

# INSPECTION REPORT

**Tritlington Church of England  
First School**

Tritlington, Morpeth

LEA area: Northumberland

Unique reference number: 122299

Headteacher: Mrs B. Roberts

Reporting inspector: Mr R. W. Burgess  
OIN 20950

Dates of inspection: 6<sup>th</sup> – 8<sup>th</sup> November 2000

Inspection number: 224806



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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:	Tritlington Morpeth Northumberland
Postcode:	NE61 3DU
Telephone number:	01670 787383
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev J. Waiyaki
Date of previous inspection:	24 <sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr R. W. Burgess [20950]	Registered inspector	Mathematics	What sort of school is it?
		Information and communication technology	How high are standards?
		Geography	How well are pupils taught?
		History	How well is the school led and managed?
		Under fives	
		Equal opportunities	
		Special educational needs	
Mrs S. Dixon [19335]	Lay Inspector		Pupils' attitudes, behaviour and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr R. Evans [20692]	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Science	
		Art and design	
		Design and technology	
		Music	
		Physical education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Tritlington C. E. Aided First School is situated to the north of the town of Morpeth and serves a number of villages, where the housing is both privately owned and rented. The pupils come from a range of social backgrounds. It has 59 pupils aged between three and 9 years and is smaller than other schools. There are a similar number of boys and girls. Pupils' attainment on entry is broadly average with a wide range of attainment. There are no pupils with English as an additional language. Fifteen per cent of pupils have been identified as having special educational needs, which is below average. Two children have Statements of Special Educational Need which is above average. The school admits children into the Nursery at the beginning of the term after their third birthday and into the Reception at the beginning of the academic year in which they have their fifth birthday. Two per cent of pupils are in receipt of free school meals, which is below average.

### **HOW GOOD THE SCHOOL IS**

Tritlington C. E. Aided First School is a good and effective school. Teaching and the quality of learning are good. The majority of pupils make good progress and achieve good standards by the end of Year 4, particularly in English, mathematics and science. The partnership with parents is a strong feature of the school. There is a shared commitment from staff and governors to continued improvement. There has been careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The strengths of the school greatly outweigh its weaknesses. The school provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- ◆ The high quality of teaching and the good progress in learning, particularly at Key Stage 1.
- ◆ The very good provision for pupils with special educational needs contributing effectively to their very good progress.
- ◆ The very good relationships between all staff and between teachers and pupils.
- ◆ The very good procedures for assessment of pupil's progress.
- ◆ The very good partnership developed between governors, staff and parents with a shared commitment to improvement and raising standards.

### **WHAT COULD BE IMPROVED**

- ◆ The procedures and systems for day-to-day management.
- ◆ Opportunities for pupils to write extended pieces of work.
- ◆ The detail in each area of the three year strategic plan.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION**

The school has made a good improvement since the last inspection in June 1996. The school has developed and effectively implemented plans to tackle all the weaknesses identified in the last

report, in particular through raising standards in information and communication technology. There has been a significant improvement in the quality of curriculum planning which is reflected in the detailed schemes of work. Since the last inspection the accommodation has been altered to provide improved teaching spaces which has been beneficial to pupils' learning. The headteacher, staff, governors and parents have developed a very good and effective partnership and the school is well placed to continue to build on its recent improvements with clear and positive leadership. They have developed good plans with clear and realistic targets.

## STANDARDS

As the number in Year 2 in 2000 was less than 10, it is not appropriate to compare the performance of pupils in the school with the performance of pupils nationally or with the performance of pupils in similar schools.

The number in each year group varies considerably, also the number of pupils with special educational needs. In some years recently there has been a very significant difference in the number of boys and girls in each year group. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.

Levels of attainment upon admission to the school are broadly average. By the end of the Foundation Stage almost all pupils attain at least satisfactory standards in all the areas of learning. During the inspection standards for the majority of pupils were good and above national expectations for pupils aged 7 and 9 in English, mathematics and science. In information and communication technology standards are satisfactory and in line with national expectations for pupils aged 7 and 9. In the lessons observed, progress was good for the majority of pupils and often very good for those pupils with special educational needs. Standards in all other subjects of the National Curriculum are at least satisfactory by the end of Key Stage 1 and by the end of Year 4.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good they approach their work positively and confidently.
Behaviour, in and out of classrooms	Good, the school is an orderly community in which pupils show good respect for adults and each other.
Personal development and relationships	Pupils' personal development is good and this is supported by the very good relationships throughout the school.
Attendance	Attendance is good. The majority of pupils arrive punctually. Most pupils are keen to come to school.

Pupils listen attentively and most respond well in lessons. Relationships are very good and pupils have a high regard for others' feelings, values and beliefs. In their personal development, pupils willingly take responsibility for tasks and show initiative, such as when undertaking independent research and supporting different charities.



## TEACHING AND LEARNING

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

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

The quality of teaching is good overall. It is good in the Foundation Stage, very good at Key Stage 1 and good in Years 3 and 4. For children in the Foundation Stage it was very good in 18 per cent of lessons and good in 82 per cent. At Key Stage 1 it was excellent in 31 per cent, very good in 54 per cent, good in eight per cent and satisfactory in the remainder. In Years 3 and 4 it was good in 73 per cent of lessons and satisfactory in the remainder. At Key Stage 1, there were several good features, including effective introductions clearly identifying targets and at the end of the lesson these were reviewed and pupils encouraged to assess how successful they had been and what they had learnt during the lesson. Teachers' knowledge and understanding is good. There is a clear understanding of the needs of the youngest children. Basic skills of literacy and numeracy are taught well and pupils are managed well. The teaching of pupils with special educational needs is very good and helps to promote progress. Support staff contribute well to these pupils' progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good in range and quality for children at the Foundation Stage. It is very good at Key Stage 1, where it is planned imaginatively to make learning interesting for the pupils. A good and well balanced curriculum is offered at Key Stage 2.
Provision for pupils with special educational needs	The school makes very effective provision through very good use of support assistants. Pupils make very good progress, especially in the basic skills of literacy and numeracy. Records of progress are clear and are used well for individual education targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for spiritual, moral, social and cultural development. The school provides well for pupils' emotional and aesthetic development.
How well the school cares for its pupils	The school cares well for its pupils. There are good and effective procedures for the welfare of pupils. All staff are hardworking and committed to the care and education of the pupils. Procedures for assessing pupils' progress are very good.

The school offers a good range of extra-curricular activities, including care provision before and after school each day. The use of assessment to inform teachers' planning and set targets for individual pupils is good. The school has a strong and positive partnership with parents. They are made to feel welcome and offer very good support to the school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership by the headteacher, who is very well supported by the full time teacher and very efficient administrative assistant.
How well the governors fulfil their responsibilities	Good support by the governing body. There are several new members of the governing body who are clearly committed to improvement and have a clear understanding of the school's strengths and areas for improvement.
The school's evaluation of its performance	Monitoring and evaluation are good and contribute effectively to the school development plan, focussing on raising standards and improving the level of provision.
The strategic use of resources	Resources are used effectively, particularly personnel for supporting pupils with special educational needs.

The headteacher has a good knowledge of which areas the school needs to develop. She is well supported by all staff. The governors, many of whom are new, undertake their responsibilities seriously and share a commitment to supporting the school. The alterations to the accommodation are having a positive impact on the quality of provision. There are sufficient staff to meet the requirements of the curriculum. The range and quality of resources is good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases most parents and carers	What parents would like to see improved
<ul style="list-style-type: none"> <li>◆ Their children like school.</li> <li>◆ Their children make good progress.</li> <li>◆ The teaching is good.</li> <li>◆ It is easy to approach the school with questions or problems.</li> <li>◆ The school's values and attitudes have a positive effect on their children.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some parents are unhappy about the amount of homework provided and the information about how their child is getting on.</li> <li>◆ Parents would welcome more organisation in day-to-day management.</li> </ul>

