

INSPECTION REPORT

WANSBECK ST AIDAN CE FIRST SCHOOL

Morpeth

LEA area: Northumberland

Unique reference number: 122297

Headteacher: Mrs K Pringle

Reporting inspector: Mrs A Dawson
11608

Dates of inspection: 31st October – 2nd November 2000

Inspection number: 224250

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary aided
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	Pinewood Drive Lancaster Park Morpeth Northumberland
Postcode:	NE61 3RD
Telephone number:	01670 512803
Appropriate authority:	Governing Body
Name of chair of governors:	Mr C Harrison
Date of previous inspection:	05/02/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Anna Dawson 11608	Registered inspector	Science, art and design, Foundation Stage.	The characteristics and effectiveness of the school; the school's results and pupils' achievements; leadership and management; key issues for action.
Sylvia Bullerwell 12536	Lay inspector		Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.
Alan Hardwicke 14991	Team inspector	English, information and communication technology, design and technology, geography, music, equal opportunities.	Teaching and learning.
John Morris 30142	Team inspector	Mathematics, history, physical education, special educational needs.	Quality and range of opportunities for learning.

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The Registrar
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PART A: SUMMARY OF THE REPORT INFORMATION ABOUT THE SCHOOL

The school is about the same size as other first schools. It is a voluntary aided Church of England school. Most pupils have experience of nursery or playgroup provision and enter the school in the year they become five. Pupils' attainments on entry are broadly average. There are 186 pupils in the school; of these 87 are girls and 99 are boys. Eleven per cent of pupils are on the register for special educational needs including two pupils with statements of special educational needs. This is below the national average of 20 per cent. The percentage of pupils who are eligible for free school meals is 0.5 per cent per cent. This is well below the national average of 20 per cent. Most pupils are of white European origin and all speak English as their first language. Three per cent come from other cultural backgrounds, which is low. There are 18 pupils identified gifted or talented. The characteristics of the school are similar to those previously reported in 1996 except that the number of pupils who have special educational needs has increased. There is mainly a settled roll with little pupil mobility. However, within the last year 22 pupils left the school, mainly because of the closure of a large, nearby firm. Seven other pupils joined the school.

HOW GOOD THE SCHOOL IS

This is a very effective school. The school is very well led and there is a good commitment by the governors, headteacher and the staff to all round improvement in the school. The quality of the teaching and learning is very good throughout the school. By the time pupils leave the school they attain well above average standards overall in English, mathematics and science. In art and design, history and music, pupils attain above average standards. Pupils in the Foundation Stage and those with special educational needs achieve well and make good progress in their learning. Overall, the talented or gifted pupils make very good progress. The school provides very good value for money.

What the school does well

- Nine year old pupils achieve well above average standards in English, mathematics and science, apart from writing. They achieve above average standards in writing, art and design, history and music.
- Pupils in the Foundation Stage and those with special educational needs make good progress.
- There are very good relationships in the school that are built on mutual trust and respect between the staff and the pupils.
- Pupils behave very well. They are very keen to learn and enjoy school.
- The quality of teaching and learning is very good throughout the school.
- There is a rich curriculum.
- The provision for pupils' personal, spiritual, moral, social and cultural development is very good.
- The school is very well led and managed.

What could be improved

- The pupils' skills in design and technology, geography, history, music and physical education need to be formalised into a manageable assessment system.
- The targets on the individual education plans for pupils with special educational plans need more specific detail.
- Parents need more information about the curriculum and about the work of the school.
- The badly drained and poor playground surface limits pupils' progress in outdoor games and physical activity.
- There are insufficient large apparatus and outdoor play resources for pupils in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the previous inspection in 1996. The school has addressed very well the areas for improvement that were pointed out at the time of the last inspection. For example, there is very good improvement in the strategic management of the school and the work of the governors. There is very good improvement in the breadth and balance of the curriculum and the use of assessment to inform teachers' planning. Very good improvement has been made in the standards pupils attain in art and design. There has been satisfactory improvement in the procedures for the supervision of pupils. Since 1996, there has also been very good improvement in the quality of teaching and learning and the standards that children attain by the ages of seven and nine. The school has successfully implemented the National Literacy and Numeracy Strategies. The school has increased its cost effectiveness very well to give very good rather than satisfactory value for money previously reported.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1999	2000	2000
Reading	A	A	A	B
Writing	A*	A	A	B
Mathematics	A	B	A	A

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

The results of National Curriculum tests for seven year olds in 2000 show that attainment in reading, writing and mathematics was well above average. In the teacher-assessed tasks in science, pupils' attainment was also well above average for pupils attaining the expected level 2, but no pupils attained level 3. In comparison with similar schools, pupils achieved standards in reading and writing that were above average and well above average in mathematics. The differences between year results are largely due to the varying abilities of the different cohorts of pupils. The inspection finds that standards are well above average overall in English except in writing. They are well above average in mathematics and science by the ages of seven and nine. In other subjects, pupils at both key stages attain above average standards in writing, art and design, history and music. In design and technology, geography, information and communication technology and physical education, standards are average. The school has set challenging targets for further improvement. Most pupils in the Foundation Stage make good progress in personal, social and emotional development, communication, language and literacy, mathematical development, and creative development, where they are on course to exceed the nationally expected goals by the end of the reception year. In their knowledge and understanding of the world and physical development, pupils make satisfactory progress and are on course to achieve the learning goals for this area. Pupils with special educational needs make good progress towards their set targets. Those pupils who are gifted or talented generally make very good progress. Overall, pupils enter school with attainment that is broadly average and leave with standards that are well above average in English overall, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have very good attitudes to learning. They are enthusiastic and keen to learn.
Behaviour, in and out of classrooms	The behaviour of the pupils is very good overall. They are self-disciplined and clearly understand the difference between right and wrong. They work and play very well together.
Personal development and relationships	There are very good relationships between the pupils, staff and other adults, which have a positive impact on children's learning.
Attendance	Pupils enjoy coming to school, which is reflected in their punctuality and very good attendance.

The school aims to encourage pupils to become confident and independent learners who have self-respect and respect for others within a Christian ethos. This is evident in the very good relationships that exist in the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	Aged 6-7 years	aged 7-9 years
Lessons seen overall	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 children are taught very well. Out of 45 lessons observed, 2 per cent were excellent, 49 per cent were very good, 44 per cent were good and 5 per cent were satisfactory. No unsatisfactory teaching was observed. The quality of teaching was very good in English, mathematics, science, art and design, history and music. It was good in design and technology, geography, information and communication technology and physical education. The staff plan very well and successfully link subjects together to be taught as topics. The teaching meets the needs of all the pupils. There is very good quality teaching in the Foundation Stage and the pupils with special educational needs and talented pupils receive good support. Pupils learn very well overall in English, mathematics and science. Their learning is particularly successful when they are taught in small groups and the work is matched very well to their individual attainments. This was evident particularly in lessons for English and mathematics. Literacy and numeracy skills are taught very well throughout all areas of the curriculum. The effective teamwork of the staff contributes significantly to the good quality teaching that the children receive.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for pupils in the Foundation Stage is well planned and leads effectively into the programmes of study for the National Curriculum. The curriculum for pupils throughout the school is rich and broadly based. The school takes care to meet the needs of all pupils. However, the systems for tracking pupils' skills in design and technology, geography, history and music are to be developed in line with the requirements of the curriculum for the year 2000.
Provision for pupils with special educational needs	There is satisfactory provision for pupils with special educational needs. Learning difficulties are identified early. The pupils are supported well in classes and make good progress. However, the outcomes for their specific targets need to be more detailed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development. The school makes very good provision for their spiritual, moral social and cultural development.
How well the school cares for its pupils	The school takes good care of the pupils and they are taught in a happy working environment. The school monitors pupils' academic progress very well and uses its assessment data very well to guide curricular planning. There are very good procedures for promoting good behaviour and independent learning.

The school has a good partnership with parents. Most parents feel their children receive good quality teaching, their children make good progress and the school helps them become mature and responsible. However, a significant minority feel that they do not get enough information about the curriculum and would like to work more closely with the school. Most parents support the school and are appreciative of the individual care given to their children. The parents who regularly help pupils with their work in school make a significant contribution to their learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. The headteacher and staff work very well together to achieve the aims of the school. They are successfully improving standards.
How well the governors fulfil their responsibilities	The governors are knowledgeable, experienced and very supportive of the school. They receive good information from the headteacher and work very well with her to meet the school targets and fulfil their statutory duties.
The school's evaluation of its performance	The school evaluates its performance and monitors its strengths and weaknesses very well. The headteacher and the staff evaluate teaching successfully to improve the quality of education.
The strategic use of resources	The accommodation is satisfactory overall. The school makes good use of the building, time, staff and the budget to help children learn. However, the outside grassed areas are badly drained and the playground surface is uneven and often waterlogged, which limits the development of pupils' physical skills. Learning resources are satisfactory but there is a shortage of large apparatus and outdoor resources for pupils in the Foundation Stage. This has been recognised for development by the school.

There is very good leadership of the school. The school has successfully identified its strengths and weaknesses and staff work effectively together as a team to improve standards. There is good management overall of pupils with special educational needs and the talented pupils and these pupils make good progress. There is good management of pupils in the Foundation Stage. The governors take good care to ensure the school gets the best value in relation to its expenditure. There are sufficient staff to meet the needs of the pupils and the accommodation and learning resources are satisfactory overall. However, pupils are often unable to use the playground because it has a poor surface and is often waterlogged. Although pupils in the Foundation Stage make good use of the indoor accommodation to develop their physical skills, their access to outside play areas and development of physical skills is restricted by the poor quality of the playground and insufficient resources. The school has recognised these areas for development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents appreciate that the school expects their children to work hard and their children make good progress Their children are well behaved and enjoy coming to school. The quality of the teaching is good and the school helps their children become mature and responsible. 	<ul style="list-style-type: none"> A significant minority of parents would like more information about the curriculum. A minority of parents would like work more closely with the school. A minority of parents would like the school to provide more extra-curricular activities. A minority of parents feel the school is not well led and managed.

The inspectors agree with the positive view of the school held by the parents. They also agree that the school should provide them with more information about the curriculum and the work of the school. The range of extra-curricular activities the school provides is satisfactory and within the normal range for a first school. The school is very well led and managed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The pupils make good progress in the Foundation Stage and exceed the learning goals expected for their personal, social and emotional development, communication, language and literacy, mathematical development and creative development. This is a strength of the school. In speaking and listening, reading, mathematics and science nine year old pupils make very good progress in Key Stage 2. They achieve very well and attain well above average standards by the ages of seven and nine. In writing, art and design, history and music, pupils attain above average standards. Pupils make good progress and achieve well in these subjects. In the Foundation Stage pupils attain the expected learning goals in their knowledge and understanding of the world and their physical development. Throughout the school, pupils achieve average standards in, design and technology, geography, information and communication technology and physical education by the ages of seven and nine.
2. Design and technology, history, geography, music and physical education, do not have detailed guidance to help teachers assess and track the development of pupils' skills which inhibits teachers' planning. Physical education is limited by the lack of facilities for outdoor play and team games because the surface of the playground is often waterlogged and there is an uneven surface.
3. For pupils aged seven, the results of National Curriculum tests in 2000 show that pupils' attainment in reading was well above the national average for level 2 and level 3. In writing, pupils' attainment was well above the national average for level 2 and the higher level 3. In mathematics, pupils' attainment was well above the national average for level 2 and level 3. In the teacher assessments of science, pupils' attainment was well above average for level 2 but very low for the higher level 3. In comparison to similar schools, pupils' attainment in reading and writing was above average for level 2 and well above average for level 3. In mathematics, pupils' attainment was well above average for level 2 and level 3. Pupils did better in mathematics than in reading and writing. In mathematics, pupils have been taught in smaller more focused groups, which is having a positive impact on standards. In English, the school is adopting a similar strategy this year and is beginning to see an improvement in reading and writing standards from those reported in 1999. In science, less curriculum time is spent on this subject. Although when speaking about their work the pupils' attainment is well above average, the lack of recorded work from the higher attaining pupils has limited their progress in the past to the higher level.
4. Attainments in national tests and assessments fluctuate from year-to-year because of the differing attainments of the pupils in the cohorts of pupils taking the tests. The school is aware of this. It is setting appropriate individualised targets from the age of seven. The results should therefore be treated with caution. The implementation of the National Literacy and Numeracy Strategies is helping to raise standards. The weakest area is writing at length, especially for boys, which the school is targeting this year. The effect of setting pupils in small ability groups is having a positive effect on pupils' attainment.
5. Pupils throughout the school do better where there is detailed guidance, such as in literacy and numeracy lessons and when pupils are taught in smaller groups focused on their individual needs. Both the national literacy and numeracy strategies have detailed guidance for teachers for each year group and they are able to plan work very well to match the individual needs of the pupils. In subjects such as art and design, history and music pupils also do well when additional expertise and resources support the development of skills and motivate pupils to achieve well. For example, this is evident in the opportunity to receive personal tuition in

music, the expert help given by an artist in residence and well-planned visits to places of historical interest.

