pupils are well known to every member of staff, and, because they spend two or three years with the same teacher, a close relationship builds up over time. The school shows a clear sense of care and concern for pupils' welfare, for instance when a pupil was taken ill during the inspection, the headteacher immediately took him home. When pupils remain after school for sports matches or clubs, the school ensures that they are driven home in the school minibus, unless parents collect them. In one class, pupils are even provided with cushions so they do not have to sit on the hard floor during whole class introductory sessions for lessons! Although there are no pupils currently on the 'at risk' register, or giving cause for concern, the school has effective procedures for child protection, using the local guidelines. In addition a booklet issued by a national charity about keeping children safe from violence has been given to all parents, and the telephone number of a Catholic children's charity is prominently displayed.
41. Procedures for monitoring and improving attendance are good. The attendance rate for each class and for every pupil is recorded and monitored weekly, so that the education welfare officer can be involved at an early stage if necessary. The school has, in the past, provided an alarm clock for pupils who find it difficult to wake up on time. The success of these procedures is shown in the consistently above average attendance rate and low unauthorised absence.
42. Procedures for monitoring and promoting good behaviour are very good. The school always stresses positive behaviour patterns, based on clear rules about acceptable behaviour and a sense of responsibility is promoted effectively through high expectations and by treating pupils as responsible people. No serious misbehaviour has been recorded, as the school effectively deals with potential problems before they become serious.
43. Procedures for monitoring and eliminating oppressive behaviour are very good. The school's policy on bullying clearly spells out what is unacceptable, including name calling and refusing to play with others. Teachers and the headteacher encourage children to report and talk through hurtful behaviour, without fear of being told off for telling tales. In this way, situations can be resolved through discussion. It is an effective strategy for developing pupils' self esteem and self-discipline.
44. Assessment procedures are good. The school continues to maintain effective systems for recording and monitoring pupils' academic progress. Within the first term of the Foundation Stage baseline profiles of children's attainment are identified. Teachers use these results to give initial targets for statutory assessments by the end of Key Stage 1 and ensure that pupils make good progress. Reading tests are given from an early stage to identify pupils with special educational needs and assessment procedures for these pupils are fully met. The specialist support teacher keeps regular reading records and detailed literacy assessments. Staff use a published model to track pupils' progress within the core subjects and presently are developing portfolios of assessed pupils work in the core subjects of English, mathematics and science. The development of the science portfolio has been supported by the local education authority advisory service. Teachers discuss targets set for English and mathematics with pupils termly and as a result pupils set some of their own targets. Regular staff discussion and effective analysis of national test results focuses the school on areas for improvement such as writing at Key Stage 1. Subsequently planning has been adjusted to include further extended writing, a higher level of adult support is in place and a focused homework programme has resulted in improved standards within both key stages. Assessment of foundation subjects is developing positively and initially records the gains in skills for the subject.
45. Teachers mark pupils' work positively and consistently in line with an agreed policy and closely monitor pupils' work in progress in the classroom. They regularly record reading and parents make a good contribution to this in the home reading programme.
46. Procedures for monitoring and supporting pupils' academic progress are very good. Pupils who need additional help because of special educational needs, or whose attainment is higher than average, are identified and receive extra help in class from classroom support assistants. The school is fortunate to have expert help from a retired teacher who works with individual pupils

and small groups. Good help with the development of study skills and examination techniques is provided through booster classes and an after school homework club.

47. Procedures for monitoring and promoting pupils' personal development are very good. Pupils' self-confidence and sense of responsibility is fostered in a variety of ways. Almost as soon as they can read, pupils help to plan and read aloud in the family Masses and assemblies. Young pupils are willing litter collectors. Year 6 pupils produce and sell the school newspaper as a business venture to raise money for charity, act as 'bankers' and count the taking from the tuck shop. House captains are elected by pupils and collate house points for award at assemblies. Teachers monitor how well pupils respond to these challenges.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents' views of the school are very good. The responses from the parents' questionnaires and the pre-inspection meeting with the Registered Inspector are very positive. Parents feel that the school successfully helps children to become mature through good teaching, high expectations from teachers and staff and the leadership and management skills of the headteacher. As a direct consequence, pupils like coming to school. A few parents would like more information about how well their children are achieving, even closer contact between parents and teachers and a wider range of activities after school. The inspection team agrees with parents' positive views. The information available to parents and the school's 'open door' policy provide good opportunities for parents to discuss matters with teachers, and the school already provides a good range of trips and clubs, for example the homework club for older pupils.
49. The school has very effective links with parents. These start before pupils start school at the age of four. Meetings for new parents explain what will happen in school, and parents are given a useful information pack and free book and physical education bags. The school's welcoming approach to parents means that they can discuss concerns with teachers before or after school, or at almost any time with the headteacher. For those families who live in the Sacriston St Bede's Parish, these links continue through the life of the church and social club.
50. Parents' involvement makes a good impact on the work of the school. Although the number of voluntary helpers in classrooms is limited, some have gone on to become paid members of staff. Many other parents help to raise additional funds for the school, through discos, Christmas fairs and similar activities. Parents are very willing to accompany pupils on school trips, and the school organises joint outings for families.
51. The quality of information provided for parents, particularly about pupils' progress is good. Two parents' evenings a year, in the spring and summer, provide appointments when pupils' progress can be formally discussed and targets agreed for the future. The annual report on each pupil's progress is discussed with parents in July. Attendance at these meetings is about 95 per cent, and the school makes sure that those parents who cannot attend are given full information. Some, but not all, written reports contain specific targets for achievement in every curriculum subject. The school's prospectus and the annual report to parents from the governing body are well produced and clearly written.
52. The contribution of parents to their children's learning at school and at home is very good. Homework or reading diaries provide a valuable opportunity to check what homework is expected, and sometimes this includes research or learning games which involve the whole family.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The report on this aspect in the previous inspection was very positive, with the overall conclusion that the school was very effectively led and managed. In the analysis of parents' questionnaires returned prior to this inspection, 98 per cent agreed that the school is well led. Inspection evidence supports this view. Leadership and management are very good and are strengths of the school. The experienced and hard-working headteacher has built up an

enviable reputation in his many years at the school and has justifiably earned the respect and trust of staff, parents and pupils. Relationships in school and with the local community are excellent. He is ably supported by the extremely conscientious teaching staff. The headteacher is committed to raising standards and is fully aware of the school's strengths and weaknesses. Parents appreciate the open door policy and every parent who replied to the questionnaire agreed that the school expects pupils to work hard.

