

INSPECTION REPORT

MILECASTLE FIRST SCHOOL

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108451

Headteacher: Mrs. L. Rae

Lead inspector: Mrs. J. Stephenson

Dates of inspection: 15th - 18th September 2003

Inspection number: 256914

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
Number on roll;	274
School address:	Hillhead Parkway Chapel House Newcastle upon Tyne
Postcode:	NE5 1LH
Telephone number:	0191 2674510
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. R. Morgan
Date of previous inspection:	12 th January 1998

CHARACTERISTICS OF THE SCHOOL

Milecastle First School is a large, popular school situated in Chapel House, in the west of Newcastle City. There are approximately 270 pupils on roll between the ages of four and nine. Pupils transfer into neighbouring middle schools. The city council is currently reviewing the structure of school provision in the area and this is beginning to have a small effect on pupil mobility, particularly in reception classes. In 2002 a Healthy School Award was received and in 2003 the school received an Achievement Award for high standards. The numbers of pupils entitled to free school meals and those with special educational needs is very low. Children are admitted from a variety of pre-school provision and their entry attainment, overall, is above national expectation. At the time of the inspection, reception children had been in school on a part-time basis for only two weeks.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27384	Mrs. J. Stephenson	Lead inspector	Foundation Stage, music, physical education (PE), religious education (RE), Personal, social and emotional education (PSE)
11368	Mrs. K. Lee	Lay inspector	
32094	Mrs. J. Bennett	Team inspector	Science, art, design and technology (DT)
32653	Mrs. H. Goodchild	Team inspector	Mathematics, information and communication technology (ICT)
30499	Mrs. T. Woods	Team Inspector	English, geography, history

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	10
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES	

PART A: SUMMARY OF THE REPORT

This **large popular first school** in Chapel House, in the west of Newcastle City was inspected from 15th to 18th September 2003 by an inspection team led by Mrs. J. Stephenson.

OVERALL EVALUATION

This is an effective school. The leadership team work well together; high standards have been sustained in English and mathematics and there has been very good progress in developing ICT. This clear direction, evident in English, mathematics and ICT is not as strong in other subjects. Teaching is good. Pupils are happy to come to school and standards of behaviour are very high. The school gives good value for money.

The school's main strengths and weaknesses

- The head teacher, governing body and senior staff work hard; their success is reflected in the school's family atmosphere and the good levels achieved in English, mathematics and ICT.
- Pupils with particular gifts or talents do very well in English and mathematics.
- Pupils enjoy coming to school; they behave extremely well and work hard.
- Pupils do not use their literacy and numeracy skills well enough to support learning in other subjects; sometimes teachers fail to link learning in subjects to make best use of valuable teaching time.
- Teachers do not always systematically teach skills in science, history, geography, art and design and technology.
- Pupils are not given enough information to help them improve their work, except in mathematics.

Improvement since the last inspection has been good. There has been effective implementation of the National Strategies and teachers now plan work to match the needs of all pupils. Higher attaining pupils are challenged effectively to extend their thinking. The commitment to improving standards and teachers' subject knowledge in ICT has improved considerably. Music is now taught regularly giving pupils better opportunities to learn about the subject. The provision for pupils with special educational needs is now good. Pupils' needs are identified early and appropriate action is taken.

STANDARDS ACHIEVED - Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
reading	A	B	A	A
writing	A*	A	A	A
mathematics	A*	A*	A	A

Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals

Children in reception classes get off to a good start and do particularly well in mathematics and personal, social and emotional development. In **Years 1 and 2 pupils** continue to **make good progress**, sometimes doing much better than expected. By the end of **Key Stage 1 standards** in reading, writing, mathematics and many aspects of science **are high**. The dip in reading standards in 2001 was quickly investigated and additional support and resources given resulting in higher standards again the following year. High standards and good achievement are sustained in Years 3 and 4. **Higher attaining pupils achieve very well** because of well-planned teaching activities that challenge their thinking. **Pupils with special educational needs make good progress** because of

the effective support they receive. **Standards in ICT are above expectation** by the end of Year 4 and pupils do well.

In all other subjects, except PE, **achievement is satisfactory**. Pupils do not have enough opportunities to use literacy and numeracy skills to develop their knowledge and understanding further. For example, pupils' investigational skills and the ability to find out information and pose questions in history and geography are not good enough.