6. Trends over the last four years indicate that standards overall by the age of seven were well above average in reading, writing and mathematics. These very good standards are being maintained. Curricular provision and the quality of teaching from the last inspection are improved across all subjects and the school is moving forward. The school is meeting the individual needs of all pupils including those with special educational needs and those who are talented. It has set challenging targets to raise attainment even higher.
7. In English overall, pupils learn very well and make very progress at both key stages. Pupils' speaking and listening skills are well above average by the ages of seven and nine. Older pupils listen well for long periods of time and most speak confidently and fluently about their work. For example, this shows when they discuss their favourite authors and preferences in reading or debate answers to philosophical puzzles. By the age of seven and nine, most read accurately and fluently. They achieve well above average standards. All pupils enjoy reading a wide range of texts. In their writing, pupils' punctuation and spelling is generally accurate. Most write for a range of purposes and at length. They achieve well to attain above average standards at the ages of seven and nine.
8. In mathematics, pupils learn very well and make very good progress at both key stages in all areas of mathematics. By the age of seven, pupils are acquiring very effective strategies for mental arithmetic as they work with numbers to 100. By the age of nine, they are developing very effective mental strategies and apply their learning very well to solve problems working with numbers up to one thousand. Pupils solve problems quickly and check their work by using alternative strategies or a calculator. Pupils' problem-solving skills are a strength in mathematics. Standards at seven and nine are well above average.
9. In science, pupils learn well and most make very good progress by the age of seven and nine. Throughout the school pupils' investigational work is a strength. The lessons motivate the pupils to investigate and find their own solutions to problems. By the age of seven, pupils investigate the sources of light and come to some understanding of the differences between natural and made light. There is an improvement from the results of the assessed tasks for the year 2000 where no pupils attained the higher level 3. Although pupils' work was within level 3, they did not record it sufficiently to achieve it. This academic year pupils' work at level 3 and there is an improvement in their recorded work. By the age of nine, they learn about the properties of materials as light passes through them and devise their own systems for investigating and recording their work.
10. In information and communication technology, pupils' attainment is average by the ages of seven and nine and they make satisfactory progress. By the age of nine, pupils use CD-ROM programs effectively to research information and are beginning to use the Internet. Pupils are familiar with the tool bars and are able to load a program, work on it independently and save their work. Most have computers at home which makes a good contribution to the development of their skills. By the age of seven pupils use a floor robot to control movement in different directions. However, information and communication technology is insufficiently represented in other subjects. Computers are not used as frequently as they should be during the day-to-day activities.
11. Since the previous report there has been a very good improvement in the quality of teaching and learning, the curriculum and the standards pupils attain overall. There has been very good improvement in the quality of teaching and learning in the Foundation Stage. Good improvement is evident in the standards for English and very good improvement in mathematics, science, art and design and history. Otherwise standards are similar. However, there are more demands made on curricular time for literacy and numeracy than previously.

12. Pupils' progress overall is good in the reception year. Pupils' attainment on entry to school is broadly average for children of this age in mathematical, language skills and emotional, personal and social skills. Pupils make good progress in all areas of learning except in their knowledge and understanding of the world and their physical development where their progress is satisfactory. Pupils with special educational needs are identified early and receive good support. By the end of the reception year many pupils exceed the learning goals expected of pupils of this age in all the areas of learning except knowledge and understanding of the world and physical development. A small group have already attained the expected goals and are working towards level 1 of the National Curriculum. The curriculum is planned very well and pupils make a smooth transition into the early stages of the National Curriculum.
13. During Key Stage 1, pupils continue to make very good progress in their speaking and listening skills, reading and mathematics and science to attain well above average standards by the age of seven. In writing, most make good progress to achieve above average standards. During Key Stage 2, pupils make very good progress overall in English, mathematics and science. In their writing, pupils make good progress to achieve above average standards. Pupils learn very well in response to the very good teaching throughout the school. Most pupils are challenged very well and achieve very well in their learning.
14. Pupils with special educational needs receive good support from their teachers and support staff who know their individual needs well. However, their individual education plans are not detailed in small enough steps to help the pupils and the staff to identify their daily progress towards their set targets.
15. There is no significant difference in the progress of boys and girls who achieve equally well in lessons. The school has taken care to meet the needs of all the pupils including those who are talented as well as those with special educational needs.

Pupils' attitudes, values and personal development

16. Pupils' attitudes, values and personal development are major strengths of the school. They make a significant contribution to the school's climate for learning and to the very good standards that pupils achieve. These high standards of personal development have been maintained since the previous inspection.
17. Pupils enjoy coming to school and have very good attitudes to learning. Parents agree that their children enjoy school. Pupils are motivated, ready to work and keen to respond to the challenges offered to them. They listen to their teacher and show interest when others are speaking. Most answer questions sensibly, and contribute confidently during discussions. These very good attitudes in lessons are due to very good teaching and the very good relationships that exist between pupils and staff.
18. Pupils' behaviour is very good both in class and around school. Pupils are a credit to their school. They clearly know what is expected of them and display a very good level of self-discipline. There is no oppressive behaviour in the school. There have been no exclusions since the last inspection, or in the recent history of the school.
19. Pupils' personal development and relationships throughout the school are very good. There are high levels of mutual trust and respect between pupils and staff. Pupils become confident and articulate learners. The youngest pupils who have only just started their schooling are already showing good levels of interest and concentration. Pupils work together well in groups, they share resources and show understanding of others point of view. All pupils are given some responsibility in their own learning, such as completing homework assignments

and researching topic work. Year 4 pupils showed initiative and independence when they successfully interviewed the inspection team to produce an article for their end of year newspaper. Senior pupils are encouraged to accept responsibility as monitors, for instance in putting away the screen and overhead projector and rolling up of carpets used during the morning assembly. Pupils take responsibility for their materials and equipment during and at the end of lessons and materials are always cleared away with the minimum of fuss.

20. Attendance is very good and is above the national average. There is no unauthorised absence. Punctuality is very good and pupils are settled in class to start lessons promptly. The pupils' attendance is similar to the last report.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is very good overall. During the inspection, 2 per cent of lessons were excellent, 49 per cent were very good, 44 per cent were good, and 5 per cent were satisfactory. No unsatisfactory teaching was seen. The result of this high-quality teaching is that pupils learn very well and make very good progress in English, mathematics and science. The very good teaching is consistent throughout the school. Most parents are happy with the quality of teaching their children receive.
22. There are strengths in the teaching of English, mathematics, science, art and design, history and music, which contribute to the high standards achieved. In all these areas teachers have very good subject knowledge, and this enables them to teach with confidence and enthusiasm. In the core subjects of English, mathematics and science there are very good assessment procedures which teachers use well to track individual progress and plan next stages of work. There is also a well-developed framework of tests so that teachers are able to compare their pupils' progress with national figures and see how individual difficulties can be remedied. The use of these systems makes a positive contribution to the quality of teaching. Individual targets are set termly for the oldest pupils, who know and work towards them. However, a system for the assessment of pupils' skills in design and technology, geography, history, music and physical education are recognised areas for development. In information and communication technology there are satisfactory procedures for the development of pupils' skills.
23. In the Foundation Stage pupils are very well taught and so get off to a good start in their education. Staff work well together as a team for the benefit of the children, showing good understanding of their needs. A good range of learning experiences is provided and expectations are high, especially for literacy and numeracy, so that good foundations are laid for the future, with children learning good work habits from the beginning. Appropriate methods and curriculum objectives are promoted well in both of the classes where Foundation Stage pupils are taught. The teachers use the guidance for the National Literacy and Numeracy Strategies very well to plan their lessons and teach the basic skills very well. A team of regular adults helpers work very effectively with the staff to provide good quality help and support to pupils.
24. Pupils of all ages are benefiting from high quality teaching. The staff work and plan very well together and share their expertise. This is particularly noticeable in the afternoon sessions at Key Stage 2, where staff teach to their strengths, for instance, in art and design, music, physical education and science. Basic literacy and numeracy skills are taught very well, in all subjects as well as in literacy and numeracy lessons. All staff are well trained in literacy and numeracy, through regular in-service training. However, in information and communication technology and design and technology some staff lack confidence and expertise. In information and communication technology, teachers do not always exploit opportunities to use the computers, and other resources such as listening centres. Many of the school's computers are under-used. Lessons are often enhanced by the skilled use of links to

other subjects, so that, while pupils are working, for instance, in an English lesson about forms of writing, they also refer to a 'time line' to see where in history a particular piece was written. Mathematics and art and design are linked as pupils study pattern. Mathematics is evident in design and technology and science as pupils build models and record their findings of experiments and investigations. Teachers' planning is very good. Detailed termly planning provides the framework for daily plans for individual lessons, and teachers clearly identify what is to be learned and how it will be taught. In many lessons seen teachers make the learning targets very clear, and often ask the pupils whether they think they have achieved them. Pupils are therefore fully involved in their own learning and know where they need to improve their work. The teaching of numeracy is particularly effective because the staff have set small teaching groups for sharply focused work. In the two lessons which were satisfactory pupils learned but at a slower pace. The introduction to one lesson was too long and in the other lesson, the expectation of work was not as carefully matched to the needs of the pupils as it could have been.

25. Because the quality of teaching is very good, pupils learn very well throughout the school especially in the core subjects of English, mathematics and science. The pupils are encouraged to work productively at a fast pace. They systematically acquire the knowledge, understanding and skills to enable them to attain well above average standards. In other subject, pupils learn well in art, history and music where learning is enhanced by the work of visiting specialist teachers such as artists and visits to historical places of interest. Pupils want to learn and put a lot of effort into their work. They are fully involved in their lessons and persevere with their work until they are satisfied they have achieved their best. They often continue learning at home by independently researching topics in books or on CD-ROM or the Internet. The teaching of pupils with special educational needs is good and these pupils learn well and make good progress. The staff know the needs of the pupils well and support pupils effectively in their learning. However, individual education plans are not detailed enough for staff to use in their day-to-day support, which is satisfactory provision. Good provision is made for the talented and very able pupils who are helped to extend their learning in all subjects. The work of the support staff, voluntary parent helpers make a positive contribution to pupils learning.
26. Homework is planned to consolidate what has been learned in school. Extension activities are well planned to develop pupils' research and problem-solving skills. However, pupils are eager to learn and many research topics often using the computer or books without being asked. For example, pupils in Year1/2 classes who visited the Beamish Museum, asked their grandparents about their way of life in the past. Pupils in the Year 3/4 classes build up their own display of learning and artefacts from home such as their display of work on the rainforests.
27. There are very good relationships between the teachers and pupils that have a positive impact on everything which pupils and teachers do together. Teachers have uniformly high expectations, so that all pupils know what is expected of them, both in their work and behaviour. Relationships are based on mutual respect and trust, creating a positive and open climate for the exchange of ideas. Pupils discuss their ideas with their teachers freely and learn well from their teachers and the contributions of others.
28. There has been very good improvement in the quality of teaching since the school's previous inspection, when the quality of teaching was judged to be sound overall. The shortcomings which the report identified in lack of pace and challenge in some lessons, and the range of experiences provided for the under fives have been rectified, although there is still too limited use of information and communication technology in some lessons. Work on implementing the National Literacy and Numeracy Strategies has been very successful, and has had a significant impact on standards, not only in English and mathematics, but across the whole curriculum. Parents generally agree this is the case and feel their children are taught well.