54. Following the previous inspection, the school produced a clear action plan. All issues have been fully addressed. The headteacher and staff have revised the policy and subject guidance for art, providing clear educational direction for the subject. Handwriting skills and the presentation of work, particularly for older pupils have been improved significantly. The inspection team noted that the learning environment was made more interesting and attractive by the careful displays of pupils' completed work, answering the third key issue for the school. In addition, the National Literacy and Numeracy Strategies have been successfully implemented. Overall, the pace of improvement has been good. The school has the leadership, dedicated staff and commitment needed to continue to improve.
55. The school has clear aims, underpinned by a very good Christian climate for learning. Links with St Bede's Roman Catholic Church are strong, giving pupils, staff and parents a very good sense of belonging and community spirit. The good standards in learning, resulting from a consistently high quality of teaching, coupled with pupils' very good attitudes to school and their very good behaviour bear testament to the strong sense of purpose at the school. Results of the National Curriculum tests are analysed thoroughly and targets are set to raise standards further. By taking decisive action, pupils' performance in the end of Key Stage 2 national tests in 2000 was very high overall compared to the national average with pupils doing just as well in comparison to those in similar schools.
56. The responsibility for the management of the daily work of the school and for the development of the curriculum is effectively delegated to subject co-ordinators and teaching staff. The subject co-ordinators have made significant contributions to the development of their subjects in both planning and teaching. Co-ordinators work closely with the headteacher, to determine priorities for the school development plan. Standards of pupil achievement in the core subjects of English, mathematics and science are monitored through regular assessments and results are used to set targets. Teachers have regular contact with one another in this small school and this helped with the programme of monitoring teaching during lessons as the National Literacy and Numeracy Strategies were introduced. Monitoring focused mainly on these two areas over the last two years but a formal monitoring procedure is firmly in place to monitor the quality of teaching in all subjects. The school has responded very effectively to the latest initiatives in performance management with clear procedures already in place to effectively monitor many aspects of the school's work. Governors have attended training in performance management and are fully involved in the process, setting targets for the headteacher and staff. Good systems are in place to support newly qualified teachers. The only aspect not covered in the management area is in the provision of places for the initial training of teachers. The school has not developed this aspect because of concerns about the wide spread of ages in each class. A change in policy over this issue is being considered.
57. There have been few changes to the governing body over the past twelve months and the chair of governors leads an effective team. As 75 per cent of governors are parents, they have a vested interest in running a successful school and all show a keen interest in its management. The governors fulfil all of their statutory duties very well and give good pastoral support to the school. Governors pay regular visits to the school, the chair of governors visiting the school just about every week to meet with the headteacher to discuss progress on areas identified for improvement. There is a really strong commitment by the governors to attend training sessions and an equally strong capacity for success. A sound committee structure gives adequate support and advice on areas such as the curriculum, buildings and finances to the full governing body. There are very good strategies for the governing body to evaluate the work of the school and the governing body is active in deciding the priorities for the school's development plan. However, few are involved in the evaluation of progress towards identified priorities as the headteacher and staff see this as their role.
58. Financial planning is very good with detailed long-term forecasts covering the next three years. Good use is made of additional funds and grants to ensure that they provide the support for

which they were originally intended. Through the diligent work of the school secretary, monitoring of the school's spending, against allocations made in the development plan, is effectively tracked. Good use is made of new technology to administer the accounts at the school; a development since the previous inspection. The school carried forward a large surplus from 1998 and 1999. However, as a result of spending to improve the non-teaching staff provision, this has been significantly reduced to an acceptable level. The governors have had the foresight to ensure that the level of spending is sustainable, at least for the next two years. Governors and the headteacher constantly check that the school is obtaining the best value when placing orders or contracts. The efficiency of staff and the standards pupils achieve are closely scrutinised to ensure the principles of best value are applied in the management and use of all resources. An audit of the school's finances and procedures by the local education authority two years ago pointed to only four minor areas for attention. Action has already been taken to rectify these.

59. The school is generously staffed and teachers are well supported by the better than average provision of non-teaching staff. All are well qualified to teach the National Curriculum effectively. Each teacher is delegated to co-ordinate a subject area and job descriptions are well-matched to the roles and responsibilities of all staff. Good provision for staff training has enabled the school to successfully improve areas of weakness. Regular training in the skills and teaching of information and communication technology, for example, is having a positive effect on curriculum coverage and standards. The co-ordinator for special educational needs maintains careful records and ensures that the arrangements for the monitoring and assessment of pupils' progress against targets in pupils' individual education plans are carried out regularly. As a result, parents are fully informed about their child's progress and are clear about how they can support their child's learning. Statutory requirements in respect of pupils with statements of special educational needs in particular, are met.
60. Overall, the accommodation is unsatisfactory for the school's needs. The main school building is generally well maintained with attractive displays but the internal decoration in some areas is in need of attention. There are good library facilities in the designated computer area and in all classrooms. Two of the three classrooms are large enough to provide adequate accommodation for the number of pupils. However, the reception classroom is rather cramped. The class teacher makes very good use of the additional space in the small hall next door when it is not in use by the play-group. None of the classrooms have water, which makes the organisation of some activities, such as painting, difficult. The hall, which is more like a fourth classroom, is very small and totally unsuitable for the larger classes with older pupils to use for their physical education lessons or for dining at lunchtime. Older pupils have to sit at their desks to eat their packed lunches, which is unacceptable for reasons of hygiene. The school has prepared a bid to gain funds to build a new hall and is anxiously awaiting the result of this. Limited facilities are available for disabled pupils and access is a problem because of the steep steps. There is good-sized playing field nearby and the two small playgrounds are in good condition. Although children under five do not have regular access to an outdoor area where they can take part in adventurous play, they are able to use one of the playgrounds to develop their physical skills.
61. Learning resources are good overall in range, quality and quantity. They are readily accessible for use by pupils and adults. Resources for information and communication technology are very good with a very favourable ratio of pupils to each computer. There are links to the Internet and a designated computer area with modern computers is being developed. Resources for the under fives are very good with a wide variety of educational materials and large toys for children to share in the classroom or outdoors.
62. The cost per pupil is much higher than the national average but the fact that the school is much smaller than average affects this figure. Considering the high standards of attainment achieved by pupils when they leave school compared with the well below average standards on entry, the very good quality of teaching, pupils' very positive attitudes and their impeccable behaviour, together with the quality of leadership and management, this school gives very good value for money. This represents a good improvement on the positive report received following the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors should include the following key issue in their post-inspection action plan;

Improve the accommodation to provide; more opportunities for pupils of all ages to take part in physical education; running water in all classrooms and better dining facilities.

(Paragraphs 1, 30, 60, 63, 66, 70, 73, 102, 108, 113, 140, 145)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	35	50	15	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	77
Number of full-time pupils eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	14

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	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	3	7	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	2	3
	Girls	7	4	5
	Total	10	6	8
Percentage of pupils at NC level 2 or above	School	100 (79)	60 (79)	80 (84)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	6	4	4
	Total	9	7	7
Percentage of pupils at NC level 2 or above	School	90 (79)	70 (68)	70 (68)
	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	1	6	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	6	6	6
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (80)	100 (80)	100 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	6	6	6
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (50)	100 (60)	100 (60)
	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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	65
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.1
Number of pupils per qualified teacher	15.4
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	42

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	169,980
Total expenditure	157,318
Expenditure per pupil	1,967
Balance brought forward from previous year	10,953
Balance carried forward to next year	23,615

Results of the survey of parents and carers

Questionnaire return rate

70 Per cent

Number of questionnaires sent out	77
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	17	0	2	0
My child is making good progress in school.	81	15	4	0	0
Behaviour in the school is good.	66	28	2	0	4
My child gets the right amount of work to do at home.	64	32	4	0	0
The teaching is good.	92	8	0	0	0
I am kept well informed about how my child is getting on.	64	28	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	87	11	0	2	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	74	19	6	0	2
The school is well led and managed.	79	19	0	0	2
The school is helping my child become mature and responsible.	75	23	0	0	2
The school provides an interesting range of activities outside lessons.	19	53	9	4	15