The responses to the questionnaire sent to parents prior to the inspection indicate a good level of satisfaction with the standards achieved by the school. Inspectors' judgements support the views expressed by the majority of parents. The inspection findings are that the provision for homework is good and that parents are well informed about their children's progress and school life in general. The school recognises the need to improve the organisation for day-to-day management.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. In 2000 the number of pupils at Year 2 was less than 10 it is not therefore appropriate to report national performance data for comparing the schools performance with national averages or the performance of pupils in similar schools.
2. In comparing the pupils' performance with previous results consideration is given to the impact of pupils with special educational needs in each year group. In this small school this, together with significant differences from year to year in the number of boys and girls, has a significant effect on the whole school performance data and when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.
3. Children make good progress in their learning through the Foundation Stage. They attain the early learning goals in most areas of learning by the time they are five and where appropriate are following the programmes of study of the National Curriculum. Their personal and social development is good. Baseline assessment is used effectively to identify and provide support for pupils. Careful analyses of children's achievements are being developed to determine strengths and weaknesses. These are having a positive impact on raising standards.
4. Throughout the school, the vast majority of pupils achieve expected levels in English, mathematics and science, with a significant minority attaining higher levels. This is an improvement since the last inspection.
5. In English at Key Stage 1 pupils make very good progress in their learning. They continue to make good progress to the end of Year 4 when they leave the school. At both key stages pupils develop good, and sometimes very good, skills in speaking and listening. Pupils make good progress in reading. At the end of Key Stage 1 pupils read accurately and fluently. They pay careful attention to punctuation and read dialogue expressively. Most read a wide ranging vocabulary and know how to tackle difficult or unfamiliar words. In Key Stage 2 pupils continue to progress well in their reading. Higher attaining pupils read confidently. Pupils achieve good results in writing, demonstrating that they have well developed skills. This represents a great improvement on the finding of the previous report. Higher attaining pupils write complete sentences with correct punctuation, including speech, question and exclamation marks. At both key stages pupils are given insufficient opportunity to develop extended writing both in English and across the curriculum.
6. In mathematics learning is good and often very good for pupils in Key Stage 1 and good for pupils in Key Stage 2. At Key Stage 1, most pupils gain a good knowledge and understanding of number and place value. Pupils solve simple problems involving number, money and measurement. At Key Stage 2, Year 3 and 4 pupils increase their understanding of place value to well over 100, partitioning numbers into hundreds, tens and units. Pupils have good opportunities to use and apply mathematics in other subjects. For example, in design and technology they explore three-dimensional shapes and the two-dimensional shapes that can be found in them.
7. Pupils' attainment in science is above national expectations. Pupils' learning is good across both key stages. This is an improvement on the finding of the previous inspection. Pupils enjoy science and are anxious to learn and make progress. Although their writing in their topic

books is limited in quantity, in discussion, pupils satisfactorily describe practical investigations and show sound knowledge and understanding of different aspects of science.

8. In information and communication technology the standards attained by the pupils at the end of Key Stage 1 and when they leave the school at the end of Year 4 are in line with those expected nationally. This reflects an improvement since the previous inspection. Pupils are eager to investigate uses of the computer. All the pupils are competent in the use of the mouse and keyboard.

9. The standards of work seen during the inspection were often good at Key Stage 1 and for Key Stage 2 pupils in Years 3 and 4. Good planning ensured work was appropriate to all pupils reflecting their differing prior attainment. Good strategies were used to ensure pupils worked at a good pace and expectations of standards and behaviour were high, reflecting the impact of the quality of teaching on standards. The focus on improving curricular provision, teachers' expectations, planning and organisation are having positive results. Staff continue to improve their professional expertise, such as in their knowledge and understanding of information and communication technology.

10. Standards in all other subjects of the National Curriculum are at least satisfactory by the end of Key Stage 1 and by the end of Year 4.

11. Standards of achievement of talented pupils and those with special educational needs is good in relation to their prior attainment. They are supported well by all staff. Teachers and support staff encourage these pupils to fully participate in activities.

12. There is a continuing focus on improving assessment and its effective use to inform planning. Pupils' performance in national tests is being carefully analysed to plan for improvement and raise standards. The school lacks systems for assessment in foundation subjects and for adequately monitoring the progress of individual pupils.

### **Pupils' attitudes, values and personal development**

13. Pupils have good attitudes to their work overall and in Key Stage 1 they are very good. They enjoy coming to school and approach their lessons and activities with great enthusiasm. In lessons pupils respond well to challenging and stimulating questions and their answers are given with confidence. Pupils listen very well to their teachers and each other and instructions are followed quickly and quietly. Throughout the school and in the Nursery pupils work hard and maintain high levels of concentration throughout lessons. Pupils work alongside each other amicably and willingly offer help and encouragement to their classmates. For example, in a Key Stage 1 mathematics lesson where pupils worked very well in pairs to ice and decorate cakes when learning about halving and doubling different quantities. All pupils and children in the Nursery are encouraged to be independent and to use their initiative to solve problems. As they move through the school they develop the skills needed to become independent learners. The high value placed upon pupils and their achievements is evident through attractive displays of their work in the classrooms and school hall and in the celebration of each other's work.

14. The behaviour of all pupils is good. This has a beneficial effect upon their learning and upon the school community as a whole. The majority of pupils behave consistently well in lessons, assemblies and at lunchtimes. There are a very small number of pupils that lack self-discipline and sometimes present difficult behaviour. These pupils are well managed and respond well to the teachers' high expectations. The school rules are well understood and reflect the discussions that



pupils are involved in. Praise and reward for good work and behaviour are used very effectively to promote good behaviour, to motivate pupils and to instil pride and confidence. Pupils treat the resources and equipment they use with care and respect. There has been one exclusion in the past year which was accompanied by appropriate procedures.

15. The relationships amongst all members of the school community are very good. Adults in school present good role models and pupils are treated with care and respect. This is reflected in the pupils who are polite and helpful towards each other and to adults. Lunchtimes are sociable and pleasant and the kitchen staff provide good support for the curriculum with themed lunches and other items for use in lessons, for example, with a recent special day based upon life in Roman times. Outdoor play is happy and orderly with no evidence of conflict. Pupils' personal development is good. Pupils are provided with many opportunities to take responsibility and to develop into mature and responsible people. Parents feel this is a particular feature of the school. Opportunities are provided for pupils to express their opinions and feelings and they grow in confidence as they progress through the school. Pupils learn to respect others' values and beliefs and show consideration for other lifestyles. The provision for personal and social education provides good support for this area.

16. Attendance rates are above the national average and are good. Pupils are eager to come to school and most pupils arrive on time. Parents provide the school with good information about absences that are largely due to childhood illness. A small number of families take holidays in term time. Registration time is brief and efficient and leads promptly into the first lesson.

## **HOW WELL ARE PUPILS TAUGHT?**

17. The quality of teaching is good overall. It is good in the Foundation Stage, very good at Key Stage 1 and good in Years 3 and 4. For children in the Foundation Stage it was very good in 18 per cent of lessons and good in 82 per cent. At Key Stage 1 it was excellent in 31 per cent, very good in 54 per cent, good in eight per cent and satisfactory in the remainder. In Years 3 and 4 it was good in 73 per cent of lessons and satisfactory in the remainder. The school's focus on improving schemes of work and curriculum planning is having a positive impact. The headteacher has effectively promoted a positive approach to raising standards and all staff share this commitment.

18. Teachers' knowledge and understanding is good. There is a clear understanding of the needs of the youngest children and pupils with special educational needs. Time, support staff and resources are used effectively throughout the school. Basic skills are taught well and pupils are managed well.

19. Teachers' planning is good. There is continuity and progression and planning reflects the different levels of pupils' previous learning. In particular, there are different challenges provided reflecting pupils' prior attainment. Expectations are high. In lessons, effective strategies and methods were used to stimulate pupils' interest, for example, the teacher has organised the literacy hour to best effect, allocating time well to link all components of the hour. Pupils maintained interest and sustained concentration throughout lessons and made good progress.

20. The quality of teaching in the Foundation Stage is good overall. There is a good balance of activities directed by the teacher and those chosen by the children. Activities are generally well planned and prepared and teachers identify and achieve clear learning objectives. Lessons are planned to meet the requirements for children in the Foundation Stage. The teacher explains work carefully. Teachers work well with nursery nurses and learning support assistants who are well briefed and clear about their roles. Planning of the curriculum is detailed and effective.

Assessments of reading, writing and numeracy skills are satisfactory and there are good day-to-day observational assessments, which are used to plan individual children's future learning.

21. At Key Stage 1, the quality of teaching is very good and sometimes excellent. Very good examples of whole class teaching were observed, particularly in literacy and numeracy. Teachers introduce and explain objectives well, for example, these were seen in a good literacy hour. Pupils contributed well, concentrated on their task and made good progress in their learning about instructions and letter writing. In all lessons, there were several good features, including effective introductions clearly identifying targets and at the end of the lesson these were reviewed and pupils encouraged to assess how successful they had been and what they had learnt during the lesson.

22. Teaching at Key Stage 2 is good. The teaching of English and mathematics is supported well by the effective planning for the literacy and numeracy hours. The teacher has good knowledge in these subjects. In these lessons, good use is made of assessment to inform planning and work is well matched to pupils' needs. The many opportunities for discussion offered to pupils in class and assemblies is a strength of the teaching of English.

Science is taught well and pupils have a good understanding of the solar system and the orbital effects of the earth and moon.