Teaching is now very good overall at all stages, although the good assessment procedures which have been set up in English, mathematics and science, are not so well established in some other subjects. The school has plans to continue to develop pupils' assessment in design and technology, history, geography and music and physical education to support teaching and learning. Teaching meets the needs of both boys and girls.

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

29. The curriculum meets statutory requirements. Pupils are provided with a good range of curriculum activities, which clearly reflect the aims of the school. The school has made very good progress in the implementation of the National Literacy and National Numeracy strategies. Provision for the pupils' personal, social and health education is very good. The positive, caring attitude of the staff enables all pupils to feel secure, be aware of and understanding of the needs of others, and have opportunities to talk about their experiences, achievements, concerns and feelings in a supportive learning environment. This aspect of the school has a positive impact on the pupils' overall progress.
30. Curriculum planning is based upon a whole school curriculum approach to ensure continuity and progression. At all stages, Foundation, Key Stage 1 and Key Stage 2, there is a two year rolling plan. The previous inspection report considered that the medium term planning did not always support progression and continuity within all subjects. This issue has been addressed and medium term planning is now developed by a team approach at each key stage. Curriculum policies are in place for the majority of subjects but the schemes of work for design and technology, history, geography and music are currently under review to be updated in the light of the new Curriculum 2000.
31. Assessment is used as an integral part of the teaching and learning process and as a guide for curricular planning. Pupils are involved in self-assessment review and the setting of learning targets which help to promote improved self esteem, raise self awareness of their individual ability levels and ways to develop enquiry, knowledge and personal performance. For example, in a Key Stage 2 classroom, there was a well-organised display of work on bar charts. The success criteria were clearly noted as part of the display. Pupils were asked to undertake self-review by the teacher, who posed the following questions: 'These graphs are good, but do they fulfil all the criteria?' 'Can you see how they could be changed to make them excellent?' This aspect of self review and encouraging pupils to undertake shared enquiry and mutual support was evident in work on the Vikings, in art and design, history, physical education, and in numeracy lessons and circle time at the Foundation Stage. Subject leaders are currently developing systems for the assessment of pupils' skills in design and technology, geography, history, music and physical education.
32. The provision for the pupils with special educational needs is satisfactory and the gifted and talented is good, where their needs are well defined. Although the positive support of staff for individual needs is evident, and the positive learning environment enables pupils with additional needs to make good progress, the overall organisation and monitoring of Individual Educational Plans is only satisfactory. The learning targets are too descriptive, with no section to note outcomes. For example, one pupil was receiving good individual support, from a learning support assistant, the support worker kept good records of the pupil's progress but there were no details written on the individual education plan of success criteria and learning outcomes. The targets are too general and there is no consistent criteria established for successful completion of targets. Thus staff are unable to monitor closely pupils' progress and pupils are unaware of the steps they need to take which leads to successful completion of their targets. Staff do provide work that is appropriate for these pupils so they make good progress. However, the current practice of not using the individual education plans as part of lesson planning and ensuring a consistent approach within all classrooms to targets set, results

in only a satisfactory practical implementation of policy and limits the possible progress pupils make.

33. There is a good awareness in the school of all aspects of equality of opportunity and inclusion. Teachers conduct their every-day work in a perceptive manner which ensures that no-one is disadvantaged in class or made to feel excluded. They know their pupils well and are sensitive to the needs of each as an individual.
34. Provision for extra-curricular activities is satisfactory. A considerable number of pupils come from homes where access to additional activities is encouraged. A number of Year 4 pupils regularly attend the 'Rascals Club', after school at the local Community High School, where they participate in a range of activities including swimming, gymnastics, trampoline, badminton, short tennis, and karate. After school, pupils have the opportunity to participate in a French class; karate and dance groups, which are privately run activities charging a fee. At certain times of the year pupils are able to join a school craft club. The school has no organised school teams for football, rugby, hockey, netball, or provision for lunchtime or after school practice sessions.
35. The school makes very good provision for the personal, social and health education of pupils that is planned into the curriculum and the life of the school. The dangers of the misuse of drugs and medicines, sex education, work on health, hygiene and diet and the effects of exercise are taught within the science curriculum. In physical education pupils are taught the conventions of fair play and how to cope with success and failure. In design and technology co-operative and safe working practices are clearly planned.
36. Throughout the school, opportunities are given to pupils to talk about their achievements, experiences, concerns and needs of others. During one circle time activity in the reception class, the pupils passed around a 'jitterbug' toy, and spoke to the group about what they had been doing during the half term holiday. The positive support of the teacher and parent helper enabled all pupils to develop their speaking and listening skills, and in particular their self-confidence and self-esteem. Pupils are encouraged to explore and discuss their ideas, and work with others. In a Year 1/2 art and design class pupils were encouraged to explore their ideas on colour. Following the practical activity, pupils viewed each others' work and there was good interaction on issues such as how a particular colour had been mixed, and use of primary colours. This developed skills of collaboration, co-operation and critical thinking. The grouping of pupils into friendship groups for subjects taught in the afternoon in Years 3 and 4 and the positive relationships between staff and pupils, are key factors in developing skills of working together, sharing, caring, and building good relationships.
37. The contribution of the community to the school is good. There is a termly Eucharist service, visits by local clergy, visits to local churches and very good support by the school governing body. Some visits have been arranged to extend learning opportunities. The success of the visit of Year 1/2 pupils to the Beamish Museum had a positive impact on learning and has encouraged the staff to extend the range of educational visits. The book week involved local dignitaries and business people and pupils dressed up as characters from fiction. Parent helpers within the classrooms for pupils in the Foundation Stage and at Key Stage 1 make a good contribution to pupils' learning.
38. The constructiveness of relationships with partner institutions is good. Regular meetings for curriculum development and co-ordination are held with the local high school. Recent meetings have covered areas such as accelerated learning and the philosophy of learning, which has been developed as a means of self-review and to challenge the most able pupils in Key Stage 2. In addition there are regular meetings between staffs in the six first schools, which feed into the middle school moderating work for levels of achievement. Liaison with the middle school includes pupil visits, Year 5 teachers visiting the school and partnership

headteachers' meetings. The involvement of the school's special educational needs co-ordinator in the Morpeth Partnership project 'Partners in Dialogue' is a good basis for professional development. There are good links with the University of Northumbria which facilitates the placing of students on school practice at the school, and the University of Newcastle with students on various course placements, including learning support assistants.

39. At the time of the last inspection, the curriculum was described as not sufficiently balanced. Insufficient time and attention was given to developing pupils' knowledge and understanding of art and also to the development of pupils' geographical skills. These issues have been addressed and the breadth, balance and relevance of the total school curriculum are now considered to be good. Good curricular improvement has been made since the previous inspection.
40. Provision for the pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. The school has a culture of caring, with a very relaxed positive environment with supportive relationships between pupils and teachers at all levels.
41. Provision for the pupils' spiritual development is very good. The school assembly is an intrinsic part of the spiritual and social development of the pupils. This is reflected in the development of a caring ethos through prayer, reflection and praise. In one assembly, discussion with the pupils at Key Stage 1 related to a story 'The girl who was afraid of the Dark'. The pupils were very attentive and involved in positive speaking and listening around the theme of overcoming fear. Pupils are encouraged to reflect on their actions, to question outside influences and bring in personal ideas and possessions to stimulate a sense of wonder. There are regular visits to the local church and the Cathedral. Pupils have been to a imitation christening and there are joint parent and pupil services held at the school. On a Thursday morning local clergy attend, to take an assembly for Key Stage 2 pupils. During the period of the inspection the Rector of Morpeth took an assembly for Years 3 and 4. Pupils' response to questioning was very good, showing understanding that prayer is 'talking to God' and that another word for God is Abba. During discussion, over 90 per cent of pupils stated they had access to the Internet. The Rector asked if we could use the Internet to contact God. One pupil stated that a possible email address would be 'Abba @ heaven.com'. This assembly emphasized the effectiveness of the school's provision for pupils' spiritual development and the confidence of the pupils to express their ideas with reference to information and communication technology.
42. The school makes very good provision for pupils' moral development. The aim is to encourage the development of self-discipline, tolerance and respect for others. Adults within the school provide very good role models for pupils. Expectations of all staff regarding behaviour are high and pupils are made aware of the difference between acceptable and non-acceptable behaviour when occasions arise.
43. Very good provision is made for the pupils' social development. There was a caring attitude by the teachers present to support pupils' development of social skills. The quality of relationships within the school is very good and all pupils are treated with respect. Good provision is made for them to work in small groups with their friends and to be taught by other teachers. Mealtimes are pleasant social experiences and pupils improve their social skills by being polite, co operative and patient whilst waiting to be served and returning dirty plates. Pupils are active in the community. Activities have included collecting for the children's hospice, by taking part in a 'Wallace and Gromit's Wrong Trouser Day' and for the 'African Harvest Appeal'. The pupils presented a musical summer concert, took part in a performance of Noye's Fludde at Brinkburn Priory and in 1999 put on a musical, 'The Rocky Monster Show'. They are currently collecting for the 'Operation Christmas Child' shoebox appeal. During the period of the inspection a local police officer visited the school to talk to the Foundation Stage pupils about road safety and staying safe. Other community links that

contribute to pupils' social development links include a mother and toddlers' group and the dawn to dusk school club.

44. Provision for the pupils' cultural development is very good. Musical appreciation is fostered through the music curriculum, involvement in extra-curricular activities and playing music at the beginning and end of assemblies. The good displays around the school broaden cultural awareness. The display of artefacts loaned from the Beamish Museum, displays of pupils' written work following a visit to the museum by pupils at Key Stage 1 and work on the Vikings at Key Stage 2, developed an awareness of the pupils' cultural heritage. There was good evidence of work on other cultures. At Key Stage 1, pupils were examining the Jewish culture and religion. There was a good display of books and a menorah. Pupils have made scrolls decorated with Hebrew letters and looked at Jewish ceremonial clothing. Pupils are encouraged to find out about other cultures by reading and using the Internet and sharing information with classmates. At Key Stage 2, there is a good display on Islam and the Muslim culture. In art pupils study the work of famous artists such as L.S. Lowry, Leonardo da Vinci and Piet Mondrian. They have studied icons from Eastern European countries and made collages of birds and animals in a Mexican style. Pupils are given good opportunities to acknowledge the uniqueness of each individual and to respect the culture and faith of others. Through books and literacy lessons, pupils study the work of authors and the cultures of non-western traditions. This is good improvement since the last inspection where pupils' spiritual, moral, social and cultural development overall was judged to be good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Pupils' general welfare, health and safety are high priorities for the school. The good level of care school the provides for all its pupils has a beneficial effect on their achievements. Class teachers are responsible for the day-to-day care of pupils and know them very well. The personal support and guidance that pupils receive contribute to the very good standards they attain. All members of staff are good role models and successfully promote very high standards of behaviour. Very good attendance is promoted by awarding certificates. Pupils are rewarded for their effort and behaviour through praise and tangible tokens such as stickers. All pupils who leave in Year 4 are recognised for their contribution to the school with the award of a certificate.
46. A member of staff is qualified in first aid and all the midday supervisors have completed first aid training. Pupils are supervised throughout the day, and lunchtime routines are managed well. There are clear procedures for dealing with accidents, illness, dietary requirements and the administration of medication. These are effectively followed. There is no named member of staff with designated responsible for health and safety, but a suitable policy is in place and implemented by all staff. Risk assessment is carried out and monitored by governors. The head teacher has been trained in child protection issues and all procedures are followed. The surface of the hard area is uneven and subject to excess water. These areas are currently not suitable for pupils to play ball games and this restricts the use of the playground for outdoor activities.
47. The school has good procedures for the assessment of pupils' attainment and progress. The school carries out all statutory assessment requirements and reports the results to parents. In addition to statutory assessment, a range of very good assessment procedures is in place for English, mathematics, science and information and communication technology. Data from statutory assessments and tests are analysed and results inform the grouping of the pupils. This helps teachers to plan pupils' work to their abilities, which helps to raise standards. There are good procedures to track and analyse the progress of individual pupils in English, mathematics and science. Individual targets have recently been set and shared with pupils who often reflect on their work and strive to improve. However, as yet, there is no formal assessment and recording of the acquisition of skills for design and technology, history,