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

63. There has been further improvement in the provision for children under five since the previous inspection when it was noted that children in the reception class were provided with a firm foundation to begin the National Curriculum. Levels of attainment were found to be in line with expectations and children made good progress. This inspection took place towards the end of children's first term when all were still under the age of five. Children are admitted each September after their fourth birthday, and attend full-time in the one Reception class. Most of the children are settling well into the school as the overall provision made for them in the Foundation Stage is very good. Good links exist between the school and local nursery school, which some of the children have attended, and this helps to make the transition into school a smooth one. There is a good policy for the education of the under-fives and the planned programme of work is thorough for all six areas of learning in the Foundation Stage curriculum. Although there is no enclosed outdoor play area, the teacher compensates for this well. Children regularly have the use of the small enclosed playground and a good range of large play equipment, including bikes and trikes which they can share. In addition, children use the small hall next to their classroom for dance, role-play and practical activities.
64. Well over half of the children enter the school with standards of attainment which are well below average for those of this age. Many experience difficulty in expressing themselves clearly as their linguistic skills are poor. This was also noted in the previous inspection report and has been the case for the past few years, as shown by the results of the assessment undertaken each September, shortly after entry. The assessments for this year's intake have just been completed and show a very similar pattern to previous years. No children have been identified as having special educational needs prior to entry and it is school policy to allow children at least a year to settle before including them on the special needs register.
65. Overall, the quality of teaching for all six areas of learning for the Foundation Stage is very good. This is an improvement as it was described as good in the previous inspection. Every lesson observed in the Reception class was at least good with two-thirds of the teaching seen being very good. Lessons are very effective largely because the class teacher is provided with a very good level of support from the non-teaching classroom assistant. However, high expectations of what children can achieve, the quality of planning and wealth of learning resources are also responsible. All children benefit from the close adult supervision and the teacher is able to challenge and extend children's learning by devoting more time to each group. Teachers' knowledge and understanding of the curriculum for the Foundation Stage is very good. The changes in September from the Desirable Learning Outcomes to the Early Learning Goals in the new Foundation Stage have been implemented very well and as a result, basic skills are taught very effectively. Computers are also used very well in most lessons to promote, consolidate or extend children's learning. The quality of children's work in all six curriculum areas is assessed constantly and the results are used well to plan future work for individual children. Regular homework tasks, supported wholeheartedly by parents, help to increase children's rate of progress.

Personal, Social and Emotional Development

66. Personal and social skills are planned and developed most effectively by the class teacher and non-teaching assistant. As a result, children make very good progress and are well on target to achieve the expected level by the end of the Foundation Stage. Most children settle happily and confidently to a variety of tasks. There is evident enjoyment when joining in with familiar stories, reciting rhymes, trying to identify taped sounds or dancing in the small hall. Many children are beginning to concentrate well and show perseverance with their work and play. Most are learning to play well together and some are ready to take turns, although many still want to play alone. All relate well to adults and behaviour is very good in the classroom. Special lessons called 'circle time' are used well to promote children's social and emotional development. Children decide, for example, the rules for their conduct in class and discuss feelings such as sadness or anger. They watch incidents on a video and are encouraged to explain why, for example, it was wrong of Fred to hide his sister's inhaler. There are many

opportunities to encourage responsibility and independence. Children are involved fully in daily routines such as selecting their own resources for activities or helping at refreshment time. When getting ready for physical education sessions, for example, the teacher plays taped music and gives children the necessary time to undress themselves in a calm orderly way.

Communications, Language and Literacy

67. Children enter the school with a wide spread of ability but a significant majority has poorly developed language skills. Very few are articulate and they cannot explain themselves well. Many find it hard to distinguish letters from numbers but most will attempt writing at their own emergent level. All make good progress largely because of the very good quality of teaching in this area of learning and most are well on course to attain the Early Learning Goals by the time they are six. All children listen well as a whole class or in a group situation without interrupting, although a few find it difficult to concentrate towards the end of longer sessions. They enjoy stories and poems, and some talk readily about their own experiences. Most children can sound some letters, but a few still cannot identify them. Progress within language and literacy as a whole is fairly rapid because of the close support and well-planned activities. Children are asked, for example, to make up different endings for stories they hear, encouraging them to develop their skill in speaking and listening. Towards the end of this first term, most children are developing early reading skills well, choosing and handling the very good selection of books with care. Most talk confidently about the pictures and stories in their reading books. The home reading programme, where parents regularly listen to their children read, is obviously having a beneficial effect on standards. Children enjoy listening to tape-recorded stories. Early writing skills are being developed effectively, and most children can accurately copy the teacher's writing in their exercise book. The class teacher has adapted the recently implemented National Literacy Strategy well for children under five and gives good emphasis to teaching literacy skills each day. Activities are planned well to encourage children to use those skills in all other areas of learning of the Foundation Stage. Higher attaining children, for example, write their own name without help and successfully write under short sentences prepared by the teacher or support assistant. Relationships are excellent and there is evident enjoyment from the children as they set about their tasks. Their facial expressions, for example, showed that they were totally involved as they responded imaginatively to the music and story of Jack and the Beanstalk in a creative dance session. Assessment of children's progress is good and the results are used well to plan future work.

Mathematical Development

68. Over half of the children enter the school with mathematical development, which is well below that for children of a similar age. They make good progress in mathematical skills, which are promoted effectively through various practical activities such as games, songs and number rhymes. All are well on course to attain the Early Learning Goals set for them by the time they are five. Almost all children count objects reliably to 10, for example and they can add one more or less to a line of cubes and count them. Some recognise numbers to 5 and a few more able children go beyond this. Most understand positional words such as 'behind' and 'next to'. The quality of teaching is very good, largely because children are given plenty of opportunities to take part in practical activities, which involve them sorting or counting. In one practical task, for example, children had to throw a dice and move their teddy bear along a track the correct number of squares. The implementation of the National Numeracy Strategy last year has also had a significant effect on the quality of provision in this area as a daily session is taught which closely follows the pattern of the numeracy sessions for older pupils. At the end of each activity period, for example, a plenary session effectively reviews key elements in learning from the session for the whole class. Children are encouraged to describe what they have been doing and this also helps with their linguistic skills. The wide range of resources for mathematics, including computer programs, helps to extend children's understanding of size and number.

Knowledge and Understanding of the World

69. Provision for this area of the curriculum is good. Planning is detailed and firmly based on the Early Learning Goals of the Foundation Stage. Children are given an effective introduction to subjects of the National Curriculum such as science, history and geography. They make good progress in their learning. The quality of teaching is very good for this area of learning, as the

Careful planning and preparation means that children are provided with a rich variety of experiences and learning resources. Topics planned, such as 'Ourselves' have the potential to widen children's experiences and understanding when good links with other areas of learning are made. When investigating their sense of touch, smell and hearing for example, children were encouraged to talk about their findings and record results by drawing pictures or attempting to write them down. Attractive displays, such as 'how we change as we grow' and external body parts identified on a picture of a child, help to promote effectively children's knowledge and understanding. Street maps of Sacriston and a topic on 'Houses' raises children's awareness of their environment. These links are developed well in teachers' planning. Good provision is made for sand and water play. A computer is available and children learn the skills of mouse control and how to match letters or numbers on the screen using the keyboard. With help, all create their own Christmas card and print out a copy to take home. Children competently use the tape recorder to listen to taped stories.

Physical Development

70. Children's progress in this area of learning is good in spite of there being no designated outdoor play area with freedom of access from the classroom. Children are provided with good opportunities to use a wide range of large wheeled toys on the playground and equipment for practising balancing or climbing skills in the small hall. All children make good progress in their physical development, which again is largely due to the very good quality of teaching. By the time they are five, all are expected to achieve the learning goals set out for them in the Foundation Stage curriculum.
71. Children are excited and eagerly anticipate physical education sessions. All manage to undress themselves and when asked, walk quietly next door. The quality of teaching observed during the inspection in the only physical education lesson seen, was very good. The way the teacher enthusiastically joined in with the creative dance session helped to motivate children further and to develop their skills without inhibition. For example, children listened to instructions carefully when warming up and all could explain the effect on their heart and body. Children are becoming aware of space and others, moving with increasing co-ordination and control. When listening to a tape telling the story of Jack and the Beanstalk for example, they were able to respond imaginatively to the music, hiding, running, climbing and jumping confidently. In the classroom, children use tools with malleable materials, such as dough, carefully to make Christmas tree decorations. All handle scissors or glue spreaders well when cutting out letters or shapes in card to design and make a Christmas pudding mobile.