Attendance and punctuality are good. Pupils' personal and spiritual development is good. They work and play well together and show concern for the feelings of others. Moral and social development is a strength and pupils' behaviour is very good. Cultural development is satisfactory because there are insufficient opportunities to celebrate diversity in our modern day society.

QUALITY OF EDUCATION

The overall quality of education is good and is characterised by good teaching and learning, particularly in English, mathematics and ICT. Some teaching in Years 2 and 4 is lively, inspirational and challenging and as a result pupils learn very effectively. Teaching in other subjects is satisfactory overall. Pupils' understanding of musical terms is not good enough because staff lack the knowledge to teach the subject effectively.

Assessment procedures and marking of work are satisfactory but pupils are not given enough guidance on how to improve.

The curriculum is satisfactory. Links between subjects are not always effectively made and this does not make best use of time. Too little emphasis is placed upon how pupils will learn and apply skills in some aspects of science and foundation subjects, except PE.

Extra-curricular provision is very good because of the time given by staff and the quality, range and organisation of the various activities.

The care, welfare and support of pupils are very good. Teachers know their pupils very well and provide a safe and secure environment in which to learn. There is good support for targeted groups of pupils.

There is a very good partnership with parents. Parents appreciate the regular involvement in their children's learning. **Links with the community are good, and enrich the curriculum**.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The head teacher provides clear direction. The governors work effectively together to challenge and question how well the school is doing. The management of developments to help the school improve is good and all staff are highly committed to raising standards. This has been particularly effective in English, mathematics and ICT. This same level of commitment is now needed in other subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The great majority of parents are very pleased with the work of the school. A very small minority raised some concerns about re-organisation of pupils in Year 3; the approach to teaching reading in Reception and Years 3 and 4, and some of the information they receive. The inspection team found no evidence to support these concerns. **Pupils enjoy school**. They are happy, and enjoy all activities both during the day and after school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are to:

- Develop opportunities for pupils to use literacy and numeracy skills in other subjects, in order to make best use of teaching time and to speed learning.
- Provide opportunities for pupils to use investigational skills in science; to use enquiry skills in history and geography and to learn and apply skills in art and design and technology.
- Ensure that staff have the knowledge to teach music effectively.
- Make sure that teachers provide pupils with information that will help them to improve their learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achieve well. Standards in the Foundation Stage are above expectation and children make good progress and achieve well. Pupils at Key Stage 1 achieve well in English and mathematics and standards are well above average. These high standards and good achievement are sustained in Years 3 and 4.

Main strengths and weaknesses

- Children in reception classes do well, particularly in language, mathematics and their personal and social development.
- Pupils throughout the school achieve well in English and mathematics; higher attaining pupils do very well.
- Pupils in Years 3 and 4 do well in ICT because teaching is good and sometimes very good.
- Pupils with special educational needs do well; they have good support from teaching assistants.
- Pupils do not use their literacy and numeracy skills well enough in other subjects.
- Pupils' skills in finding things out, testing their ideas and raising questions in science, history and geography are not good enough.
- Pupils have too few opportunities to learn and apply skills in art and design and technology.

Foundation Stage

Commentary

1. Children achieve well in the Foundation Stage. Standards are above average levels of attainment except in knowledge and understanding of the world and creative development. They make good progress during their first year in school and by the time they leave the reception class most children have exceeded nationally agreed targets in personal and social development, language and literacy, mathematics and physical development. They make at least satisfactory progress in knowledge and understanding of the world and creative development, and standards are in line with expectation. Children achieve well because provision is good. All staff work well together to provide interesting and challenging activities within a safe, well-organised and stimulating learning environment. As a result children quickly grow in confidence, use their time well and learn to take responsibility within the classroom.

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	Very Good
Communication, language and literacy	Good
Mathematical development	Good
Knowledge and understanding of the world	Satisfactory
Physical development	Good
Creative development	Satisfactory

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor

Key Stage 1

Commentary

- At Key Stage 1 pupils achieve well. The analysis of Year 2 test results in 2002 shows that standards in reading, writing and mathematics are well above the national average and pupils do very well when compared with those from schools with a similar intake. These high standards have generally been sustained since 1999. The dip in reading performance in 2001 was quickly investigated by the head teacher and additional support and resources were given to pupils attaining just below average standards and this resulted in improved standards the following year. Higher attaining pupils attain standards that are very high, particularly in mathematics. This is because of the very clear direction given by the leadership team and their focused commitment to raising standards.
- In a first school pupils do not complete Key Stage 2. However, by the time they leave Milecastle First School they are still attaining high standards in English and mathematics.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	94 (94)	84 (84)
writing	94 (96)	86 (86)
mathematics	94 (98)	90 (91)

