

INSPECTION REPORT

BELSAY FIRST SCHOOL

Belsay, Newcastle-upon-Tyne, Tyne and Wear,
NE20 0ET

LEA area: Northumberland LEA

Unique reference number: 122184

Headteacher: Mrs C Corbett

Reporting inspector: Mrs J Ashmore
25459

Dates of inspection: 28-29 November 2000

Inspection number: 224733

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4-9
Gender of pupils:	Mixed
School address:	Belsay First School Belsay Newcastle-upon-Tyne
Postcode:	NE20 0ET
Telephone number:	01661 881641
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Charlotte Robson
Date of previous inspection:	4 November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Belsay First School is a very small school located in rural Northumberland. It serves the village of Belsay and outlying farms, houses and hamlets, some of these being quite isolated. The school caters for pupils aged 4-9, from reception to Year 4. Numbers in the school are currently 50 and have declined over recent years, though an upturn in numbers is forecast. There are 13 children in the foundation stage (reception class), 16 pupils in the Key Stage 1 class and 21 pupils in the Key Stage 2 class. Approximately one quarter of families is from the farming community and most families are socially advantaged. The number of pupils eligible for free school meals is well below the national average. There are no minority ethnic pupils, travellers, refugees or pupils with English as an additional language. The percentage of pupils on the register for special educational needs is close to the national average. There are no pupils with a statement of special educational needs. On entry into reception children's attainments are slightly below the average for the county but generally above expectations for children of this age nationally, particularly in their skills of communication. There is a thriving playgroup on the school site and most children transfer from here to the school at the beginning of their reception year.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. It maintains well above average standards and good teaching overall. The teaching of basic skills in the early years and Key Stage 1 is particularly effective and leads to well above average and sometimes very high results in the end of Key Stage 1 national tests. There is good education provided for all pupils where talents are nurtured and a wide range of educational opportunities are offered, including learning to speak French. Very good additional support is given to pupils with special educational needs to enable them to take full part in all aspects of school life. There is good leadership and management overall. The headteacher is a charismatic and highly respected leader of the school who has a clear vision which staff, parents and governors understand. There has been very good monitoring and evaluation of performance, and areas for improving standards have generally been acted upon successfully. However, there is a weakness of management reflected in a lack of appropriate response to some weak aspects of teaching and expressions of concern from parents. The governing body is knowledgeable and committed and governors support the headteacher and staff very well. The school provides good value for money.

What the school does well

- The school is at the heart of the community. Parents, governors and friends of the school are very loyal and supportive and contribute to the high standards achieved.
- There are high standards achieved at the end of Key Stage 1 in English, mathematics and science when compared to schools nationally and to those of a similar type. Boys do at least as well as girls in reading, writing and mathematics tests.
- There is very good teaching of children in reception and they make very good progress.
- The school provides a varied curriculum that is of high quality. Pupils' talents are nurtured and computers are used well to support other subjects.
- Very effective use is made of additional adults in classrooms, many of whom are voluntary.
- The headteacher is highly regarded and respected. She has a clear vision for the school's direction. This vision is shared with and well understood by a very effective governing body and by parents.

What could be improved

- Teaching approaches to pupils' personal development and the management of pupils are not consistent across the school.
- Procedures for dealing with complaints are not made clear for parents.
- Standards of handwriting, spelling and presentation are not high enough in Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. The high standards have been maintained and there has been satisfactory improvement in teaching and learning. In the last inspection four key issues for improvement were identified. The school has worked hard to address all issues. There has been good improvement and very high standards have been maintained. A wide range of educational opportunities is available for pupils to learn about different beliefs and social and cultural traditions. Further opportunities are now open to pupils with the good developments that have been made in the use of computers. The computer suite is a valuable resource that is used by all pupils to extend their skills and to make learning interesting. The new foundation stage curriculum for reception children and the new national curriculum have been well introduced. There are good assessment procedures in place and teachers know the abilities of the pupils in their classes. Very good records of achievement show how pupils have progressed in different subjects. The staff and governors have taken effective action to reduce the dangers from the busy main road when arriving and leaving school. With the support of the Belsay Trust and the Local Education Authority a new car park has been made on the school site. Other safety issues have also been successfully addressed to ensure that pupils are safe and secure in the school. The governing body has increased its involvement in the school and has effective procedures to check how well the school is doing.