23. Expectations of behaviour are high and teachers make good use of praise and rewards to encourage and develop good levels of behaviour. Marking is good with useful comment to encourage pupils and set targets for future learning. It is used effectively to help pupils to improve their work. Homework is provided in English and mathematics for pupils in Years 3 and 4 and in reading and spelling for all pupils; parents welcome this. Pupils are encouraged to undertake research for work they are doing in school.

24. The teaching of pupils with special educational needs is very good and helps to promote progress. Pupils are fully integrated into lessons and teacher's planning is informed by pupils' individual education plans. Plans are regularly revised and targets are adjusted to ensure that pupils achieve success. Support staff contribute well to pupils' progress. They support pupils in lessons and also provide individual support for those with specific difficulties.

25. The school staff have worked as a team to raise their expectations of what pupils can achieve. The headteacher gives a strong lead to developments such as planning, assessment and delivery. She has taken the lead in developing a shared commitment to improving expectations and standards. Considerable work has been done and continues to take place to improve the quality of teaching and raise standards of attainment.

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

26. The school provides a broad and balanced curriculum for the pupils which meets statutory requirements. All subjects of the National Curriculum are taught. The allocation of time to each subject is appropriate and there is a good balance within each subject of its components.

27. The planning of the curriculum to ensure pupils' consistent progress within each subject and the need to link lesson plans with programmes of study were identified as key issues in the last inspection report. The school has addressed these issues thoroughly. Planning of the curriculum is now good. There are policies and schemes of work for all subjects. The school has adapted nationally produced curriculum material well to suit the needs of the mixed age classes at the two key stages. The use of this material also ensures that there is good coverage of the National Curriculum. The long term plan overseeing what and how pupils are to learn is well broken down

into medium term units of work. Lesson plans indicate details of objectives and activities and evaluation of pupils' learning. The very good assessment procedures are influential in helping teachers to plan their work according to the pupils' needs. Lesson plans also indicate the setting of homework extending the work pupils have done in class. The curriculum is particularly well planned and delivered at Key Stage 1.

28. The development of pupils' skills is a strong feature of every lesson. For example, in science pupils learn principles and scientific procedures through investigation and researching information. In art and design they are taught techniques with which to express their individual ideas. To accommodate pupils' mixed ages in the two classes the curriculum is taught in two year cycles. The National Literacy and Numeracy Strategies have been successfully implemented and are raising pupils' standards in English and mathematics. Teachers are not approaching the literacy hour with sufficient flexibility to develop pupils' extended writing. Other subjects such as history, geography and science also make insufficient contribution to pupils' progress in writing.

29. The governors support curriculum development well through their input into the school development plan and through their curriculum committee. They plan to assign a governor to each subject and to reappoint a governor to take responsibility for special educational needs. There are termly visits by the governors to monitor progress in the implementation of the school development plan. The governors' policy on sex education is that it should be taught through the curriculum, as part of science, physical education and pupils' social development. Parents are kept fully informed and support the school's approach. Teaching about the use and misuse of drugs takes place within the "healthy living" topic but is less well structured.

30. Provision for pupils with special educational needs is very good. Pupils are taught within the curriculum and given extra support by the teacher. Statements of need are carefully observed. As far as possible the pupils join in the work of the class but at their own level. They are extremely well supported in their learning by the learning support assistants. Other pupils recently arrived at the school are being assessed for inclusion on the register.

31. The curriculum is enriched by a wide range of educational visits and visitors to the school. These include Wallington Hall, Morpeth Chantry Middle School and cinema, churches and synagogue in Newcastle and locally. The school participated in various sports with other schools. Visitors include theatre groups and leaders of religious communities. The school offers a range of sporting and other activities through the year, outside the curriculum. These include team and individual sports such as football, rugby, cycling and gymnastics. Instrumental tuition is among other activities available. The school also provides facilities for before and after school care for pupils. There are good links with other schools. Liaison with other members of the cluster of schools as well as the middle and high school is close, both in curricular and extra-curricular activities.

32. The school's very strong sense of community and caring provides very good support for pupils' personal development. Good spiritual development takes place in assemblies, with the chair of governors conducting worship once a week. The positive atmosphere in lessons stimulates pupils to achieve their targets. Teachers use praise strongly to encourage pupils. Self and peer evaluation all contribute to pupils' feeling of being valued and to raising their self-esteem. Many lessons allow pupils good opportunity to exercise their imaginations.

33. The good provision for pupils' moral development is closely linked with the school's Christian ethos. Ideals of behaviour and classroom attitudes are prominently displayed. Teachers expect and insist on high standards of behaviour and consideration for others at all times.

Their success in this is seen in the good responses and behaviour of the great majority of pupils in lessons, at play and lunchtimes. Pupils are courteous, friendly and trustworthy. They are aware of the difference between right and wrong behaviour and relationships.

34. The school is very much an inclusive community of staff, pupils, parents and governors. The strong sense of teamwork is a very important factor in improving pupils' learning and raising standards. For example, the school cook provides meals which are often designed to fit in with a topic the pupils are studying. Pupils collaborate on tasks easily and discuss their work sensibly. They readily take responsibility for helping the staff and each other. There are always plenty of helpers for tidying up after lessons or lunch. The many excursions, including a residential course at Kielder, provide opportunities for social development and interaction.

35. There is good provision for pupils to learn about their own and other cultures. For example, pupils study their local culture through the many visits to places of historical and environmental interest that are arranged. They learn to sing Northumbrian folksongs as well as songs from other parts of the world. They study other world religions and cultures in religious education and visit the local parish church and other churches. They visit a cathedral, mosque and synagogue and experience a Jewish day. A Muslim leader visits the school and shows and discusses the Qur'an with pupils. Participation in the Comenius project introduces pupils to other European schools.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. The school has good arrangements for the care and protection of its pupils. Pupils are all well known and well supported by the very good relationships that exist throughout the school. Health and safety procedures are good. There is a comprehensive policy and the governing body is well involved in site and risk assessments. The school is well maintained and provides a safe and attractive environment. The arrangements for child protection are also good and there is an appropriate policy that provides good guidance for staff. There is a suitable level of awareness and relevant training is provided.

37. The procedures for assessing and monitoring pupil's academic and personal progress are very good. This is consistent throughout the school and the Nursery. There are extensive records which include the results of tests and assessments and observations of personal progress. This information is used well to provide targets for improvement for each pupil. The use of assessment information to inform the planning of the curriculum is good overall. At present assessment information is not sufficiently well used to provide suitable work to meet the needs of the range of pupils of different ages and levels of achievement in the foundation subjects. This is particularly so for more able pupils at Key Stage 2.

38. The procedures for monitoring and promoting good behaviour are good. There is an effective system of rewards and clear rules that are well understood by all. The emphasis placed upon praise is very effective in promoting good behaviour in lessons and in boosting self-confidence and pride in all pupils. Teachers provide clear messages about any unacceptable behaviour.

39. The procedures for monitoring and improving attendance are satisfactory. The school meets with statutory requirements and the administrative arrangements are efficient. Not all absences are correctly identified in the class registers.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?**

40. The parents' views of the school are good. Parents are appreciative of the education provided for their children. They are especially pleased with the behaviour in school and the very good relationships that exist between pupils. Parents are pleased with the provision for pupils outside lessons. Some parents are unhappy about the amount of homework provided and the information about how their child is getting on. The inspection findings support the positive views of parents and find that the provision for homework is good and that parents are well informed about their children's progress and school life in general.

41. The effectiveness of the school's links with parents is very good. There is a close relationship between the school and the parents. They are welcomed into school at the start and finish of each day and when nursery children go home after lunch. Parents feel the school is responsive and deals with any concerns quickly and effectively. Parents are invited to weekly assemblies and can gain insight into the work that their children are doing with workshops and meetings. These events are well supported and appreciated.

42. The impact of parents' involvement on the work of the school is good. A good number of parents are able to offer to help in the classrooms and Nursery. This includes listening to reading, cookery and school trips. Specialist skills and interests are used well to support the curriculum. The Parent Teacher Association holds a variety of fund-raising and social events for both pupils and parents. These are well supported and funds raised provide the school with welcome additional resources.

43. The quality of the information provided for parents is good. The school brochure, governors' report and newsletters are well written and keep parents well informed about the life of the school. Nursery parents are also well informed and receive good guidance on how to support their children at home. Information about pupils' work and progress is conveyed in good quality written reports and with regular consultation events. Written reports offer good information about the work that pupils have done. Areas of difficulty and targets for improvement are clearly identified. Information about the curriculum and the work that pupils will be doing is good. There are a variety of booklets about different aspects of the curriculum and topic information is provided regularly.

