

ERRATUM

AMBERLEY PRIMARY SCHOOL

INSPECTION NUMBER 244660

MAIN REPORT FRONT COVER

Please note the inspection number has been changed to read **244660** and not 196380 as stated in the previous copy.

MAIN REPORT PAGE 22

PART C: SCHOOL DATA AND INDICATORS

Summary of teaching observed during the inspection

The sentence directly below this table should read:

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

INSPECTION REPORT

AMBERLEY PRIMARY SCHOOL

Killingworth, Newcastle upon Tyne

LEA area: North Tyneside

Unique reference number: 108586

Head teacher Mrs A K Barkes

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 11th – 14th March 2002

Inspection number: 244660

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	East Bailey Killingworth Newcastle upon Tyne North Tyneside
Postcode:	NE12 6SQ
Telephone number:	0191 2008344
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Neilson
Date of previous inspection:	7 th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17794	Mr D Hardman	Registered inspector	Science	What sort of school is it?
			Information and communication technology	The school's results and pupils' achievements.
				How well are pupils taught?
				How well is the school led and managed?
				What should the school do to improve further?
19443	Mr A Anderson	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
30934	Mrs A Lowson	Team inspector	Mathematics	
			Foundation Stage	
12631	Mrs M McLean	Team inspector	English	
			Physical education	
			Special educational needs	
28037	Mrs P Smith	Team inspector	Religious education	
			Art and design	
			Design and technology	
24031	Mrs I Idle	Team inspector	Geography	How good are curricular and other opportunities offered to pupils?
			History	
			Music	
			Equal opportunities	

The inspection contractor was:

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The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Amberley Primary School is a large school situated on the edge of Killingworth, north of the City of Newcastle upon Tyne in the local education authority of North Tyneside. There is a broad social mix in the school and the full range of ability is represented. The school's initial assessments of children's attainment when they enter the nursery show that many are below the levels expected for their age, particularly in language development. There are 183 boys and 168 girls currently on roll. A further 52 children attend the nursery on a part-time basis. There are no pupils from minority ethnic backgrounds and none have English as an additional language. There are 50 pupils eligible for free school meals, which is broadly in line with the national average. Fifty pupils, including two in the nursery, have been identified as having special educational needs; this is below the national average, and nine have statements of special educational need, which is above the national average. Most pupils with special educational needs have either severe learning difficulties or emotional and behavioural difficulties. A significant number of staff changes have taken place during the last two years as a result of the school changing from a first school to a primary school. The school is part of a local Education Action Zone, which supports a number of initiatives, focusing upon the raising of standards of achievement, teaching and learning. There is a high turnover of pupils joining or leaving the school other than at the normal entry dates.

HOW GOOD THE SCHOOL IS

This is a very good school. Amberley Primary School has gone through significant upheaval recently because of the change of status to a primary school. There have been staff changes and extensive building work undertaken. The school has managed these changes very well. Very good leadership and management by the head teacher, deputy head teacher, key staff and governors, provide clear direction for future developments. Teaching is good, sometimes very good and occasionally excellent. This leads to good learning and, in the current Year 6, pupils' attainment is above the level expected for their age in English and mathematics. Pupils are responsible and relationships in school are very good. Pupils' achievement is improving and they achieve well in relation to their previous attainment. It costs about the same as the national average to educate each pupil and the school gives good value for money.

What the school does well

- The leadership and management of the school by the head teacher, deputy head teacher and key staff, and the quality of teamwork by staff and governors, are very good.
- The provision for children in the foundation stage, this is the nursery and reception classes, is very good.
- Teaching is good, sometimes very good and occasionally excellent. This leads to good learning and above average standards in English, mathematics, art and design, geography and physical education in Year 6.
- Pupils' attitudes are very good and their behaviour is very good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.
- The provision for pupils' spiritual, moral and social development is very good.

What could be improved

- The attainment of pupils by the end of Year 6 in certain aspects of information and communication technology.
- The use of the information gained from the good assessment and tracking of pupils' progress to ensure that all pupils, especially the higher attaining pupils, are always fully challenged in the activities provided.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good progress in dealing with the issues identified in the previous inspection in 1997. The school has established, and uses well, a clear system for planning the curriculum that shows the specific tasks to be taught in each lesson. This has improved the range of speaking, listening, reading and writing activities in English and improved the challenge in mathematics. As a result, teaching and learning continue to improve. However, there is a need to refine this process even more by providing activities that are always well matched to pupils' different abilities. Governors are fulfilling their role well. They have taken steps to deal with the key issues identified in the last inspection and they play a full part in discussions to develop the curriculum both through their committee structure and in full meetings of the governing body. They evaluate the effects of spending on the standards pupils reach and have improved the quality of the school plans for improvement since the previous inspection. These include showing the priorities identified by the school, likely costs and the evaluation of effect on pupils' attainment and learning. They have played a full part in the implementation of the changes brought about because the school has become a primary and has a larger population than before. The new building provides very good accommodation, especially for the foundation stage, which was an area of concern in the previous inspection. The school is well set to meet its challenging targets and continue to raise pupils' attainment and improve progress.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	n/a	n/a	B	B	well above average A above average B average C below average D well below average E
mathematics	n/a	n/a	D	D	
science	n/a	n/a	D	D	

There are no results available for previous years because 2001 was the first time the school had pupils aged 11 taking the National Curriculum tests, therefore, it is not possible to make any judgements on trends over time. In the 2001 National Curriculum tests for 11 year-olds the school's results were above the national average in English and below average for mathematics and science. When compared to similar schools, pupils' performance was above average in English but below the averages in mathematics and science. The lower results in mathematics and science were due to a combination of factors. The school had changed from a first school to a primary school and this was the first year that National Curriculum tests had been taken at the age of 11. Teachers new to teaching in Years 5 and 6 did not have the necessary experience to prepare pupils well enough for the tests. Added to this, the school has undergone major building work that has caused some disruption. However, there is now a strong emphasis on improving pupils' attainment, particularly in mathematics and science, because the information gained from the detailed school analysis of the National Curriculum tests is being put to very good use and improving the quality of teaching. Inspection evidence shows that standards have been maintained in English and improved in mathematics and science, which reflects the importance the school has given to the subjects and this is shown in the good teaching and learning for pupils. The recent establishment of a computer suite has greatly improved the opportunities for pupils to use up-to-date resources and good teaching in the suite is

improving pupils' skills. However, computers in classrooms are not used consistently enough to develop pupils' skills in the subject further. The school needs to be more rigorous in implementing the systems in place to ensure that these classroom based computers are used effectively. Most children in the nursery and reception classes make very good progress and most reach levels in line with those expected for their age. In the present Year 2, pupils' attainment is well above average in mathematics and above average in English and science. The school's assessments of this group of pupils from their entry into the school show that they have made good progress in most subjects. Since the previous inspection, pupils' attainment has improved in the core subjects of English, mathematics and science. The school is well set to maintain its high standards and implement any future changes in the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Pupils know what is expected of them and their behaviour is very good. Pupils are polite and courteous towards one another and adults.
Personal development and relationships	Pupils' personal development and relationships are very good. They respond very well to the school's encouragement to take responsibility for their actions.
Attendance	Attendance is in line with the national average. The school procedures for monitoring and improving attendance are satisfactory. There have been two exclusions from the school in the last year.

Pupils' very good attitudes result from the school's positive, caring, family atmosphere. This is a particular strength of the school. Pupils respond well to the very good behaviour management strategies employed by all staff. They are considerate of others when they move around the building, use the dining hall and play at break times. Pupils have very good relationships with each other and with staff. They respond very well to the trust and respect they are shown. For example, in a meeting of the school council, pupils discussed the allocation of responsibilities and showed a very sensible and mature attitude when preparing the future agendas.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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 and strengths outweigh weaknesses.

The quality of teaching was good, sometimes very good and occasionally excellent. Some very good teaching was seen throughout the school, especially in the foundation stage and for pupils in Years 1 and 2, particularly in the basic skills of literacy and numeracy. Teaching throughout the school has improved significantly since the previous inspection. Teaching and learning have been observed by the head teacher, deputy head teacher and subject co-ordinators and the sharing of good practice is having a positive impact on the quality of teaching throughout the school. This strategy has been successful in establishing a climate where teachers are more aware of their strengths and areas for development.

Teachers' planning is clearly linked to the guidance of the National Literacy and Numeracy Strategies, most tasks are organised to challenge different groups in classes and pupils make good progress. Standards are improving in the school and the use of assessment data to set class targets for each lesson is having a positive impact on pupils' attainment and learning. However, teachers do not always use the information, gained from the good assessment and tracking procedures that show

pupils' progress, to provide activities that are always sufficiently well matched to pupils' varying abilities. Support assistants give effective guidance to individuals and groups of pupils when they are working with them. Teachers make sure that pupils with special educational needs experience the same activities as their classmates. The good support from both teachers and support assistants in lessons and withdrawn sessions, ensure these pupils make good progress throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a relevant curriculum that meets the needs of all pupils. There is a wide range of learning opportunities for all pupils, the school has adopted the most recent national guidelines and teachers are following these in their planning to ensure that all pupils have a varied and interesting curriculum. A particular strength is the very good range of extra-curricular activities, which enrich the curriculum.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Teachers and support assistants know the pupils well, ensure that they participate in the same activities as their classmates and this makes a positive contribution to their attainment and learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and social development is very good. It is good for their cultural development. The quality of relationships is very positive and makes a significant contribution to the very good behaviour in the school. This provision makes a very good contribution to promoting the school aims.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good. There are good procedures for assessing pupils' attainment and progress but the results of these are not used to set individual targets and so raise pupils' attainment further.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. For example, the school has managed to give art and design a high profile and work on display in classrooms and public areas is very good. There is considerable effort put in to extra-curricular activities, visits and visitors that give pupils a wide experience and help them learn. The school has formed a very good partnership with parents, which makes a very good contribution to pupils' learning both at home and in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher, deputy head teacher and key staff provide very good leadership and management, which give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a positive family atmosphere in which all pupils are valued and their efforts well supported.
How well the governors fulfil their responsibilities	Very good. The governing body is committed to helping the school move forward. Governors make an effective contribution to the running of the school and are committed to maintaining and raising standards further.
The school's evaluation of its performance	Very good. The school knows its strengths and areas for development. The programme for observing teaching and learning is having a positive impact on the quality of teaching and all staff work very hard to improve their own work and the educational opportunities provided for pupils.
The strategic use of resources	The school has sufficient staff and they are well deployed. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is very good and very well maintained. Resources to support pupils' learning are satisfactory and used effectively. The library is well stocked and

	used very effectively to support pupils' learning in all subjects. The school's finances and administration procedures are very good.
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The very good leadership and management provided by the head teacher and governors are major factors in the quality of teamwork and positive atmosphere in the school. The very good strategic management of the school is evident in the way that literacy, numeracy and information and communication technology have been given priority for development recently. The head teacher, deputy head teacher and subject co-ordinators regularly watch their colleagues teach and how pupils are learning. As a result, they are well placed to improve and prioritise initiatives for raising standards. The school uses funds designated for particular purposes very well. For example, the funds provided through the Education Action Zone are used very effectively to ensure close liaison between all local schools in developing the curriculum. Governors and the head teacher keep a close eye on spending to ensure that they follow the principles of "best value" well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • Teaching is good. • Behaviour in the school is good. • The amount of homework provided. • They feel comfortable approaching the school with questions or problems. • The school expects children to work hard. • The school helps children to become more mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of information about their child's progress. • The range of activities outside lessons.

Parents consider that they have a very good partnership with the school and express satisfaction with virtually all areas of its life and work. Inspection findings confirm the positive views expressed by parents. However, inspection findings do not agree with the few parents' views about the range of activities outside lessons and judge these to be very good. Parents are kept well informed about school events and how their children are getting on because of regular, informative newsletters, an 'open door' policy and discussion evenings, where teachers and parents discuss pupils' achievements. The reports for parents on their child's progress are unsatisfactory because they do not provide sufficient information on pupils' progress in all subjects. However, the school plans to change the format of the reports next year and replace the "tick boxes" with written comments.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 In this school the foundation stage is made up of a nursery and two reception classes. The provision is very good and a strength of the school. The school's assessments of children's attainment show that many enter the foundation stage with levels of attainment that are below those of most other children of the same age. They make very good progress through the foundation stage and most of the children, including those with special educational needs, are on course to achieve the standards expected by the end of the reception year in all aspects of the foundation stage curriculum.

2 By the end of Year 6 pupils' attainment in English and mathematics is above the level expected for their age. It is in line with the level expected in science and religious education. Pupils' attainment is above the level expected for geography, art and design and physical education. It is below the level expected in information and communication technology because the school does not have the necessary resources to provide pupils with the depth of knowledge and skills in certain aspects of the subject and pupils do not use classroom based computers often enough to improve their skills. The school ensures that the curriculum requirements for information and communication technology are met because they visit the High School and use their equipment to cover simple skills in sensing physical data and working on programs using simulations. There was insufficient evidence to make a secure judgement on pupils' attainment in music. In all other subjects, pupils' attainment is in line with the level expected for their age.