geography, music and physical education. There is good improvement in the procedures for the assessment of pupils' progress in English, mathematics and science since the last report.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Overall, the school works well in partnership with parents to help their children learn. This has a positive impact on pupils' attainment. The majority of parents who returned the questionnaire, think that their children like school, make good progress, that behaviour is good, teaching is good, their children are expected to work hard and are helped to become mature and responsible. Most parents are happy to approach the school with any concerns. Inspection findings confirm parents' positive views of the school.
49. However, a significant minority of parents feel that the school is not well led and managed. They do not feel the school works closely with them, does not keep them regularly informed about their child's progress nor provide an interesting range of activities outside of lessons. The range of extra-curricular activities provided by the school is within the range usually found for a First school. The school is very well led and managed, however the school does not communicate with parents as well as it could. Inspection findings show that communication with parents is mainly about the school diary and forthcoming events. The school does not frequently celebrate its successes with parents. Parents do not receive sufficient good quality specific information about the curriculum to help them to be active partners in their child's learning.
50. Reports on pupil progress are good. Individual targets are shared with parents through pupils' individual files and at the end of the year. Parents receive three reports over the year, two oral and one written. They have the opportunity to discuss these with teachers. Teachers are happy to talk to parents at any time if they have any concerns about their child. However, it is sometimes difficult to track the progress being made by pupils as small steps towards successfully completing targets are not identified. Pupils' reading records are useful for day-to-day communication between teacher and parent. Pupils have homework books, but have the responsibility of completing these themselves and some parents do not know when homework is set. The school sees the introduction of the new home/school agreement as the next step in developing links with parents and believes that will raise the achievement of pupils.
51. Parents who help within class and the support most parents are able to give pupils at home, have a positive impact on the standards pupils achieve. There is an active and very successful Friends of Wansbeck St Aidans, that organises events to raise significant funds to buy resources for use within school. The very good support parents give to the arranged activities enabled five thousand pounds to be donated last year. This was used to buy laptop computers to help raise standards in information and communication technology. Over five thousand pounds has since been raised towards the funding of large playground equipment, still to be purchased, which will support pupils' outdoor activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. There is very effective leadership and management in the school. The school places a high priority on raising standards in English, mathematics and science and developing the achievements and self-esteem of individual pupils. The headteacher provides strong leadership, taking the leading part in ensuring clear educational direction for the school is well supported by a very hardworking deputy and staff. There is a good shared commitment to succeed among the staff, governors and pupils. The school aims for academic success and aims to develop pupils' self-esteem and confidence in learning. It is successful in doing so. This is also recognised by the 'Investors in People' award recently awarded to the school. Parents are pleased with the way these aims are reflected in pupils' achievements and their

attitudes to learning. They support their children well with their learning at home. Careful consideration is given to issues of inclusion; meeting the needs of the talented and gifted as well as those with special educational needs. Pupils are encouraged to work hard, review their strengths and weaknesses and achieve as well as they can by the time they leave school.

53. Some of the governors are either regular visitors or have close daily contact with the school and are in a good position to monitor the curriculum. All staff and governors are fully involved in school development planning and effectively monitor the progress of the school through their various committees. The main strengths and weaknesses of the school have been identified and the school is meeting the challenging targets which it has set for improvement. The school development plan is an effective tool. Its priority is to raise standards. The school development plan is regularly reviewed. Priorities are set and carefully costed for the present year and projections and outline plans are set for the future. Best value for money is sought before committing to expenditure. Statutory requirements are met.
54. There is good management of the gifted and talented pupils and those with special educational needs. The special educational needs co-ordinator is enthusiastic and keen to develop practice. Although currently having no additional qualifications in special educational needs, she has established close links with the Morpeth partnership project to improve practice within the school. Since the last inspection there has been an increase in the number of pupils on the register for pupils with special education needs. It is evident that current practice in terms of the writing of individual education plans and their application in the classroom would improve with additional staff training. The headteacher and the staff are very conscious of the need to ensure that all pupils have equal opportunity and access to all school activities. The more able pupils are effectively challenged in their work. And the staff know the needs of the pupils with special educational needs well and support them well in their learning.
55. There is very good teamwork as staff work together. They share their planning and use their expertise and strengths in subject areas consistently to teach very well. Most teachers have at least one area of subject responsibility and carry out effectively their responsibilities. The main focus of curriculum development has rightly been English, mathematics and science which are managed very well. There is good management of the pupils in the Foundation Stage and the staff have a good awareness of the early learning goals and the early requirements of the National Curriculum. There are satisfactory induction procedures in place for new staff. The school has recently gained the 'Investors in People Award' and all members of staff have professional development interviews and are appraised on their work and professional requirements by the headteacher within the spirit of the new requirements for performance management. Their personal needs as well as those for in-service training in subject areas, are carefully prioritised according to the targets set on the school development plan.
56. The headteacher takes the leading role in day-to-day management and works closely with the deputy headteacher and the senior management team. The headteacher regularly monitors with the help of other teachers, the quality of teaching and the standards achieved by the pupils. The school undertakes some analyses of its data on pupils' performance. The outcomes are used well to identify some strengths and weaknesses within subject areas and the progress of individual pupils and groups of pupils through the school. The assessment of skills in subjects such as design and technology, history, geography and music are in the early stages of development.
57. Since the previous inspection, teachers have improved their expertise particularly in English, mathematics, science, art and design, information and communication technology and physical education. Class assistants and students have undertaken professional development

at Newcastle College and a local high school. The National Literacy and Numeracy Strategies have had a major impact on improving teaching techniques, contributing effectively to pupils' learning across the curriculum. The basic skills are managed and taught well and there is an emphasis placed on developing language across the curriculum.

58. The accommodation is satisfactory. There is a minimum of indoor space and the school has no designated room for library, which at present is in a corridor, or a medical room. Although there is a large grassed play space, and hard surface play areas, they are badly drained and often waterlogged. The surface of the playground is uneven and is often the cause of accidents. This limits pupils' opportunities to play team games or for pupils in the Foundation Stage to have regular access to outdoor play. A wildlife pond and garden makes a good contribution as a natural resource for environmental science. The accommodation is well maintained by the site manager and premises staff.
59. Learning resources in most subjects are satisfactory, both in quantity and quality. Books promote multicultural awareness and combat racial and gender stereotyping. For some subjects such as English and history, the loan of books and artefacts from the local library and museum services, bring the resources up to a satisfactory standard. They are good for design and technology and satisfactory in English, mathematics, science, art and design, history, geography, music and physical education. There are satisfactory resources for pupils with special educational needs. Resources are generally satisfactory for pupils in the Foundation Stage. However, there are insufficient large play apparatus for the development of pupils' physical skills of climbing, jumping and balancing. Smaller tabletop resources are barely adequate and only satisfactory as they supplemented by teacher made resources.
60. Financial planning is approved by the finance committee and then is taken to the full governing body. The school has an average income per pupil. Due to the closure of a local firm, the school has recently lost pupils and a member of staff. It is working hard to not exceed its budget. The specific monies directed to support pupils with special educational needs are used effectively and for the designated purpose. All other monies designated for specific purposes such as staff training are spent appropriately.
61. The day-to-day administration of the school is good. The school administrative staff has a good understanding of both the school and the Local Education Authority systems. All the points raised in the latest audit report have been resolved. The school provides very good value for money. There has been very good improvement in the leadership and management of the school since the previous report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The governors, headteacher and the staff should:
 - (1) assess and record the development of pupils' skills in design and technology, geography, history, music and physical education to further inform teachers' planning and raise standards; (Paragraphs:2,22,31,47,115,121,128,142, 146.)
 - (2) specify small steps towards learning the learning targets for pupils with special educational needs so that teachers, support staff and pupils can use them more effectively to track success made towards their targets; (Paragraphs:14,25,32, 50,73.)
 - (3) continue to develop the partnership with parents by providing them with more information about the curriculum and the daily life of the school. (Paragraphs 49,50)

Although these are not major issues to address, the governors, headteacher and the staff should consider the following points for inclusion in their action plan:

- (i) improve the quality of the playground to allow pupils to develop their physical skills appropriately;
- (ii) provide large play equipment and resources for the pupils in the Foundation Stage. (Paragraphs 2,58,59,73)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	49	44	5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	186
Number of full-time pupils eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	21

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	7
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	19	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	12
	Girls	17	17	18
	Total	26	26	30
Percentage of pupils at NC level 2 or above	School	84 (95)	84 (93)	97 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A	12	12
	Girls	17	19	19
	Total	25	31	31
Percentage of pupils at NC level 2 or above	School	81 (98)	81 (98)	100 (98)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. When the number in the year group of boys or girls taking the tests are ten or fewer, they are excluded from the table but the percentage for the whole year group is reported.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	181
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	26
Average class size	26

Education support staff: YR – Y4

Total number of education support staff	2
Total aggregate hours worked per week	15

Financial information

Financial year	99/2000
	£
Total income	303,439
Total expenditure	306,248
Expenditure per pupil	1,656
Balance brought forward from previous year	4,893
Balance carried forward to next year	2,084

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	185
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	47	6	3	0
My child is making good progress in school.	36	48	9	3	4
Behaviour in the school is good.	42	51	3	0	4
My child gets the right amount of work to do at home.	19	57	17	3	4
The teaching is good.	34	57	4	1	4
I am kept well informed about how my child is getting on.	30	29	29	6	6
I would feel comfortable about approaching the school with questions or a problem.	32	47	13	8	0
The school expects my child to work hard and achieve his or her best.	43	48	5	0	4
The school works closely with parents.	19	43	26	8	4
The school is well led and managed.	25	45	14	13	3
The school is helping my child become mature and responsible.	35	58	1	1	5
The school provides an interesting range of activities outside lessons.	16	34	26	11	13

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. There is no nursery at this school. Children who are in the Foundation Stage are reception year pupils. There are 28 of these. Most of these are in the reception class. A few are in a mixed age class with Year 1 pupils. Most of the pupils have experience of nursery classes or playgroups in the local area. There are a small minority of pupils who have speech, language and hearing difficulties but no pupils who speak English as an additional language. The inspection took place during the autumn term.
64. The initial assessments undertaken indicate that there is a wide range of attainments on entry to the school and the overall attainments of the pupils are broadly average for personal, social and emotional development; communication, language and literacy and mathematical development. The pupils make good progress in personal, social and emotional development; communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. In their physical development, pupils make satisfactory progress. Most are on course to exceed the expected early learning goals by the time they reach the end of the reception year for all areas except physical development where they are on course to meet the early learning goals. A few have already achieved the Early Learning Goals and are working towards level 1 of the National Curriculum.

Personal, Social and Emotional Development

65. Pupils make good progress in this area of learning and achieve well. Most are on course to exceed their expected goals by the end of the reception year. Some show good levels of skill on entry to school. They settle quickly into the routines of school life and they relate well to each other and adults. Behaviour is very good. They talk to one another about their work and when working in small groups they soon learn to take turns as they share equipment and resources. Pupils work well co-operatively as they solve number games in small groups or put the mats away after their physical education lesson. Pupils show increasing levels of concentration and often remain interested for a long time. For example, pupils listen well to a road safety talk given by a local police officer. They contributed well to the discussion and quickly grasped the main points of 'staying safe'. The teaching of personal, social and emotional development is very good. The staff encourage pupils to become independent, for example, in choosing their activities and resources and tidying them away at the end of each session. The associated skills are planned very well into the daily activities. Staff consistently reinforce the need for good manners, sharing and caring. Equality of opportunity and access to the curriculum for all pupils are emphasised by the staff. For instance, during circle time, pupils are taught to take account of the views and needs of others as they all have a turn to talk about their holidays.