44. The contribution that parents make to their children's learning at home and at school is good. Homework is well supported and this has a beneficial effect upon pupils' learning. The close relationship between parents and the teachers has a positive effect on the effectiveness of the homework provision. The home school agreement has been well supported indicating parents' commitment to supporting their children's education.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

45. The headteacher provides good leadership. She is very well supported by all staff. Together with the governing body and staff she has done much to build teamwork and has set a clear agenda for improvement in the school. There has been good progress in achieving the school's targets as set out in the school's action plan after the last inspection. In particular the provision for information and communication technology and the revision of policies and schemes of work in the light of the publication of national guidance materials.

46. The management of the school successfully promotes its aims and values. These are apparent in the work of the school. The day-to-day management of the school reflects the teaching

commitment of the headteacher. At times the procedures and systems do not ensure the smooth running of the normal routines and this can impact on the quality of pupils' learning. There is a shared sense of purpose, a strong commitment to community life and an ethos in which people are valued and respected. Pupils are well cared for. Staff have a consistent approach which ensures that behaviour and discipline are well managed. A commitment to equal opportunities for all pupils is clearly evident in the everyday life of the school. Parents are fully supportive of the school's aims and values as shown in the questionnaire and the parents' meeting before the inspection.

47. Monitoring and evaluation of the school's performance by the headteacher, staff and governing body has given a good insight, shared understanding and an awareness of the school's needs. Together the headteacher, governing body and staff have created a climate in the school where there is a strong commitment to improvement. They have analysed the school's results in both internal and external tests and tracked individual pupils. This has provided a clear insight into the school's future needs. Teaching and learning in the core subjects has been monitored and evaluated with focused observations of teaching which are helping to further develop teaching and the good practice which is already taking place.

48. The governors, many of whom have been recently appointed, are very supportive of the school and committed to the continued development of the school. Governors have a very good understanding of the school's strengths and the areas it needs to develop. All staff and governors are closely involved in the production of the school development plan. The plan covers developments for the current academic year in detail. Information within the plan includes costings of finance and time, ways of measuring success and key personnel involved. The format allows an understanding of the main priorities to emerge. The strategic plan which covers a period of three years has insufficient detail to identify targets and objectives beyond the current academic year. Governors fulfil their legal responsibilities by retaining oversight of the budget, plans and policies. They are well informed in terms of the school's financial position and educational direction.

49. The teaching staff and classroom assistants are all well qualified and appropriately deployed. All staff work well together to ensure that the pupils are well cared for in an educationally stimulating environment. They all have an appropriate role in developing their curriculum subjects. Annual appraisal of teachers is taking place and used to plan professional development. Monitoring and evaluation of teaching and learning are taking place and used effectively in target setting. Governors have been involved in setting targets and the introduction of performance management is one of the targets in the school's development plan. Staff development is managed effectively and is playing an appropriate role in improving the quality of teaching and raising standards.

50. The financial management of the school is good. The school office is run very efficiently by the administrative assistant. There are good procedures for monitoring finances and ensuring best value. Initiatives and developments are carefully costed, with due regard for the four principles of best value. For example, this is seen in the decisions taken to improve the teaching and office accommodation and in the appointment of new members of the teaching staff to ensure the high quality of provision. The school development plan shows well-targeted developments, which are appropriately costed and linked to the school's budget with time scales for completion.

51. The school makes good use of the grants it receives, frequently supplementing them with its own fund-raising initiatives. For example, the funds provided to resource the National Literacy and Numeracy Strategies have been used well. The school has also developed its range of information and communication technology resources through the use of a national grant plus additional funds of its own. Good use of these resources is made in classrooms, financial administration and in support of the curriculum and the raising of standards.

52. The school's provision for special educational needs is managed very effectively. Pupils with special educational needs receive sensitive support. The requirements of the Code of Practice are met in full and policies are appropriate. The member of the governing body nominated to liaise with the co-ordinator has recently completed her period of office and a replacement has yet to be appointed. Governors report to parents on the success of the special educational needs policy and give details of the allocations of funding to support pupils. Funds and resources are effectively used to meet the needs of all pupils with special educational needs.

53. The accommodation has been improved since the last inspection through extensions to classrooms creating a more adequate teaching space. It is maintained to a high standard and used well. A hall provides adequate space for dining, physical education, assemblies and other activities. The playground is of an adequate size for outdoor physical education and play and the grounds, which include a good sized grassed area, are being developed for use in pupils' study of the environment.

54. Resources are good. They have improved since the last inspection, particularly in provision for information and communication technology. The introduction of the National Literacy and Numeracy Strategies is also well supported with good quality resources. Effective use has been made of the school's links with other local schools. Overall the school offers good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

◆ improve the procedures and systems for day-to-day management by:

- *reviewing the existing procedures to identify coherent and effective systems and procedures;*
- *reviewing the roles and responsibilities of staff with responsibility for day-to-day management to effectively meet the needs of staff, parents and pupils;*

(paragraph 46)

◆ improve opportunities for pupils to write extended pieces of work by:

- *identifying and providing opportunities across the curriculum for pupils to undertake extended pieces of writing to more effectively develop their range of writing skills;*

(paragraphs 5, 28, 77 and 81)

◆ develop the detail of the three year strategic plan by:

- *providing more specific detail of objectives within each section of the development plan.*

(paragraph 48)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. These are indicated in paragraphs 12, 37, 39, 105, 109, 115 and 121:

- ◆ use of assessment to set targets for pupils in the foundation subjects;
- ◆ ensure all absences are correctly identified in registers.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
11	26	51	11	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)	9	47
Number of full-time pupils eligible for free school meals	0	1

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	1	8

English as an additional language	No of pupils
Number of pupils on the school's roll (FTE for part-time pupils)	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	2
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.04
National comparative data	0.5

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

As the number of pupils being assessed at Key Stage 1 is less than 10, the school is not required to publish its National Curriculum test results.

### ***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	37
Any other minority ethnic groups	0

### ***Exclusions in the last school year***

	<b>Fixed Period</b>	<b>Permanent</b>
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	1	0
Other minority ethnic groups	0	0

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	2.1
Number of pupils per qualified teacher	23.5 : 1
Average class size	23.5

#### **Educational support staff: YR – Y4**

Total number of educational support staff	0.8
Total aggregate hours worked per week	12

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	18.0 : 1

Total number of education support staff	0.4
Total aggregate hours worked per week	14

### ***Financial information***

Financial year	1999/2000
	£
Total income	138,988
Total expenditure	138,700
Expenditure per pupil	2,831
Balance brought forward from previous year	11,990
Balance carried forward to next year	12,278

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out:	59
Number of questionnaires returned:	19

### Percentage of responses in each category

	Strongly agree	Tend to Agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	84	5	11	0	0
My child is making good progress in school	74	11	0	15	0
Behaviour in the school is good	63	37	0	0	0
My child gets the right amount of work to do at home	53	32	11	0	4
The teaching is good	79	5	0	16	0
I am kept well informed about how my child is getting on	47	37	16	0	0
I would feel comfortable about approaching the school with questions or a problem	84	0	16	0	0
The school expects my child to work hard and achieve his or her best	74	5	16	0	5
The school works closely with parents	74	11	15	0	0
The school is well led and managed	68	11	5	16	0
The school is helping my child become mature and responsible	79	5	16	0	0
The school provides as interesting range of activities outside lessons	58	37	0	0	5

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM NAD SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

55. Children enter the Nursery at the beginning of the term after their third birthday and move into the Reception at the beginning of the academic year in which they have their fifth birthday. On entry their attainment is very varied but overall is broadly in line with expected levels. Information from the baseline assessment, administered soon after children transfer from the Nursery, confirms this picture. Good progress is made and, by the end of the Reception Year, the vast majority of children have attained suitable levels in all areas of learning for the Foundation Stage.

56. Children have a well planned introduction to the Nursery, which includes the opportunity for home visits from staff and preliminary visits to the school. The majority of children adapt quickly to regular routines. There are good procedures in place to ensure a smooth transfer from the Nursery. Children in the Foundation Stage follow a broad and relevant curriculum based on the nationally recommended areas of learning for children of this age, which prepares them well for transition to National Curriculum work.

#### ***Personal, social and emotional development***

57. Children's personal and social development is good. They enjoy school and have a positive attitude to learning. They form effective relationships and quickly settle and join in the activities with their group. Children in Nursery and Reception persevere with tasks and sustain their concentration. Teachers, nursery nurses and classroom assistants work hard to build children's self-esteem and confidence. By the end of the Reception Year, the children have developed confidence in dealing with personal hygiene and are gaining good levels of independence. For example, they understand the importance of washing their hands after visiting the toilet and before lunch. They cope well with buttons, zips and other fastenings when changing their clothes or putting on outdoor coats and shoes. They learn to take responsibility for serving milk and taking registers. Children are well behaved. They listen well and follow instructions carefully. They have a good understanding of right and wrong and what is acceptable and unacceptable behaviour. This is reinforced by regular circle time sessions. Children are polite both to adults and their peers. The children are developing good working habits and are able to sustain concentration for appropriate periods of time. They know that they must look after the toys and equipment in their classroom and show respect for their school. The children enthusiastically celebrate each other's achievements.