Creative Development

72. Children make good progress in developing their imaginative and creative skills because they are given much independence to choose materials for themselves and a very good level of support and guidance. Overall, the quality of teaching is very good. In one lesson observed, for example, the teacher's introduction motivated children well to use a variety of materials to make their own Christmas cards. The activity stimulated children's interest and encouraged much discussion. During the inspection, children were observed painting independently, selecting their own paper, colour and paint. The class teacher tended to give just the right amount of direction, allowing children time to develop their own ideas. Good opportunities for role-play are provided with one corner of the classroom currently set up as a home corner. In a science lesson on growth, for example, children have to care for and think about the needs of a baby. Music is used mainly for songs and rhymes, and children sing with enthusiasm. Evidence of this was seen as they joined older pupils to prepare carols for the forthcoming Advent service. They also have the opportunity to listen and respond to music in physical education sessions.
73. Relationships with adults and between children are excellent. Children work well within a group, especially when they have an adult to answer their questions or take part in role-play. The indoor environment, although rather small, provides an effective learning environment. There are bright, imaginative areas around the classroom where children can enjoy learning on their own or with others. This shows that the key issue from the previous inspection about display providing a more stimulating learning environment has been addressed. However, the lack of free access to an enclosed outdoor area for adventurous play activities puts added pressure on resources and space in the classroom, particularly when the small hall is being used by the

playgroup. The range of resources is generally very good for all areas of the curriculum. A scrutiny of completed work shows that the overall quality of learning for children under five is good and the children are well prepared for entry into Key Stage 1.

74. Teacher's planning is closely linked to each area of learning and there is a very good knowledge of the curriculum requirements for children under five. Short-term plans are sufficiently focused so that activities have a specific purpose and provide a clear criteria for assessment within the Early Learning Goals. Work is usually provided which closely matches individual children's capabilities and, as a result, all make good progress. However, in a lesson about 'sound', all children were given the same worksheet to complete and some needed much more help than others from their teacher to complete it. The co-ordinator has produced an effective policy and programme of work for the Foundation Stage. Standards are monitored carefully by an evaluation of children's completed work by the co-ordinator. The quality of teaching is monitored carefully on a regular basis with an evaluation of teachers' planning and visits to lessons by the headteacher.

ENGLISH

75. The national end of key stage tests, tasks and teacher assessments in 2000 show that:
- by the age of eleven, pupils' overall performance is very high compared to the national average and similar schools, as all attained the expected standard and over half (57 per cent) achieved the higher Level 5;
 - by the age of seven, pupils' performance in speaking and listening is very high compared to the national average and the proportion achieving the higher Level 3 is well above average;
 - by the age of seven, pupils' performance in reading is well above average when compared to the national average and similar schools;
 - by the age of seven, pupils' performance in writing is below the national average and well below when compared to similar schools;
 - inspection evidence shows the attainment by the end of Key Stage 1 is in line with the national expectation and it is above at Key Stage 2.
76. There has been a significant improvement in standards at Key Stage 2 in English and at Key Stage 1 in reading. Test results in writing at Key Stage 1 suggest that there has been a decline in writing standards since the previous inspection. However, it should be noted that just 10 pupils were involved in the tests at Key Stage 1 and only seven at Key Stage 2. The results should be treated with caution as one pupil can significantly alter the school's overall performance percentages. However there has been an upward trend in writing since 1999 and with a more focused approach on writing across the school pupils are set to be in line with national averages by the time they are seven. The literacy hour is firmly established and has had a significant effect on pupils' performance overall. Periodically, the period of shared time is long for some pupils in mixed-age groups. However, teachers have assessed the strengths and weaknesses of the strategy and have planned further sessions of extended writing to raise standards further.
77. By the age of seven, pupils' performance in speaking and listening is above the national average and, given their attainment on entry to the school, they achieve well. All pupils have an opportunity during the school year to speak in public and whilst quietly spoken, they are confident speakers. They answer questions clearly and listen attentively to instructions, which enables them to carry out most activities successfully. When discussing the difference between fiction and non-fiction they express their ideas confidently. Their speaking vocabulary increases rapidly through their contact with the literacy hour and they are able to listen for longer periods of time which some share with some Key Stage 2 pupils in literacy hour. When meeting new adults in the school they are assured and keen to hold a conversation with them.
78. By the age of eleven, pupils speaking and listening skills are well developed and their achievement is good. They give clear opinions of their own when questions are posed by teachers. Their discussion on the life of Harriet Tubman was particularly interesting and pupils expressed several views of how and why she escaped slavery. When working with partners or in groups they talk readily together about the choices they will make. The answers given by

pupils in booster groups show high levels of vocabulary and often boys' verbal skills are more adventurous than girls' when discussing the poem they are reading.

79. By the end of Key Stage 1, reading standards are close to the national average. Pupils' achievement is satisfactory. Pupils' book knowledge is very good but their fluency and expression are not as well developed. As their reading book is often at a challenging level some average and below average readers tend to read word by word. Higher attainers read aloud with expression but other pupils, whilst mainly accurate, read aloud with less ease. They understand most of what they read but are less confident in recalling what they have read previously. However, their phonic skills are good when they are confronted by difficult words. The majority of pupils find the contents and index of a book easily and understand well such term as 'glossary' and 'index'. They know the difference between fiction and non-fiction. Pupils use simple dictionaries with confidence and are well aware of the different uses of a dictionary and a thesaurus. The positive effect of the literacy hour shows markedly at this key stage.
80. By the end of Key Stage 2 reading standards are above average with pupils well on course to equal the high standards of last year. With the exception of some lower attainers, few pupils have difficulties with the books which they read. They are less confident when talking about the books they enjoy. When prompted, they recall stories and characters well but are less expressive when reading aloud than would be expected of pupils with good reading skills. They use their reading skills well in other areas and teachers are able to use these skills when groups need to skim or scan a passage of writing quickly. They are often very successful in comprehension work and successfully understand a poet's intention when describing the effect winter has on parts of the countryside.
81. Pupils' performance by the time they are seven in writing is close to the national average and their achievement is satisfactory. They communicate their ideas on their daily life through clearly written diaries and begin to use capital letters and full stops successfully. However, the majority of pupils are not yet ready to use the lively vocabulary which they use when speaking. Their spelling is good at this age and this helps their work to be more clear when making sentences. Handwriting is clear and well formed for their age, particularly in the early years, and clear progress can be seen in their handwriting practice.
82. By the end of Key Stage 2 pupils write effectively for different purposes and the overall standard of writing is above the national average. Their achievement is very good in relation to their prior attainment with most in a good position to attain well above average standards by the end of the key stage. They have good punctuation skills and paragraph their work well. The majority of pupils understand how to structure a piece of writing well and in their letter writing and historical accounts, they capture the feelings of the narrator and are able to add a real sense of the time through their choice of vocabulary and style. Their alternative fairy stories are imaginative and hold the interest of the reader, "... but you haven't heard my side of the story yet!" Whilst handwriting practice is mainly good there are small pockets of weakness early in the key stage where independent writing is poorly presented and progress is erratic. In spite of this, handwriting is joined and fluent by the end of the key stage for most pupils.
83. Pupils with special educational needs in both key stages make good progress towards the targets set for them within their education plans and those identified for booster groups make very good progress in Key Stage 2.
84. Pupils' attitudes, behaviour and personal development are very good within both key stages. Their attentive response in lessons contributes to their successful understanding of the tasks they meet. They set to work with enthusiasm for most of the time and they are cooperative when working in groups. Where younger pupils are joined by older pupils, older pupils support the younger ones and are patient when turns have to be taken. Equally higher attaining pupils benefit from the pace of work when they are grouped with older pupils in some activities. Older pupils are particularly keen to move quickly through their task to get to the activity they most enjoy. One pupil devised a quicker way to complete an exercise in order "to write my story".
85. The quality of teaching is very good overall across both key stages. Younger pupils benefit from very good teaching in the early years and they make rapid progress in basic skills as a result of the very effective teaching available. Teachers' thorough understanding of the National Literacy Strategy contributes effectively to the high levels of skill pupils develop as

they move towards the end of Key Stage 2. Teachers plan carefully and provide a good range of activities, which maintain interest and encourage pupils to think for themselves. They devise ways of using time well. For example in discussion work, two older pupils were assigned to the dictionary table to look up difficult words which might occur. Teachers' very good monitoring of pupils' work in class ensures that the majority of pupils are engaged in their work productively. All teachers set individual targets from an early stage, which give pupils the opportunity to improve on their performance and personally understand how they can improve. They make effective links with several subjects throughout the curriculum that not only improves pupils' writing but also brings subjects such as history to life. Very good use is made of computers to support pupils learning during the literacy hour each morning.