Communication, Language and Literacy

66. Pupils make good progress in this area of learning. Most achieve well and are on course to exceed the learning goals expected of them by the end of the reception year. They participate fully and confidently in activities. They are learning new words and how to express their own thoughts and ideas. For example, pupils have written about why 'I am Special'. In the reception class, pupils talked about a poem. They listened to the teacher reading the poem and joined in when they could. They discussed the meaning of the words in the poem, giving sensible answers. They were interested and involved in their discussions with the teacher. Most pupils listen well and many express themselves clearly and confidently when answering questions. However there are some who are not as skilled and lack confidence in speaking. Many are beginning to read simple key words such as 'I', 'the', 'a', 'is' and 'in'. The older

pupils are beginning to read and they can recognise up to twenty-five words. Most will be developing fluency and a few will be fluent readers. Most recognise and write their names. Pupils are developing good pencil control as they learn to write, forming most letters correctly. Many are beginning to have a go at writing words themselves. By the time pupils reach the end of the reception year most are on course to write simple sentences. The quality of the teaching is very good. The staff question the pupils skilfully and encourage them to speak at increasing length. Those with special needs are supported well by the classroom assistants and adult volunteers. Pupils are encouraged to use language imaginatively as they dress up and take on roles for playing in the house.

Mathematical Development

67. The pupils make good progress in their mathematical development. The majority achieve well and are on course to exceed the early learning goals that are expected of them by the end of the reception year. They sort colours and shapes into simple sets. Most understand number to five and count to ten and beyond. The younger pupils play mathematical games, for example, matching the number of napkins, cups, knives and forks to the correct number of pupils participating in a pretend picnic. They are learning the meaning of 'more than' and 'less than' and work out how many more items are needed or if there are too many, as they count and distribute the contents of the picnic hamper between themselves. The quality of teaching is very good. The staff intervene effectively to promote mathematical thinking. Tasks are well-planned and organised with due regard for the National Numeracy Strategy and the attainments of the pupils. Appropriate methods are used for the older and the younger pupils. The teaching methods and the support of assistants and parent helpers are very appropriate because they are well directed by the staff. The emphasis on practical application of number skills to problems and games, including basic computer games, is very effective in promoting learning. The staff praise the pupils frequently for their efforts and their rewards of 'well done' claps or stickers motivate and encourage them to learn. In the reception class the enthusiasm of the teacher and the response of the pupils' in watching and listening for the teacher's deliberate mistakes when playing the game 'One Little Rabbit', was a pleasure to observe.

Knowledge and Understanding of the World

68. Pupils make good progress in their knowledge and understanding of the world. The pupils achieve well and the majority are on course to exceed the early learning goals by the time they are five. They are able to talk about their families and have a good grasp of the main features within their immediate locality. Visits to the local shops and places of interest and the visitors into school, such as the local services and the local clergy, extend the pupils' understanding of the wider world. These experiences provide a good foundation for historical, geographical, scientific and technological learning. An awareness of major religious and traditional festivals and stories and poems from other countries, contributes effectively to the pupils' growing multi-cultural awareness. Pupils are developing a good understanding of the wider world as they discuss their holiday experiences and places they have visited. They use the surrounding garden area and playground well when exploring the features of living things. They have constant access to information and communication technology and use the mouse independently to control simple computer programs such as counting and matching sheep to the correct number and achieve average standards in information and communication technology. As pupils enter the school, they use the computer to support their work in the Literacy Hour. The software they use helps them to develop their basic reading and writing skills. Pupils are beginning to understand the purpose of design. For example, as they follow up their discussion about the 'Thunderbird' car, they record the shapes of the materials they will use to make models. The quality of teaching is good and the staff plan successfully a wide and interesting range of activities and confidently make use of technology.

Physical Development

69. The pupils achieve appropriately and make satisfactory progress in physical development. The majority are on course to meet the learning goals by the end of the year. In lessons, pupils are developing a good appreciation of space. Many can move around independently without bumping into one another. Most are attentive and listen well to the instructions given by their class teacher. The pupils walk and move at different speeds on command. The staff are very good role models and manage the pupils very well, motivating, encouraging and providing an effective challenge. Most pupils are developing a sense of direction and balance. They are gaining in confidence and self-control. Pupils become aware of the effects of exercise as they warm up and slow down at the beginning and end of their lessons. The pupils use the resources in the main school. However, their outdoor activities are restricted by the unsuitable and often waterlogged hard play surfaces. There are insufficient resources for outdoor physical development, which is a school priority this year. Consequently the pupils have insufficient opportunity to develop their abilities in using small and large equipment. All pupils are well supported in physical activities and show good levels of skills and enjoy working with one another. The quality of teaching is good. The curriculum is well planned to develop the skills of building with construction materials, cutting, sticking and threading beads, which promote effectively pupils' coordination skills.

Creative Development

70. The pupils make good progress in this area of learning and achieve well. The majority are on course to exceed the expectations of the early learning goals by the end of the reception year. There is a good range of creative activities available for the pupils. They are able to explore colour through painting and they have good opportunities to use their imagination through role-play, music and stories. Pupils paint portraits with well-defined features and their drawings of models are detailed and well proportioned. Although no lessons were observed in this area, good opportunities are provided for pupils to explore their feelings and express themselves through stories, art and design, drama, singing and imaginative play. Many are confident in speaking in a small group or in front of the whole class. Their teachers, classroom assistants and adult helpers support all pupils well in these activities.

Teaching and Learning

71. The quality of teaching is very good. No unsatisfactory teaching was observed. In a short time the teachers have established good routines for pupils to follow and are making a positive impact on their learning. Each of the two teachers who teach reception pupils is well supported by a non-teaching assistant and voluntary help. The adult helpers are briefed well and make a good contribution to the pupils' learning. Lessons are very well planned to meet the needs of reception pupils. As pupils achieve the early learning goals, there is a smooth transition into the National Curriculum. The basic skills are taught very well. The staff implement very well the programmes of study for the National Literacy and Numeracy Strategies. Activities are planned under topic headings and good links are frequently made between the different areas of learning. Where teaching is very good the staff challenge the pupils very well and motivate them to learn as they make learning fun. Skilled questioning promotes further thinking and reflection on the tasks in hand. The staff are good role models and provide a secure environment. Pupils respond very well to the staff and they feel secure and happy. The staff identify pupils with special educational needs early and support pupils effectively in their learning whenever possible. Up-to-date termly records are shared with parents.
72. There has been good improvement in the quality of teaching and learning since the previous inspection. The pupils respond well to the good emphasis placed on personal, social and

emotional development, communication, language and literacy, and mathematical development. The school has good procedures to introduce the pupils effectively to the start of their education. The school provides a wide range of stimulating activities to challenge pupils' thinking. There are very good assessments made on entry, which are used very effectively to plan future work for the pupils. There are good procedures for the assessment and recording of pupils' progress. The parents are very supportive of the school. They are encouraged to help pupils at home especially with early literacy and mathematics. There is good management of this stage of learning.

73. This stage of learning is managed well. The work is well planned and coordinated between the two classes. Pupils with special educational needs, including the talented and more able pupils are identified early and given good help and support. However, although the staff know the needs of the pupils well, the individual education plans for pupils with special educational needs lack detail and specific targets with specified outcomes which limits their usefulness to the staff who support them. The accommodation is satisfactory overall. The resources are barely satisfactory. Pupils make good use of the immediate environment and the school grounds to support their learning. However, there is no large outdoor play equipment and the surface of the playground is uneven and often waterlogged which is unsatisfactory; although the pupils have some planned sessions in the hall to develop their skills. The day-to-day development of pupils' physical skills of climbing, balancing and jumping is limited by the lack of suitable play space and resources. The needs of the pupils are often well met because teaching staff make the resources they need for the lessons. The school is currently budgeting for the purchase of additional resources in the near future.

ENGLISH

74. The results of the 2000 national tests at the age of seven show standards in reading and writing to be well above those found both nationally, and in similar schools. This is for pupils attaining the expected level 2 and above. Pupils attaining level 3 achieved standards well above average both nationally and in comparison with similar schools. Over the last few years the trend in the school's test results for reading and writing has remained significantly above the national averages, although there was a slight fall in the results for the 1999 cohort of pupils. Their results were nearer to the national average. Overall the school has shown good improvement in standards since the previous inspection. The differences in pupils overall from one year to the next, varies according to the differing attainments of the pupils taking the tests. By the time pupils are nine their attainment is still well above the national average. The previous report found that standards by the age of nine were above the national average. There has been good improvement from the previous inspection.
75. This academic year pupils are attaining well above average standards by the ages of seven and nine, except in writing where standards are above average. They generally achieve very well and make very good progress.
76. In speaking and listening standards are well above the national average by the ages of seven and nine. By the age of seven, pupils have developed their skills well. For example, in subjects such as geography pupils use appropriate vocabulary with understanding to explain what they are doing. They talk about life on a small island and how it might be different from their own lives. Frequent discussions such as these provide rich opportunities for speaking and listening that are skilfully exploited by the teachers to improve pupils' speaking and listening skills as well as challenge their thinking. By the age of nine pupils' speaking and listening skills are extended. Many are articulate and speak at length about their work and interests. They take part in sophisticated philosophical discussions and the teacher facilitates consideration of complex ideas such as how our brain makes sense of optical illusions. This enables all pupils including the talented pupils to explore their own thoughts and ideas and puzzle over philosophical questions.

77. By the age of seven, standards in reading are well above average, and similar standards are found by the age of nine. In Year 2, high attaining pupils read with fluency and good expression. They are able to make use of a good range of strategies to help them and show a confident approach to their reading. Most pupils are able to discuss what they are reading and say what they think might happen next. Lower attaining pupils are developing satisfactory phonic awareness and are able to build common words but their reading is often mechanical. Most pupils understand the roles of authors and illustrators, although they are not so confident in using the dictionary or in research skills. By the age of nine, readers show growing confidence, and the pupils that can read well read a range of challenging and demanding texts with expression and fluency. Those pupils regarded as average by the school achieve high standards. They often read fluently and usually show understanding of what they have read. Most work hard at developing their phonic skills and can discuss their favourite authors and their reading preferences. Most parents are pleased with the standards their children attain in reading and help them at home to improve their skills, knowledge and understanding. Some below average readers find it hard to explain what they have read. They are hesitant and their technical reading skill is in advance of their level of understanding. Most can discuss the roles of author, illustrator and publisher, and know the functions of index and contents pages in reference books. Their understanding of library indexing systems is less secure. Pupils take reading books home regularly and reading diaries are kept up to date with comments from teachers and parents. Parents generally provide good support to help develop their children's reading, and this helps to encourage enjoyment and enthusiasm for reading.
78. Standards in writing are above average by the ages of seven and nine. The National Literacy Strategy has been very successfully implemented and teachers have adapted their teaching successfully to accommodate the new structure. The Strategy has had a positive effect on the standards achieved. By the age of seven, pupils write for a wide range of purposes and a variety of audience; working on imaginative and purposeful tasks, including stories, letters, lists, poetry, personal writing and formal accounts. There is a very good focus on writing throughout the school and these tasks are equally well planned for pupils in Key Stage 2. By the age of nine, pupils are encouraged to practise and use their writing skills in all subjects. In a Year 4 history lesson, for example, pupils were finding out where the Vikings came from. One group wrote about their findings, using their writing skills to record factual information. Opportunities for extended writing are included appropriately in the curriculum, giving pupils time to write at greater length, and examples are seen of the use of a good range of vocabulary, with imaginative and sometimes exciting use of words. In displays around the school many examples are seen of pupils' writing for a wide variety of purposes. The quality of presentation is good overall, for instance of handwritten poems by Year 3 and 4 pupils. Handwriting develops into a fluent cursive style as pupils move through the school, and standards of presentation are generally good, reflecting the high expectations of teachers.
79. A feature of many lessons is the pupils' enjoyment in their work. They find their tasks interesting and fun. This is combined with a good work ethic. The attitudes and behaviour seen are very good and many pupils are good at sustaining concentration as they work. There is mutual trust and respect among the pupils and the staff. This is evident in the very good relationships.
80. The teaching of English is mainly very good throughout the school. Of ten lessons observed, ten per cent were excellent, 40 per cent were very good and 50 per cent were good. There was no unsatisfactory teaching and little difference between the quality of teaching in Key Stage 1 and Key Stage 2. Teachers show good subject knowledge, have high expectations of their pupils, and present the work in stimulating and interesting ways. These capture the imagination and curiosity of pupils of all abilities. The work is well planned, along the guidelines of the National Literacy Strategy, and pupils are well managed. The teaching methods used are very effective and teachers put them into practice skilfully and with

enthusiasm. This enthusiasm is communicated to their pupils and makes a positive contribution to the high standards achieved. The introduction of ability sets for the teaching of English is having a positive effect, allowing teachers to have a sharper focus and to respond more strongly to individual needs. The teaching of philosophy, which promotes thinking and problem solving, is a strength of the subject and meets the needs of the higher attaining pupils well. Pupils acquire the basic skills of literacy well at all stages due to the good attention paid to this aspect by all teachers. There are good opportunities to practise these skills in other subjects. For example, in art and design, pupils study the work of Escher and discuss and reflect on the impossibilities of paintings. There is limited use of information and communication technology in pupils' everyday English. Though many pupils use information and communication technology effectively at home to research topics studied at school. The teaching of pupils with special educational needs is good. Most parents particularly endorse the positive response the school makes towards these pupils, enabling them to make good progress. Pupils are supported well by support staff as well as their teachers. However, the individual education plans are insufficiently detailed for staff to record pupils' day-to-day progress towards their targets.