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
	1998	1999	2000	2000
Key Stage 1				
Reading	A	A*	A	A
Writing	A*	A*	A*	A*
Mathematics	A	A*	A*	A

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Children start school at the beginning of reception ready to learn. They have skills, knowledge and understanding above what you would expect for children of this age. The table above shows that in 2000, pupils' reading attainment at the end of Key Stage 1, on the basis of the end of key stage National Curriculum test results, was well above the national average. In writing and mathematics, pupils' performance was in the top five per cent of all schools, which is very high. In comparison to similar schools, pupils' performance in reading and mathematics was well above average, and in writing it was very high. The school has maintained well above average standards consistently over the last three years, despite the numbers in each cohort being relatively small. Boys consistently perform at least as well as girls, and boys' attainment in writing is very high compared to boys' performance nationally. Inspection findings confirm that these results are an accurate reflection of the standards achieved in Key Stage 1.

Standards of English, mathematics and science in Key Stage 2 are maintained in most respects. Pupils make satisfactory progress and achieve standards above the national expectations. Pupils read well and the content of pupils' writing is of a high quality. They use their good understanding of number to solve problems and most pupils explain well how they arrive at answers. Pupils are articulate and imaginative. However, standards of handwriting, spelling and presentation in Key Stage 2 could be higher. Standards in information technology in Key Stage 2, and in art and design across the school are high. Throughout the school, pupils who are more able make good progress and attain high levels. Pupils with special educational needs also make good progress and achieve well. The school sets targets for improvement for each pupil and this contributes to the overall good progress. There are also school targets for improvement based on careful assessment of groups of pupils and evaluation of how well pupils are performing. Targets are sufficiently challenging and have brought about recent improvements in pupils gaining higher levels for writing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work.
Behaviour, in and out of classrooms	Pupils across the school are very well behaved in classroom, in the playground and around the school.
Personal development and relationships	Overall pupils' personal development is good. They relate very well with one another. However, there are some pupils in Key Stage 1 who sometimes lack confidence and self-esteem.
Attendance	Attendance is well above the national average and this contributes to the good standards achieved by pupils.

Pupils come to school wanting to work hard and learn about new things. They are very well behaved and responsible. Older pupils take responsibility for younger pupils through the 'buddy system'. The introduction of 'response partners' in Key Stage 2 encourages respect for each other and has been very successful in developing relationships within the class. Older pupils show initiative and take on extra responsibilities, such as putting on the music for assemblies. As a result they have high self-esteem and are very confident. Some pupils in Key Stage 1 do not have sufficient time to reflect or to think in response to questions asked during lessons. As a result they lose confidence and do not believe that they are doing very well.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-9 years
Lessons seen overall	Very good	Good	Satisfactory

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.

During the inspection ten lessons were observed and the quality of teaching was good overall. In four lessons teaching was very good or excellent. In three lessons teaching was good and in three it was satisfactory. The very good teaching in reception gives pupils a very good start to their education. There is very effective teaching of basic skills of literacy and numeracy in Key Stage 1 and good preparation for the end of Key Stage 1 tests which enable all pupils to reach their potential. Expectations of the quality and quantity of pupils' work is very high in reception and Key Stage 1, which results in pupils making great efforts to do their

best and they make good progress overall. Good use is made of additional adults, who give pupils individual attention and help them to sustain concentration and develop their ideas. Very good teaching support is given to pupils with special educational needs. However, the style of teaching in Key Stage 1 sometimes puts pupils under too much pressure. Over-direction of pupils inhibits aspects of their personal and emotional development. Some pupils in Key Stage 1 do not have sufficient opportunities to use their initiative or to think of answers or express their ideas. Expectations of the quality and quantity of writing in Key Stage 2 are not high enough. Pupils are given homework for handwriting and spelling, but the skills they practise well at home are not reinforced sufficiently during lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is very good provision for developing creative arts, with productive links with English Heritage and Artists in Residence at Belsay Hall. Very good use is made of computers, the local environment, visits and visitors to enhance the curriculum, which is broad and balanced.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good, ensuring full inclusion in academic, physical and social activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for spiritual and cultural development through different subjects and activities. Regular 'circle time' lessons support pupils' personal, moral and social development, though the impact of this is not, as yet, consistent across the school.
How well the school cares for its pupils	Procedures are in place to maintain pupils' safety and wellbeing. Healthy meals are prepared for lunchtime and great care is taken to reinforce with pupils how to keep healthy and safe.