3 The school has gone through significant changes recently because of the move to become a primary school, there have been a number of staff changes and extensive building work has been undertaken. The head teacher, deputy head teacher and all staff, very well supported by the governors, have managed these changes very well. As a result, the school is well set to continue to improve standards, meet the realistic targets and implement any further changes to the curriculum. During the inspection, no significant variation was noted in the attainment of boys and girls in any subject. There are no results available for previous years because 2001 was the first time the school had pupils aged 11 taking the National Curriculum tests. Therefore, it is not possible to make any judgements on trends over time.

4 For pupils in the present Year 2, attainment in reading, writing and speaking and listening is above the level expected for their age. This shows an improvement since the previous inspection. In the most recent National Curriculum tests in 2001, pupils' attainment in reading was well above the level expected and above the national average in writing. Pupils' performance in the reading and writing tests was well above average in comparison with similar schools. Over time, pupils' attainment is being maintained because of very good teaching and the successful implementation of the National Literacy Strategy.

5 In the 2001 National Curriculum tests in English at the end of Year 6, pupils' attainment was above the national average and above the average for similar schools. Inspection findings show that in the present Year 6, pupils' attainment is above average in reading, writing and speaking and listening. The analysis of assessment information means the school has evidence of the good progress made by these pupils over the last four years. Teachers use pupils' literacy skills in other subjects well; for example, in the recording of experiments in science and in written descriptions of events in the past in history. The school has identified a group of pupils who are particularly gifted in their English and mathematical development and is providing them with a good range of learning opportunities to match their abilities.

6 In the National Curriculum tests in 2001 at the end of Year 2, pupils' attainment in mathematics was well above the national average, it was also well above average when compared to similar schools. In the present Year 2, pupils' attainment in mathematics is well above the level expected for their age. This shows an improvement in standards since the last inspection. In the National Curriculum tests in 2001 at the end of Year 6, pupils' attainment was below the average both nationally and when compared to similar schools. There has been good analysis of the Year 6 pupils' performance in the National Curriculum tests last year and this has resulted in the setting of clear, realistic class targets to focus on improving the weaker areas of mathematical knowledge. As a result, in the present Year 6, pupils achieve standards that are above the level expected for their age. The improving standards reflect the positive impact of the National Numeracy Strategy and good teaching. This process now needs to be refined and targets referred to when teachers are marking pupils' work and so improve pupils' attainment further. Pupils use their numeracy skills well in other subjects such as science by, for example, creating graphs to show the effect of exercise on the heart rate.

7 In the National Curriculum teacher assessments in 2001 at the end of Year 2, pupils' attainment in science was in line with the national average. It was in line with the average when compared to similar schools. Pupils in the present Year 2 are making good progress and are set to improve these standards. In the National Curriculum tests in science at the end of Year 6 in 2001, pupils' attainment was below the national average. In the present Year 6, pupils' attainment is in line with the level expected for their age. The school is improving standards and setting realistic targets to improve further. Most pupils have a clear understanding of how to conduct experiments and understand the concept of "fair test". For example, they plan experiments such as how to separate different solutions and they predict what their results might be when their experiments are completed. They record results carefully and come to accurate conclusions that are based on their findings. They know simple food chains and how plants and animals depend on each other for survival. Most pupils possess good recording skills; they use graphs and tables accurately to illustrate their knowledge and understanding. Pupils with special educational needs are supported well and make good progress.

8 By the end of Year 2, pupils' attainment in information and communication technology is in line with the level expected for their age. By the end of Year 6, pupils' attainment is below the level expected, they make good progress in a number of aspects but do not reach expected standards overall. This is because they do not cover certain aspects of the National Curriculum adequately, mainly because of a lack of specific resources. Although there have been some improvements since the last inspection these have not been sufficient to raise standards to the expected level by the age of 11. As a result, improvement since the last inspection is unsatisfactory. The school has set up a computer suite that contains sufficient modern equipment to allow full classes to be taught together. Pupils are regularly timetabled to have good access to the suite to enable the curriculum to be taught. However, throughout the school, computers in the classrooms are not used consistently to develop learning in other subjects such as mathematics and science.

9 In geography, art and design, physical education and music by the end of Year 2 and Year 6, pupils' attainment is above the level expected for their age. In all other subjects it is in line with the level expected for their age, except in music for Year 6 pupils, where there was insufficient evidence to make secure judgements. Other subjects of the National Curriculum make an effective contribution to pupils' literacy and numeracy skills, for example, through discussions in history and geography, recording their visits to places of interest, producing graphs in science and explaining their designs when working in design and technology. Pupils with special educational needs make good progress, especially in literacy skills. These pupils work at levels that are well matched to their abilities and their previous experiences. Teachers set work, paying particular attention to the group targets identified in the individual education plans. Extra support is provided for these pupils and teachers assess their work regularly and review their individual educational plans accordingly. The curricular opportunities for pupils with special educational needs are good; all pupils are included in as many activities as

possible. There is a weekly timetable for extra support and during this time pupils make good progress in their learning, particularly in their literacy and numeracy skills.

Pupils' attitudes, values and personal development

10 Pupils' attitudes, values and personal development are very good. This is an improvement since the previous inspection. They enjoy coming to school and eagerly take part in the wide range of activities offered to them. Pupils of all ages consistently demonstrate very positive attitudes to their work. They are confident, motivated, enthusiastic and eager to learn. They quickly settle down in registrations, assemblies and in class. Pupils are attentive to their teachers, willingly ask and answer questions and freely offer their own ideas and opinions. Most pupils are capable of sustaining high levels of concentration, persevering with difficulties and staying on task. On occasions, when not sufficiently challenged by the teaching, a tiny minority of older pupils become distracted from their work. The vast majority of parents agree that their children like school.

11 Standards of behaviour are very good. The teachers, support staff, parents and the pupils themselves have very high expectations of the standards of behaviour that are acceptable in the school. The majority of parents agree that behaviour in the school is good. Nearly all pupils behave very well and act in a mature and responsible manner at all times. Their behaviour in the classrooms, at breaks and at lunchtime is very good and they move around the school in a very quiet and orderly manner. A tiny minority of pupils can occasionally display inappropriate behaviour but this is very well managed by the teachers and support staff. There were no signs of any bullying or isolation of individual pupils. There were two exclusions in the year prior to the inspection.

12 Relationships in the school are very good. The pupils relate very well to their teachers, to other adults and to one another. Pupils are polite, courteous and welcoming to visitors. Pupils of all ages work very well together in the classrooms. They collaborate well, share resources, take turns and listen attentively to each other. The vast majority of pupils consistently show respect for their teachers, each other and the environment. There is a very good awareness of the difficulties faced by pupils with learning or physical disabilities. These pupils are fully integrated into the school and take a full part in all activities. During assemblies, pupils are respectful of the occasion, willingly join in hymn singing and bow their heads reverently during prayers and periods of reflection.

13 Pupils' personal development is very good. Pupils learn a very good range of social skills that help them to develop into well rounded individuals. In the classrooms, the majority of pupils willingly take responsibility for their own work, and in lessons, many pupils were observed working independently. Pupils willingly take on a range of responsibilities around the school; for example, the "Amberley Angels" peer mediators maturely offer support and assistance to younger pupils. The School Council, although recently started, offers pupils the opportunity to contribute to the running of the school. There is a good range of social and educational visits, including a residential experience for the older children. The school supports local and national charities and pupils are aware of others less fortunate than themselves. Most parents agree that the school is helping their children to become mature and responsible.

14 The attendance rate at the school is broadly in line with the national average. There is currently no unauthorised absence. Pupils' positive attitudes, their very good behaviour and relationships are real strengths of the school and have a positive impact on the standards achieved.

HOW WELL ARE PUPILS TAUGHT?

15 During the inspection, teaching was satisfactory or better in all but two lessons. This is an improvement since the previous inspection when 15 per cent of lessons were unsatisfactory. Discussion with teachers and analysis of pupils' work show that the quality of teaching is improving, especially in English, mathematics and science. A significant amount of this improvement has resulted from the observations undertaken by the head teacher, deputy head teacher and key staff. They observe colleagues teaching and check to ensure that all pupils are learning effectively. They provide

feedback in order to improve the quality of teaching. The National Literacy and Numeracy Strategies have been successfully implemented and pupils' standards are improving in virtually all subjects by Year 6. Teachers regularly use a range of tests, including statutory and optional National Curriculum tests. The information available from these tests is used well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting class targets to improve pupils' attainment. However, this process now needs to be refined so that this information is used to set individual and small group targets and so raise pupils' attainment still further.

16 The quality of teaching for children in the foundation stage is very good. Teachers plan their lessons well and take account of the national guidelines that lead to children making good progress. There is a good balance between direct teaching and opportunities for structured play activities. All staff, teachers and nursery nurses, know the children very well and are sensitive to their needs. Staff have high expectations and manage behaviour firmly, calmly and kindly. All adults are examples for children to follow because they treat everyone with care, courtesy and respect. They make sure that all children have access to all activities and children know that they are being treated equally and fairly. For example, children's speaking and listening skills develop particularly well because of the very good emphasis placed by all staff on extending and developing correct vocabulary as part of every activity.

17 The teaching of basic skills in English and mathematics is good. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of most lessons is good and teachers use the techniques of the Literacy and Numeracy Strategies to best effect. Pupils have very good relationships with teachers and adults in the classroom, which has helped to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are good and pupils are expected to do their best. This was seen in a Year 6 mathematics lesson, when pupils improved their knowledge and skills of mental recall when working out answers to problems of doubling and halving called out in turn. They listened attentively to others' answers. The brisk pace of the lesson and the mature attitude of pupils led to very good learning and pupils' improving skills in the use of different numbers in sequences. Teachers use the Literacy Strategy effectively and plan lessons that are challenging and interesting. For example, in a Year 2 English lesson, pupils joined in enthusiastically with the shared discussion about the "Puss in Boots" book that was the focus of the lesson. They improved their knowledge of different characters in the book because of the skilful questioning of the teacher.

18 Most teachers have a good knowledge and understanding of the subjects of the National Curriculum. For example, the school recognised that teachers' skills needed to be improved, especially for older pupils, in information and communication technology and training courses have been undertaken. As a result, teachers are using the computer suite well and pupils' attainment is improving. Teachers use the correct language to develop the pupils' knowledge and understanding of the particular subject. This was particularly evident in English and mathematics where specific technical language was used well. For example, in a Year 4 mathematics lesson, pupils understood the concept of "equivalent fractions" and the teacher illustrated well the fact that four-tenths is the same as two-fifths. Teachers have a good knowledge and understanding of the teaching of English and mathematics and they use good observational assessment of pupils to build upon the areas that pupils need to develop. For example, in an English lesson in Year 2, pupils responded well to the teacher's request to extend their sentences by using a variety of adjectives. Pupils responded well by using words such as enormous, gigantic, wide and tiny in their sentences.

19 Teachers know and manage their pupils very well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. Teachers use their daily observations of pupils' work to set challenging tasks but this is not done consistently throughout the school. For example, although most teachers include positive comments when marking they do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for pupils to know how to improve. The school has

an established homework policy that teachers use consistently and, as a result, the amount of homework given is about right for pupils' ages and it has a positive effect on their learning. The school has a good policy for the recent initiative on inclusion. Teachers follow it well and ensure the all pupils are included in all activities, which makes a positive contribution to their learning.

20 The teaching of pupils with special educational needs is good. Teachers make early identification of pupils with special educational needs. They work closely with support assistants to plan work for these pupils that is matched to the work of other pupils in their class. Teachers do not always make sufficient reference in their planning to work for pupils with special educational needs, but good support is given in lessons either by class teachers or support assistants. All staff have a very positive attitude towards these pupils and this enhances their learning. Class teachers, the special educational needs co-ordinator and support staff all work very effectively together ensuring pupils take full part in the curriculum and make good progress. As a result, the provision for special educational needs is well organised throughout the school. All adults working with pupils with special educational needs are enthusiastic in their approach and keen to recognise and praise success. This effectively encourages pupils and helps them develop confidence.

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

21 The school has improved the range and quality of the curriculum since the previous inspection. It provides a very broad and relevant range of opportunities for all its pupils. The curricular provision for children in the foundation stage is good and gives children a reassuring start to their education. There is a stimulating programme of learning experiences based on the national guidelines, which suitably prepares children for work in the National Curriculum in Year 1. Throughout the school, the curriculum meets statutory requirements in all subjects, including religious education. A very good addition to the curriculum is that pupils in Years 5 and 6 now learn French. The provision for pupils' cultural development is good and this is a significant improvement since the last inspection. The school has adopted the nationally agreed guidelines for the majority of subjects and is presently adapting these to meet its own particular needs. Good policies are available for each subject and these have dates for regular reviews. The curriculum provided by the school prepares pupils very well for the next stage of their education.