There were 56 pupils in the year group. Figures in brackets are for the previous year

- The **current standards** attained by pupils at the end of Year 2 and Year 4, in English, mathematics, ICT and PE are high. Pupils do well because teaching is good and attitudes to learning are positive. All pupils with special educational needs achieve well because they receive good support from high quality teaching assistants.
- Good achievement in English is firmly rooted in very good speaking and listening skills. All pupils, including reception children, are able to draw on a wide range of vocabulary when answering questions. They are able to use tone of voice well to emphasise points appropriately and they are confident in their ability to present their ideas to the class.
- Higher attaining pupils achieve very well in mathematics because teachers have good subject knowledge; pupils are appropriately challenged and regular opportunities are given for pupils to practise their skills in problem solving activities. This very good achievement is reflected in the high percentage of pupils attaining the higher Level 3 in the national tests for seven year olds.
- Pupils in Year 4 make rapid progress in their ICT knowledge and understanding because of lively, inspirational teaching by the co-ordinator.
- Standards in all other subjects are average and pupils' achievement is satisfactory.** This is because teachers' skills are less well developed in these subjects. Pupils have insufficient opportunities to investigate in science, to find out information and to ask questions in history and geography or to learn and apply skills in art and design and technology. Links between subjects are not effectively made in order to make best use of time and to speed learning.
- Teachers' marking in all subjects except mathematics lacks rigour. It does not always give pupils an accurate indication of what they can do well or how they can improve.

HOW WELL ARE PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES DEVELOPED?

Pupils are keen to attend school. They have good attitudes to their work and behaviour is very good. Relationships are very positive and pupils have a good understanding of other people's feelings. Their spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils enjoy school and therefore attendance is good.
- They have very good moral and social skills and behaviour is very good.
- Pupils have very good relationships and well developed personal qualities.
- There are insufficient opportunities to celebrate cultural diversity in our modern society.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.6	School data:	0.1
National data:	5.4	National data:	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year

Commentary

10. Attendance is good. Pupils enjoy school and have good attitudes to their work. This helps them to learn well in class and make good progress overall.
11. Pupils are confident, articulate and have high levels of self-esteem. They have good relationships with all adults, particularly those who are skilled in nurturing personal development. In the best lessons, for example in Year 4 and Year 2 mathematics, teachers were seen successfully motivating pupils to do their very best by inspiring them to learn in a relaxed, safe and secure environment. Although all pupils respond well to their teachers, a small number sometimes lose interest and become distracted in lessons when there is over direction by the teacher. Pupils' behaviour overall is very good both in lessons and when moving around the school. This is because teachers have high expectations of pupils' behaviour and communicate these effectively and positively through clearly defined rules and classroom management strategies. There have been no recent exclusions.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	260	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Any other ethnic group	2	0	0
Parent/pupil preferred not to say	7	0	0

12. The development of pupils' cultural awareness is satisfactory. Pupils make visits to the theatre, places of cultural and historical interest and take part in activities that promote music and the arts. Although pupils gain some appreciation of other cultural traditions and religions through religious education lessons and visits such as that made to a Hindu temple, there are insufficient opportunities to celebrate the cultural diversity in our modern day society.
13. Pupils have very good relationships with each other. They work and play well together and know the importance of friendship and their role in the school community. A good example of this is the Buddy Bench where children can go at breaktime when they do not have a friend to play with. It is then the responsibility of others to invite them into their games. Pupils show a willingness to take this and other responsibilities seriously. For example, they act sensibly as monitors and view the role of being a member of the school council as very important in representing pupils' views and ideas. Their positive attitudes are the result of the high priority given to the teaching of personal, social and emotional education where pupils explore their own qualities as well as those of their classmates. They talk and learn more about the effect of their actions on the feelings of others and are reminded of this when appropriate. As a result pupils are polite to visitors and show respect to adults and to each other. They know how to be courteous and how to look after their school building and its equipment. The head teacher, governors and staff work hard to ensure that all pupils are happy, safe and secure in school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the school provides a good quality of education. Teaching is good and curriculum provision is satisfactory. Care and support to pupils and links with parents is very good.