58. They settle quickly into classroom and school routines and establish good relationships with adults, who provide good role models for the children; always treating each other and the children with courtesy and respect. They work and play together well and begin to collaborate in a wide range of activities. They listen attentively and respond well to the teacher and to each other. The children are enthusiastic about their activities, for example, when learning how to balance and throw beanbags in the school hall. The majority of children co-operate well with one another, take turns and have a clear sense of right and wrong. Children benefit immensely from the skilled classroom support. All adults help them to become independent and promote their personal development effectively, by ensuring that the equipment and resources are easily accessible to them.

#### ***Communication, language and literacy***

59. In language and literacy, children develop good speaking and listening skills. By the end of the Reception Year, the majority of children are able to both recognise their name and write it independently. Most know a good number of the words that appear frequently in books. They enjoy listening to stories. The majority of children understand that the name of the person who writes a

book is called an author and they are able to confidently point to the titles on the spine of a book and the cover. The children are starting to learn both the names and sounds of individual letters and know that books are read from left to right. Good listening skills are developing and the children are learning to speak with confidence.

60. In the areas of language and literacy children make good progress. The majority listen attentively, follow instructions and explanations carefully and talk with increasing confidence to adults and other children. They develop their language skills well in role-play activities in the home corner.

61. In their early reading children concentrate well on fairy tales and nursery rhymes. For example, in their discussions about the story of Goldilocks and the three bears, they are able to sequence the events in the story correctly. Through carefully organised activities children begin to recognise individual letters, for example, when playing word games children learn the sounds that letters represent, such as the letter "k" and recognise simple words. Their understanding of books is further enhanced by opportunities to take part in whole class discussions, for example, when they discuss the preparations for a picnic following the reading of "Having a picnic" by Rosemary Garland.

62. Most children make good attempts at early writing and show increasing ability to record their ideas, through drawing and by making reasonable attempts to form letters. The activities provided encourage children to observe closely and to make attempts to copy the teacher's writing. They begin to write their names, in an increasingly recognisable form. All are provided with a good range of writing tools, to encourage suitable grip and control.

63. The quality of teaching of communication, language and literacy is good. The teachers effectively engage children in both planned and spontaneous conversations. They involve children in activities such as sharing books, encouraging awareness of the links between the sounds of letters to symbols and the sounds of patterns of letters in rhymes and other familiar words. Good opportunities are provided for children to develop and extend their writing skills by making marks, symbols or words linked to a range of different activities. The support assistant makes a valuable contribution to children's language and literacy by working effectively with small groups and engaging them in conversations about their work.

### ***Mathematical development***

64. In the early mathematical area of learning, children's understanding of mathematics is developing well. They are learning to recognise pattern and order, using colours, numbers and shapes. They recognise numbers, enjoy counting and a significant number can count up to 20 and can match and count objects to 10. Their number skills are developed in a range of activities, including role-play, games and computer programs. By the end of the Reception Year, most children can sequence the days of the week in the correct order and use appropriate mathematical vocabulary, such as more or less and greater and smaller. The children use money in their role-play area and have started to understand the varying values of the coins. They recognise simple two and three-dimensional shapes and sort objects according to specific criteria. They are developing confidence in writing and recording numbers. Through discussion with teachers and support staff, children are developing a growing awareness of the part numbers play in their everyday lives. Children's learning is enhanced by topics which encompass different aspects of the curriculum and also through the use of effective questioning which encourages thinking and challenges their understanding.

65. The quality of the teaching of mathematics is good. Lessons are well planned and group

and class activities are well organised. The teachers and classroom assistants effectively make good use of a range of teaching strategies providing first-hand mathematical experiences such as singing number rhymes, playing games and counting up and down a number track. They effectively promote the use of correct mathematical language and teach the children to read and record numbers and other mathematical information using pictures, objects and numerals. The children are given good opportunities to use resources and equipment to help them understand the value of numbers and the names of shapes and coins. Children are given challenging and interesting work that helps them to make good progress.

### ***Knowledge and understanding of the world***

66. Children's knowledge and understanding of the world is good. By the end of the Reception Year the children are able to find their way around the school building and the outdoor environment. They observe changes in their own environment, such as the variations in the seasons, and are beginning to identify differences between houses in the locality. On walks in the neighbourhood they develop a good understanding of their own locality. These experiences are enhanced through the good questioning by adults, for example, asking children about places that they have visited. They encourage children to consider why they like a place and to recall what they have done during their visit.

67. Technological skills are developed through the use of construction toys and computers. Water and sand play encourages children to explore scientific ideas, for example, pouring or floating and sinking. Many have a good understanding of weather and can talk about conditions being sunny, rainy, cold and hot. They experiment with folding, cutting and joining. Materials such as sand and water help the children to gain a good understanding of different properties and the use of a wide variety of construction kits enables them to explore and select appropriate equipment. They know that safety is a very important aspect. They gain confidence with their use of computers and are developing a good ability to use the mouse as a control panel.

68. The quality of teaching is good. Teachers provide effective opportunities for children to explore the environment outside their classroom. These experiences are effectively linked to activities in the classroom by getting the children to talk, draw, paint and model what they see. Good attention is paid to safety issues when artefacts, objects and equipment, including computers, are used so that children learn to handle equipment with care and are often imaginative in the way designs can be improved.

### ***Physical development***

69. In the physical area of learning, children develop good control of pencils and other writing tools. By the end of the Reception Year, the children have developed an appropriate awareness of space and are able to move around with good regard to each other. For example, during physical education lessons they move around the hall sensibly ensuring they do not bump into each other. They are also using both climbing and balancing apparatus with increasing skill. Children learn to take turns and to share toys. They show good control when painting, writing and drawing. They manipulate small construction toys to build models and learn to control scissors successfully. Tools such as scissors, pencils, crayons and glue sticks are used appropriately and they competently complete interlocking puzzles.

70. The quality of teaching is good. Teachers make good use of language to encourage children in their physical responses. They effectively build on the children's natural desire to explore, develop and exhibit their physical skills by providing safe activities that are challenging, imaginative and enjoyable. Children are given good opportunities to use large playground climbing equipment, the local swimming pool and play on wheeled toys. Classroom assistants give good

support to children and encourage increased independence in using tools such as scissors and pencils to develop their fine movement skills.

### ***Creative development***

71. Children make good progress in the creative areas of learning. By the end of the Reception Year, the children select appropriate materials to make three-dimensional models. They carefully print patterns and create different textures using sponges and paint, for example, to create a scene with an aircraft, train and countryside. The children's expression of their ideas and feelings is developed through art, music and role-play. They use modelling materials to mould shapes by rolling, stretching and squeezing. Adults intervene appropriately to help children to refine their skills. The children sing confidently and are able to recall simple tunes such as "The wheels on the bus" and "Row, row, row the boat". The role-play area provides a variety of different settings for the children to develop their creative skills. Children are given many opportunities for imaginative and role-play activities and their response is good.

72. Learning is good overall in the areas of learning for children in the Foundation Stage. Children with special educational needs make very good progress. Children generally respond well, are happy and have positive attitudes to school. Staff have a clear understanding of the needs of young children and how they learn. They support children with special educational needs particularly well. Relationships are very good and staff have a positive, sympathetic and sensitive approach to their teaching. The Nursery provides a good start to the children's education and this is one of the school's strengths. The teacher has a very caring approach, which ensures all children feel secure. The resources are good and used effectively. There is adequate space for a range of activities, including outdoor play.

## **ENGLISH**

73. At the end of Key Stage 1 and by the time they leave the school pupils' attainment is above national expectations. Pupils' standards of attainment have improved since the previous inspection when they were judged to be in line with, or close to national expectations. Learning for all pupils, including those with special educational needs, is good. In the national tests and assessments at the end of Key Stage 1 in 2000 pupils' results were good. Although fewer than ten pupils were involved, a good number of these achieved the higher level 3. The small number of pupils makes comparisons with national averages and schools of a similar background inappropriate.