86. The very good leadership and management of the subject shows particularly in the commitment to raise standards and the organisation of good support for both higher and lower attainers. Teachers work collaboratively with the co-ordinator to ensure the National Literacy Strategy provides the best learning opportunities for pupils. The library has been recently re-organised to accommodate the computer suite. To some extent this has limited the scope for library skills and the range of books. However, reference books and library books are imaginatively displayed in classrooms and the range and quality are good.

MATHEMATICS

87. The national end of key stage tests, tasks and teacher assessments in 2000 show that:
 - pupils' performance, by the age of eleven, is well above average when compared to all schools and very high compared to similar schools;
 - pupils' performance by the age of seven is well below average when compared to all schools and with schools in similar contexts.
88. The judgements above are based on performance data and should be treated with caution as the very small numbers mean that one pupil can significantly alter the picture. In 2000, for example, only seven pupils were tested at the end of Key Stage 2 and all attained the nationally expected Level 4, and almost half (43 per cent) the higher Level 5. Inspection evidence at the end of both key stages shows that pupils' attainment has improved significantly from when they entered. By the end of Key Stage 1, pupils are well on course to attain average levels in Key Stage 1 and in Key Stage 2, to attain above average levels in mathematics.
89. In Year 1, pupils know their number names to twenty but are less strong when counting on from eleven to twenty. The majority estimate the number of objects up to ten when given a very brief observation time. By the time pupils are seven, they count numbers correctly beyond thirty to a hundred and operate simple addition and subtraction reliably. Initially they have some difficulties in recognising the place of each digit in a number but with prompts give successful answers. They quickly make up a number of coins from a given sum and suggest what would be left if certain coins were taken away. Higher attainers understand the use of 'minus' and use multiplication tables up to 5 to solve simple problems accurately. Several can use tables beyond 5 but their levels of accuracy are not always secure.
90. By the end of Key Stage 2, when most pupils are 11, they quickly multiply and divide two digit numbers mentally and accurately divide decimals by ten and by 100. They order simple fractions accurately and reduce more complex fractions to a simpler form. Pupils understand how to solve simple problems by using approximation and work out the temperature of the day where negative numbers are used. When working with decimals and doubling, all pupils estimate an answer before working it out correctly and readily explain how they solve the problem. The sample of work shows pupils able to translate successfully their numerical "stories" into mathematical operations. The majority of pupils create accurate bar graphs from the data they collect in class activities.
91. The quality of teaching and learning is very good overall at both key stages. Teachers promote mental mathematics skilfully and match their questioning skilfully to the differing age range with in the class. As a result, all groups' mathematical skills develop at an appropriate rate. They use mathematical language well which presents good challenge to all groups of pupils and

pupils are able to explain what they are doing using the appropriate vocabulary. Planning is very good and contains a good mixture of methods for the whole class or groups of pupils. These are explained well and this encourages pupils to calculate quickly. Periodically, pace is slow when whole class groups are sitting for long periods of time. Consequently, there is an occasional loss of interest. Support staff offer very good support for lower attainers in practical mathematics and contribute to the continuing improvement in standards for younger children. Learning resources are used imaginatively and pupils are given good opportunities to practise the operations they are taught. Teachers use information and communication technology effectively to support pupils' learning and select appropriate computer programs to suit their pupils' needs. Consequently pupils' learning is consolidated well and their subsequent success reinforces the positive attitude all pupils bring to their lessons.

92. The quality of leadership and management of the subject is good. The National Numeracy Strategy has been implemented very well and it is adapted well for the different age groups within in each class. Assessment of the subject is good and there is a planned intention to focus specifically on raising the standards of mathematics in Key Stage 1.

SCIENCE

93. The national end of key stage tests, tasks and teacher assessments for science in 2000 show that:
 - at the end of Key Stage 1, in teacher assessments, the number of pupils achieving the expected Level 2 or above was well below average, but the number achieving the higher Level 3 was in line with the national average for all schools;
 - at the end of Key Stage 2, pupils' performance was well above average when compared with all schools and schools in similar context. About half of the seven pupils involved attained at the higher Level 5;
 - as all seven pupils achieved the expected Level 4 or above, the school's results were in the top five per cent for all schools and for those in similar context.
94. Care should be taken over placing too much emphasis on the analysis of the results for small year groups. The effect of one pupil on, for example, a school percentage figure can be considerable. The above results reflect the performance of 10 pupils at Key Stage 1 and only seven at Key Stage 2.
95. In the previous report, attainment by the end of both key stages was reported to be in line with the national expectation and pupils were making satisfactory progress. Raising standards in the core subjects of science, English and mathematics has always been a priority for the school and all staff are fully committed to this. The policy and programmes of study in science have been revised since the previous inspection and the level of resources improved. Teachers place emphasis on pupils conducting investigations or experiments for themselves and as a result of these measures, standards in science have improved significantly since 1996. There is a trend of continuous improvement each year, with girls and boys doing equally well in the subject.
96. Inspection evidence indicates that by the end of both key stages, standards are well above the national average with all pupils achieving very well in relation to their prior attainment. This represents a significant improvement in standards since the previous inspection. Pupils with special educational do particularly well mainly because of the very good quality of teaching in science, the practical approach in most lessons and the close attention they receive from their teachers.
97. A detailed scrutiny of pupils' completed work shows that achievement throughout the school is very good, with pupils of all ages doing particularly well in the subject and attaining standards which are well above average in all areas. This is mainly because of the very good level of subject knowledge and enthusiasm for the subject shown by all teachers and the clear subject policy document which incorporates the latest Curriculum 2000 guidelines. Many opportunities are provided for pupils to investigate and carry out experiments for themselves in groups and, as a result, their interest, concentration and level of independence are very good. For example,

in the Year 2, 3 and 4 class, pupils work in small groups to test the strength of different magnets. All pupils were encouraged to predict the outcome and appreciated the need for accuracy when recording results. Pupils showed very good progress in their knowledge of magnetic forces. In the Year 4, 5 and 6 class, pupils investigate the sound insulating properties of various materials using a sensor linked to a computer. All know how to conduct a fair test and accurately record their results, again using a computer to help them.