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 by the headteacher. There are very effective day-to-day procedures that are supported by all staff and this ensures a smoothly run organisation. There has been weak management in addressing an area of concern identified through monitoring teaching and from parental concerns. All other aspects of management are good.
How well the governors fulfil their responsibilities	Governors are generally very effective. They know the school well and are clear about the priorities for its development. Statutory requirements are not fully met in relation to a statement about child protection and details of the formal complaints' procedure, which should be included in the school's brochure.
The school's evaluation of its performance	Good monitoring arrangements are in place. Governors visit the school regularly and monitor its work very effectively.
The strategic use of resources	The school is constantly challenging itself to do better. It compares standards with those of other schools and makes good use of resources to secure a good quality of education for pupils. There is wide consultation before taking major spending decisions and spending is based on the priorities that have been

	identified through careful forward planning. The school provides good value for money.
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PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • There is good teaching, children make good progress and standards are high • Children love coming to school • The school has high expectations of the children and encourage them to do their best • Children respect each other and behave well • Small classes provide lots of individual attention • Teachers make time to talk to parents, especially for those whose children may have special needs 	<ul style="list-style-type: none"> • Clarity about homework requirements • Not enough teaching about other races and cultures • A minority of parents raised concerns about children’s emotional development.

Inspectors confirm the extremely positive views held by parents. In relation to what parents would like to see improved, homework procedures are understood by the majority of parents and pupils. However, it may be useful to include further details in terms of deadlines and regularity in the school booklet for reference. The inspection found cultural development and multi-cultural development to be good, although further opportunities can now be exploited through the use of computers. Inspectors did agree that pupils’ emotional development is not nurtured effectively in all classes and is an area to be addressed.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is at the heart of the community. Parents, governors and friends of the school are very loyal and supportive and contribute to the high standards achieved.

1. Belsay First School is a very popular and successful school. It owes much of this success to the excellent relationships between the headteacher, parents and governors. In addition, members of the school staff fully exploit the skills and talents of parents, governors and members of the wider community. The school in its turn gives much back to the local community and in so doing gains a great deal of support and encouragement for the work it does.

2. There is a thriving Parent Teacher Association that is very active in supporting the financial needs of the school through fund-raising events, but it also addresses the social needs of the school community. An example of this is the summer school that is organised by parents during the school vacation, which brings children from as far away as Newcastle to enjoy the wide range of activities alongside pupils from Belsay. The Parent Teacher Association also organises an inter-school football competition, which provides the opportunity for pupils to mix with other children that they may meet when they move on to Middle School.

3. Many parents, governors and friends of the school are actively involved in the classrooms and provide very effective support. They help regularly and are well briefed about what their role is in helping pupils with their work. Their involvement enhances the learning opportunities by giving individual attention to pupils and by supporting small groups of pupils. There are greater opportunities for discussion and

guidance because of the very favourable number of adults working in classes alongside the teachers, which contributes to the high standards achieved.

There are high standards achieved at the end of Key Stage 1 in English, mathematics and science when compared to schools nationally and to those of a similar type. Boys do at least as well as the girls in reading, writing and mathematics tests.

4. Standards are consistently high in the national tests at the end of Key Stage 1 in English, mathematics and science. The percentage of pupils who reached the expected level 2 in writing and mathematics was very high in the 2000 tests compared to all schools nationally and well above the national average in reading. Compared to schools nationally, the percentage of pupils who reach the higher level 3 was very high in English, mathematics and science. This is particularly significant and demonstrates that the school does a very good job in meeting the academic needs of more able pupils and helping them to reach their potential in English, mathematics and science. When results are compared to similar schools, Belsay First School's performance is also very high in writing tests and well above the average of similar schools in reading and mathematics.
5. Unlike the national trend, boys are performing on average at least as well as girls in reading, writing and mathematics. Taken over the last three years the end of Key Stage 1 tests show that boys at Belsay are exceeding the average performance of boys nationally by at least a year. Boys' attainment in writing is significantly high compared with boys nationally and this is a real strength of the school.
6. Standards of work in Key Stage 1 are also high in pupils' books and in lessons. Pupils take a pride in the presentation of their writing and they are given opportunities to write long stories. They begin to join their letters in handwriting and use simple punctuation accurately. Some more able pupils in Year 2 write well using speech marks, interesting vocabulary and more complex sentence structure. In mathematics pupils in Year 2 have a good grasp of number and work simple problems out in their heads. They are given many opportunities to apply their understanding to interesting and challenging mathematical tasks, which they enjoy.
7. At Key Stage 1 the very high expectations from the teacher and parents help to keep standards high. The very good use of homework to reinforce pupils' handwriting, spelling and reading skills also promotes high achievement and involves parents closely in the work and progress of their children. Pupils across the school have individual English and mathematics targets that they work on to improve their work. These are shared with parents, who also offer encouragement at home.