74. At the commencement of Key Stage 1 pupils' attainment in language and literacy is average. As a result of the very good teaching they receive during the key stage they make very good progress in their learning. They continue to make good progress to the end of Year 4 when they leave the school. At both key stages pupils develop good, and sometimes very good, skills in speaking and listening. The many opportunities for discussion offered to pupils in class and assemblies is a strength of the teaching of English. Teachers' skilful questioning also stimulates pupils to express and develop their ideas fully. A very good feature of this is teachers' encouragement of pupils to appraise each other's work in all subjects. Pupils are taught to begin their appraisal using phrases like "I like Sarah's work because.....". From the beginning of Key Stage 1 pupils learn to speak to others formally in complete sentences. The very good relationships between pupils and their teachers motivates pupils to listen carefully. This has a strong impact on the quality of their learning and progress.

75. Pupils make good progress in reading. At the end of Key Stage 1 pupils read accurately and fluently. They pay careful attention to punctuation and read dialogue expressively. Most read a

wide ranging vocabulary and know how to tackle difficult or unfamiliar words. Pupils use their skill in speaking well as they describe the stories and their characters. They readily predict how the story might end. Pupils enjoy reading and have a good knowledge of different types of books. Several pupils belong to the local library.

76. In Key Stage 2 pupils continue to progress well in their reading. Higher attaining pupils read confidently. During the inspection one pupil read the dialogue in her story very dramatically. She coped easily with words such as “contagious” and “intensified” giving good definitions of their meaning. Pupils name their favourite books and authors and give reasons for their choice. Several pupils choose to read non-fiction books for interest and pleasure. They know what an encyclopaedia is. Some of these older pupils also belong to libraries and know where to find different types of books.

77. In the national tests in 2000 pupils achieved good results in writing at the end of Key Stage 1, demonstrating that they have well developed skills. This represents a great improvement on the finding of the previous report. Higher attaining pupils write complete sentences with correct punctuation, including speech, question and exclamation marks. Pupils’ work this year and last shows examples of different writing styles such as poems, letters and instructions. In a very good lesson pupils demonstrated imaginative vocabulary in writing descriptive sentences. A pupil in Year 2 wrote, “The leaves drift on to the red floor” and from a Year 1 pupil, “The leaves flutter to the ground”. Pupils in Key Stage 2 discussed their reading book and under the teacher’s skilful guidance analysed the personalities of the main characters. In a good written exercise they substituted their own choice of stronger verbs into the text. For “said” they introduced words like yelped, snapped and growled. Pupils then used these terms to influence their reading aloud of dialogue. At both key stages pupils are given insufficient opportunity to develop extended writing both in English and across the curriculum.

78. Pupils with special educational need receive very good support from the learning support assistants. As far as possible they are integrated into the class work and are making good progress.

79. Pupils enjoy English lessons and work hard. The great majority maintain full concentration through the literacy hour. Pupils at both key stages discuss and plan work very well in pairs and small groups. They respond eagerly to questions and express their answers and opinions confidently. They are attentive to the teacher and to each other’s ideas and opinions. Their attitudes and behaviour are usually good and often very good.

80. The teaching of English is good or better. Some excellent lessons were seen during the inspection. In these lessons the teacher has the highest expectations of pupils’ achievement and behaviour. Questioning and tasks are closely matched to each pupil’s level of attainment and needs. The lessons are most imaginatively prepared and delivered with a high quality of content. For example, in discussing descriptive writing the teacher refers naturally to techniques such as alliteration and onomatopoeia. Pupils’ responses indicate their understanding and they illustrate this with accurate examples. The Key Stage 1 teacher’s knowledge and understanding of English is outstanding.

81. Overall teachers plan their lessons well in accordance with the framework of the National Literacy Strategy. The basic skills of reading and writing are well taught. There is insufficient flexibility in their planning to allow for the development of pupils’ extended writing. Teachers’ good management and pace of lessons ensures that, for the most part, pupils’ interest, motivation and concentration are fully engaged. Teachers’ marking of pupils’ written work is thorough with good comments on pupils’ achievement and how they can improve. Procedures for assessing pupils’



work are good. Pupils are tested regularly in spelling and reading and the results analysed to monitor their progress. Teachers have a good knowledge of individual pupils' standards of attainment in relation to the criteria of the National Curriculum. Pupils' reading diaries are a good source of communication with parents. They often involve parents in their children's learning, for example, by indicating words which have caused difficulty.

82. Resources for English are very good. There is a wide range of reading and information books in the classrooms. Books associated with topics of study, for example science, are prominently displayed. Pupils' written work, including some produced by word processing, is well displayed around the school.

## **MATHEMATICS**

83. Due to the small number of pupils in Year 2 in 2000 it is not appropriate to report pupils attainment against national averages and the averages for similar schools. A study of results over the previous four years indicate that when the impact of pupils with special educational needs and the different numbers of boys and girls is taken into account, standards have been improved since the last inspection and are good for the majority of pupils. This reflects the way teachers plan effectively for the range of ages and attainment in the class, particularly at Key Stage 1. Learning for all pupils, including those with special educational needs, in all aspects of mathematics is good. The school has set clear targets for improvements in pupils' attainment and is beginning to develop strategies linked to the National Numeracy Strategy, particularly in basic numeracy, to help achieve these targets. Inspection findings show that the majority of pupils attain standards which are above the national expectations for their age at both key stages.

84. By the end of Key Stage 1, most pupils have gained a good knowledge and understanding of number and place value. They are familiar with the language and symbols of addition and subtraction. In Year 1, pupils add and subtract mentally numbers to 10 but their knowledge is not yet secure. They count confidently to 100 but are less certain in counting back. Those with higher prior attainment have secure understanding of mental recall of addition and subtraction facts to 20. They count in twos and fives and are making good progress in counting forwards and back in threes from 12 or 15. They are beginning to respond quickly when naming numbers that are three more or three less than a two-digit number. In Year 2, pupils count with confidence up to 100 and back. They count in tens and add and subtract 9 and 11 to and from two-digit numbers. They are developing mental strategies for adding two-digit numbers together. Higher attaining pupils can explain the mental process they use to arrive at the correct answer. Pupils order numbers to 100 and complete and explain simple number sequences. They recognise odd and even numbers. Most are secure in their mental recall of addition and subtraction facts to 20. Pupils solve simple problems involving number, money and measurement. They identify and name flat and solid shapes such as pyramids, hexagons and pentagons and sort them according to the number of corners, edges and faces.

85. In Key Stage 2, Year 3 and 4 pupils increase their understanding of place value to well over 100, partitioning numbers into hundreds, tens and units. They understand how to count on from the lower number when mentally adding a pair of two-digit numbers together. They extend their knowledge of doubles to 100. Pupils use their knowledge of halves to find a quarter of a number by halving the half. They recognise multiples of twos, fives and tens. Their knowledge of the two, five and ten multiplication tables have been committed to memory. Pupils are beginning to use decimal notation with money when solving problems. They are gaining an understanding of the effect of multiplying and dividing by 10. They estimate weight and measures and solve simple problems involving measures.

86. Pupils have opportunities to use and apply mathematics in other subjects. For example, they record pupils' favourite musical instruments and display their results in graphs using their information and communication technology skills. In design and technology they explore three-dimensional shapes and the two-dimensional shapes that can be found in them.

87. Learning is good and often very good for pupils in Key Stage 1 and good for pupils in Key Stage 2, including talented pupils and those with special educational needs. Pupils with special educational needs are very effectively supported by classroom assistants. Pupils generally respond well. They listen and follow instructions and behave well.

88. The quality of teaching is very good at Key Stage 1. It is at least satisfactory and sometimes good at Key Stage 2. Lessons are carefully planned. Objectives are clear and well understood by the pupils. In the most successful lessons teachers use skilful questioning at the end of lessons to assess the degree to which objectives have been met. This then informs the next stage in learning. For example, in a very good lesson seen, Year 1 and 2 pupils made good progress in their learning about number bonds where work was well planned to extend and develop their previous work. Activities were also used to ensure pupils' attention was maintained. In most lessons, tasks are well structured and organised to meet pupils' needs. The scrutiny of pupils' books indicates that work is generally well matched to pupils' prior attainment.

89. There are good plans for the effective monitoring and evaluation of the subject. Test results have been analysed, providing a good basis for further development and this is helping to raise standards. A review of the success of the National Numeracy Strategy in school is planned, together with the development of a portfolio of moderated work to inform assessment. All staff have received numeracy training. The medium and short term planning ensure continuity and progression across the school. Resources have been recently audited and there is now a good level of resourcing to support the National Numeracy Strategy.

## **SCIENCE**

90. Pupils' attainment in science is above national expectation. Pupils' learning is good across both key stages. This is an improvement on the finding of the previous inspection when pupils' attainment was found to be just in line with national expectations. At the end of Key Stage 1 teachers' assessments of pupils' attainment according to national criteria were good. The small number of pupils involved makes comparison with national averages and those of similar schools inappropriate.