98. The knowledge, skills and understanding of pupils in Year 2 are generally well above the level expected as they conduct experiments to find the effect of forces on toy cars rolling down a ramp or identify sounds they can hear in the home or around school. By the end of Key Stage 1, pupils confidently name the external parts of the body, classify materials by their properties and describe the best growing conditions for plants or seeds. All know about a healthy diet and have a secure knowledge about electrical circuits and 'push or pull' forces. Pupils complete appropriate worksheets neatly to record their findings.
99. The quality of teaching seen in lessons at both key stages during the inspection was mostly good or very good. Taking into account teachers' very good subject knowledge and lesson planning, the quality of work produced in all classes and the standards achieved, the quality of teaching overall in science at both key stages is very good. Teachers' high expectations and the good pace of lessons help pupils' rate of progress. Worksheets, produced to support pupils' learning in lessons are effective, with a good balance between those obtained from commercially produced material and those created by class teachers. Pupils approach their tasks conscientiously and try their best to keep within the time targets set by class teachers. All pupils, including those with special educational needs, enjoy the challenges set, particularly in practical sessions and respond extremely well. For example, in the investigation into the strength of magnets, all pupils concentrated well on the task of testing every one and recorded their results carefully. Their cooperation with each other and their behaviour as they worked independently was very good. Teachers' expertise in science is evident from their detailed lesson plans, which clearly set out what pupils are to learn by the end of each lesson. Although pupils of exceptional ability were not identified as a separate group, there is a strong element of challenge built into all lessons to extend higher attaining pupils. A strong emphasis is also placed on learning scientific skills and how experiments should be carried out. Work completed by pupils on electrical circuits, separating mixtures of materials, insulation and conductivity show a good attention to detail when recording results following a practical approach to their learning. Pupils' command of English is above average and this is further enhanced by teachers' insistence on using the correct terminology at all times. When studying sound, for example, pupils use scientific terms such as 'pitch', 'sound waves' and 'intensity' with confidence.
100. The school's guidelines for the effective teaching of the science curriculum are very good, enabling all pupils to develop their skills, knowledge and understanding very well. Good links are made with other subjects as pupils use numbers to measure sound and write the answers to their predictions in their books. The topic on sound, for example, effectively linked skills in science with those in mathematics and English. Teachers very carefully and regularly assess pupils' progress and use the results effectively to ensure all pupils, including those with special educational needs, are given work which is sufficiently challenging, but within their capability. When all pupils are given worksheets to complete, most of these are made easier or harder so that all pupils can successfully complete them. However, on occasions, the same worksheet is given to all pupils and this means that lower attaining pupils have to rely on help from their teacher to complete it. Additional work is always provided for those who finish early so that no time is wasted in lessons. By successfully developing a detailed teaching programme and ensuring all teachers are fully aware of its contents, the school has improved standards significantly since the previous inspection.
101. Management of the subject is good overall and statutory requirements in respect of the science curriculum are fully met. The knowledgeable coordinator provides good leadership and there is a very good commitment by all staff to maintain the high standards. The evaluation of performance in the subject is very effective as the headteacher and coordinator regularly monitor teachers' planning and examine pupils' work to identify any perceived weaknesses. In addition, the quality of teaching is closely monitored and evaluated by visiting classrooms during science lessons. Teachers' use of computers to support pupils' learning in the classroom is good. There are many modern computers and suitable programs for pupils to use in science

lessons. Resources have been improved and are good for all aspects of the science curriculum, enabling pupils to carry out investigative work independently.

102. The curriculum is enhanced by trips to places of interest to study the habitat of different creatures, and good use is made of the church grounds to enhance environmental science. Overall, the accommodation is satisfactory for science. However, the classrooms are cramped and pupils' movements restricted, particularly when conducting experiments. Pupils show a remarkable tolerance and consideration towards one another in these activity sessions. The lack of access to running water in any of the classrooms adds to teachers' organisational difficulties.

ART

103. Few art lessons were observed. However, the range of work on display and teachers' planning show that the school continues to maintain standards at expected levels for both key stages. This is similar to the findings in the previous inspection. Since then, the school has implemented a comprehensive skills list in their planning which also acts as part of the assessment of pupils' art. Teachers give pupils a broad range of art opportunities, which link effectively with other subjects such as history and geography. It is in some of these subjects, pupils' emerging talent shows in detailed observational drawing, particularly at the end of Key Stage 2. There are also strong connections with design and technology where painting skills are used when finishing models. This encourages the good progress of all pupils in art, including those with special educational needs.
104. In Key Stage 1, pupils work successfully with mixed colours and block printing. Free choice painting is bold and colourful and the youngest pupils paint easily recognizable forms such as Christmas trees. All use a stippling technique well to create texture for their Christmas pudding mobile. They create good patterns using a variety of objects such as cotton reels, rods and blocks and experiment aptly with pale watercolours to imitate the work of Turner.
105. By the age of eleven, pupils use their sketchbooks to good effect and subsequently produce well-coloured and carefully drawn fruit and vegetables for their work on crops in geography. The work of Year 3 shows a good understanding for the style of Turner's work and the quality of their work in design and technology shows a more mature finish. All make good progress when block printing patterns.
106. Teaching was mainly seen in Class 1 and the quality was very good. Overall, taking into account factors such as planning, teachers' assessment and the way basic skills are taught, the quality of teaching is satisfactory. Planning for art is well matched to the abilities of the different ages within the class and materials are well chosen to help pupils become confident in the use of a variety of materials, which they learn to handle well. Teachers make good use of computer programs to engage pupils in making decisions on design and colour, as well as increasing their skills with the technology. The use of support staff is very good and support assistants contribute significantly to the levels of creative effort which pupils make.
107. Pupils' enjoyment in art is evident and in the majority of the results which they achieve. Younger pupils were particularly keen to use the large Advent calendar, which they had made to decorate the entrance to the school. They work well together in groups and share materials willingly. The collage pictures produced from card and tissue when working on shape showed a pride in the work they do.
108. The co-ordination of art is satisfactory. A clear policy is in place and the quality of teaching and pupils' attainment is carefully monitored and evaluated each term. Resources for art are satisfactory but aspects of the accommodation are unsatisfactory. Some of the classrooms lack space so that pupils cannot spread out large pieces of work very well and none of the classrooms have running water. This makes the organisation for painting and tidying away afterwards difficult.

DESIGN AND TECHNOLOGY

109. Standards in design and technology, by the end of both key stages, are in line with those normally expected nationally. Pupils make satisfactory progress throughout the school and their achievements in all aspects of the subject are also satisfactory. A similar picture was reported in the previous inspection report. Good links have been established with the local community college and often tools, materials and expertise are shared. This has helped to maintain standards and the quality of teaching in all classes.
110. There is ample evidence throughout the school to show that all aspects of the subject are covered well. Good opportunities are provided for pupils to experience different skills such as printing, weaving and making models with a variety of materials. All pupils are encouraged to plan in detail before beginning to construct models or try out a new skill. Their evaluations when the task is complete are particularly thoughtful and pupils can invariably identify ways to further improve their finished product.
111. By Year 2, pupils have designed, made and decorated wheeled buggies, model houses and Christmas cards. All have experienced using different textures to create pictures, printed using their hands or cut out shapes and clay to make models. They have also been introduced to food technology through baking sessions. By Year 6, pupils have developed their design and technology skills further with, for example, work on weaving techniques and printing. Pupils are encouraged to use their own ideas to produce detailed plans before making anything and these are kept in a special booklet of designs which adds importance to the process. They carefully and precisely sew patterns using cross-stitches and evaluate their finished work. There is an interesting display of work in most classes and pupils' design sheets are often included alongside their models. A record of work from the last full academic year shows pupils have made working models, Christmas cards and calendars and puppets using a wide variety of materials. Good progress is evident by all pupils, which includes pupils with special educational needs. The practical nature of the subject and the close support of teachers helps these pupils to achieve as well as all other pupils.
112. At Key Stage, 1 the quality of teaching is good overall. This judgement is based on an analysis of pupils' completed work and a scrutiny of teachers' detailed lesson planning, as it was only possible to see one lesson in the Reception and Year 1 class. All activities are structured well to try and make learning effective for pupils of all abilities. Different design sheets are available to take account of the age and recording skill of pupils and this helps all pupils to fully complete the process of design, make and evaluate. It is evident that teachers have a good knowledge of the subject. As a direct result, pupils enjoy the subject and are keen to talk about their models, describing in detail how they were made. At Key Stage 2, the quality of teaching is equally as good. Again, only one lesson was observed which involved pupils in Years 4, 5 and 6 designing and making their Christmas cards. Good links are made with other subjects such as art, English and science when lessons are being planned. In science, for example, pupils made simple musical instruments as part of their topic on sound.
113. The work of the co-ordinator makes an effective impact on the quality of learning. The subject is organised well, with plenty of resources for the different topics and a worthwhile policy and programme of work. Computers are used very well in lessons. In the reception class, for example, pupils as young as five were using a computer to design their Christmas cards and showed good mouse control. The quality of teaching is monitored well by the headteacher and coordinator examining teachers' planning and the standard of pupils' work on a termly basis. Regular visits to classrooms are made to monitor teaching directly and a written report is produced identifying strengths or areas for development. Procedures for assessing pupils' attainment and rate of progress are good and give teachers a clear picture of pupils' achievements. This helps them to plan future lessons effectively. The quality and range of resources are good; they are accessible and used effectively. Some improvement is needed to the internal accommodation, which is currently unsatisfactory. There is no water in any classroom, making it difficult to organise painting or claywork and to tidy up afterwards. Moreover, the cramped space in the classes with older pupils means that there is no room for suitable workbenches. Nevertheless, pupils are very sensible when using tools and the close supervision of teachers and support staff ensures that all work safely.