22 A strong emphasis is placed on the teaching of literacy and numeracy. The implementation of the Literacy and Numeracy Strategies has been particularly effective and has made a positive impact on standards. Literacy and numeracy skills are effectively reinforced across other curriculum areas, for example in history and geography. The planning and delivery of the curriculum has been developed considerably since the last inspection to meet the changing needs of older pupils in a primary school. The school places heavy emphasis on the initiative to ensure that all pupils have full access to all aspects of the curriculum. The quality of the curriculum is regularly monitored and evaluated by the head teacher, subject co-ordinators and teachers to ensure that coverage effectively meets the learning needs of all pupils.

23 Personal, social and health education as well as citizenship are developing and beginning to have a high profile in the school. The provision is very good and appropriate for the ages and needs of the pupils. Personal, social and health education is formally timetabled and taught in all classes. Very good use is made of "circle time" to discuss behaviour and relationship issues, including bullying. There are excellent links with outside agencies, for example, the local education authority behaviour and attendance team, who have helped the school set up the "Amberley Angels" peer mediators.

24 Links with the community are well founded and bring additional learning opportunities to the curriculum. The school hosts student teachers, nursery nurses and work experience students from the local High School. There are regular visits by the school nurse, the ambulance service, the fire brigade and the police. These make a very positive contribution to the experiences of pupils. The

school has taken part in “Crucial Crew” involving a positive police and health promotion. The nursery has well established links with the local playgroup. The school is an active member of the local family of schools. There is regular contact and very good relationships with the receiving High School. The school’s links with the community have a positive impact on the pupils’ academic learning and personal development.

25 Contrary to the views expressed by a small number of parents, inspectors judge that the school provides a very good range of extra-curricular activities. The number and range have improved since the last inspection. Pupils in Year 2 have good opportunities to take part in the “Rainbow Rhythm” club which is taken by a teacher from the “Children’s University”. This includes opportunities for singing, movement and composing using percussion instruments. Older pupils have a wide range of activities provided at lunch times and after school. These include gymnastics, girls’ and boys’ football, netball, choir, library, homework, mathematics and an activities club. Years 3 and 4 pupils have the opportunity to spend a weekend each year at the Outdoor Education Centre in the Lake District, taking part in a wide range of activities. Pupils in Years 5 and 6 visit the same centre for a period of five days each year. These make a very significant contribution to the curriculum and to pupils’ social skills.

26 Pupils’ personal, social and health education is timetabled for all classes in school as well as being taught through most curriculum areas. The school places a strong emphasis on health education including the misuse of drugs. Health education features specifically in the curriculum and is reinforced through science and physical education lessons. Sex education is not formally taught, but pupils learn about human growth and development as part of science and health studies. Personal and social development is a strong feature of the curriculum for children in the foundation stage and they make very good progress. This has a positive impact on their all round achievement. Teachers know their pupils well and give them support and encouragement throughout the school day. For example, individual achievements are valued and celebrated by the school community in assembly.

27 Provision for pupils with special educational needs is good. All pupils have access to the full curriculum. Support is provided effectively either in class or by withdrawing pupils from lessons, for English and mathematics. Although teachers’ identification and assessment of pupils with special educational needs are sound, some individual education plans are not sufficiently detailed, or specific. For example, some pupils have “group” plans for English and mathematics, which are very general and do not indicate small stepped targets. As a result, they do not always make as much progress as they could. Individual education plans for pupils with statements of special educational needs are good. Annual reviews are carried out effectively and, where appropriate, pupils are involved in their own reviews. Good information is provided for the following year’s learning targets for these pupils. The support for these pupils is very good.

28 The provision for the personal development of pupils is very good. This is a significant improvement since the last inspection. The provision for pupils’ spiritual, moral, social and cultural development is a major strength of the school and has a positive impact on the very good attitudes and behaviour of pupils. The high quality, stimulating displays throughout the school effectively illustrate the richness of the provision.

29 The school makes very good provision for pupils’ spiritual development. Through assemblies, religious education lessons and well-planned class discussions, teachers provide opportunities for pupils to explore the values and beliefs of Christianity and other religions. Assembly has a high profile and themes are well delivered and meaningful. Pupils join together in prayer at various times of the day with sincerity and respect. A strength of this provision lies in the way teachers give pupils the opportunity to reflect on what has been taught across most curriculum areas, and to share their views and opinions. One Year 6 pupil imagined how he would have felt if he was present at the Crucifixion, “I was transfixed to the spot. I was one of the many who had betrayed Him”. In dance, teachers encourage pupils to reflect on the mood of the music. As a result they interpret their feelings

expressively through movement. In art and design, pupils develop a critical awareness of the work of others and develop a self-critical approach to their own work. In lessons, pupils are expected to listen carefully to the views of others and to respect opinions and experiences that are different from their own.

30 Pupils' moral development is promoted very well. In lessons and assemblies, teachers emphasise the difference between right and wrong and the need to consider others. Teachers set good examples to pupils. They treat pupils fairly and pupils know they all have the same opportunities. Teachers encourage pupils to devise class rules and once established they are respected. Pupils support each other well. The "Amberley Angels" are well trained by teachers. These older pupils successfully help others to overcome problems that arise at playtimes. The personal, social and health education programme provides opportunities for pupils to reflect on moral issues. In an outstanding Year 5 lesson, pupils were sensitively supported through discussion to realise that greater freedom involved additional responsibility. Teachers plan moral issues into lessons to stimulate discussion and help pupils develop a sense of right and wrong. Fables, environmental issues and the moral stand made by famous people in the past, all effectively promote pupils' moral development.

31 The school makes very good provision for pupils' social development. Teachers' organisation of lessons effectively encourages pupils to work together amicably and to share opinions and ideas. Themes in assembly emphasise kindness and consideration for others and willingness to accept responsibility. Teachers provide opportunities for pupils of all ages to accept responsibility and, as a result, pupils eagerly take messages and return registers. The invaluable work of the "Amberley Angels" is very well promoted and pupils readily accept the responsibility even though it means that they may not be playing with their own friends at playtimes. Older pupils are encouraged to support younger pupils by reading together. By giving pupils opportunities to take the initiative for tasks that need attention around the school, teachers ensure that they respond in a sensible way. Teachers provide opportunities for pupils to understand about democracy and citizenship and the School Council has a high profile. Teachers have high expectations of pupils' behaviour in class and around the school. Pupils are rewarded for good behaviour and there are sanctions in place for less acceptable behaviour. All adults in the school treat pupils with courtesy and respect and pupils show respect and courtesy to them. Pupils are encouraged to think of those less fortunate than themselves and raise money to help others locally and further afield.

32 Significant improvement has been made to the provision for pupils' cultural development since the last inspection. It is now good. Religious education plays a major part in helping pupils understand the values and beliefs of major world faiths. In most curriculum areas teachers plan work to allow pupils to learn of other cultures and traditions such as the Chinese New Year, Diwali, and Eid. The school promotes interest in good quality literature written for children. Pupils develop an appreciation of the work of famous artists both past and present. Pupils are aware of their own culture through history and local study. Opportunities are missed to promote an appreciation of music as effectively as art and literature.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33 The school makes very good provision for the health, safety and welfare of its pupils. This is a significant improvement since the previous inspection. The head teacher provides excellent leadership in this aspect. Pupils' personal and social needs are central to the positive atmosphere in the school. All members of staff place a very high priority on pastoral care, are very approachable and totally supportive. The teaching and support assistants are very caring, committed and give very good support to both teachers and pupils. Very good support is given to pupils with special educational needs, which has a positive impact on their academic progress. Excellent support is given to pupils with physical disabilities. All members of staff, both teaching and support assistants, have a very good understanding of the school's pastoral and welfare procedures and implement them consistently and conscientiously. Child protection procedures are securely in place and there is a very good awareness

of them throughout the school. The governors and the head teacher take their health and safety responsibilities seriously and all the required health and safety inspections, checks and risk assessments are systematically carried out and formally recorded. Conscientious teachers and support assistants, who are alert and vigilant, supervise pupils very well at breaks. Lunchtime supervision is undertaken conscientiously and the standard of care is high.

34 The school has effective procedures for promoting and monitoring discipline and good behaviour, based on a positive behaviour management policy. All members of staff have high expectations of what constitutes acceptable behaviour and discipline is administered consistently and well. Very good use is made of appropriate external agencies to support pupils with emotional and behavioural difficulties. This all has a positive effect on the high standards of behaviour that are maintained throughout the school. The school is very effective in discouraging bullying and consequently pupils work and play in an environment free from oppression. Good attendance is actively encouraged and absence is conscientiously monitored and followed up. Absences are due entirely to circumstances beyond the school's control, for example, illness or occasional holidays taken during term time.

35 The class teachers and support assistants know their pupils extremely well and have a very good understanding of their individual personal needs. Pupils' personal development is planned for, apparent in lessons and carefully monitored.

36 The school has good procedures in place for monitoring pupils' academic progress. A range of standardised tests is used to track individual progress and set realistic targets, particularly in English and mathematics. The school now uses data from assessment tests in English and mathematics to analyse patterns of attainment and identify any weak areas. This is a good improvement since the previous inspection. A good example of this analysis is how the school has tackled weaknesses in the teaching of mathematics. Results from the National Curriculum tests for 11 year-olds last year identified weaknesses in their ability to read problems effectively and use a range of strategies to answer the question successfully. As a result of this analysis, teachers throughout the school have changed their mathematics lessons to include a daily 15 minute problem solving activity. This shows good use of assessment and is increasing the ability of pupils to tackle problems with more confidence. Changes have also been made in the timing of when pupils in Years 5 and 6 are taught how to draw and interpret more complex graphs. This has been done to give pupils more opportunities to extend their skills in this area of learning. This good practice is now being extended to other subjects of the curriculum, but this is still developing and currently tends to focus on what parts of the curriculum have been taught, with only very broad levels of attainment given for each pupil.

37 Pupils' progress in English and mathematics is measured regularly and predictions are made from these as to the levels they will achieve at the end of each year. This has resulted in improved standards, particularly in Year 6 and in the teachers having higher expectations of pupils' capabilities. The pupils' progress towards achieving these targets is not yet supported by individual or group learning targets in literacy and numeracy lessons and this is an area that the school has highlighted for further development. The tracking of pupils' progress in science is not yet so well developed.

38 The marking of pupils' work is inconsistent. Some teachers mark work with helpful comments, but often work is marked with just a tick and, throughout the school, pupils are not given enough information about how well they are doing and what they need to do to further improve their work. Currently, teachers are not making enough use of the good procedures for assessment and the tracking of individual progress to plan activities in lessons that are always consistently matched to the different abilities of pupils. For example, the class targets that are set do not always stretch pupils capable of higher attainment as much as they could. As a result, these pupils do not always make as much progress as they should.

39 Efficient procedures are in place for the early identification of pupils with learning and other difficulties. Their progress is monitored well. Specialist support from a range of external agencies is sought when needed and used well. The school employs an assistant special educational needs co-ordinator. This is a very important role, implemented well for supporting and guiding pupils with special educational needs. The co-ordinator ensures that pupils receive very good support, working with them individually and in small group withdrawal sessions. Very good support is given to pupils with special educational needs at playtimes and during lunchtimes. The co-ordinator is always outside when pupils arrive and leave school, and there is an informal, but extremely effective contact with the parents of these pupils. Parents are well informed about the school's procedures for pupils with special educational needs with a clear brochure prepared by the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40 Relationships between the school and parents are very good. This is an improved picture since the last inspection. The school enjoys the active support of most parents. Parents regularly help in the classrooms and accompany the children on school trips. Most parents are involved in their children's work in school and at home, for example, they fully support homework and home reading. There is an active, although informally run, parent teacher association, that organises social and fund raising events for the school. A considerable amount of money has been raised for the school and many useful resources purchased. The school works closely with parents and makes them very welcome. The head teacher and all staff make themselves readily available to parents and are very approachable. A small minority of parents disagreed that the school provides an interesting range of activities outside school. The inspection team judged the provision of extra-curricular activities to be very good.