81. The subject is well managed and this contributes to the high standards that the pupils achieve. The subject leader is very experienced and has a good vision of how the subject should develop, in line with the provisions of the School Development Plan and the National Literacy Strategy. Assessment procedures are well developed and information gathered is well used to track individual progress and plan next steps in learning. Detailed analysis of assessment data has enabled teachers to gain a clear understanding of what pupils know and can do and of the progress they are making. Pupils' work is marked regularly with some supportive and developmental comments to help pupils to improve their work.
82. The school's accommodation is sufficient for the teaching of the subject, although at present the library, which is in a corridor is underdeveloped. Space is restricted and the location is unappealing and not well suited to encouraging pupils to enjoy using it. Resources are satisfactory overall; the quality of the books is boosted by the topic loans from the local library service. The school has plans to develop the library.
83. At the time of the previous inspection standards in English were found to be above national expectations in both key stages. The present inspection finds that standards are now well above in reading and speaking and listening, and above in spelling, handwriting and writing at key stages 1 and 2. The school has therefore made good improvement in standards since the last inspection.

MATHEMATICS

84. The results of the 2000 National Curriculum tests for seven year olds showed that pupils' attainments at both the expected level 2 and at the higher level 3, were well above average both nationally and in comparison with similar schools. The results in 1999 show that pupils achieved above average standards nationally and average standards when compared with similar schools. Over the last four years pupils' attainments have been well above average except in 1999 where it fell, the overall percentage for the group reflecting the individual differences in the attainments of the pupils taking the tests that year.
85. Pupils' standards in mathematics at the ages of seven and nine are well above average. Pupils achieve very well and make very good progress throughout the school. Over fifty per cent of nine year olds achieved at level 4 in an optional test in 1999. These are standards normally expected of eleven year old pupils. The test covered all aspects of mathematics including numeracy.

86. The school is successful in implementing their policy for mathematics. The policy is clearly written with well-structured aims and objectives, linked to National Curriculum levels of achievement and the National Numeracy Strategy. The national strategy provides detailed guidance for teachers' planning. Emphasis is placed upon fostering an enjoyment of mathematics and developing pupils' confidence to use number skills and mathematical concepts to address practical tasks and real life problems. This is a strength of the subject. All areas of the curriculum are equally addressed.
87. By the age of nine, pupils work confidently using a range of different strategies to solve problems. They work with number to one thousand and multiply, divide, add and subtract numbers; using for example, grid and brackets to find solutions to problems. Pupils are encouraged to check their own work using different strategies and in one group during mental arithmetic, pupils used the phrase 'self corrected'. They know how to check answers by using alternative methods or using a calculator. They solve problems of money, decimals and time. Line and block graphs are used to record results. Pupils find the area of regular and irregular shapes and know the difference between analogue and digital time. Pupils' mental skills are well developed. They are quick to see pattern in number and solve problems quickly by using such methods as doubling, halving and rounding up or down.
88. By the age of seven, pupils are working on a range of basic number concepts including addition, subtraction, odd, even, counting on and back, missing numbers to two digits. They solve simple problems to do with money and time. They recognise two and three-dimensional shapes and understand and use mathematical words such as 'fraction', 'difference', 'sum'. They apply number in practical activities.
89. The quality of teaching and learning is very good throughout the school. In lessons observed, 60 per cent of teaching and learning was very good, 20 per cent was good, and a further 20 per cent was satisfactory. Emphasis has been placed upon the development of teaching strategies linked to the National Numeracy Strategy. Teachers are confident and skilled in teaching the national strategy and in developing practical activities, particularly for the younger pupils. The setting of work involving real life problem situations and encouraging individuals and groups to find solutions is a regular feature of all lessons. Teachers have good subject knowledge, are enthusiastic and provide challenging activities for pupils to test their knowledge and understanding. Positive learning environments are established within all classrooms and there are very good displays supporting number work to help pupils learn. Where teaching is very good, the learning objectives are clearly explained to pupils, the learning goals are clear, and there is a good pace to lessons. The oral and mental sessions are delivered with enthusiasm and all pupils respond well. In one lesson, Year 2 pupils were working on odd and even numbers. There were high expectations, good development of previous learning and challenging activities to further the pupils' understanding. During discussion pupils are encouraged to put forward ideas on number patterns, and one pupil stated 'two odd numbers always make an even number'. Work is very well planned and matched to the attainments of pupils working in small groups. There are challenging extension activities provided for the most able pupils. When teaching and learning were satisfactory, there were nevertheless areas for improvement arising from features like the challenge of the work being too demanding. In these lessons pupils did not have sufficient previous learning to fully participate in the new challenges set. There is regular assessment of progress through mental and oral work, marking of work and teacher assessment. Pupils are encouraged to develop skills of self-review. This was particularly evident at Key Stage 2. Pupils with special needs are supported well in class and make good progress in their learning. However, the individual plans for these pupils are not sufficiently well designed for staff to be able to record the day-to-day success of pupils' learning towards their targets. The most able pupils are supported well and helped to achieve their full potential.

90. Pupils are given good opportunities to develop their mathematical skills and explore concepts in other curriculum areas. For example, dates, time lines and co-ordinates were used in history when pupils studied the map of Britain to find where the Vikings had settled. In science, graph work and skills of data handling were used when pupils recorded the results of their experiments and investigations. Pattern and shape are explored in art and design and measurement is used well in design and technology. There is limited cross-curricular work in physical education; with no evidence of recording times for running, lengths of jumps, swimming records or results of football teams, for example. Satisfactory use is made of information technology.
91. In all lessons the pupils are well motivated and enjoy number work. The staff ensure that all pupils take part in discussions and answer questions. Pupils enjoy solving problems that are often set for homework. They learn well from others' responses during discussion. Staff set a climate for learning where all opinions and contributions are valued. Consequently, pupils are not afraid to contribute or ask questions and the teaching is very successful in meeting the needs of individual problems through discussion.
92. The subject leader is very enthusiastic, has good subject knowledge, is supportive of staff and is fully involved in the integration of mathematics within the whole school curriculum. Since the last inspection the school has made very good progress in introducing the Numeracy Strategy. It is evident that this is having a positive effect on standards. All staff have undertaken numeracy training. Pupils at Key Stage 1 are set yearly targets and in Years 3 and 4 pupils are set termly targets. The co-ordinator is aware of the need to develop short-term targets for individual pupils to establish additional resources for information and communication technology, to improve pupils' achievements. Resources are satisfactory. The subject leader monitors teaching and learning and is developing strategies for work in other subjects. There are good procedures for assessing pupils' attainment and progress.
93. At the time of the last inspection, standards were average and there was some unsatisfactory teaching. This was due to a lack of pace and challenge in the work. Since then there has been very good improvement in the curriculum, the quality of teaching and learning and in the standards pupils achieve.

SCIENCE

94. The results of the 2000 National Curriculum assessments for seven year olds showed that attainment at the expected level 2 was high, with 100 per cent of pupils attaining level 2. However, there were no pupils achieving the higher level 3, which is very low. The results in 1999 show that while a few less pupils attained level 2, the standards were well above average and a few attained level 3 in various areas of the programme of study. This, however was still below average. There has been a similar picture over the last three years. Almost all the pupils attain level 2 but very few attain level 3, which adversely affects the overall assessment of the group of pupils being assessed. Slight differences between the percentages of pupils reaching level 2 between 1999 to 2000 reflect the differing cohorts of pupils.
95. Pupils do not do as well in Key Stage 1 in science as they do in literacy and numeracy. This is because there is less time spent on this subject than on numeracy or literacy. It reduces the time pupils can spend in developing scientific skills at higher levels than level 2. During Key Stage 1, pupils are taught as a whole class and the teaching is mainly directed towards the achievement of the nationally expected level of level 2. At the time of the inspection the pupils work within level 3 and their attainment is well above average. The pace of work increases as pupils progress through the school and by the time they reach the age of nine, they achieve well above average standards.

96. By the ages of seven and nine, pupils attain standards well above average and make very good progress this academic year. All areas of science are fully covered and pupils make very good progress in their learning throughout the school. Pupils' work in investigations is a strength.
97. By the age of nine, pupils build on their previous learning to attain well above average standards. They have recently undertaken work on the properties of materials and understand the need for fair testing. Pupils know how to separate mixtures such as sand and water by filtration or salt and water by evaporation. They have devised a fair test and recorded their results to show which materials make the best insulators. Pupils understand that materials can be opaque, translucent or transparent and decide how to conduct a fair test of transparency using a range of torches. Some higher attaining pupils devise the category of whether the material casts a shadow during the testing as further criteria for an important property to be considered. In making their hypotheses, pupils put forward sensible reasons why some materials are more translucent than others. For instance, they notice that woven cloth lets light pass through the tiny holes in the weaving and other fabrics do not. Throughout the key stage there are good links made to other areas of the curriculum. For example, in geography pupils study the world rainforest zones and also learn about condensation and evaporation as they test conditions for humidity. Pupils make good progress in their knowledge and understanding of science. The skills of observation, prediction, testing, recording and evaluating, are well developed through a very good emphasis on investigational work.
98. By the age of seven, pupils understand the differences between various materials and sort them by their properties. Most are beginning to understand the need for fair testing. In their investigation of light, pupils know the major sources of light and distinguish between those that are natural and those that are artificial. Pupils have a basic understanding of electricity and recognise the need to complete a circuit to light up a bulb. There is good coverage of the science curriculum during the key stage and pupils make good overall progress in their learning to achieve well. Effective links are made with the history curriculum as pupils study old and new lamps and torches and understand lighting before electricity.
99. Pupils throughout the school make good use of their literacy and numeracy skills to write reports and record their work. Information and communication technology and research skills are used appropriately to research topics at home and at school.
100. In the four lessons observed the quality of teaching and learning overall was very good throughout the school. Fifty per cent of teaching was very good, twenty five per cent was good and a further twenty five per cent was satisfactory. Teachers have consistently good subject knowledge and teach scientific vocabulary well. They have very good questioning skills to extend pupils' thinking. Teachers often pose challenging questions during initial discussions, motivating pupils to seek answers through their investigative work. Most lessons are very planned well for the development of investigational skills and are set at a brisk pace. Staff work consistently well together and hold high expectations of work and behaviour. Pupils respond very well to their teachers and work enthusiastically to meet the challenges that are set for them. If work is not always completed on time then pupils finish this in their own time but do not sacrifice the quality of their work in order to complete their set tasks. Pupils in Years 3 and 4 are taught in separate year groups. This allows for the appropriate progression of knowledge, skills and understanding during these two years. Because the quality of the teaching is very good overall, most pupils learn well and sometimes very well. Where the teaching was satisfactory, the pace of learning was slower during the introduction of the lesson which was overlong, resulting in some pupils becoming restless and losing concentration. In this lesson there was minimum time for pupils to investigate and seek solutions to the set tasks. Staff know the attainments of the individual pupils well and use assessment very well in their daily lessons to ensure all pupils make the progress they should. Marking and specific learning objectives that are set for each pupil are

informative and help pupils to improve their work. Pupils with special educational needs make similar good progress to other pupils in the tasks set for them. Their needs are well known to the staff, although not written in detail. Pupils are supported well to enable them to work effectively alongside their peers.