GEOGRAPHY

114. While it was only possible to observe one lesson in the Year 2, 3 and 4 class, this observation, plus teachers' planning documents, and a scrutiny of work indicate that pupils make satisfactory progress in the subject, and achieve standards close to those expected nationally. This was also found to be the case in the very brief report about geography in the previous inspection report.
115. Pupils in Year 1 have a simple understanding of mapping skills and are able to draw their route from home to school. By the end of the key stage, they have a sound knowledge of features in the local area, can identify them on a map and describe how they would like things to change for the better. All are able to draw pictures of different types of homes, accompanied by a short statement about each. They make weather recordings and understand the cause of rainfall. All can locate the countries which make up the British Isles and know the names of major rivers and towns.
116. In a lesson on 'Houses', involving pupils in the lower junior class, all could describe different types of houses in their own area and around the world. They knew, for example about Bedouin tents, canal boats and why it was necessary for North American Indians to be able to move their teepees easily. The good progress in this lesson was aided by the teacher's very good planning and good subject knowledge. In the lesson observed, pupils quickly settled down to their given activities, and worked with interest and enthusiasm, acting as estate agents to market a sample of different houses. This practical approach to work was a significant factor in pupils' satisfactory learning. Standards by the end of this key stage are also in line with those expected nationally.
117. The detailed programme of work, which includes the latest Curriculum 2000 guidelines gives pupils the opportunity to study all areas of learning required in the National Curriculum. A scrutiny of pupils' work reveals that they are all covered in a satisfactory way. In most classes, teachers prepare worksheets for pupils to complete in order for them to further develop their geographical skills. A scrutiny of work revealed that in the large majority of cases, pupils are, on occasions, given the same work, regardless of their age or prior attainment. This adversely affects the rate of progress of many pupils as higher attaining pupils find the tasks easy but lower attaining pupils need much help in order to complete them. There are good links with other subjects such as history when pupils use computers effectively to research information about the British Empire or lifestyles in the farming community of Victorian England.
118. The quality of teaching, on the basis of the lesson observation and a scrutiny of teachers' planning and pupils' finished work is satisfactory, overall. The lesson observed was well planned and organised and the teacher had a good knowledge and understanding of the subject. As a result, the quality of teaching was good. All teachers make good use of the local environment for visits and the school also makes very good use of the minibus, which it has at its disposal for trips further afield. Good opportunities for pupils to use computers as part of their lessons are included in teachers' planning.
119. The subject is well coordinated. There is a clear policy in place with the school using the latest Curriculum 2000 guidelines effectively. Geography has not featured in the school development plan in the past two years, but all staff show a strong commitment to improve standards. Resource levels, for example, are checked annually and improving where necessary. The school has a good range of computer programs available for pupils to use in lessons. As a result, resources for geography are good. The subject makes a useful contribution to pupils' cultural development as they study the lifestyle of people in other countries.

HISTORY

120. Pupils attain expected levels in history by the end of both key stages as they did in the previous inspection. Their achievement is satisfactory overall. Pupils who have special educational needs make good progress because of the good level of support they receive in lessons from their teachers, non-teaching assistants and parent helpers. Observation of history was not

extensive but the overall judgement was made following an analysis of completed work on display, teachers' planning and discussion with teachers.

121. By the time pupils are seven, they have a satisfactory understanding of everyday life in the past through the study home life in Victorian times. They understand changes in the past by comparing aspects of their own home life with those in the past and picture these very well in their home folders.
122. In Key Stage 2, pupils understand more clearly what life in the past was like for children who were sent away from home to work in the country. They write good letters to their parents and describe their working life very well. They gain a good understanding of what life was like for slaves in North America when working on the biography of Harriet Tubman. Pupils create clear timelines of the life of Harriet Tubman and can talk about the meaning of timelines in connection with history and the literacy work they do.
123. Whilst opportunities to see history were limited, standards of work show that teaching and learning are satisfactory. Teachers have a good knowledge of their subject and present this to pupils in a variety of ways. They make effective links with other subjects such as geography, art and design. This raises pupils' interest in the subject and makes them want to know more. It increases pupils' knowledge in several aspects of the period they are studying and encourages pupils to ask questions and find explanations for the way in which people lived and behaved in the past. Although assessment is in the early stages of development it is satisfactory overall.
124. The scrutiny of pupils' work shows that the majority take a pride in their work as it is neatly presented. This clearly shows that a previous issue has been addressed. The work produced for the Victorian diary, for example, was very good and gave good opportunities for Key Stage 2 pupils to write in a different style and for a different purpose.
125. Co-ordination of history is satisfactory. A good programme of work guides teachers well in their planning. Resources are good and used effectively. The quality and range of books for history help to raise the interest of pupils in the subject. These are often well displayed and make a good contribution to the provision of history. There is a good variety of computer programs and pupils use these and access to the Internet well when researching facts for their topics.

INFORMATION TECHNOLOGY

126. Standards in information and communication technology are better than those normally expected at the end of both key stages, when pupils are about seven and eleven years of age. The previous inspection in 1996 reported that the pupils' attainment was in line with national expectations and sometimes higher. Standards have improved since then. This is due in part to the very favourable ratio of pupils to each computer, which at seven to one is much better than in many other schools. At the parents' meeting, half of the parents said that their children had a computer, giving pupils good opportunities to practise computer skills at home. Along with teachers' expertise and very good lesson planning, this is responsible for pupils achieving so well in the subject. Progress of pupils with special educational needs is also good and there are a good selection of programs available specifically to support identified targets for literacy or numeracy in their individual educational plans.
127. Since the previous inspection, this subject has featured as a priority area in the development plan and consequently there has been much financial investment. As a result, the computer hardware and software resources are good, enabling the school to meet the demands of the National Curriculum. In addition, a designated computer area is being developed where new skills can be taught to pupils. As a result, pupils have plenty of opportunities to learn new skills and practise independently. The school has undertaken a complete audit of its available programs and best use is now made of these in all subjects of the National Curriculum.
128. By the age of seven in Year 2, many pupils can use the computer to generate and communicate their ideas in words and pictures. They use the mouse with confidence and know the uses of a variety of keys on the keyboard to support their word-processing. Year 1 pupils, for example, are able to select pictures to produce a booklet all about themselves showing

colour of eyes, hair and family details. They explain both to adults and their friends the processes they are undertaking and are developing good skills of sequencing to ensure their tasks are completed systematically. More able pupils are able to retrieve and store work to disk purposefully. They improve their mathematical skills of computation by practising number bonds and multiplication tables on appropriate software.