41 General communication between the school and home is good. The school sends out frequent letters about specific events and activities. Class teachers send out very good curriculum and topic information newsletters. The school publishes a comprehensive, informative prospectus. The governors hold an annual meeting with parents and publish a useful annual report. Between them, these two documents contain all the statutory required information. Parents are given an annual progress report and offered the opportunity to attend appropriate consultation meetings to discuss their children's work with their teachers. However, the written reports are unsatisfactory because they do not provide sufficient information on pupils' progress in all subjects or set pupils targets for improvement. The style of ticking boxes against criteria statements does not give personalised information about each individual pupil. Parents of pupils with special educational needs are kept well informed and fully involved in their children's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42 The head teacher, deputy head teacher and key staff provide very good leadership and management. Together they have maintained the family atmosphere during a difficult time of significant staff changes, extensive building work and the reorganisation involved in the change of status to a primary school. Leadership and management have improved from sound to very good since the last inspection. Governors make a very good contribution to the effective running of the school and are committed to maintaining and raising standards further. The observation of teaching and learning by the head teacher and key staff is regularly discussed with governors who are well aware of the school's strengths and areas for development. However, written reports to parents do not contain sufficient information about pupils' attainment and progress. The school has worked effectively to deal with the key issues from the previous report and is well placed to maintain the strengths and build effectively upon them. The head teacher and key staff give a clear educational direction for the school which is raising pupils' standards. For example, the school has used the analysis of pupils' results in National Curriculum tests to explain the latest results. This information is being used by staff to target particular areas of the curriculum in English, mathematics and science and this is successfully raising pupils' attainment in the present Year 6. The information also shows clearly that pupils with special educational needs perform well when compared to their previous attainment and many reach the lower levels of national expectations by Year 6.

43 The governing body has a very good committee structure that works very effectively to support the school. For example, the governors have created a "Curriculum Committee" which meets regularly and checks on the progress of curriculum initiatives undertaken by the school. The roles and responsibilities of all staff are under constant review and evaluation because of the many teachers new to the school. The roles of the subject co-ordinators are clearly defined but, apart from the key co-ordinators, they have no opportunities to observe and evaluate teaching and learning in their subjects. This has been recognised by the head teacher and plans are in place to develop their roles

more fully. Subject co-ordinators are well placed to implement this because of the example set by the head teacher in the very good monitoring in place which has been instrumental in raising standards and expectations since the last inspection. The co-ordinator for special educational needs gives very good support to staff. The co-ordinator also plays an important part in assessing pupils' difficulties when they are first identified as needing additional help. The school policy is detailed and reflects the school's current practice taking into account the new national guidance for pupils with special educational needs.

44 The head teacher and governors work together closely and are managing the issues brought about by the changing status of the school very well. There is clear direction for the work of the school, ensuring that strategic decisions determine the financial and educational development of the school. The head teacher and governors work together to ensure that all decisions relating to the budget are closely linked to the development plan, are manageable and that the principles of "best value for money" are applied rigorously. A good example of the quality of the management of finances is the way the school has overcome the deficit budget of previous years and now has a small positive balance at the end of the year. The grants from the Education Action Zone are used very effectively for the benefit of all pupils. For example, extra computers and programs have been bought to supplement the equipment in the new computer suite and so provide very good resources for most aspects of information and communication technology. The staff meet regularly, both formally and informally, to discuss curriculum matters and to evaluate the progress being made in all aspects of school life.

45 The head teacher, staff and governors are all involved in preparing the school development plan. This working document is fully discussed before being adopted as the action plan for future years. It is a very effective document, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It takes into account the changing status of the school and educational priorities are closely linked to financial planning. These include the development of more time for co-ordinators to check on the quality of teaching and learning across the school. The school knows its strengths and areas for development and has a very good grasp on how to improve. All staff work hard to improve their own performance and the educational opportunities presented to pupils. The school has clear targets for improvements. For example, the school is aware that further resources are required for information and communication technology to allow pupils to extend their skills in using programs that allow them to measure how to control different models and sense physical changes.

46 The school has sufficient staff and they are well deployed. Teaching and support assistants play an important role in the life of the school and make a significant contribution to pupils' learning. The school has a designated senior management team with clearly defined roles and responsibilities. For example, all curriculum subjects have a subject co-ordinator. Procedures for the induction and support of new teachers are good. Newly qualified teachers are given mentors and are well supported by all members of staff. Staff training is linked to priorities in the school plans for the future, which has focused recently on the development of literacy and numeracy. Arrangements for performance management are in place and meet statutory requirements. The school administrative staff make a valuable contribution to the efficient running of the school.

47 The school is situated in large attractive grounds comprising three hard surface playgrounds, a wildlife garden and a sports field. There is a separate safe play area for children under the age of five. The accommodation is very good. The classrooms are of a good size, are bright and airy, and have their own integral storage cupboards for resources. The school benefits from a large library and a well-appointed computer suite. The hall is adequate in size for physical education lessons but is only just large enough to accommodate the whole school for assemblies and other collective gatherings. There is an additional small community hall. There is very good disabled access into and throughout the school and very good disabled toilet provision. The school is kept spotlessly clean and very well maintained.

48 The overall quality and quantity of the school's learning resources are satisfactory and resources are used well. Resources are good in English, mathematics, art and design and physical education. The library is well stocked and used very effectively to support pupils' learning in all subjects. Although no curriculum area suffers from unsatisfactory resources, there is a lack of control and sensing equipment for information and communication technology and a shortage of artefacts in, for example, history.

49 The school benefits from external sources of funding, such as the Education Action Zone. Money is spent wisely and is linked to the school's priorities for development. The head teacher and governors apply the principles of "best value" rigorously. There is very good leadership and management and very good relationships in school. Expenditure is about national average and the good quality of education provided in classes means that the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:

Improve pupils' attainment by the end of Year 6 in certain aspects of information and communication technology by:

- ensuring that the skills to use computer programs to control events in a predetermined way and to sense physical changes are taught regularly;
- providing the necessary resources to allow the school to teach control technology and sensing in more depth to older pupils;
- using classroom based computers more consistently in other subjects to give pupils regular opportunities to practise and improve their information and communication technology skills, particularly in word processing and data handling.

(Paragraphs 2, 8, 45, 71, 87, 111, 114, 115)

Improve the rate of pupils' learning by making better use of the information gained from the good assessment and tracking of pupils' progress to ensure that all pupils, especially the higher attaining pupils, are always fully challenged in the activities provided by:

- setting short term targets for small groups or individual pupils;
- planning activities in lessons that are well matched to the differing abilities of pupils, including those with special educational needs;
- improving the quality of marking to show pupils how they can improve.

(Paragraphs 6, 10, 15, 19, 20, 27, 38, 65, 73, 76, 77, 79, 86, 91, 100, 110, 133)

NB. The school has identified these issues in its own priorities and has a good action plan in place to address these matters.

In addition to the key issues above, governors should include the following minor issue as part of the action plan:

- improve the quality of information to parents on pupils' progress in the annual reports.

(Paragraphs 41, 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	26	36	10	2	0	0
Percentage	9	32	44	12	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	351
Number of full-time pupils known to be eligible for free school meals	-	50

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	2	48

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	24	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	26
	Girls	23	23	24
	Total	47	47	50
Percentage of pupils at NC level 2 or above	School	94% (96%)	94% (96%)	100% (100%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	23	23	23
	Total	46	46	46
46Percentage of pupils at NC level 2 or above	School	92% (96%)	92% (96%)	92% (96%)
	National	85% (84%)	89% (88%)	89% (88%)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	23	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	21	28
	Girls	23	16	21
	Total	47	37	49
Percentage of pupils at NC level 4 or above	School	90%	71%	94%
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	19	28
	Girls	23	20	23
	Total	46	39	51
Percentage of pupils at NC level 4 or above	School	88%	75%	98%
	National	72% (70%)	74% (72%)	82% (79%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	303
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.3
Number of pupils per qualified teacher	22.9
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	161

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
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	£
Total income	627,158
Total expenditure	614,784
Expenditure per pupil	1,585
Balance brought forward from previous year	-11,807
Balance carried forward to next year	567

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	403
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	33	2	0	0
My child is making good progress in school.	58	39	3	1	0
Behaviour in the school is good.	35	52	6	0	6
My child gets the right amount of work to do at home.	34	56	6	4	1
The teaching is good.	54	41	4	0	2
I am kept well informed about how my child is getting on.	34	50	12	4	0
I would feel comfortable about approaching the school with questions or a problem.	65	29	5	1	0
The school expects my child to work hard and achieve his or her best.	59	36	1	0	4
The school works closely with parents.	33	55	4	4	4
The school is well led and managed.	48	46	0	1	5
The school is helping my child become mature and responsible.	43	50	4	2	1
The school provides an interesting range of activities outside lessons.	27	32	14	3	24

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51 The school has improved provision for children in the nursery and reception classes. There is now a purpose built nursery, which provides spacious accommodation. The school provides children with a very good start to their education. The very good teaching and rich curriculum offered has a positive effect on children's learning. Children enjoy their time in the nursery and reception classes. They are enthusiastic, happy, concentrate well on their activities and make very good progress. The behaviour and attitude to learning is very good because children are very well managed and are kept busy. A wide variety of interesting activities are very well planned by the teachers and assessments are used very effectively to track the progress of individual children.

52 When children enter the nursery a full range of ability is represented, but school assessments indicate that the attainment of the majority of children is below that typical for their age. This is particularly evident in their speech and language development. When children enter the reception class, they have achieved well and initial tests taken during the first few weeks indicate that their attainment in speaking and listening, mathematical development and personal independence is typical for their age. By the end of the reception year, very good progress has been made and the majority of children achieve the standards expected for children of this age, with a significant minority achieving standards above those expected in language and communication skills, mathematical development and in personal and social development. This represents very good achievement for these children from when they first enter the nursery.

53 Children who have special educational needs are identified early, with speech and language difficulties tested and monitored rigorously from when they first enter the nursery. The school has very effective liaison with external agencies and, as a result, children with identified speech and language problems have their needs met particularly early. This effective liaison, along with very good relationships with parents and carers, ensures that children with special educational needs are well provided for and consequently make very good progress.

Personal, social and emotional development

54 By the time the children leave the foundation stage, most achieve the levels expected in this area of learning, with a significant minority achieving above expectations. Personal and social development is taught very well. Teachers of both the nursery and reception children place great emphasis on developing independence and social skills and they do this very effectively by setting good examples for the children to follow. Learning activities are organised so children experience the opportunity to make choices and take decisions. This effective strategy soon builds up the confidence of the children. They very quickly get used to the routines of the nursery. For example, all children enter the nursery confidently in the morning and afternoon sessions and use picture cards to register themselves present. They take off coats with little help, say goodbye to parents and carers with little anxiety and soon become busy with their chosen activity. Staff are on hand to support those children who do find it difficult to settle and parents are encouraged to spend the first five minutes with their children if this is deemed necessary. After each activity, children are encouraged to tidy up and this is made easy for them as the nursery is very well organised and children know where everything belongs. In the reception classes, children are aware of classroom rules and routines. For example, as they enter the classrooms in the morning, they independently hang up their coats on clearly labelled pegs, place their school bags in a large box and those children who bring packed lunches stack their lunch boxes very neatly in the nearby container. As a result, the school day begins promptly, with all children being on the carpet and ready for registration within minutes. Many children show quite

impressive levels of concentration and persistence and they eagerly involve themselves in new activities. Children share resources well with others, take turns and know that some games have special rules. Behaviour is very good and children speak politely to each other and to all adults in their classrooms. They show a natural curiosity to visitors, but soon relax and talk happily about what they are doing.

Language, literacy and communication

55 The teaching in this area of learning is very good and as a result, the majority of children achieve the standards expected for their age and ability by the end of the foundation stage. Higher attaining children have a good grasp of reading, speaking and language skills and achieve above the standard found in most schools. Speaking and listening skills develop particularly well because of the very good emphasis placed by all staff on extending and developing correct vocabulary as part of every activity. Children are constantly encouraged to talk about what they are doing and express their thoughts and feelings. The children achieve well because they are taught to listen very carefully to stories or instructions and to give extended answers to questions. For example, an activity in the nursery extended language skills considerably as children planned where they wanted to go for a holiday. The teacher asked, "Do you want a hotel with a swimming pool?". After considering this and looking at holiday brochures, the children replied, "We want an apartment with three bedrooms at Disneyland please". Speaking skills are extended in the reception classes by very good use of role-play activities.

56 Reading skills are encouraged as children take books home regularly to share with their family. In the reception classes, higher attaining children know the title of their reading book when asked and identify the main characters in a story, pointing to show, "This is Ben and this is Lad. This story is about Ben getting stung". They read quite fluently, with good understanding. They self-correct when making mistakes. Children of average ability read the new spellings that they have learnt and practised at home. They begin to appreciate the humour in a story, pointing out that; "Ben's dad has put cotton wool in his ears so he can't hear the noise!". Children who are less confident readers are still competent and develop good strategies to tackle new words that are unfamiliar to them. The teachers use reading records well to track the progress of individual children and a home-school reading diary provides another effective link with parents and carers. Children form very good attitudes to books and reading.