101. Pupils have very good attitudes to their work. They are keen to find out and enjoy the practical nature of the subject. Pupils want to learn and enjoy their lessons, often contributing well from their own experiences or research carried out at home. Most talk articulately and at length about their work and by the age of nine, they devise and record their own investigations. Pupils are well motivated and take some responsibility for their learning. They concentrate on their work, often for long periods and persevere until they have completed their work to their satisfaction. Many extend their knowledge by seeking further information at home from books or the Internet or from a CD-ROM.
102. The curriculum is broad and balanced and with many opportunities for the pupils to be involved in investigative work. The subject is effectively managed and staff have worked hard together to ensure consistency in marking work and progression in the teaching of scientific skills and vocabulary throughout the school. Since the previous inspection standards achieved by the pupils aged seven and nine have risen from satisfactory to very good because of the improvement in the structure of the curriculum and the quality of the teaching and learning. This is very good improvement. The curriculum is enriched through visits to a local university and museums where pupils experience specialist teaching, and are invited to experiment with resources and artefacts. The wildlife pond area in the school grounds is used well in the study of plants and mini-beasts. The school learning resources are barely adequate and are often supplemented by book loans and the resources that the teachers themselves provide. Strong links with a local pharmaceutical company has made significant contribution to pupils' learning through the provision of resources and extra-curricular environmental activities.

ART AND DESIGN

103. By the time pupils are seven and nine pupils are making good progress and achieve well to attain above average standards.
104. By the age of nine, pupils build on their previous knowledge and are introduced to new skills and knowledge through purposefully structured activities. They acquire skills of working with materials and tools systematically throughout the school, and are encouraged to express their ideas and feelings. They work well collaboratively, learning from one another and making improvements as they work. Pupils learn about different styles and techniques of famous artists and develop their own style of drawing and painting. They use a range of materials to draw, paint, model, print or work in pastels. They mix two colours well to produce a range of darker and lighter shades of paint. Their understanding of a range of artists' work makes a positive contribution to their cultural development. For example, in Years 3 and 4, pupils study Islamic patterns, which they use to create their own tiles. They also study Mexican art and design and work in textiles to make their collages of animals and birds. Eastern European art and design is studied during the autumn term as pupils make nativity figures, gaining inspiration from study of icons. The pupils work in natural materials such as leaves or stones and, inspired by the work of Andy Goldsworthy, develop their techniques of weaving with willows. They produce large 3-dimensional models. Pupils develop their skills of observation well, working with watercolours to draw fruit and flowers in a variety of shades and tones. This makes a good contribution to pupils' spiritual and cultural development. Pupils with special educational needs are supported well in lessons and make good progress towards their learning targets.

105. By the age of seven, pupils work confidently from their imagination as they produce bold and well-proportioned paintings. They learn successfully to mix their own colours. The Year 2 pupils, working on natural colours, are inspired by the tones used by William Morris, as they developed their own palette of autumnal shades. Pupils extended their drawing skills as they studied the work of other artists such as L.S. Lowry. In Year 2, pupils learned about transport and machines, observing the designs of Leonardo da Vinci. They worked imaginatively, their designs inspired by the style of Leonardo da Vinci. Their standard of work was above average and good links were made with history and design and technology.
106. Pupils concentrate well on their lessons. They are enthusiastic and enjoy their work. Pupils set high standards for themselves, working carefully, ensuring they do their best work. This was particularly evident in lessons at Key Stage 1 and Key Stage 2, where pupils were mixing tones and shades of colour. All were fully involved in the task and if they were not happy with their first attempt, they persevered until they grasped the learning objective and were satisfied with their work. Pupils work very well together. They share resources and help one another without being asked, to tidy up or fasten their overalls.
107. The quality of teaching and learning is very good overall. Of the two lessons observed, one was good and the other was very good. The lessons are planned to build up consistently, pupils' knowledge and skills. They understand the various techniques used by some of the famous artists and incorporate those techniques into their work. Pupils make good progress when their teachers make good use of resources such as prints of famous artists. Pupils with special educational needs and the talented pupils are supported well in lessons and make good progress towards their learning targets. The curriculum is planned very well to link to other subjects. For example, drawing in design and technology, pattern work in mathematics, and artists' work in the past in history. The work of Escher was used very well in an English lesson to promote philosophical discussion on the practical possibilities in his work. The pupils benefit in Key Stage 2 as staff teach to their strengths such as in art in the afternoon sessions.
108. Art and design is developed and coordinated well throughout the school. The work on display around the school creates an attractive learning environment. The provision of a craft club makes a positive contribution to the quality of pupils' work. Good improvement has been made since the previous inspection. Standards were below average in Key Stage 1 and average in Key Stage 2 at the time of the last inspection. Since then there has been very good improvement in the quality of the curriculum and the teaching and learning. This is because the co-ordinator has revised the scheme of work with the staff and monitored the quality of teaching and learning. She has attended training courses to improve her own expertise and has given demonstrations of good teaching to other staff. Visiting artists have worked alongside pupils to make masks for a local festival. Resources for learning are satisfactory in quality and quantity. They are stored appropriately and are accessible to staff and pupils.

DESIGN AND TECHNOLOGY

109. By the time pupils are seven and nine they attain average standards, achieve satisfactorily and make satisfactory progress.
110. By the age of nine, pupils build on their previous knowledge and understanding. The school provides a 'Craft Club' where pupils can develop their design ideas in a worthwhile extra-curricular setting. In a previous topic pupils looked at how bread is made. They compared modern bread with that made during Roman times and this work provided good cross-curricular links with history. The practical activities involved gave pupils insights into the process of bread making and of how it had changed over the years.

111. By the age of seven pupils are given a worthwhile range of experiences that enable them to design, make and evaluate a variety of objects. In a topic on William Morris, for example, they investigate patterns, cutting, assembling and combining materials to produce repeating patterns. They learn how patterns are formed and widen their basic language skills through discussing terms such as 'identical' or 'repeating'. Evidence from displays also shows that pupils have been working on projects such as designing a simple model car with wheels and axles that allow it to move freely. They learned about joining techniques when they made leather hinges for a model spider. They used textiles and patterns when making a glove puppet.
112. The quality of teaching and learning in the two lessons observed was good. The lessons were planned well. Clear objectives shared with the pupils at the beginning of lessons with good demonstrations and questioning by the staff, went a long way to guarantee successful learning. The positive approach of staff with good support from parent helpers encourages all pupils to stay on task and maintain a good pace of work. However, some teachers lack confidence in some areas of the curriculum do not always use the correct specialist vocabulary. All pupils, including those with special educational needs are supported well in their learning. The lack of the assessment of pupils' skills inhibits progress and overall satisfactory progress through the programme of study. Whilst pupils are given interesting and worthwhile activities they do not develop their skills systematically. There is a need to look at how skills are taught and then how opportunities are provided for these skills to be exercised in practical situations, before moving on to more advanced skills. In-service training activities are planned to address these deficiencies.
113. Pupils respond well to the activities presented to them. They enjoy the practical work and are good at sharing, taking turns and listening to the opinions of others. These aspects of the work make a useful contribution to their social and moral education. In a lesson on pattern making, for instance, the nature of the work makes it accessible to pupils of all abilities, because of the support they receive and so they are all fully included and make good gains in learning.
114. The subject co-ordinator is newly appointed but has made a good start on her responsibilities. She has produced a new policy for the subject based on the most up-to date guidance. She has a good background in the subject and has been evaluating teachers' planning, and the new system of half-termly plans. The subject is satisfactorily managed overall.
115. The school has good resources for the teaching of design and technology that are appropriately organised and accessible to all. Good consideration is given to safety issues and pupils are trained to use equipment safely. A system for the assessment of skills for pupils is an area that is targeted for development. The finding of the school's previous report was that standards in design and technology were in line with those found nationally. The present report finds that standards have been maintained at the same level. Satisfactory standards have been maintained but no improvement has been made.

GEOGRAPHY

116. By the time pupils are seven and nine they attain average standards and make satisfactory progress. Pupils' achievement is satisfactory. The experiences of the pupils in this subject contribute well to their cultural development, especially of their own locality.
117. By the age of nine, pupils' work is brought to life and extended by a range of interesting visits linked to their work. In a topic on castles, for instance, pupils visit different castles along the coast, including a valuable visit to Holy Island. This enables them to develop their understanding of locations and of the human and physical features, which make

them unusual. Pupils are also given experience of other cultures through work on world festivals, which includes aspects of the geography curriculum.

118. By the time the pupils reach the age of seven, they have experienced a well-planned range of activities which help them develop knowledge of maps and the local area. They go for walks around the school's immediate neighbourhood and discuss the routes taken to and from school. They learn about more distant localities such as Scotland. Year 1 and 2 pupils listen to a story about island life on a Scottish island and contrast how the life of characters in the story differs from their own. They discuss what an island is and find examples in atlases. They learn geographical vocabulary and use it correctly. They know the points of the compass and can refer to direction in terms of the points of the compass.
119. The quality of teaching and learning in the two lessons observed was good. Both were in Key Stage 1. No lessons were observed in Key Stage 2. The teaching was lively. It stimulates the pupils' interests and consequently the pace of learning was good and the pupils learned well. Because the teachers have good subject knowledge they explain the geographical knowledge and concepts to be learned very clearly. Pupils contribute effectively to the discussion describing their experiences of other places and asking pertinent questions.
120. Pupils enjoy their work and concentrate well in lessons and behave very well. Pupils are enthusiastic about finding information about their locality and about other countries. Often they bring artefacts from home to talk about or by research information on CD-ROM. They enjoy educational visits to the locality. Pupils' interest and knowledge and understanding of the local features are broadened by their residential visit in Year 4 to Seahouses.
121. The subject is managed by a newly appointed co-ordinator, who has made a good start to the role. She is working on a new policy and scheme in line with Curriculum 2000, and is giving good consideration to Equal Opportunities, including the needs of gifted and talented pupils. Work is also under way to improve the use of all aspects of information and communication technology in the subject and a system for tracking pupils' skills.
122. Resources for geography are just satisfactory, but the school acknowledges that there is a need to develop a better range and quality so as to support all areas of the curriculum. At the time of the school's previous inspection standards were average. The school has therefore maintained satisfactory standards in the subject but has not improved.

HISTORY

123. By the time pupils are seven and nine, pupils achieve well and make good progress to attain above average standards.
124. By the time pupils are nine, they have deepened their understanding of the subject by studying ancient civilisations such as the Vikings and important periods and people in our history. During both key stages 1 and 2, work is planned to cover the National Curriculum programme of study and pupils make very good progress. During Key Stage 1, they develop an awareness of the past and how it affects how we live today. This is widened in Key Stage 2, as pupils understand a variety of civilisations and periods. Pupils with special educational needs are supported well by the staff and make good progress. Effective use is made of both the CD-ROM and reference books as pupils research information for their topics, both at home and in school. By the time pupils reach Year 4, the curriculum has been enriched by the visits to places of interest.