There is very good teaching of children in reception and they make very good progress.

8. There is excellent planning and provision made for each of the six areas of learning for children in the foundation stage. The very good teaching ensures that children learn basic skills of literacy and numeracy in a systematic but practical and exploratory way that gives children the opportunity to talk about their experiences with each other and with other adults. The highly stimulating learning environment provides a wide range of practical and interactive activities that are well supported by learning prompts such as number lines, words and picture clues to help children to work independently. Resources are very well prepared and highly motivating, such as a range of different and interesting 'get well' cards which were used to stimulate children to make a card for Humpty Dumpty.
9. Children are sensitively taught to support their personal, social and emotional

development. They are given the opportunity to make choices about what they would like to do, they are given praise and encouragement which raises their self-esteem and they are given the opportunity to take the limelight. For instance, children beamed with delight when given the opportunity to stand in front of their class to point to words on the whiteboard. Questions are very well framed to meet the individual needs of children so that they have time to reflect on the answer and achieve success by getting it correct, occasionally and where necessary with appropriate prompting.

10. At the beginning of the reception year children's attainment is generally slightly below the county average in the Northumberland baseline assessments. However, compared to the attainment of children of this age nationally, they are generally above the national expectation. They make swift and very good progress due to very good teaching and very good pre-school experiences that are apparent in children's linguistic abilities and understanding of number. They gain independence and confidence and make the required progress to enable them to reach the early learning goals and be ready for the national curriculum by the time they move from reception into Year 1.

The school provides a varied curriculum that is of high quality. Pupils' talents are nurtured and computers are used well to support other subjects.

11. There is a wide range of educational opportunity and this ensures that all pupils, no matter what their ability or individual strengths and weaknesses have the chance to feel successful and to enjoy learning. Boys and girls have equal opportunity to enjoy all school activities, including football, sewing and using construction materials. All pupils, including pupils who have special educational needs, receive a broad and balanced learning programme.
12. There are very good opportunities for pupils to study their own culture through a range of artistic activities experienced due to the excellent partnership with English Heritage. The most recent project, designing a Sitooterie (a place outside for quiet contemplation) involved art and design, design and technology, information technology, history, mathematics and English. An 'artist in residence' from Belsay Hall has given excellent support to the school and has inspired pupils to design interesting and original designs for the school's own Sitooterie that is to be developed on the school site. Other artistic projects in the past, some of them involving 'artists in residence', include work in stained glass, clay, plaster, embroidery and tapestry.
13. The school has worked well with a neighbouring school to extend pupils' knowledge and understanding of other European cultures during a 'European Week'. French has been introduced to all pupils in the school and, after only four lessons of French, pupils excitedly counted their chips in French at lunchtime and welcomed visitors with a cheery, 'Bonjour'. Pupils in Year 1 have acquired a range of number and colour vocabulary in a relatively short time to enable them to successfully play a game involving choosing the right number and colour of bricks.
14. The learning programme in school is supplemented by visits in connection with topics being studied, such as Hadrian's Wall during a study of the Romans and the local Buddhist Monastery in connection with work done in religious education. Close links with local schools also enhances the provision by sharing in sporting activities and residential visits. Visitors share expertise and knowledge to give pupils a wider perspective in a range of subjects and interests, such as music, rugby, cricket, story-telling and European studies. The diverse range of provision motivates pupils and contributes significantly to their very positive attitudes to school.
15. The very recent development of a computer suite has enabled pupils from across the school to work with others to develop their computer skills. Throughout the school there is evidence of pupils' use of computers in different subjects, such as: word-processed writing in the Key Stage 1 class which accompanied pupils' paintings;

examples of African ceremonial art printed from the computer displayed alongside pupils' African masks from Key Stage 2; children in reception used the computer to draw their favourite nursery rhyme; and pupils in Year 4 searched for information using the CD-ROM and then printed pages from the program to help them with their work in English.