57 Early writing skills are developed well in the nursery. Children are given many opportunities to make marks, copy their names or add titles and labels to their drawings. Older children in the reception classes are taught basic writing skills very effectively. For example, when modelling the writing of a sentence about the Three Pigs, the teachers deliberately made mistakes by omitting finger spaces, capital letters and full stops. The children soon told the teachers that they had not written the sentences correctly, pointing out what the mistakes were. This indicates that the children have a very good understanding of the basic rules of grammar and know how their work should be set out. In small groups, children develop independent writing as they write short sentences to illustrate pictures to tell the story of the Three Pigs. They develop good spelling strategies as they use a word dictionary in alphabetical order. Handwriting skills are taught very thoroughly, either by the teacher, parent helpers or support assistants, to small groups of children. This ensures that the teacher can see how the children form and shape their letters and any mistakes are corrected immediately. This leads to very good learning.

Mathematical development

58 This area of learning is taught very well and by the end of the reception year, children reach the standards expected for their age in mathematics, with higher attaining children exceeding the standard. All children make very good progress and achieve well from when they first enter school. In the nursery, an activity with a group of four children and a parent helper was effective as children

extended their knowledge of number, colour and shape by taking part in a game. In the reception classes, children work on practical activities to extend their knowledge and understanding of counting numbers to 100. They developed an understanding of capacity as they watched enthralled as the teacher poured coloured liquid from a small container into a much larger one. Teachers use questioning very effectively to extend knowledge, for example, the teacher asked “Why is the large container not full when I have poured water from another container?” After further questioning, they recognised and counted the containers that were empty and explained what empty means, for example, “There is no water left in it”. Children who have special educational needs were well supported in this activity, particularly to develop the correct mathematical vocabulary. Children learn quickly in lessons because activities are very well planned and a good selection of resources is used effectively to give them a sound base to their learning. Those children who finish activities early are given further challenging extension activities. This keeps them attentive, interested and ensures that all ability groups make equally good progress.

Knowledge and understanding of the world

59 Teachers provide rich learning experiences to ensure children make very good progress in their knowledge and understanding of the world. As a result of very good teaching and a wide variety of interesting and relevant activities, most children reach the standards expected for their age in this area of learning. Scientific concepts are developed in the nursery as children examine frogspawn with magnifying glasses to see how changes occur. Good use of written labels giving information and an interesting selection of non-fiction books about the life cycle of frogs gives good opportunities for investigations. In their imaginative play area, they learn about the story of Noah’s Ark and how each group of animals made their way to the Ark. They sort and group the animals into categories of wild animals, farm animals and animals that roar. When given a selection of animals to sort, children carry out this activity quickly and accurately, thereby demonstrating the sound development of scientific skills. Children use a good selection of construction resources to build towers, homes and farms. A group of three children made a farm with tunnels for the animals to go through. When asked if we could also go through the tunnel, they said, “No, that tunnel is too little, but you can take your car through the Tyne Tunnel”, showing a good awareness of their locality. In the reception classes, computer skills are taught effectively through either mathematics activities, or as specific activities. All children in the reception classes have the opportunity to use the computer suite and most log on, use the keyboard to enter their name and get into a program by clicking on the icons. Computer skills develop quickly and children show very good attitudes to learning these new skills. In design and technology, children make models using a variety of materials. Awareness of other cultures develops as children take part in activities to celebrate the Chinese New Year.

Physical development

60 Children make good progress in the development of their physical skills and reach the standard expected in this area of learning. Teaching is very good. Teachers provide many opportunities for children to handle construction equipment, use play dough to roll, cut and shape, to play in the sand tray and use scissors, paint brushes and crayons. In the nursery, children dance to music using space well and showing awareness of others. They run, skip and change shape quickly when the music stops. Those children who have special educational needs are well supported in physical activities, enabling them to have full access to all activities. Reception children take part in gymnastics using apparatus in the hall. These activities are very well organised, with health and safety a strong feature of lessons. Children are taught how to use space safely and are given good examples to follow by teachers and learning support assistants. In one lesson, two children had a different learning programme to take into account their physical limitations. As a result of this very good planning and effective support, the children were fully included and made very good progress in the lesson. Most children use apparatus to climb and balance. They use a springboard to run and jump, landing carefully on the mats. Currently, the new nursery is developing and still extending the outdoor learning

environment, so this is not used consistently as part of a planned learning programme to extend the physical skills of the children.

Creative development

61 The teaching of creative development is very good. Activities are well planned, resources are used effectively and support staff work with children in small groups so that knowledge and skills are developed thoroughly. As a result, children make good progress and reach the standard expected in this area of learning. Children are provided with an interesting curriculum and, in particular, have the opportunity to experience a good variety of tools, materials and equipment. In the nursery, children choose a selection of cardboard boxes, which they join together with glue or sellotape. The teacher uses this as a very good learning opportunity to introduce new mathematical vocabulary, introducing the terms of cube and cylinder. One child was taught how to use scissors correctly and for the first time used them to cut small sections into a cylinder. Her concentration and attention to the task in hand was impressive, leading to a great sense of achievement as she succeeded in this new skill. Older children in the reception classes use colour well to design a repeating border to match the wallpaper designs that they have already completed. They recognise many colours and mix new colours by using hands and brushes when exploring shades and tones of colour. Musical activities are enjoyed as children in the nursery have daily sessions where they use a good selection of percussion instruments. Children know the names of most of the instruments and use them correctly to play a variety of sounds. They keep the beat when listening to music and sing a good selection of songs.

62 Accommodation for children in the foundation stage is good. The current provision for outdoor education is satisfactory, but could be improved to increase the opportunities for planned daily outdoor activities. The school has a clear development plan to further improve this area. Resources are good and used very effectively.

ENGLISH

63 Standards in English are above what is expected of pupils by the end of Years 2 and 6. This is an improvement since the last inspection, although any comparison with pupils in Year 6 cannot be made because the school only had pupils up to the age of nine at the time of the last inspection.

64 An emphasis has been placed on raising standards in English. Since the last inspection the school has improved the use of joined handwriting and has developed the library very well. There are “booster” sessions in Year 6, aimed at raising the percentage of pupils reaching the expected level for their age in the national tests. The school has recently identified gifted and talented pupils in English. For example, one Year 3 pupil is working in Year 4, and seven pupils have been identified in Year 5 whose work is above the expected level of pupils in Year 6. Extra-curricular activities, such as a library club, and “paired” reading between pupils in different year groups make a good contribution to the subject.

65 Teachers have worked well together to improve pupils’ skills in all aspects of English. They plan closely together within the same year group. The school’s assessment arrangements, and tracking of pupils’ progress, are good. However, this information is not always used well enough to match work sufficiently closely to the varying abilities of pupils. Occasionally some less able pupils do not always finish their work and more able pupils are not always given sufficiently challenging activities.

66 In Year 2, the majority of pupils listen well and are eager to answer questions. Pupils spoke confidently to inspectors about their work. More able pupils explained their ideas well. For example, one pupil said a character was clever because, “He wanted to help the miller so he would meet the King”. Older pupils build effectively on these skills. However, by Year 6, many pupils talk quietly and lack confidence speaking in front of an audience. This was particularly evident in the school’s

Celebration assembly when few older pupils talked about the work they had been doing. In lessons, teachers manage pupils very well and this encourages them to listen well. The school's personal, social and health education lessons also make a good contribution to pupils' speaking and listening skills. There are good opportunities for pupils to be involved in role-play and drama activities. These are sometimes planned in literacy lessons, or in other subjects, such as history and physical education. Drama groups visit the school and pupils visit local theatre productions.

67 In Year 2, the majority of pupils read fluently and with good expression. Many pupils read their own work confidently at the end of literacy lessons. More able pupils make effective use of reading punctuation, for example, when reading, "Oh, those rats!". They understand what they are reading well. One pupil chuckled when reading accurately, "Woolloonooloo". Less able pupils use their knowledge of letter sounds to read unfamiliar words. All pupils talk about parts of the story they like, for example, "I liked the bit when the monkey took the man's hat and ran away with it". Pupils recognise author and illustrator and know the purpose of the contents page. They use their knowledge of alphabetical order to help spell words.

68 In Year 6, pupils continue to make good progress in reading. The majority of pupils are confident, fluent readers, no longer on the school's reading scheme. Pupils pay attention to punctuation and this helps them read very expressively. They know how to use a dictionary and thesaurus. Pupils understand the school's library organisation and explain clearly how they would find information, for example, for a school topic. This prepares them well for transfer to their next stage of education. More able pupils respond well to texts, for example, explaining the impact of the boy "talking in a low voice". This pupil also changed the level and tone of voice when reading what the boy said. Average ability pupils tackle unfamiliar words confidently, reading "quidditch pitch" with no hesitation. Less able pupils are also expressive, but tend to read quickly and carelessly, for example, reading "in the forest" for "I was the forest".

69 In Year 2, pupils write for a range of purposes including making their own class books of limericks, sequencing popular fairy tales, such as Little Red Riding Hood, and writing simple instructions. However, the presentation of written work is variable. More able pupils use capital letters and full stops correctly and make letter joins in their handwriting. They write with a clear beginning, middle and end to stories. Instructions are well sequenced. Less able pupils use full stops, but not always capital letters at the start of sentences. Their spelling is less accurate and words like "every" and "always" are often spelt incorrectly.

70 In Year 6, pupils' writing is joined, fluent and legible, but the quality of presentation of written work is very variable. Pupils build well on their literacy skills and use these well in other subjects. For example, in Year 3 pupils choose words well to describe a "hideous, evil" monster from the story of Beowulf. In Year 4, in geography, pupils wrote, "A Day in Life in Chembakoli" as though they lived in this Indian village. In Year 5, pupils describe well how they might have felt if they had been present at The Battle of Marathon, for example, "I could smell the fear in the air". In poetry writing they describe Christmas as, "Like a cracker full of happiness". In Year 6, pupils continue to use their writing skills well in other subjects such as science, history and geography. They write for a range of purposes and use formal English appropriately, for example, when presenting well organised arguments about a range of issues. Pupils' use of punctuation is good. Many pupils use commas and apostrophes accurately. More able pupils use speech marks well, with a new line for a different speaker. Many pupils organise their writing well into paragraphs. Pupils choose words for effect in their poetry writing, for example using phrases such as, "roaring, fierce and surging" when describing bonfires. One pupil wrote a poem entitled "Queen Night" and used very good imagery, "Queen Night waits, waits for the sun to weaken". However, for average and less able pupils spelling is weaker with words like "stopped" still being spelt incorrectly.

71 The teaching of English is good and pupils learn well. This is an improvement since the last inspection. Teachers plan well with clear aims for lessons which are shared with pupils so they know

what they are expected to learn. Very good questioning skills challenge pupils well and teachers direct some questions at individual pupils to keep their attention. Resources are used well in lessons, especially the support of learning assistants and some parents. Teachers work closely with support assistants to ensure that pupils with special educational needs experience the same opportunities as other pupils in the class and when they are withdrawn for additional support. This ensures these pupils make good progress in their learning. Pupils are managed very well in lessons. This makes a good impact on their learning because they behave very well, are interested and work hard. When used, information and communication technology supports learning in English and this is particularly evident when pupils use their word processing skills to write stories and poems on computers. However, most teachers do not yet consistently plan learning opportunities to use information and communication technology.

72 Very occasionally, teaching is unsatisfactory when activities are not matched closely enough to pupils' varying abilities. This results in unsatisfactory learning for some pupils. Scrutiny of pupils' previous work shows that pupils often attempt the same work and not all pupils finish their work. Marking of pupils' work is variable from class to class. Teachers do not consistently inform pupils how they might improve. Too often, work is marked "good" without any explanation. Occasionally the pace of some lessons slows, for example, when pupils need to ask the teacher for help, or when there is a lack of challenge for more able pupils. For example, some pupils were copying out all the text, when the task was to change the tense of verbs.

73 English is well managed. The co-ordinator has worked hard with the head teacher and the local education authority's consultant to ensure that the National Literacy Strategy is taught well throughout the school, including in the new Years 5 and 6. The results of National Curriculum tests, and the school's good assessment procedures, are used well to inform action plans aimed at raising standards. However, this information is not yet used well enough to make sure that activities are always challenging and achievable for pupils of varying abilities, including pupils with special educational needs. This sometimes slows the rate of pupils' progress.

74 The library is attractive, very well organised and is regularly used by all the pupils. Some pupils attend an extra-curricular library club, which supports their reading skills very well. Some pupils in Years 5 and 6 attend a monthly meeting of a "Chatterbooks" club at the local public library. Resources for English are good. Reading scheme books are easily accessible to both pupils and teachers and other resources are organised well. English makes good provision for pupils' moral and social development. In one lesson, pupils reading a story from Aesop's Fables discussed the importance of not telling lies. In most lessons, pupils have opportunities to work collaboratively in pairs, or small groups. Those pupils in Years 5 and 6 who support younger pupils with their reading, take this responsibility very seriously.