Teaching and learning

Teaching throughout the school is good and this ensures that all pupils learn well, particularly in English and mathematics. Teachers use the information they have about pupils' achievement satisfactorily to identify the next steps in learning.

Main strengths and weaknesses

- Teaching and learning in English, mathematics and ICT is good with some very good features.
- Teaching of pupils of higher attainment is particularly successful and these pupils do very well in English and mathematics.
- There is inspirational teaching in mathematics in Year 2 and in most lessons in Year 4.
- Relationships are good and teachers' management of pupils' behaviour is very good.
- There are limited opportunities to apply literacy and numeracy skills to other subjects.
- In some aspects of science and in some foundation subjects, except PE, skills are not taught systematically.
- Teachers' marking does not give pupils enough guidance on how to improve.
- Teachers do not have the subject knowledge to teach music effectively.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	8 (16%)	25 (49%)	18 (35%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Commentary

14. The quality of teaching and learning in English, mathematics and ICT is good overall. Some teaching in Year 2 and Year 4 is lively, inspirational and challenging and as a result pupils learn effectively. This was particularly the case in a Year 4 mathematics lesson. The teacher gave the pupils rich opportunities to practise addition and subtraction skills, using the ICT SMART board. The active pupil participation in the lesson kept the learning alive and resulted in pupils having an industrious and purposeful approach. This was a very good example of linking mathematics and ICT learning together. All teachers have good English, mathematics and ICT subject knowledge. This helps them to plan lessons in detail, build upon pupils' prior knowledge and provide clear steps for learning. Teachers use a good range of practical resources to help pupils understand their work in lessons. This particularly helps to support the work of pupils with special educational needs and as a result they make good progress. Relationships between pupils and adults are good. Pupils are confident and have high levels of self-esteem and are able to express their opinions and explore their personal qualities, particularly in personal and social education lessons.
15. Teaching of higher attaining pupils is particularly successful. These pupils do very well in mathematics and English because teachers provide good levels of challenge. In a Year 3 English lesson a group of more able pupils, mostly boys, were able to improve their writing by making alternative suggestions for 'said'. They used alternatives such as 'croaked', 'hesitated', 'sneered' and 'mumbled' which brought their writing alive. Higher attaining pupils are encouraged to extend their mathematical thinking through solving problems mentally and then checking their answers using a 100 number square and pencil and paper jottings. Motivational teaching such as this results in a significant number of pupils achieving the higher Level 3 in national tests.
16. Teaching is very good in a Year 4 class. In an ICT lesson the teacher used his excellent relationship with pupils to challenge through humour and effective questioning. His very good subject knowledge allowed him to describe, in a clear and skilful way, ICT systems and concepts. As a result, pupils showed a great sense of satisfaction when they were able to use correct technical terms such as 'format', 're-size' and 'tool bar'.
17. All teachers plan in detail. Planning is shared with teaching assistants who are clear about what they have to do. They consider ways of adapting activities to suit individual needs and this results in pupils with special educational needs and targeted groups of pupils making good progress.
18. Teachers' management of pupil behaviour is very good. This is because teachers have high expectations and communicate these effectively and positively through clearly defined rules and classroom management strategies.
19. Teaching of literacy and numeracy skills in English and mathematics lessons are good. Teachers are very confident with national strategies and pupils develop good reading, writing and number skills. However, there are limited opportunities to apply these skills in other subjects. For example, pupils' literacy skills needed for enquiry and independent research are under-developed. In some aspects of science and in some foundation subjects, skills are not systematically taught and this affects the learning for too many pupils. For example, in a Year 4 art lesson, the teacher focused too much on the task to be completed rather than the teaching of painting skills. Similarly, in design and technology there are too few opportunities provided for pupils to develop and apply their design and make skills and therefore achievement is not as good as it should be. Teachers do not have sufficient subject knowledge to teach music effectively. A good lesson taught by local education authority (LEA) peripatetic music staff was lively and the pace was good, but pupils were unable to keep up with the learning because they could not understand the musical terms.

20. Assessment procedures and marking of pupils' work in mathematics are good. They are not as good in other subjects. Teachers mark work regularly but there are too many occasions when the marking is too general and this does not help pupils to know what it is they must do to improve their learning in each subject.

How well does the curriculum meet pupils' needs?

The quality of the curriculum is satisfactory. The implementation of the National Strategies for Literacy and Numeracy have been effective. Extra-curricular provision is very good.