125. By the time pupils are seven, they have a good understanding of the passage of time. Pupils in Years 1 and 2 correctly identify differences between ways of life; contrasting, for instance, a Victorian lifestyle to that of the present. For example, pupils had previously visited Beamish Museum and had seen life being re-enacted as it was in Victorian times. The teachers used artefacts about 'a Washing Day', which were borrowed from the Beamish Museum, to illustrate effectively methods, and artefacts that were used in Victorian times in contrast with the facilities and equipment available in the modern kitchen. Pupils understood how a mangle, a washboard and other Victorian artefacts were used. From the discussion and handling the various exhibits, the pupils were coming to very well informed conclusions about the problems and difficulties of life in Victorian times.
126. The quality of teaching and learning throughout the school was very good. Two lessons at Key Stage 1 and one lesson at Key Stage 2 were judged to be very good. At Key Stage 1, two lessons were observed and both teachers involved the pupils in questioning and answering sessions. They encouraged them to talk about their ideas of life in Victorian times and recounting their experiences at the Beamish museum. Classroom management was very good and the teachers were enthusiastic. This captivated the attention of all the pupils and also the parent helpers. The lessons were very good examples of bringing history to life to help pupils understand key issues. The work in the class was complemented by a display of photographs, written accounts by the pupils of their visit to the museum and a central display of artefacts. Pupils wrote about different aspects of Victorian life; including the home, the school, the bakery, coal mining and transport. This was a good example work in English as well as history. In Years 3/4, the very good teaching was characterised by positive well-structured learning environments. The teacher was enthusiastic and had good subject knowledge. In the lesson on the Vikings, the teacher had linked the lesson well to co-ordinate work in mathematics and using the atlas to plot landing places in geography. The teacher challenged the pupils well through questioning and by planning challenging topics, including extension work to meet the needs of all pupils including those with special educational needs and the talented pupils. There was clear evidence of pupils improving their knowledge and understanding. The teaching about the Vikings was complemented by good displays of materials which encouraged pupils to develop personal enquiry and knowledge. The subject makes a valuable contribution to the pupils' cultural development. It also contributes significantly to their spiritual development through empathy with people in different circumstances to their own.
127. The pupils are very keen to learn and many of the younger pupils had discussed the visit to the Beamish Museum with grandparents. The older pupils frequently research information at home to further their understanding. Because they are clear about the tasks they had to complete, pupils set about their work with enthusiasm, confidence and enjoyment. They enjoy extending their work as good links are made with other subjects such as information and communication technology, geography and mathematics.
128. The subject leader for history has only recently taken on the role. The curriculum is taught through topics. She is aware that although the teachers have produced comprehensive half-termly plans, there is no overall scheme of work or system for tracking and recording pupils' skills. Resources available for history are limited and are supplemented by short-term loans from the library service, the Beamish museum and the staff. The subject leader has good subject knowledge, is very enthusiastic and is looking forward to the challenge of developing the subject. The curriculum is enriched by visits to places of interest. In the summer term Year 4 pupils look forward to a four-day field trip to Seahouses from where they visit Holy island, the Priory and castles in the area. This makes a very good contribution to pupils' spiritual, social and cultural development. There has been very good improvement in the quality of teaching and learning, the curriculum and the standards since the last report where standards were average.

INFORMATION TECHNOLOGY

129. By the time pupils are seven and nine they achieve satisfactorily to attain average standards and make satisfactory progress.
130. By the age of nine, wide use is made of information and communication technology in a range of subjects such as English, mathematics, art geography and history. The school now has access to the Internet, so that pupils are beginning to use the vast range of research materials that are available on line. The use of word-processors, begun in Key Stage 1, continues so that pupils are able to choose whether to present their work by means of the computer or in hand-written form. A small group of pupils in Year 3 experimented with tools of the 'Dazzle' and 'Colour Magic' drawing programs, confidently to change font, erase, and create symmetrical patterns and draw.
131. By the age of seven, pupils learn about control devices, which must be programmed to follow instructions. The 'Pip' programmable toy is used and the teacher skilfully leads the pupils step by step towards a good understanding of how the toy can be made to move according to their instructions. Good comparisons are made with various household appliances that need to be programmed, so that the pupils see links with their real everyday lives.
132. The quality of teaching and learning from the two lessons observed was very good in Key Stage 1 and good in Key Stage 2. The staff demonstrate the use of information and communication technology well. The staff question and discuss the teaching points effectively with their pupils to promote thinking and learning. Because the staff answer all questions without exception and include all pupils in the discussion, pupils are not afraid to seek explanations or contribute from their own learning. This makes a good contribution to their speaking and listening skills as they learn from listening to others as well as their teachers. Although examples of good practice, as mentioned above, were seen during the inspection, it was also the case that across the curriculum teachers missed opportunities to use the computers as tools for work in other subjects. Much work has been done by parents and friends of the school to raise money for resources and at present the school's computers are under-used. Some teachers are not confident in making full use of the computers. Additional training in information and communication technology is planned for the near future.
133. Pupils enjoy using information and communication technology. Many of the school's pupils have access to computers at home and are therefore skilled and familiar with many aspects of their use. This advantage is used well by the school, for instance when pupils use home computers to help them with homework projects.
134. The subject leader is working to develop all aspects of the subject. There is an appropriate system to assess pupils' progress. The subject leader is now working towards extending the scheme of work dictated by new curricular requirements. The school has sufficient resources for the teaching of the subject. The school's previous report found that standards in information and communication technology were average. The present inspection comes to the same conclusion. Standards have therefore not improved but have been maintained at a satisfactory level by the school.

MUSIC

135. By the time the pupils are seven and nine, they achieve well to attain above average standards. They make good progress in both Key Stage 1 and Key Stage 2.
136. By the age of nine, pupils are able to discuss the working of brass and wind instruments. They draw on their scientific understanding to explain how sound is produced

and how the musician can control it. Their efforts to produce a sound on a trumpet and through a length of hosepipe, generate both gains in scientific understanding, and considerable humour.

137. By the age of seven, pupils are taught the basics of music through practical singing and instrumental work. They learn nursery rhymes and join in singing and performing activities which develop their musical understanding. In a Year1/2 lesson, for example, pupils learn to create sound pictures in response to descriptive words. They play tuned and untuned percussion instruments, both individually and together, to produce sounds in response to words such as 'fast', 'shivery', 'loud' and 'gentle'. The teacher has high expectations and her enthusiasm is communicated to the pupils. This approach promotes high standards and pupils of all abilities show good gains in learning.
138. The quality of teaching and learning is very good overall. In the two lessons observed in Year 2 and Years 3/4, teaching was good. Although not all teachers are musicians, all employ an enthusiastic and inclusive approach which shows the pupils that music is an important activity to be enjoyed by all. This approach stimulates pupils' interest and appreciation, promotes good learning and contributes significantly to the high standards achieved. Teaching points are made clearly and good questioning promotes thinking and thoughtful questions from pupils who extend their knowledge and understanding as they listen to the views of others. Pupils with special educational needs and those who are talented musicians take full part in school activities and lessons and receive good support to help them make good progress in their learning. This subject makes a valuable contribution to the pupils' cultural development.
139. The school provides a wide range of other musical activities which enrich the curriculum considerably. Instrumental teachers from the Local Education Authority music service, together with volunteer teacher and parent helpers, teach violin, recorder and keyboard; as well as the more recent introduction of clarinet, flute, 'cello and guitar. These lessons give pupils opportunities to develop their musical skills and to participate in concerts and other musical activities outside the school. They play in assemblies and school concerts throughout the year. In these ways music plays an important part in the life of the school. Everyday activities such as assemblies are enriched, and the quality of the whole curriculum is enhanced.
140. The school has participated in the Brinkburn Music Festival, working with Northern Sinfonia, and other local music festivals. There has also been a recent visit to the Alnwick playhouse for a musical performance. In school there is a regular diet of musical activities throughout the year. The Harvest Festival and Nativity concerts, the regular Year 4 musical in the spring and the whole-school concert at the end of June in which all pupils participate, all make valuable contributions to the life of the school.
141. This combination of a lively curriculum supplemented by a rich variety of other activities, ensures that pupils have very positive attitudes to the subject. In musical activities seen during the inspection it was evident that teachers and pupils shared the involvement and enjoyment of music.
142. The subject is very effectively managed by the headteacher, and resources are sufficient; although some areas need development. For example a better selection of drums is needed for rhythm work. The school has built up a good supply of portable glockenspiels and pupils have access to them when needed. The high standards in music that were seen during the previous inspection were seen during this one. The school provides a rich variety of interesting and appropriate musical activities for its pupils, now, as it did then. The subject leader is working towards developing procedures for assessing and recording pupils' skills. High standards have been maintained.

PHYSICAL EDUCATION

143. By the time pupils are seven and nine, they achieve satisfactorily to attain average standards and make satisfactory progress.
144. By the age of nine, pupils enjoy gymnastics and learn to put sequences of movement together as they change balances and levels. During a Year 3/4 lesson on supporting body weight, balance and movement, pupils learnt about points and patches and experienced balance on 4,3, and 2 points. There was good use of self-review and encouraging pupils to watch for and talk about good performance. The pupils split into two groups, undertaking turns as performers and observers. The interchange of ideas and opportunity to observe others enabled all pupils to develop skills of balance and alternative ways to move on two and three points. The Year 4 pupils have swimming lessons and all pupils are on course to swim 25 metres by the time they leave school. They learn to swim using a range of strokes, crawl and backstroke. The older pupils have the opportunity to go on a residential visit and experience a range of outdoor activities. However, pupils' skills in team games are less well developed. The school has no football team or teams for other sports. However, the players of Newcastle United teach football skills with pupils from Year I for six weeks on one day each week after school. This is a very successful programme and culminates in a visit to St. James' Park. Opportunities offered for team games, such as rugby, football, basketball, handball, to develop principles of attack and defence, skills of sending, receiving, striking and travelling with a ball and the rules and scoring systems of games, are limited. The outdoor facilities at the school are poor. The field is prone to retaining water and the drainage from the hard surface play areas is poor and the surface is uneven.
145. By the age of seven pupils attain average standards. Pupils make satisfactory progress in the development of skills such as balancing, moving and controlling speed. For example, in one lesson the teacher organised a good warm up routine with pupils jogging around the hall, with the emphasis upon the need to run lightly. The pupils then moved into stretching exercises, as lampposts.
146. The quality of teaching and learning is good overall. From the four lessons observed, three were good and one was very good. In the more effective lessons, teachers plan their lessons well, provide good warm up activities to ensure pupils are sufficiently supple to undertake activities, provide a good range of activities to enable pupils to extend their skills and a cool down session at the end. Clear instructions enabled pupils to understand what was expected of them, particularly in terms of safety issues. Good use is made of praise and encouragement to help the pupils improve. In lessons that were not as effective, the pace of lessons was slower which restricted opportunities to develop skills. As yet there is no system for tracking pupils skills through the curriculum in line with the new requirements for the year 2000. All staff and pupils are dressed appropriately. The staff and pupils are good role models when demonstrating the skills and techniques to be learned.
147. It was clearly evident that pupils enjoy physical education and many were keen to develop their skills of balance and demonstrate to their peers. The co-operative attitude amongst the pupils makes a good contribution to the development of their social skills. Pupils behave well and respond well to the instructions of the staff.
148. The subject leader has only recently been appointed. Although not initially qualified in the subject, she has undertaken a short course of professional development in physical education, is a co-ordinator for 'TOPS' play and has gained experience as a co-ordinator in her previous school. She is enthusiastic and is aware of the current limitations in terms of resources and facilities available on site for play and informal recreation. The physical education programme aims to give younger pupils confidence in running, climbing, spatial

awareness, balance and different ways of moving, including jumping and moving. At Key Stage 2, pupils attend the local leisure centre for swimming and 100 per cent of pupils were able to swim 25 metres by the end of Year 4 last year. Approximately 50 per cent of pupils achieve the swimming association bronze and silver accreditation for personal water safety skills. Currently all records of achievement in swimming and water safety are kept at the leisure centre. There is also a need to keep these records at the school so teachers know how well the pupils are progressing.

149. Many pupils participate in the karate club, and dance sessions, which are held after school with specialist instructors. Many pupils attend the 'Rascals Club' at the local community high school, which offers a wide range of physical activities. These extra-curricular activities are beneficial in supporting and extending the programme of activities offered by the school and contribute well in extending pupils' skills. However, the school has no organised school teams for football, rugby, hockey, netball.