MATHEMATICS

74 In the 2001 National Curriculum tests, the proportion of seven year-olds who reached the expected levels was very high in comparison with the national average and those who attained the higher levels was above the average when compared to all schools nationally. In comparison to similar schools, the standards achieved at the age of seven were well above average. This represents a good improvement since the previous inspection. The standards achieved by 11 year-olds in the 2001 National Curriculum tests were average when compared to all schools nationally, but the proportion of pupils who achieved the higher levels was well below both the national average and similar schools. This was due to a combination of factors. The school had changed from a first school to a primary school and this was the first year that national tests had been taken at the age of 11. Teachers new to teaching in Years 5 and 6 did not have the necessary experience to prepare pupils well enough for the national tests. Added to this, the school has undergone major building work that has caused some disruption. However, the subject co-ordinator and senior management team have rigorously analysed the test results and put in place strategies to improve both teaching and

learning. Inspection findings indicate that as a result of this, the targets set by the school for 2002 will be achieved and may well be exceeded. Standards of attainment of the pupils currently in Year 2 are well above the national expectation and they achieve very well from when they first enter school. This good achievement continues throughout the juniors and the attainment of the pupils currently in Year 6 is now above the expectations for their age.

75 The school offers a good range of learning experiences and this, added to the consistently good quality of teaching, ensures that all pupils, including those who have special educational needs, make good progress from when they first enter the school. The school has identified a group of pupils who are particularly gifted in their mathematical development and is providing them with a good range of learning opportunities to match their abilities. Most pupils' attitude to learning, their interest in activities and their behaviour in lessons are very good and this is one of the factors leading to the high standards being achieved.

76 The quality of teaching is very good in the infants and good in the juniors. The difference in the quality is that some staff in the juniors are new to teaching in a primary school and are still extending and developing their skills and expertise, but all staff are helping the pupils achieve well in lessons. This represents a good improvement since the previous inspection when some teaching in the juniors was judged to be unsatisfactory. This is no longer the case and this issue has been tackled successfully by the school. A major strength of mathematics teaching in the infants is the very good teaching of basic skills. This ensures pupils have a firm grounding to their learning and can build upon their knowledge and understanding, particularly when extending their oral and mental skills in the daily problem solving activity. This was effectively demonstrated in an excellent lesson in Year 2 as pupils began by discussing which strategies they could use to answer questions to complete a branch diagram. The teacher made excellent use of questioning to extend the pupils' skills of decision making. There was very good challenge in the request to think of ways of making the task more demanding and they replied, "We could have more choices or use 3-digit numbers". The teacher was then able to conclude that the pupils knew and understood the task. Pupils' skills in organising information by using block and pictographs was further extended as pupils were encouraged to use the correct mathematical vocabulary of vertical and horizontal axes and sorting data by using the terms, most and least. Teachers' knowledge and understanding of the mathematics curriculum for infants, their very high expectations and management of pupils ensures that lessons are challenging and conducted at a quick pace. These teaching strategies keep pupils alert and well behaved. The progress made by pupils of all abilities is very good because most teachers plan different learning activities matched appropriately to what pupils already know and can do. Occasionally, lessons are less effective due to inadequate organisation of tasks and activities. This means a slower pace to learning.

77 Pupils with special educational needs are well supported, either within class in small groups working with a learning support assistant, or during short periods outside the classroom. Activities are usually well planned for these groups, but this is not always consistent and there is sometimes a lack of communication between the learning support assistant and the class teacher. This is particularly the case where groups of pupils have a group individual learning plan. The learning targets on these plans are not always clear enough and this makes planning suitable learning activities more difficult than it could be.

78 In Year 3, the teachers' thorough planning of both the problem solving activity and the numeracy lesson, with tasks and activities well planned for all ability levels, ensures that lessons are well organised. Pupils make good strides in their learning of fractional parts of numbers because teachers use learning resources effectively. In one lesson, the use of a computer to produce visual images of fractions confirmed the pupils' understanding of how whole shapes can be divided into equal fractional parts. This was an effective use of technology to support learning. In Years 4 and 5, a feature of the good and very good teaching seen is the effective use of mathematical vocabulary to extend knowledge and understanding of correct terminology. The sharing of learning objectives with

the pupils, so that they know and understand what they have to do in the lesson, is also a very good feature, as is the good use of time. These teaching methods ensure that learning is good and sometimes very good as pupils use a wide range of mental strategies to speedily calculate the answers to oral problems. In Year 6, resources are used effectively to show how to construct a pie chart and interpret information from a line graph and this results in all pupils making at least sound progress as they practise drawing a line graph. In both classes, work for the higher attaining pupils is challenging enough to extend their knowledge, skills and understanding of data handling. Pupils with special educational needs are well supported in a sensitive way to develop their knowledge and understanding of how to gather and sort information prior to making a pie chart. They make good progress during the lesson because of the good support they receive from the learning support assistant.

79 A weakness in the teaching of mathematics throughout the school is that the expectations of how well pupils present their work are inconsistent among teachers. For example, the scrutiny of work in pupils' books indicates that many pupils do not use a ruler correctly, if they use one at all, in the setting out of their work. This sometimes means that work looks untidy. Younger pupils complete much of their work on work sheets and whilst the quality and quantity of the work that is produced is good, there is a missed opportunity for pupils to get enough experience in setting out their work correctly in books. The quality of marking is inconsistent. Often, work is marked with just a tick, with not enough comment made about what the pupils need to do to improve their work further. Pupils do not currently have individual or group learning targets for mathematics, so they do not always have a secure view about what they do well and what they need to do to improve. However, in discussion, pupils in Year 6 did feel that they are being well prepared for their forthcoming National Curriculum tests, in particular, higher attaining pupils feel that they are quickly developing their skills and expertise in drawing graphs and being able to interpret the information from them. This was a weakness highlighted after the analysis of data from the 2001 tests and it is an area that the school has tackled well.

80 The school makes effective use of numeracy to support learning in other subjects, for example, good use is made in history in extending the knowledge and understanding of chronology. When used, information and communication technology supports learning in mathematics and this is particularly evident when pupils use information gathered in lessons to construct data for a database. However, most teachers do not yet consistently plan learning opportunities to use information and communication technology. In most lessons, good use of questioning ensures that pupils' skills in speaking and listening are developed well, particularly in the first part of lessons during problem solving activities.

81 The leadership and management of the subject are both good and this represents an improvement since the previous inspection. The subject co-ordinator is still new to the role, but has quickly analysed the school's strengths and weaknesses after a rigorous analysis of the 2001 National Curriculum test results. The strategies to tackle identified weaknesses were quickly put in place and, as a result, the current Year 6 are well on track to achieve better results in the national tests in 2002. The focus placed on extending skills in the teaching and learning of problem solving strategies is showing good results. The co-ordinator has arranged for a number of staff to attend other schools to benefit from observing particular expertise in areas of the mathematics curriculum. Procedures for the assessment and tracking of pupils' progress in mathematics are good. Resources have been improved since the previous inspection and are now good.

SCIENCE

82 By the end of Year 2, pupils' attainment in science is above the level expected for their age and standards have been maintained since the previous inspection. The standards achieved by 11 year-olds in the 2001 National Curriculum tests were below average when compared to all schools nationally and to similar schools. This was due to a combination of factors. The school had changed from a first school to a primary school and this was the first year that National Curriculum tests had

been taken at the age of 11. Teachers new to teaching in Years 5 and 6 did not have the necessary experience to prepare pupils well enough for the national tests. Added to this, the school has undergone major building work that has caused some disruption. The analysis of pupils' performance has been used well to improve teaching and learning. As a result, by the end of Year 6, pupils' attainment is now in line with the level expected for their age. There can be no comparison with the previous inspection because the school did not have pupils in Year 6 at that time. Pupils' attainment is improving because of the focus the school has placed on the investigative and experimental aspects of science, particularly for the oldest pupils in the school. Pupils have very good attitudes to learning and they make good progress. As a result, there is a good capacity for further improvement. During the inspection, there was no significant variation in the attainment of boys and girls.

83 In Year 1, pupils experiment with different materials and have a sound knowledge of the foods needed for a healthy lifestyle and the requirements for growth in plants. Pupils understand that plants need sun and water to grow. In Year 2, science work is developed well and experiments with sounds show their good development of the need to record the results accurately. For example, they write simple accounts of their experiments with sounds and understand that the volume diminishes as you move further away. Pupils conduct simple experiments using ice to measure how quickly it melts in different locations in the classroom. They understand the concept of materials changing when they experiment with bread and turn it into toast. They use their knowledge to record different types of materials found in the classroom and they record how materials can be grouped together, for example, wood, glass and metal. In their recording of simple experiments, they sometimes make predictions and indicate why the test is fair.

84 These improving standards develop as pupils move through the school. Pupils develop their understanding of each area of the curriculum steadily and improve their scientific skills through the teachers' strong emphasis on experimental work. For example, pupils in Year 3 conduct experiments to measure the permeability of different rocks. In Year 4, pupils investigate the properties of magnets and link their experiments well to the use of force when testing to see which type of magnet will pull the most paper clips. Pupils in Year 5 measure human pulse rates under different conditions, as part of their work on health education. In each year group, teachers ensure that a good range of topics is covered, so that pupils make good progress in all areas of science. This is one of the strengths of the curriculum and is made possible because staff are skilled in teaching all aspects of science and have the confidence to use experiments as the basis of teaching.

85 Teachers' planning ensures that pupils cover all the science curriculum. However, the inconsistent use of classroom based computers means that information and communication technology is not used as often as it could be to support and extend pupils' research and recording skills. By the age of 11, most pupils have a clear understanding of experimental methods and apply these to a range of tests. They conduct experiments to see how liquids evaporate when heated and know these processes can be reversed. Pupils understand the idea of a fair test, for example, when they study solutions and make appropriate graphs to show how long it takes to dissolve sugar in water at different temperatures. Pupils know of the interdependence of plants and animals, describe different habitats and relate these to food chains. They construct simple circuits and improve the brightness of the bulb by connecting more batteries in the circuit. There is evidence of good work across the ability range. Teachers make sure that they include all pupils in the activities, including those with special educational needs. Most pupils possess satisfactory recording skills, using graphs and tables accurately to illustrate their knowledge and understanding.

86 The good science teaching and the range of stimulating scientific activities contribute well to the improving quality of pupils' learning. In the lessons seen and in discussions with pupils it is clear that their attitudes and behaviour are prime reasons why their learning is improving. Teachers' knowledge and understanding of the subject contribute to the well planned provision, such as the improving use of investigations to encourage pupils to use scientific skills in a practical way. In Year 2 work, there are good examples of how to record the results of experiments with materials, sound and

the way substances change when subjected to heat. In Year 4, a good practical lesson on measuring different parts of the body led to pupils forming hypotheses and testing them. For example, the question was asked, "Is the length of your arm linked to your height?" This type of work makes a good contribution to pupils' improving scientific skills in predicting, testing, recording and drawing conclusions. Most teachers include positive comments when marking but do not consistently provide precise guidance on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils learn from their mistakes.

87 The school has responded to the latest changes in the National Curriculum and introduced new guidance for teachers. The recently appointed science co-ordinator provides good leadership and undertakes a regular audit of the subject. There are well established plans to develop the observation of teaching and learning and there are regular checks on teachers' planning and pupils' work to ensure that all aspects of the subject are covered. Resources for the subject are satisfactory and used well to improve pupils' learning, for example, when testing circuits, magnetic fields or how forces affect objects. However, there is inconsistent use of the classroom based computers to support pupils' learning and to extend their methods of recording experiments. The curriculum for science covers all the required aspects and ensures that pupils of all abilities, including those with special educational needs, make good gains in learning as they move through the school. The good attention to the use of appropriate scientific language and the use of charts and graphs ensures that science makes a positive contribution to the development of basic literacy and numeracy skills.

ART AND DESIGN

88 Standards in art and design are good. They are above those typical of Year 2 and Year 6 pupils. Standards have been maintained since the previous inspection. The quality of teaching is mostly good.

89 Teachers have a good knowledge and understanding of the subject. They teach new skills confidently. A Year 3 teacher gave pupils a good demonstration of how to make a coil pot, clearly showing pupils the different stages involved in a way that made sense to them. As a result, pupils were eager and confident to make a start. Effective support was given throughout the lesson with praise, encouragement and expert advice. By the end of the lesson pupils had successfully made their own individual pot of which they were very proud.

90 Teachers use resources well. Year 5 pupils closely observed primulas and the paintings produced were of high quality. They closely observed texture, colour and form. The teachers set a higher challenge when brushes and paper were enlarged and pupils challenged to closely observe flowers and paint them as if they had been magnified. Colours were mixed very effectively from a limited colour range. The results were impressive. Teachers have good subject knowledge of famous artists and use resources well to encourage pupils to appreciate the different styles and techniques used. Pupils interpret famous paintings well, showing a deep understanding of colour, texture, line, tone, shape, form and space. Pupils are given the opportunity to study a wide range of artists, both past and present, with styles as diverse as Van Gogh and Andy Warhol. Art from eastern and western cultures is studied with more opportunities planned as a result of a forthcoming African Week.