Main strengths and weaknesses

- Support for pupils' personal development is good.
- The range and quality of extra-curricular activities is very good.
- There is a good range of visits and visitors to enhance pupils' learning.
- Provision for pupils with special educational needs is good.
- Very good planning for children in the Foundation Stage.
- Links across and between subjects are under-developed.
- Development of skills in some aspects of science and foundation subjects, except physical education, is not planned for.

Commentary

21. Provision for children in the Foundation Stage is good. This is because staff work well together to plan a range of interesting activities for children to learn through play, and to investigate everyday materials and events. Children in Class 2 have good opportunities for learning, both indoors and out, because of recent developments to the nearby quadrangle. These opportunities now need to be extended to reception children in Class 1 so that all have regular access to high quality learning out-of-doors.
22. Overall the quality of the school's curriculum is satisfactory. Although the curriculum meets statutory requirements, its breadth and balance is affected by the dominance of literacy and numeracy in daily lessons. This means that learning opportunities do not take sufficient account of the need to extend pupils' literacy and numeracy skills or to develop those that are central to other subjects of the curriculum. The National Strategies for Literacy and Numeracy have been implemented effectively and this success is reflected in the high standards that the school achieves in English and mathematics, particularly at the end of key stage national tests. The school is now well placed to ensure that time is used very well by making effective links across and between subjects in order for pupils to recognise, enjoy and use these connections to maximise learning.
23. Pupils with special educational needs are identified early in their school life and appropriate action is taken. Planning and resources for these pupils are effective which is why they make good progress.
24. The quality and range of extra-curricular activities are very good and support pupils' learning outside the school day. For example, pupils have opportunities to be involved in country dancing and playing Kwik cricket, basketball and football. They develop good physical skills and this contributes to the high standards that pupils achieve. To enhance their language and musical skills pupils can join the French club and learn to play the recorder or penny whistle. The curriculum is also enriched with a good range of educational visits and visitors to the school. For example, all pupils benefit from the music and art workshops that are arranged for them. Older pupils visit places such as Beamish Museum, Alnmouth and Newcastle city centre. These experiences, although extremely worthwhile and very much enjoyed by pupils, are not always used to their best advantage in supporting the systematic development of skills that are relevant, particularly to foundation subjects in the curriculum.

25. The school's provision for personal, social and health education is good with additional time being allocated to its teaching during the school day. Pupils are encouraged to discuss honestly and openly the forthcoming elections for the school council. Teachers place good emphasis on everyone having the ability to be a council member, therefore giving value to all individuals. The school council provides very good opportunities for pupils to demonstrate responsibility and engage in meaningful discussions about future priorities for the school. The school's commitment to this aspect of its curriculum has been celebrated and formally recognised through the achievement of the Healthy School Award.
26. Overall the school's accommodation and the quality of resources are good. Teaching spaces are attractive and outdoor areas have been improved to provide safe and spacious places in which to play and talk with friends. However, the demountable classrooms are not easily accessible to pupils with disabilities and Class 1 reception children have difficulty in accessing outdoor play areas. Good use has been made of all available space and as a result pupils benefit from a well-resourced ICT suite and library area.

Care, guidance and support

The school takes very good care of its pupils.

Main strengths and weaknesses

- The school takes good care of its pupils and promotes a warm family atmosphere.
- Pupils' personal wellbeing is a priority for all staff.
- The school council is an effective means of involving pupils in the work of the school.

Commentary

27. This is a very caring school that supports pupils well, by promoting very good relationships in a family atmosphere. Parents are very happy with this aspect of the school's work and agree that their children enjoy coming to school. The good induction procedures for the youngest children ensure that they settle quickly into the reception classes. Older pupils show a very caring attitude to the new starters, for example, by looking after them in the playground at lunchtime. A good feature of the school's care is the staff's knowledge of their pupils and the support given to pupils in class. Pupils respond very well to the praise and rewards given regularly to celebrate their efforts such as the "Star of the Week". The school ensures the welfare, health and safety of its pupils very well through its caring and consistent routines, gaining the Healthy School Award for its promotion of a healthy lifestyle.
28. The school involves all pupils in its work very well, through the actions of the school council. Personal, social and health lessons are used well to prepare pupils for their responsibilities. For example, in a Year 3 class, pupils discussed the qualities needed to be a good councillor and by the end of the session some pupils had the confidence to put their names forward for election. Council members are clear on their roles, attend regular meetings and report back to classmates on how they have helped to improve the school, for example, by the provision of the "Buddy Bench" in the playground. The governing body is very supportive of the importance of the council, awarding it the responsibility of a small budget and receiving an annual report on its work from the Year 4 representatives.