91. Only two lessons could be observed during the inspection. Scrutiny of teachers' planning shows that there is appropriate coverage of all elements of the National Curriculum, and development of scientific skills. In discussion, pupils satisfactorily describe practical investigations and show sound knowledge and understanding of different aspects of science. Younger pupils, in an imaginative and stimulating lesson, investigate battery powered toys. They learn how to insert batteries and that it is necessary to switch the toys on to operate them. They discover that the batteries power movement, light or sound. The investigation promotes a high level of discussion and good co-operation between pupils.

92. In a good lesson in Key Stage 2 pupils considered 'the earth in space'. The teacher challenged the pupils to provide evidence proving that the earth, moon and sun are spherical. The pupils rose well to the challenge. They said that Columbus and other explorers sailed round the world, proving that it was not flat. Some quoted astronauts viewing the earth and moon from space and referred to photographs taken by them. Others had watched relevant astronomy programmes

on television. In producing this evidence one pupil read fluently from a book about the earth's composition. The teacher's good, searching questions caused the pupils to think through the problems and evidence. Pupils with a Statement of Special Educational Need were well supported by a learning assistant in discussing the key words and drawing shapes.

93. In the lessons observed pupils were highly motivated to investigate practical activities and to find out information, including the use of a CD-ROM. In both lessons they made good progress in scientific activity and learning. Pupils enjoy science and are anxious to learn and make progress. Although their writing in their topic books is limited in quantity they know how to write up an investigation, for example, when observing the changing state of heated water and jelly cubes in making a jelly. In science lessons their attitude and behaviour are good.

94. The good teaching of science is practically based and imaginative. The teachers have a good knowledge of science, underpinned by a scheme of work derived from nationally published material. This ensures coverage of the components of the National Curriculum and also the development of scientific skills such as investigation by experiment and fair testing. Teachers plan their lessons well, including evaluating their success. They prepare and use resources well. The practical approach makes a good impact on pupils' motivation and learning. Assessment procedures are good. Teachers' records show up to date awareness of pupils' attainment in terms of National Curriculum levels.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

95. The school has successfully kept pace with national developments in information and communication technology and the standards attained by the pupils at the end of Key Stage 1 and when they leave the school at the end of Year 4 are in line with those expected nationally. This reflects an improvement since the previous inspection.

96. At Key Stage 1, pupils use computers, tape players and similar equipment with confidence. They explain the advantages of using information and communication technology and discuss the use of information and communication technology in everyday life. They write their own stories on the computer using their word processing skills and print off what they have done.

97. By Year 4, pupils find out information using CD-ROMs and other sources and print what they have discovered for themselves. For example, when seeking information about life in Roman times for their work in history. They are confident in creating commands using software to move the screen icon and draw a variety of different shapes. All the pupils are competent in the use of the mouse and keyboard. Pupils have experienced difficulty in accessing the Internet at school due to problems with the modem. They save their work efficiently. Pupils develop in confidence and independence.

98. Pupils, including talented pupils, make satisfactory progress in their learning throughout the school. Those with special educational needs make very good progress, reflecting the effective support by non-teaching staff and the good quality resources available to them

99. Pupils respond well. They are eager to investigate uses of the computer and follow instructions carefully. Their behaviour is generally good when working individually or in pairs. Those whose understanding is good willingly support others who have less secure understanding of some of the keyboard functions.

100. The teaching of information and communication technology is satisfactory and some is good. Some of the teachers are still not wholly confident in their approach to the subject. The

school has already begun to provide appropriate training as part of a continuing programme of development. The teachers have realistic expectations of pupils and they encourage those with higher prior attainment to support other pupils. The teachers encourage pupils to be co-operative, to share resources and to help each other. This has a good effect on the standards of work. It also supports the pupils' social and moral development well. Good use is made of support staff for helping pupils, particularly those with special educational needs. The school recognises the need to develop procedures for the assessment of pupils' achievements in relation to learning objectives.

101. There is a satisfactory policy and scheme of work, adapting the national guidelines to the needs of the school, which is being developed to meet new national requirements. There are sufficient resources provided for the subject. The range and quality of computers and other equipment is appropriate.

## **ART AND DESIGN**

102. Although only one lesson could be observed, that and the plentiful evidence on display around the school indicates that pupils' attainment in art and design is in line with the national expectations for their age. They make sound progress in their learning, using a variety of media.

103. In the lesson observed in Key Stage 1 pupils were taught how to observe a black and white landscape photograph closely and focus on particular details. They discussed features such as shape, contrast and tone. Their task was to use some aspect or detail of the photograph as the basis for creating their own picture. Using and mixing black and white paint the pupils painted a very good range of pictures. They were stimulated by both the teacher's interesting introduction and the quality of the photographs by Ansel Adams. Using broad brushes carefully they produced pictures with good sense of composition, texture and contrast, mixing the paint carefully to produce a good range of tones. In an interesting discussion at the end of the lesson pupils said what they had attempted to achieve and how they had approached the task. They gave good reasons for their use of black and white tones and their response to the close observation of the photographs. Good features of the discussion were the high level of pupils' speaking and their appreciation of each other's work. In this lesson pupils developed well skills of controlled brushwork, mixing and use of tone as a result of close observation.

104. Art on display around the school shows a good variety of work. Some is influenced by a Roman topic undertaken by the pupils. This includes well designed shields and mosaic pictures. Other artwork, reflecting good cross curricular links, are pictures illustrating pupils' poems on "twinkling stars" and associated paintings. These show vigorous brushwork and good contrast of colour. In religious education younger pupils consider why they are precious and what is precious to them. They draw and paint individual pictures of themselves, their families, pets and toys, representing these ideas. In the Key Stage 2 classroom is a good display of three-dimensional paper sculpture demonstrating paper shapes, curling, weaving and folding. In the hall are two striking pieces, a large scale painting on silk showing many details of a school visit to Wallington Hall and a fabric patchwork wall hanging. Many pupils contributed to both these. Their design, painting and needlework are of high quality and enhance the decoration of the hall.

105. There is a good scheme of work, based on nationally produced material to support teachers' planning. The school recognises the need to develop procedures for the assessment of pupils' achievements to inform planning for future work. In the lesson seen the teacher's imaginative ideas and encouragement helped individual pupils well to produce interesting and attractive paintings.

## **DESIGN AND TECHNOLOGY**

106. During the inspection no lessons could be observed. Judgements are therefore based on evidence of work displayed around the school, scrutiny of pupils' topic books and teachers' planning. This evidence indicates that the school has made good progress in its provision for design and technology since the last inspection. Standards of achievement and learning are at least satisfactory at both key stages. There is a wide range of activities, including food technology, textiles, pop-up cards, rag rug making, designed constructions and construction kits.

107. Key Stage 1 pupils successfully make bedrooms for teddy bears from shoe boxes and found materials and objects. These have folding doors and windows and contain fabric carpets and curtains, boxed drawers and other simulated furniture. They show a good sense of design and proportion. Pupils have successfully used techniques of cutting, shaping, sticking and strengthening.

108. At Key Stage 2 pupils' topic books include recipes for making scones. They successfully described the required ingredients, quantities, the method of preparation and cooking instructions. In the hall is a completed rag rug which is displayed as a wall hanging. Many pupils contributed to making the colourful hanging whose main motif is the Christian 'fish' symbol. Another rug is in the process of manufacture. During a visit to the seaside the pupils participated in a sandcastle competition. Before the visit pupils had to design their castle, indicate what tools they would require and materials for decoration. Afterwards they evaluated their design and construction saying what aspects had been successful or not.

109. The scheme of work is based on the school's adaptation of nationally produced material. It ensures that pupils are offered a wide and interesting range of activities and skills of designing and making are properly developed. The school recognises the need to develop assessment procedures to inform planning for future work. Resources of tools, kits and materials are adequate.

## **GEOGRAPHY**

110. Standards in geography are satisfactory throughout the school and all pupils, including talented pupils and those with special educational needs, make appropriate progress. Standards have been improved since the last inspection.

111. By the end of Key Stage 1, pupils understand the difference between coastal locations and the countryside. They know that maps and atlases provide information about different parts of the world. They learn about the times when most plants and flowers start to grow. They learn about people who help others. They study their own locality and start to learn about their own community in relation to others. By the end of the key stage, pupils start to use appropriate geographical vocabulary.

112. At Key Stage 2 in Years 3 and 4 pupils are able to label the names of the various countries that make up the United Kingdom. Pupils carefully draw simple maps of their journey to school. Pupils are able to identify features on an Ordnance Survey map and learn how different types of road are marked on a map and use this, together with their local knowledge, to describe features along the A1 trunk road. They are able to discuss the safety aspects affecting this road in their area and the impact a dual carriageway would have on their journeys.