Very effective use is made of additional adults in classrooms, many of whom are voluntary.

16. The many adults who work in the school offer very good support to the teaching. This is, in the main, due to very effective liaison between the class teacher and the supporting adult. The additional adults are clear what they are expected to do and they work alongside pupils sensitively to enable them to do their best. They work with groups of pupils that benefit by having someone nearby who can answer their questions, who can guide them through the task, can help them with practical skills such as cutting card or joining construction materials, or help them to access information from books or the computer. This high level of support in classes is a strong feature of the school and contributes to the very high attainment and good progress of pupils, as it facilitates effective individual attention.
17. Additional members of staff appointed to support classes for different subjects or pupils with special educational needs, and individual or group activities provide effective support. A teaching assistant provided good support to pupils who needed additional help with spellings. Materials from the national literacy strategy were used well to present learning in an interesting and enjoyable way, which kept pupils motivated. Other adults are involved in planning for the class and so are able to exploit whatever other work pupils are engaged in. This was seen in a French lesson where the additional teacher used items from the café to extend pupils' French vocabulary which pupils later applied to their role-play.

The headteacher is highly regarded and respected. She has a clear vision for the school's direction. This vision is shared with and well understood by a very effective governing body and by parents.

18. The headteacher is very highly regarded by parents, staff, governors and the local community. She is respected for her openness and her skilful interpersonal skills that enable her to address issues in a professional and sensitive manner. The headteacher works in close liaison with staff and governors and they successfully communicate the aims and vision for the school to parents.
19. The headteacher and staff have developed a very successful and effective monitoring of teaching and learning programme to evaluate the success of new initiatives that have been implemented and to improve standards further across the school. As a result standards which were already high in writing have risen further due to the staff development that has arisen from monitoring activities. Provision for information technology has also improved due to the careful evaluation and recognition of what needed to be done in order to make a difference.
20. Governors play an effective role in supporting the aims of the school. They take their responsibilities seriously and are proactive in the life of the school. A programme of visits has been in operation for over a year and different governors visit classes and very effectively evaluate a specific area, such as numeracy, and provide a very helpful report for the whole governing body, summarising key points and recommendations. This helps the governors with their spending plans and to help them to understand and recognise the strengths of the school and possible areas that need to be considered for development in the future.

WHAT COULD BE IMPROVED

Teaching approaches to pupils' personal development and the management of pupils are not consistent across the school.

21. The school has many positive aspects of very good practice in developing pupils' personal, social and health education. However, there are some aspects of pupils' personal education that are not successfully addressed across the school and this has an impact on some pupils' emotional wellbeing.
22. Pupils' attitudes and behaviours are very good in all classes and throughout the school's daily activities and the headteacher, teachers and support staff all work hard to promote a healthy, happy and caring learning environment for its pupils. The headteacher is currently working on a local initiative to develop a Personal, Social and Health Education programme in reception and in Key Stage 1. There is also close liaison with other local schools and the middle school to develop a programme in Key Stage 2 that will form part of pupils' learning programme when they move schools at the end of Year 4. This is all very positive and carefully planned in the school's development plan.
23. In Key Stage 1 pupils are not given sufficient encouragement and time to talk during 'circle time' and during class discussions. There were examples of pupils in Key Stage 1 being put under unnecessary time pressures when asked a question, which inhibited their progress and limited their participation. There were also examples of undue pressure being placed upon pupils and an inappropriately abrasive manner used in an effort to gain high standards of response, which in some instances were counter-productive because pupils became even more reticent as a result of this approach.
24. There is an emphasis throughout the school on helping pupils to share their ideas and opinions and to explore feelings and concerns through 'circle time' and this is planned into the school's weekly timetable. However, as yet, there has not been training for all staff on the values of 'circle time' and as a result there is not a consistent approach to developing pupils' confidence and self-esteem.

Procedures for dealing with complaints are not made clear for parents.

25. There are relatively few formal complaints made to the school. Currently concerns or complaints are dealt with informally, and in most cases effectively, by the headteacher. But there has been weak management in addressing one area raised by parents. There is a complaints' procedure, in relation to complaints about the curriculum, written in the School Booklet for Parents. There is also a very clear written procedure for dealing with other complaints but this is not included in the School Booklet. The procedure is therefore not widely known, nor is it followed precisely by the headteacher or governors when parents formally write to express concern or to complain. Parents should know the correct procedure and know how they will be informed of the action that the headteacher or the governors have taken as a result of the complaint.