129. By the age of eleven in Year 6, most pupils can word process their work, changing style and font size successfully. Year 6 pupils, for example, produce 'Bede' magazine each term to raise money for charity by selling copies to friends and family. It contains pictures added to print on news items as well as puzzles and poems written by pupils. Pupils use the Internet and CD-ROM encyclopaedia as an important source of information for their topic work. Good use is made of any opportunity to research using these sources as this offers good help for their work in history, art, and music. Pupils who have access to computers at home have a greater understanding of the methods to access information. A few pupils have some understanding of e-mail and are able to pass messages electronically. Equally there are good opportunities for pupils to use spreadsheets to collate, analyse and display information. This was seen in a Year 4, 5 and 6 class science lesson when pupils recorded the results of their experiment into the sound insulation properties of different materials. Pupils have many opportunities to learn about control technology as they use mobile programmable toys. In the Year 2, 3 and 4 class geography lesson, for example, pupils used one of these to deliver 3 items of Christmas mail to specified houses on a street plan.
130. Pupils enjoy developing their information and communication technology skills. They are keen to improve, listen attentively to their teachers, and look after equipment carefully. They take turns, work cooperatively and help each other sensibly. All show very good levels of concentration and independence. Pupils welcome the opportunities for additional time to work on computers at lunchtimes and breaktimes. Behaviour is very good in all lessons and whenever pupils are allowed to use computers unsupervised.
131. The quality of teaching of computer skills to whole class groups is very good as all teachers show confidence and display a very good knowledge of the subject. They plan lessons very carefully following the clear and comprehensive subject guidelines. However, opportunities to use computers or certain programs are not always included in teachers' medium-term planning. All teachers work hard to ensure that skills are introduced systematically to pupils in their class. There are good procedures in place to assess pupils' learning and progress.
132. The co-ordination of information and communication technology is good. The subject benefits from its high profile in school and there is a good commitment to improve standards with frequent monitoring and the evaluation of teaching and pupils' progress. All teachers readily participate in the frequent training sessions. The level of resources is well above those normally seen in similar schools and with the high quality of teaching and pupils' obvious interest, the subject is developing as a strength of the school.

MUSIC

133. Whilst observation of music was limited, a scrutiny of planning and discussion with teachers shows that pupils reach standards appropriate for their age at seven and eleven. Pupils have satisfactory music opportunities in hymn singing and music and movement sessions as well as in music lessons.
134. Pupils in Key Stage 1 sing quietly and pleasantly as they learn the tune of a new song for Christmas. They listen carefully and soon pick up the rhythm of the song and clap to the simple patterns correctly and later perform with untuned musical instruments as an accompaniment to the song. Their ability to perform a new song in a short time shows promise.
135. By the end of Key Stage 2, pupils' sense of rhythm is more developed and they make a good contribution to the singing in collective worship. Early in the key stage they understand simple notation and begin to compose rhythmic patterns of their own. The majority of pupils perform well in their groups when reading the simple notation.

136. There are no specialist music teachers on the school staff but teachers use good resources to support them in their music lessons. The quality and match of recorded music are particularly good at the beginning of Key Stage 1 and is used to good effect. Teachers pace the lessons well where performance is the key objective and by the end of the lesson younger pupils have a good grasp of not only singing the song but also how to accompany the song in order to add to the expression. Where their musical expertise is not high, teachers plan effectively to increase pupils' musical knowledge in composition and their musical vocabulary.
137. Co-ordination of the subject is satisfactory and resources are adequate for music. There are a number of pupils who receive instrumental tuition for the violin and a visiting pianist supports hymn practice particularly well.

PHYSICAL EDUCATION

138. Only one physical education lesson was seen during the inspection involving pupils from the Reception class, so there is insufficient evidence to make a reliable judgement on standards at the end of both key stages. In the previous inspection in September 1996, standards were judged to be in line with national expectations. Since then, teachers have attended training sessions and reviewed the policy statement for the subject. The latest Curriculum 2000 guidelines have been incorporated into the programmes of work and in addition, teachers now effectively use the Top Sport teaching programme. Pupils have good opportunities to take part in extra-curricular sporting activities and often take part in competitive games such as football and basketball. It is likely therefore, that standards are at least as good as they were four years ago: certainly there was no evidence that standards had declined.
139. In the dance lesson observed, children under five and Year 1 pupils in the Reception class were enthusiastic and keen to take part. At the same time, they were considerate of others and worked well individually, in pairs and in small groups. All responded well to the music, following closely the actions in the tape-recorded story of Jack and the Beanstalk. Most were so caught up in the actions, as they acted out each character's part, that they adopted appropriate facial expressions to show fear as they hid in the cupboard or rage when they were the angry giant. Standards of attainment in this lesson were in line with those normally expected for pupils of this age.
140. An analysis of teachers' detailed planning files shows that pupils throughout the school are being taught skills in dance, games and gymnastics. However, as the hall is far too small for the number and size of pupils in the two classes with pupils from Key Stage 2 to safely move around, most lessons have to take part outside. The amount of time which can be devoted to physical education is therefore dependent upon the weather. To compensate, pupils are taken by minibus to the nearby community college for one lesson a week in their school gymnasium. Whilst this helps to ensure that the full curriculum for physical education is met, the amount of time it takes adds pressure on teachers to deliver the full curriculum for all other National Curriculum subjects in the remaining time, as literacy and numeracy sessions fill the timetable every morning. The school is in the process of bidding for funds to build its own hall.
141. At breaktimes, when pupils are using the fixed basketball nets in the playground, they demonstrated good skills when throwing or catching a ball. All know the effects of exercise on their body and sustain energetic activity well. Unfortunately, poor weather during the inspection meant that there was no possibility of seeing any lessons involving Key Stage 2 pupils. Pupils display satisfactory standards when running, dodging or competing during playground activities at break times in playground games.
142. The provision for swimming is satisfactory with pupils getting 20 weekly lessons during the autumn and spring terms at a local indoor pool when they are in Years 2, 3 and 4. Children in class 3 (Years 4, 5 and 6) have a weekly lesson in the summer term. Any younger pupils who still need more practice to achieve the end of key stage targets are included again in the swimming sessions with older pupils in the summer. The school reports that, every year, virtually all pupils achieve the expected standards in swimming by the end of Key Stage 2. A scrutiny of teachers' planning shows that statutory requirements for all elements of the National Curriculum are met throughout the year.

143. No overall judgement can be made about the quality of teaching in physical education lessons. However, it is evident from their planning that all teachers have a good knowledge of the curriculum and plan their lessons well to include a degree of challenge for pupils. In the lesson seen, the quality of teaching was very good as clear objectives were set and the teacher motivated all pupils exceptionally well by joining in enthusiastically in the dance sequences.
144. The subject is managed effectively by the subject coordinator. The breadth and balance of the curriculum provides a satisfactory range of activities for all pupils. The detailed policy statement helps teachers in their planning each year and the latest 'Curriculum 2000' guidelines have recently been incorporated. This effectively provides all teachers with clear guidance to plan work that builds progressively on pupils' previous learning. Good procedures for assessing pupils' attainment and progress are in place and teachers use the results well to plan future learning for their pupils.
145. Overall, the accommodation is unsatisfactory for physical education. The internal accommodation for physical education is poor although outdoors there is a good-sized playing field and two small, but adequate, hard play areas. The level of resources has been increased this year and is good for most aspects of the physical education curriculum. However, because of the very small hall, the provision of large apparatus for gymnastic activities is unsatisfactory.
146. An analysis of the questionnaires returned by parents showed some dissatisfaction about the range of extra-curricular activities. However, evidence shows that the school does provide a good range of activities outside of normal lessons with football and basketball training, a computer and homework clubs.

RELIGIOUS EDUCATION

147. Religious education was not inspected, but will be subject to a separate inspection under Section 23 of the School Inspections Act, which will produce its own report.