91 Teachers plan lessons well. There is a clear focus on what they want pupils to achieve. Whilst there is no specific planning for pupils of different abilities, extension activities are planned effectively. Teachers know pupils well and support and extend learning during the lesson. Teachers have high expectations. For example, the extension task in Year 3 was very challenging. Pupils produce good and often very good pencil drawings using line and tone. The figure drawings in Year 5 are of a very high standard. All pupils use pencils with skill and control. Shading is effective and appropriate. Year 6 pupils consolidate and extend these skills, closely observing the movement of sportsmen from photographs in newspapers and interpret these images to their own drawings. Movement is captured well with more skilled pupils using shading very effectively.

92 Teachers are skilled at linking art to other curriculum areas. Year 6 pupils paint detailed miniatures in the style of the Tudor period with good control of brush and paint. Year 2 pupils use colour and patterning well to illustrate Joseph's technicoloured dream coat. Effective stained glass butterflies support scientific understanding. Year 2 pupils use the computer to generate interesting pictures but links to information and communication technology are currently underdeveloped. Opportunities are missed to use the Internet to support independent research about famous artists and their work. Teachers value and respect pupils' work. It is very effectively displayed around the school enriching the learning environment.

93 The co-ordinator manages the subject very well. Expertise is regularly shared with colleagues to support and advise. This good leadership includes the formulation of the current scheme of work, which effectively guides teachers' planning week by week. There is a very clear vision for the development of the subject and the co-ordinator has a good indication of the strengths of the subject and areas for further development. For example, there has been an accurate identification of the need to develop a more systematic approach to the development of skills. Pupils evaluate their own work and those of others. They develop sensitive critical skills. Pupils and teachers use assessment on an informal basis. Whilst this is effective, assessment needs to be placed more formally against National Curriculum levels. This would help teachers plan opportunities for pupils at an even higher level and

raise standards. The co-ordinator and colleagues are committed to raising standards and they are well placed to do so.

DESIGN AND TECHNOLOGY

94 Standards by the end of Year 2 and Year 6 are in line with those expected for their ages. Standards in the making of the products are good. Standards have been maintained since the last inspection.

95 All pupils, including those with special educational needs, make steady progress through the school in their development of design and evaluating skills. Better progress is made in the element of making the product. This is because the practical task appeals more to the pupils and allows them to apply their good art skills to the products. Pupils in Year 4 illustrate their greetings cards carefully and Year 2 pupils meticulously pattern their miniature “Technicoloured Dream Coats.”

96 The quality of teaching has improved since the last inspection and it is mostly good. Most teachers have a good knowledge and understanding of the subject. Particularly good teaching was seen in Year 3 because all elements of the subject were given appropriate emphasis. Pupils had the opportunity to explore a variety of air pumps so they thoroughly understood the power of compressed air. This inspired them to design a monster with a moving part. Designs were carefully made with resources clearly identified. Pupils referred to their design to guide the making process. In the lesson, the teacher asked pertinent questions and gave support but allowed pupils the opportunity to work independently. As a result, all the unique models used pneumatics differently. Pupils knew that if the model did not work when tested, both the design and the model would need to be modified. Pupils worked with great enthusiasm and interest. They collaborated well and were justly proud of their efforts.

97 Insufficient emphasis is placed on the quality and detail of the design element by a small minority of teachers. As a result, important details such as measurements are not included so pupils cannot follow designs accurately to make the product. However, Year 4 pupils displayed precise measuring skills to ensure their greetings cards moved successfully but the designs of soft toys and purses did not make sufficient use of pupils’ numeracy skills because they lacked measurements to guide the making of the pattern.

98 Resources are now at a satisfactory level and this is an improvement since the last inspection. A control unit to support computer generated modelling is due in school soon. Until then pupils have access to the High School facilities. This will allow pupils to control the mechanisms they design and make in their fairground topic next term. The subject benefits from funding from the Parents’ Association and so food technology is to be taught throughout the school on a regular basis. Year 5 teachers give pupils a good opportunity to research the many varieties of bread bought in shops before they decide which type of bread to make. They know the types of flour to choose and design buns themselves. They test their designs using salt dough before they embark on the bread making process.

99 Teachers ensure that skills are taught with due attention given to health and safety. Good attention is given to cutting and joining a wide variety of materials and pupils know which tools and techniques to use for the purpose. Year 6 pupils have a good understanding of how to make and join two-dimensional and three-dimensional structures. A systematic approach has not yet been developed to ensure that skills are taught in a step by step way and matched to each topic. When this is done, teachers would be better guided in their approach to design skills such as measurement.

100 The co-ordinator is enthusiastic and has managed the implementation of new national guidelines well. As a result, the curriculum has been broadened since the last inspection. There is a clear view of the strengths of the subject and an awareness of the areas for development. The

subject has not had a high profile in the past few years so in-service training has not been a priority. Assessment procedures are not formally in place, so the more skilled pupils are not challenged sufficiently well to allow them to reach higher standards in all elements of the subject.

GEOGRAPHY

101 By the end of Years 2 and 6 pupils' attainment in geography is above the level expected for their ages and they make good progress through the school, which is similar to the findings of the previous inspection. Pupils with special educational needs are well supported and they make good progress.

102 In Year 1, pupils learn about their local environment. They express clear views on the environment by, for example, studying traffic and parking on the main road. They undertake a survey of the road outside school and make a graph to show their findings. They study the school car park and other car parks close to the school. A road safety officer visits them to talk about the safety aspects of the area in which they live and, as a result of this visit, pupils successfully draw maps using signs to make the road safer. During the inspection, a teaching assistant dressed as a lollipop lady for part of their excellent geography lesson. Pupils enjoyed acting the safety routine of "the lollipop lady and the pupils crossing the road" in their classroom. Pupils in Year 2 extend their understanding of their local area by identifying where they live on a street map and use simple fieldwork skills to draw a map of their route to school. They compare life on the island of Struay with their own environment and draw maps marking the places mentioned in the stories of Katie Morag. They study the different types of transport used to move around the island, the kind of people who live there and the work they do. This type of work makes a good contribution to their literacy and numeracy skills.

103 Pupils cover a broad curriculum. For example, pupils in Year 4 use the Internet well to find information about village life in India and how they collect water. They create graphs to show how a woman in India spends her day and compare this with how a person in Killingworth might spend their day. Pupils in Year 5 learn about Hexham, a local tourist area, and how its physical features affect the use of the land. They think very carefully about the activities that take place on market days and how these impact on the town centre. They use the Northumbria web site very well to find the industries in Hexham and locate these successfully on their maps. Year 6 pupils study two contrasting coastal areas nearby, the beach at Whitley Bay and the docks in the coastal town of North Shields. They understand why tourists prefer Whitley Bay and remark that, "The beach is much longer there". They compare the coastline of North East England with that of Scotland and appreciate that in Scotland, "The sea has eaten away more of the land". Good links are made with their literacy work when they complete pieces of extended illustrated writing on the physical and human features of the coastline. Their work in geography is well supported by visits. Older pupils have the opportunity each year to spend either a weekend or a week in an Outdoor Education Centre in the Lake District. They learn about the environment and take part in a very wide range of outdoor activities including map reading.

104 Teaching is good and occasionally excellent. Most teachers have good subject knowledge, prepare lessons well and manage pupils very well. For example, in a Year 5 lesson, good questioning by the teacher encouraged pupils to think hard and consider very carefully the different view points if visiting Hexham on different days of the week. Pupils are challenged to think about how environmental conditions can be improved. They debate reasons for and against having a factory and show a good understanding of environmental issues. Resources are used effectively to support learning and pupils respond very positively to the teaching. Teachers use very skilled questioning to encourage pupils to think and contribute in discussions. Time allocated to the subject is used well. Assessment opportunities are limited and do not identify how well pupils achieve. The subject co-ordinator has a good overview of the subject and has identified the need for further resources to support the new units of the guidelines scheme being used this year.

HISTORY

105 By the end of Years 2 and 6, pupils' attainment in history is in line with the levels expected for their age. This is the same as at the last inspection.

106 In Years 1 and 2, younger pupils learn about toys long ago and show an understanding of differences between the past and the present when identifying the materials toys are made of now compared to materials used in the past. They know that they find information about old toys by asking their grand parents, looking in books and by visiting museums. Pupils understand the concepts of old and new when they look at old toys in their local toy museum and compare them with the toys they have today. They learn about the people who help them now and how they dressed and behaved in olden times. Pupils have visitors to talk to them about their jobs and even look at hairstyles created many years ago. They use the computer well to add an old fashioned hairstyle to their own portrait. Pupils in Year 2 study historical events, such as the lives of Grace Darling, Florence Nightingale and George Stevenson. Good links are made between the home of Grace Darling and the local lighthouse to clarify pupils' understanding. Pupils decide that, "It's easy to live downstairs in the lighthouse or your legs would get tired". They also consider carefully how coal is taken to a lighthouse to keep the family warm. Pupils made good suggestions about how it was transported by saying, "It would come from the mainland in a boat". They show a good understanding of a time line by placing Grace Darling correctly.

107 In Year 3, pupils use historical evidence well to find out about the Anglo Saxons and how they lived. They study their homes, life in a village and the jewellery they wore. In preparation for their visit to an Anglo Saxon farm and church, they learn about their beliefs and how they were very superstitious. Pupils find it amusing to think that they believed in goblins, elves and dragons. They understand how their beliefs changed and they were converted to Christianity. Pupils in Year 4 develop their chronological understanding well by working back on a time line from the present to Queen Victoria. They understand a family tree and read information from the Queen's family tree. They find out about the jobs of people in Victorian times by using a street directory and record their findings on a graph. This provides good use of their numeracy skills. They extend their knowledge and understanding of people in the past by studying the work of Dr. Barnado and the poor people in Victorian times and improve their literacy skills.

108 In Year 5, pupils study the life and work of John Lennon and successfully sequence important events in his life. They understand the Indian influences on the lives of the Beatles and know how the Maharishi taught them peace and relaxation without the need to use drugs. Pupils use the Internet well to research the Ancient Greeks and find out what their schools and theatres were like. They look at the history of the Olympic Games and use their art and design skills to illustrate vases showing everyday life in Ancient Greece. Pupils make good clay plaques decorated with paint to show heroes taken from Greek legends. Pupils in Year 6 have a good understanding of life in Tudor times and the main events in the life of King Henry VIII. They have studied his character carefully and confidently give reasons why he wasn't such a nice person and how he got rid of his many wives. Pupils study family trees showing his wives and create their own family tree after researching their information at home. The Internet is used well to find out more information about this period of English history. A favourite part of their work is to make Tudor houses and to create miniature pictures in paint of poor and rich people in Tudor times.

109 The teaching of history is satisfactory and sometimes good. Pupils respond well when the teacher finds interesting ways to present their history work and pupils are keen to record their work but much prefer to illustrate it rather than write an account. By the time they reach Year 6, they are very confident to talk about historical events and have obviously enjoyed learning about the Tudors.

110 The subject co-ordinator has a good overview of history in the school. A new policy is in place and units of work are taken from a nationally agreed scheme. Some of these units have recently been changed after full discussion with the staff, to make the guidelines more appropriate for the school. Teachers have a sound understanding and knowledge and their work in the classroom is supported well by frequent visits to appropriate places of interest. There is not always sufficient time in lessons for pupils to complete the recording of their work and this is often left unfinished and therefore slows their learning. Resources are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

111 By the end of Year 2, pupils' attainment in information and communication technology is in line with the level expected for their age. Standards for these pupils have been maintained since the last inspection. For the oldest pupils in Year 6, information and communication technology skills are rising rapidly due to the regular planned use of the well-equipped computer suite and the whole school guidelines that give teachers a good framework for planning lessons. However, mainly because of the disruption over the last two years and a shortage of certain essential resources, pupils' skills in certain aspects of information and communication technology are below those expected for their age. For example, they have limited knowledge of how to control events in a predetermined manner or to use computers to sense physical changes, such as temperature. The school ensures that pupils cover the whole curriculum by visits, for pupils in Year 6, to the local High School where they use programs for sensing physical data and controlling the operation of mechanical devices such as traffic lights. The co-ordinator is well aware of the resources needed to improve pupils' skills in these parts of the curriculum and has organised the purchase of resources to address the matter. Information and communication technology is valued as an essential part of the curriculum, although the time given to it still varies from class to class. For example, the class based computers are still not used sufficiently consistently by all teachers to support pupils' work in information and communication technology and in other subjects.