113. Pupils make satisfactory progress, developing early map reading skills. Mathematical and information and communication technology skills are used effectively, for example, in maintaining links with schools in Norway, Germany and Holland. Pupils respond well, showing interest in the subject and they generally sustain concentration and work well both independently and co-operatively. They are usually keen to contribute to discussions and develop speaking and listening skills to good effect in oral work.

114. The quality of teaching is good overall. The teachers show a good knowledge of the subject and their enthusiastic approach has a good impact on the pupils' learning. The use of challenging questioning and productive pace ensured that pupils were gaining knowledge and developing their skills. Ordnance Survey maps were used well to promote the use of geographical vocabulary and although a significant minority of pupils showed challenging behaviour, good questioning and intervention ensured that most remained involved in their task. Pupils were generally enthusiastic and concentrated well on the tasks set. Occasionally, a significant minority of pupils lost interest in the activities and behaved inappropriately during lessons. The teacher dealt with this appropriately and good management strategies were used to redirect them on task.

115. The school recognises the need to update the policy and scheme of work to reflect the changes to the curriculum from September 2000. National guidelines are being used satisfactorily to ensure that the pupils receive a balanced programme of study. The school recognises the need to develop assessment procedures. Resources are appropriate in number and include a wide variety of atlases and globes, which are used well to support the teaching. A particular strength is the way in which the local environment, including the school grounds, are used to promote pupil's learning.

## **HISTORY**

116. There were no lessons seen in history during the inspection but evidence from pupils' work and discussions with pupils indicate that standards of achievement and progress in their learning are satisfactory.

117. At Key Stage 1 pupils begin to understand that there are different ways to find out about the past and use books and artefacts to find out more about the event or custom they are studying. By the end of the key stage they have a sound understanding of some aspects of the past and knowledge of the life and customs of long ago. Much of the knowledge they gain is linked to topics they study. Pupils understand the difference between the past and the present, for example, they have compared their own toys with some from the 1930s. They also know that life was very different long ago and, for instance, have an appropriate understanding of how the telephone has been developed since it was invented by Alexander Bell. They also have a sound understanding of famous people in the past such as Louis Braille. They are constantly developing skills and the older pupils can distinguish between the recent and the distant past and are able to sequence and put items and events in chronological order. Much of the pupils' work in history involves listening to their teacher, taking part in discussions and asking and answering questions. Sometimes higher attaining pupils write descriptions alongside pictures which reinforces their literacy skills.

118. In Years 3 and 4, pupils' books and work on display contain some good original writing. This shows good knowledge, understanding and imagination of life in Roman times. Their work is often well illustrated. Pupils' written work makes a significant contribution to their literacy progress. Pupils undertake independent research well, using books or information and communication technology and often continue this at home. By the end of Year 4, pupils know that the Romans came from Italy. They understand that they were responsible for creating many straight roads and

talk about the features which were common to a Roman Garrison. Pupils compare the type of clothes that the Romans wore with those of today and they know that jewellery was very important in their lifestyle.

119. Pupils are interested in history. In discussion, they eagerly contribute information that they have discovered. Older pupils talk knowledgeably about past times and offer opinions and ideas about the differences between then and now. In discussion, they showed good recall of information. Pupils maintain concentration and their behaviour is good.

120. The quality of teaching in those aspects seen such as planning is at least satisfactory and often good. Lessons are designed and planned to interest pupils and provide them with stimulating activities. The teachers show good knowledge and understanding of the subject and are clear about what they want their pupils to learn. The tasks they provide are carefully thought out and are suitable for the range of abilities in the class. Teachers use artefacts well to stimulate enthusiasm in the subject. Teachers' careful planning links the history curriculum well with other subjects, such as science. The enthusiasm that the teachers show and their skill in asking questions has a positive impact on the pupils' desire to learn and the quality of the work which they produce.

121. The school recognises the need to update the policy and scheme of work and to develop assessment procedures to reflect the changes to the curriculum from September 2000. Good use is being made of new national guidelines, which ensure that the pupils gain a balanced programme of study. Art is used well to promote the subject and class books and work on display contain many good quality drawings of features of Roman life. The subject is well resourced.

## **MUSIC**

122. Music is taught by a specialist teacher. Pupils' attainment is in line with expectation for their age and they make satisfactory progress in their learning. Pupils at Key Stage 1 enjoy singing the Northumbrian folksong 'Geordie's Lost His Penka'. They sing all 15 verses of the song from memory with a good sense of pitch. Further repetitions of the song include appropriate actions as pupils dramatise its story. Finally they sing the song introducing successfully contrasts of loud and soft singing. They know that 'forte' and 'piano' are Italian terms for loud and soft.

123. Key Stage 2 pupils are beginning to learn to play the recorder. They know that sounds are represented by note symbols and that the position of the note on the staff indicates its pitch. The teacher challenged the pupils to think out words using the letters A to G, the 'musical alphabet'. Pupils chose appropriate words and many correctly wrote them using musical notation on the staff. One pupil showed good musical knowledge in telling the class that on the piano the notes from A to G were repeated several times but at a different pitch. In the short time they have been learning pupils know the recorder fingering for two notes and most of them successfully play these. Pupils have not yet learned to control the tone of the instrument through correct breathing, articulation and posture. Pupils enjoy playing simple tunes using the two notes, accompanied by the teacher at the piano.

124. Pupils are very enthusiastic and anxious to learn to play the recorder. Some are very responsive to the teacher and make good progress in the lesson. Teaching of music is satisfactory. The teacher has prepared a sound scheme of work based on the National Curriculum attainment targets. It includes original material for pupils to perform. Unaccompanied songs are pitched correctly for the pupils' voices. The singing lesson observed during the inspection lacked a breadth of experience for the pupils. The school's good classroom instrumental resources were not used. Pupils' singing in assembly is good. They sing enthusiastically with good tone and

diction. The teacher communicates her own enthusiasm for music well to the pupils. Some become over excited, their concentration and learning suffer and they do not fully follow the teacher's directions. This is particularly true when they are learning the recorder.

125. Some pupils have tuition on guitar, violin or keyboard from visiting specialists from the local education authority music service. The opportunity to do so is open to all pupils at both key stages.

## **PHYSICAL EDUCATION**

126. Pupils make good progress in their learning over both key stages and attain satisfactory standards. At Key Stage 1 pupils show a good control of movement. In a lesson linked with their literacy text, 'Goldilocks and the Three Bears', they move about the hall in a warm-up session at speeds which they consider appropriate for each of the three bears. After the warm-up the teacher asks them to feel their heartbeat and describe it. Linking well with their science knowledge they recognise that their increased heart rate is caused by exercise. The teacher mentions that this is necessary to carry oxygen to their muscles.

127. Pupils move to a recorded song 'When Goldilocks went to the House of the Bears'. They create good movements using twists and turns, different levels and speeds. Some pupils incorporate hand and arm movements and jumps. A good feature of the lesson is when different groups of pupils perform while the others observe. This increases the performers' interest and desire to succeed. The observers offer good comments such as "I liked John's movement because he used his whole body". The teacher's encouragement of pupils to offer their comments of appraisal in complete sentences is a good contribution to their speaking skills. Interesting ideas from the group work are incorporated into the final session of the lesson as the whole class again move to the music together. They make good progress during the lesson in devising and performing movements appropriate to a particular stimulus.

128. At Key Stage 2 pupils discuss the kinds of dance movements they could use to interpret 'A Journey into Space'. They listen carefully to well chosen atmospheric music, described by one pupil as "galactical". They decide how to represent its motifs through movement. After a good warm-up session, when they move at different speeds and levels, pupils work in groups of four, developing the dance ideas. The appraisal by pupils of each other's work is an integral part of the development of movement. Pupils enjoyed the activity, moved freely and expressively in response to the music. Pupils with special educational need participate fully in the lessons and are very well supported by the learning support assistants.

129. The teaching observed in the lessons was good. Teachers showed skill and imagination in directing and encouraging pupils' movement and their knowledge and understanding of physical education was evident. They communicate their own enthusiasm so that pupils enjoy their work and are anxious to succeed. Links with pupils' learning in other subjects such as literacy and science are good features. Teachers extend pupils' vocabulary by using descriptive words, such as creative, inquisitive, refine and motif. Pupils appreciate the teacher's good demonstration of movement. Teachers plan and manage their lessons well. There is a good balance and variety of activities and pupils' self-evaluation and appraisal of others is an important aspect in developing their skills. Long and medium term planning indicates that all aspects of physical education are appropriately covered. Pupils receive weekly swimming lessons at a local pool. The necessity to house some furniture and equipment in the hall increases safety risks when pupils undertake physical education there.