Partnership with parents, other schools and the community

The school has very good links with parents.

Main strengths and weaknesses

- The partnership with parents is very good.
- The school provides a very good range of information for parents.

Commentary

29. The school promotes a very good partnership with parents, which enables them to work together for the benefit of all pupils. Most parents are very supportive of the school's work. They are regularly involved with their children's learning and make a very good contribution both in school and at home. For example, many parents attend the workshops on aspects of the curriculum such as numeracy and ICT. Parents of children who have special educational needs are very pleased with the way in which the school listens to them and works with them to help their children reach their full potential. Parents and other adults also make a commitment to help in school; for instance, hearing pupils read and accompanying classes on visits. This enables the school to make good use of the community and local places of interest to extend pupils' learning and experience. The "Friends of Milecastle", to which all parents belong, successfully organises a variety of social events to raise funds for extra resources.

30. Regular newsletters also keep parents up to date. Parents receive good annual reports on pupils' progress and also attend termly meetings at school to discuss their children's progress. Many parents attend these meetings as well as taking informal opportunities to talk to teachers at the start or end of the day. Parents agree that the school is welcoming and that staff always makes time to talk to them.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are good. The governing body are effective and well organised. Management systems are clear and well understood.

Main strengths and weaknesses

- Good leadership and management by the head teacher and senior managers.
- Effective support and guidance by the governing body.
- Strong leadership given by the mathematics and ICT co-ordinators.
- Good involvement of all staff in self-review.
- Limited identification of important priorities from the analysis of data and the outcomes from self-review.

Commentary

31. The head teacher is fully committed to the school and provides clear direction for its work. The effective direction given to sustaining high standards in English and mathematics now needs to be extended to all subjects to fully maximise pupils' learning.

32. The governors work together as an effective team. They have good knowledge of the school through a planned programme of shared working, which includes regular visits to the school to work alongside key staff. The strengths of individual governors are recognised and deployed well onto relevant sub-committees to ensure that they can contribute effectively to school development.

33. The school improvement plan is detailed, clear and effective. Good self-review systems ensure that all staff contribute to the identification of improvement priorities, and similarly, to the review of progress. As a result all staff have a shared vision for the school and are committed to the school's identified priorities.
34. The finances of the school are well managed. Resources are well targeted to support identified priorities, and the impact of spending is carefully evaluated. For example, the range of books used by the youngest children was reviewed and extended, which resulted in improved progress in reading in the reception year. The budget surplus has been accrued because of a growth in pupil numbers and very successful outcomes from bids for external grants. This funding has been directed very well into areas of need, such as improving outdoor play facilities for Class 2 reception children and fencing around the perimeter of the school. Most of the very large carry forward from last year's budget has now been spent on employing additional staff, releasing key staff from teaching to do focused work in leading their subject, internal and external improvements to the building, as well as buying SMART boards and associated ICT resources. The remaining balance from this year's budget is now just over £17,500.
35. The leadership given by the ICT and mathematics co-ordinators is of high quality. They have a very clear understanding of strengths and weaknesses within their subjects and provide very effective support for staff which makes a positive impact on the progress that pupils make. The role of all co-ordinators is clearly understood and their contribution to school review has very recently been strengthened by increasing the time available to them for monitoring and evaluating standards and teaching in their subject.
36. The school analyses performance data appropriately. This analysis, together with the outcomes from monitoring by subject leaders, provides useful information to inform improvement planning. However, this information is not used sufficiently well to evaluate the effectiveness of the whole curriculum, in order to ensure that this meets the needs of pupils, and maximises learning opportunities. For example, enquiry skills in history, geography and religious education and marking to help pupils improve their learning in most subjects were not identified as priorities.
37. This is a well-managed school in which all staff are committed to maintaining high standards. Information from self-review should now be used to evaluate the effectiveness of the whole curriculum, and the quality of teaching and learning across the school, in order to ensure that the learning needs of all pupils are fully met.