112 By Year 2, pupils use basic graphics and word processing programs to produce words and pictures. They save their work and pupils in Year 2 use the computer to organise and correct text, for example, when correcting spelling and punctuation using a word processor. In Year 1, pupils were observed using the computer suite and they "log on" and open the appropriate program effectively. They select a picture from another program and incorporate it into their work in word processing. They had to use capital letters and full stops correctly before printing their work. In Year 2, pupils produced a good range of pictures when using a graphics program as part of a lesson that linked well with their art and design topic. Pupils used their knowledge of the work of a famous artist to produce colourful representations, patterns and pictures, in the style of Mondrian. They confidently changed the size of their paint brush to produce very colourful pictures and expressed real delight when they were printed.

113 Older pupils use a more advanced graphics program to produce imaginative designs for towns as part of their topic in geography. The teaching in the computer suite is good and pupils are rapidly improving their skills. For example, in a Year 5 session, the teacher demonstrated how to add records and extend the range of information pupils were putting into a database of their own characteristics. Pupils experimented with the different ways the data could be shown, for example, providing a list of all those with blue eyes and blond hair. Pupils used pictures from another program to enhance their work and the finished combination of print and graphics was very effective. An analysis of previous work shows that the pupils undertake surveys using the Internet to enhance their studies in other subjects. For example, Year 6 pupils produced information for their history topic on the Tudors and Year 5 pupils printed maps of Hexham in geography studies. In Year 6, pupils use simple simulation programs to create an imaginary town. They use the facilities to lay out their town showing buildings and streets. Teachers demonstrate the capabilities of the computer very well and make sure that all pupils understand how to use the different mouse options and icons accurately. This makes a very positive contribution to learning and progress.

114 The quality of teaching of skills in information and communication technology in the computer suite is good throughout the school. A major strength of the teaching is the very good management of pupils so that behaviour is very good in lessons. All teachers demonstrate good subject knowledge, which means that tasks given to pupils are well thought out and instructions are clear so pupils know exactly what they are supposed to do. Support staff are used well to support small groups or individuals so that pupils, including those with special educational needs, get on with their work enthusiastically. This was demonstrated very well in a Year 1 lesson where pupils were learning how to transfer a picture from one program to another and then write their own descriptive sentence about it. The classroom assistant worked with groups of pupils, enthusiastically giving them well timed guidance and help which enabled them to make very good progress in acquiring new skills and to achieve as well as the rest of their class. Teachers sometimes use other subjects, such as science or art and design, to provide the basis for teaching pupils new skills, but the use of information and communication technology in classrooms and within other subjects is inconsistent.

115 Pupils of all ages enjoy learning about and using information and communication technology. They work well together, showing due care and respect for the expensive and fragile equipment as well as for the suggestions and opinions of their classmates. The co-ordinator is knowledgeable and enthusiastic and has completed a good audit of teachers' skills so that future training can be tailored to the needs of the school. The school has given a great deal of thought to the future development of information and communication technology. The co-ordinator and head teacher had rightly focused on setting up the computer suite when the new buildings were completed. The co-ordinator manages the subject well and has good plans in place to develop the potential of the subject further. For example, the school is buying into the local education authority scheme to provide up to date resources and programs that will address the present deficit.

MUSIC

116 By the end of Year 2, standards in music are above those expected for pupils' ages, including those with special educational needs. All pupils make good progress. This is an improvement since the last inspection. There is insufficient evidence to make a judgement for pupils in Year 6. A new policy and guidelines for the subject are in place but this has not had sufficient time to impact on standards. The school has changed from a first to a primary school recently and teachers are extending their skills in the teaching of music well, with training from the music staff of the local education authority.

117 Younger pupils in school listen to music of other countries and identify correctly the instruments accompanying the different parts of the song. They use un-tuned instruments very well to create the "ostinato" rhythm of the song and keep a steady pulse throughout their playing. Pupils understand the difference between notation and words, they explain the meaning of "ostinato" correctly and understand the difference between singing and a drone. In their after school club they use instruments well to create their own sounds to accompany "The Bear Hunt" story. Pupils develop very good listening skills as they listen carefully to each group play their sounds to represent "pushing through long grass" and "moving through the water". Pupils add both music and movements to the story and very successfully create an exciting atmosphere. The younger pupils enjoy their music and show this in their enthusiastic singing both in assemblies and in hymn practice. They sing in tune and keep the rhythm of the songs very well. They remember all the words and where the appropriate actions are used.

118 Older pupils use tuned percussion instruments to create a tune using five notes but some do not know how to play the instruments correctly. They do not listen carefully when a new song is taught and this means that their pitch is not always secure. Pupils sing local folksongs with enthusiasm and enjoy creating the train rhythm through tapping and clapping whilst some groups sing "The Runaway Train". They have some opportunities to listen to taped music in the music lesson and

identify that the song is performed by two singers and is called a duet. Time used for a music lesson is often too long, pupils lose interest and the pace of the lesson is slow. In choir practice, which takes place after school, a small group of pupils warm up their voices by singing ascending scales and increase their repertoire of songs. The singing in choir and in assemblies is not always in tune though pupils show an enjoyment for singing. Good links are made between physical education and music when pupils have the opportunity to listen to music and express how the music makes them feel through their dance movements. Older pupils have little opportunities for listening and appraising in their music lessons and this was a concern in the last inspection, which has not been sufficiently rectified.

119 The quality of teaching in Years 1 and 2 is good and has improved since the last inspection. Where the teaching seen was excellent, there is very good use of time, very good opportunities to develop listening skills and the tasks set are well matched to pupils' needs. For example, in an excellent lesson in Year 2, the teacher developed pupils' listening skills and skilful questioning improved their knowledge of the different instruments used in a piece of music. Pupils respond very well to this teaching, they are keenly interested and work hard to achieve success. In the limited music seen in Years 3, 4, 5 and 6, when the teaching is good, pupils work well, show enthusiasm and are sufficiently confident to experiment when creating a rhythm. When this is not so, pupils show little interest and achieve little in the time available.

120 The subject co-ordinator for music has held this post for a number of years and has a sound understanding of the subject. New nationally published guidelines have been introduced recently but many staff still lack the confidence to teach their own music. Although resources are broadly satisfactory, there are insufficient instruments for two classes to use these at the same time. Opportunities are missed for pupils to widen their musical appreciation by listening to music as they enter and leave the hall for assemblies. In addition, there are insufficient opportunities for pupils to use information and communication technology to further their computer skills and support their work in music. The after school music club for younger pupils is taught very successfully by a teacher from the "Children's University". Two musicians recently visited the school to give a performance of pieces for the piano, clarinet and saxophone. This was a very interactive concert for older pupils and included music from children's television shows and pupils being involved in dancing the conga. This type of activity is a good example of how the school is enhancing and extending the curriculum.

PHYSICAL EDUCATION

121 Standards in physical education by the end of Years 2 and 6 are above the expectations for pupils' ages in most aspects of the subject. However, standards in swimming in Year 6 are not good enough and are below what is expected by the time pupils are aged 11. However, there has been some disruption to the swimming timetable because of roof damage at the local swimming baths.

122 Standards have improved since the last inspection because of the improved quality of teaching. Some excellent teaching was seen and there were no unsatisfactory lessons. Extra-curricular activities are very good. Pupils are given a range of worthwhile experiences in physical education as they move through the school. This has a positive impact on learning, which is very good. The school has identified two pupils in Years 5 and 6 who are gifted and talented in gymnastics.

In Year 2, pupils explore basic skills in dance, games and gymnastic. They respond well to instructions. In dance, they combine actions and rhythms well to practise and refine movements. They remember the sequence of these movements when they perform in front of classmates. Pupils evaluate each other's performance sensitively. They know the purpose of warm-up activities and understand the effect exercise has on their bodies. In a lesson in Year 1, pupils made very good progress in balancing by transferring weight onto different parts of the body, using a range of apparatus.

123 Older pupils continue to develop their physical education skills well. In Year 6, pupils participate in team games with a good understanding of tactics and fair play. They practise and apply skills and techniques, such as foot work in football, to improve their performance. Pupils have a very clear understanding of the effect of exercise on their bodies, and the health and safety features of warm up and cool down activities. They manage apparatus safely. In a whole school “Celebration” assembly, pupils in Year 4 were careful to tell the whole school about safety features when practising handstands. In a dance lesson in Year 5, pupils demonstrated very good control and fluency of movements. They analysed, and commented on, techniques in each other’s work very well. However, records show that in Year 6, pupils are not meeting the minimum requirements in swimming.

124 Teaching of physical education is very good. Teachers have very good subject knowledge and the expertise of a teacher in the juniors is used very well to teach some other classes. Pupils with special educational needs are supported well by support assistants when needed. All teachers ensure that safety features are stressed and pupils know the importance of warm up and cool down activities. Teachers take part alongside their pupils in activities and they demonstrate techniques very well. This impacts very well on pupils’ learning. Pupils are questioned about their performance and they suggest ways they might improve. Pupils behave very well. They work collaboratively in pairs, small groups and in teams.

125 The subject is well managed by a knowledgeable co-ordinator. There is a clear action plan for improvements, but this makes no reference to improving standards in swimming in Year 6. Resources are good, very well organised and accessible. The school’s accommodation is good, particularly outdoor facilities, which are used very well. There is a very good range of extra-curricular activities and adventurous activities are undertaken during the school’s annual residential visit, involving pupils from Years 3 to 6. These visits make a very good contribution to pupils’ social and personal development.

RELIGIOUS EDUCATION

126 Standards by the end of Years 2 and 6 meet those prescribed by the Locally Agreed Syllabus and are in line with those expected for pupils’ ages. The quality of the provision has been significantly strengthened since the time of the previous inspection and this allows pupils to progress steadily and securely through the rich and interesting learning opportunities planned for them.

127 Teaching is better than it was at the time of the last inspection and most of it is now good. Under the good direction of the co-ordinator, new guidelines have been written which are used well in teachers’ planning of lessons. This is well linked to the Locally Agreed Syllabus and the curriculum is broad and well balanced. As a result, the subject makes a very significant contribution to pupils’ spiritual, moral, social and cultural development.

128 Teachers use effective methods to deliver their lessons. They make very good use of good quality artefacts either to introduce new learning or to check on pupils’ understanding. In a good Year 5 lesson, pupils eagerly shared their knowledge and understanding of the significance of the artefacts used on a Christian church altar. The teacher effectively left the crucifix until last so that the lesson flowed smoothly to introduce the significance of Easter to the Christian faith. In Year 2, the teacher used artefacts from the Jewish faith to revisit previous learning before moving on to the significance of the Star of David. This method ensures that learning builds on what has previously been taught in a step by step way.

129 Teachers plan lessons well. They link the subject effectively to other curriculum areas to support understanding and generate discussion. In a very good lesson in Year 1, the teacher used drama successfully to help pupils have a better understanding of the miracle of “The Feeding of the Five Thousand”. A well chosen selection of pictures by famous artists depicting the Crucifixion

stimulated quite mature and poignant discussion by Year 6 pupils. Pupils access the Internet to research the life of Gandhi. As a result, pupils are interested in lessons and are well motivated to learn.

130 Teachers have good questioning skills. They pitch their questions at the right level to challenge pupils of all abilities. They ask pertinent questions to check that pupils understand what they have been taught. They are very thorough and pupils display a good level of knowledge and understanding of the subject. Teachers ask probing questions to extend thinking; “What would you feel if you witnessed the Crucifixion?”, “Do you think marriage is better by arrangement or choice?” This leads to valuable discussion, which is a strength of the subject. Pupils share their views confidently with good reasoning skills. Lessons move at a brisk pace, but sometimes opportunities are missed to allow pupils to ask questions themselves.

131 Teachers work together well. Teachers who teach in parallel classes plan lessons together so that all pupils have the same experiences. A real strength of the subject lies in the way that teachers use the personal, social and health education programme to support learning in religious education. Pupils discuss racism which links meaningfully to discussions based on the beliefs of Gandhi. Teachers share the targets with pupils at the beginning of the lesson and check at the end of the lesson to make sure that targets have been met. In this way pupils are involved in their own learning. Pupils with special educational needs are well catered for through more simplified activities and with good support either from the teacher or well briefed classroom assistant.

132 In most classes, pupils’ good knowledge and understanding is reflected in their written work. In a minority of classes, however, teachers’ expectations are not high enough with some tasks not well enough matched to pupils’ maturity or ability levels. All work is marked regularly and teachers give praise and encouragement to pupils. Opportunities are often missed to suggest how work could be improved.

133 The co-ordinator is new to the post and is very knowledgeable and enthusiastic. By undertaking an audit of the subject, the co-ordinator has identified the strengths and areas that need to be developed. For example, one area to be improved is to devise a manageable formal assessment procedure to summarise pupils’ attainment more precisely against the levels of the Locally Agreed Syllabus. Assessment is not used sufficiently well to inform planning so that those pupils who are most able do not have the opportunity to work at a more challenging level. Once this is in place standards are likely to rise.