Standards of handwriting, spelling and presentation are not high enough in Key Stage 2.

26. Pupils begin Key Stage 2 with high standards of written English. They write interesting stories, use good sentence structure and interesting vocabulary, they understand basic punctuation and they are able to spell words correctly at least to the level expected. Some of the writing of pupils in Key Stage 2 does not reflect the high standards expected based on the levels of attainment that are achieved by pupils at the end of Key Stage 1. Pupils do not consistently apply the skills acquired through the effective teaching in Key Stage 1, and through the good use of homework in both key stages to their writing. This is particularly evident in literacy lessons in Key Stage 2. Handwriting in particular is below the expected standard and the lack of consistent use of joined writing has an impact on the quality of presentation, spelling and speed of writing.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. Belsay First School is a good school with very good features and the issues for improvement are included to make provision even better for all pupils. In developing these areas care needs to be taken not to adversely affect the existing good practice.
28. In order to improve the quality of education and raise standards further, the headteacher and governing body should:
- (1) Ensure there is a consistent approach to the personal development of pupils throughout the school by:
 - sharing the very good practice in reception and Key Stage 2 to develop all pupils' self-confidence and self-esteem;
 - securing effective and appropriate ways of managing pupils in Key Stage 1 through targeted support and training;;
 - monitoring closely, through school and Local Education Authority procedures, the management of pupils in Key Stage 1 to ensure that they are confident and secure in their classroom.
 - (2) Improve how the school deals with parental concerns by:
 - ensuring that the clear complaints procedures are known and understood by all staff and governors so that suitable responses are made;
 - publishing the complaints procedures in the School Booklet;
 - making sure that parents who express concerns know what action has been taken.
 - (3) Improve standards of handwriting, spelling and presentation in Key Stage 2 by:
 - encouraging pupils to apply established skills to their writing;
 - raising expectations of the quality and quantity of work done in literacy and numeracy lessons.
 - ensuring pupils check writing for accuracy.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
20%	20%	30%	30%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y4
Number of pupils on the school's roll (FTE for part-time pupils)		50
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y4
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		10

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	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.5
National comparative data	5.2

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.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	50
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	2.9
Number of pupils per qualified teacher	17.2 : 1
Average class size	16.7

Education support staff: YR – Y4

Total number of education support staff	1
Total aggregate hours worked per week	18

Financial information

Financial year	1999/2000
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	£
Total income	142947
Total expenditure	135225
Expenditure per pupil	2332
Balance brought forward from previous year	5221
Balance carried forward to next year	12943

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	50
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83.0	17.0	0	0	0
My child is making good progress in school.	67.0	33.0	0	0	0
Behaviour in the school is good.	75.0	25.0	0	0	0
My child gets the right amount of work to do at home.	54.0	46.0	0	0	0
The teaching is good.	71.0	29.0	0	0	0
I am kept well informed about how my child is getting on.	58.0	42.0	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	78.0	17.0	4.0	0	0
The school expects my child to work hard and achieve his or her best.	83.0	17.0	0	0	0
The school works closely with parents.	71.0	25.0	4.0	0	0
The school is well led and managed.	88.0	12.0	0	0	0
The school is helping my child become mature and responsible.	83.0	17.0	0	0	0
The school provides an interesting range of activities outside lessons.	17.0	83.0	0	0	0

Other issues raised by parents

The overwhelming view of parents is very positive. They find the school extremely caring, welcoming and highly effective. All members of staff, including catering staff, are helpful and very hardworking. The leadership of the headteacher is viewed by most parents as excellent.

A number of parents are concerned about the lack of opportunities for pupils to gain a practical understanding of different cultures. The evidence from inspection shows that the school has made good progress with this issue and provides many opportunities to develop pupils' knowledge and understanding of cultures different to their own. However, there are now further opportunities that could be exploited through the use of computers to enable pupils at Belsay First School to link with a school in England and elsewhere that has diverse cultures represented amongst its pupils. There is also a concern amongst a very small number of parents about how pupils are managed and the impact this has on some pupils' emotional development. The inspection confirms that this is an area that needs to be addressed.