Financial information for the year April (2002) to March (2003)

Income and expenditure (£)	
Total income	566425
Total expenditure	451185
Expenditure per pupil	1671

Balances (£)	
Balance from previous year	115240
Balanced carried forward to the next year	17,604

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children get off to a good start in reception classes and provision for children in the Foundation Stage is good. They achieve well, particularly in personal, social and emotional development. This is because teaching is good and children have opportunities to learn in a wide range of ways. Children enter school with physical, language and personal skills above those expected for their age. They are lower in mathematics, creative development and their knowledge and understanding of the world. However, a significant minority of children enter school with above average number skills. By the end of the reception year children have made good progress overall and standards for the age group in creative development and knowledge and understanding of the world are in line with those expected. They are higher than expected in the other areas of learning. Staff work well together and provide a safe, secure and enjoyable start to school. Children's progress is regularly checked so that activities are well matched to their individual needs and abilities. Staff provide children with a wide range of interesting opportunities to learn through play, and to investigate everyday materials and events. However, not all children have sufficient access to learning out of doors.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is very good.

Pupils make **very good progress** because of good teaching and very good relationships. By the end of the reception year pupils attain levels well above those expected nationally.

Main strengths and weaknesses

- Induction arrangements are good.
- Staff know children and their families well.
- Children are very well supported through guidance and encouragement.

Commentary

38. Induction arrangements in the reception classes are good. Staff work hard to get to know the children and their families well, and as a result children quickly settle into school. Children are warmly welcomed at the beginning of each day. They are very well supported through guidance and encouragement from staff and through well-established routines and procedures, which are carefully explained. Children quickly grow in confidence, use their time well and learn to take responsibility in the classroom. For example, at the start of the day children understand that they have to select their picture to show that they are in school. They choose carefully between activities and they are eager to explore the mirrors and magnifying glasses on the exploration displays. Children quickly learn what is expected of them and work well together, sharing ideas and taking turns.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Very good support and encouragement that result in children joining in and sharing ideas.
- Clear explanations of tasks so that children know what they have to do.
- Some adult focused activities not sufficiently differentiated to ensure that all children make good progress.

Commentary

39. All staff support children well and encourage them to share their ideas in large and small groups. The approaches used to teach reading are sound, and systematically build upon skills and knowledge. Appropriate opportunities are provided for children to use writing in their play, for example in the 'office' and the 'house'. However, opportunities such as these are not extended to other areas of play. Staff place appropriate emphasis on the development of children's early writing skills. However, some writing activities are not well matched to children's abilities and this limits the progress that some children make. For example, in some adult-focused activities insufficient attention is given to promoting correct pencil grip in order to improve the pencil control of some children, and similarly to correct letter formation, for children already able to write their names. Good opportunities are provided for children to listen carefully and to use language in a creative way, for example, on a walk outside children heard leaves blowing across the yard and used phrases such as 'the leaves are dancing' to describe what they saw.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Teachers provide good opportunities to build counting into everyday activities.
- Staff encourage children to use correct mathematical vocabulary.
- Children, particularly those with gifts or talents, make good progress.

Commentary

40. Staff capitalise on opportunities to develop children's mathematical understanding throughout the day. For example, as part of the registration process children count the number of pupils taking packed lunch. They are well supported by the teacher who models this for them. Teachers effectively link learning together and encourage children to use mathematical vocabulary in a range of activities. When children were using mirrors to observe and draw their faces the teacher was asking them to name different parts of the face to extend their understanding of position by using 'above', 'below' and 'in the middle'. By the end of the reception year children have a good understanding of numbers to 10. They can compare lengths, tell the time to o'clock, and use positional language. More able children can count in twos and tens, know about odd and even numbers, and add and subtract to 20.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is satisfactory.

Main strengths and weaknesses

- Good opportunities for children to explore everyday objects and materials.
- Adults over direct some activities and this limits the opportunities for children to extend their learning.

Commentary

41. Children are curious and eager to explore. Staff provide a good range of activities which encourage investigation. However, some activities are over-directed by staff and this limits the opportunities for children to make their own decisions and to practise a range of skills.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- Teaching in PE lessons is good.
- There is a good range of activities for children to develop their manipulative skills.
- Some activities are over-directed by staff, and not well matched to children's stage of development, which limits the opportunities for pupils to develop their skills in manipulating small objects.

Commentary

42. Physical education lessons are well organised and clearly structured. Staff help children to feel safe and secure and this results in children quickly growing in confidence and making good progress. Children develop their physical skills by working with a good range of materials, both indoors and out. However, sometimes, materials are prepared in advance by staff which limits the opportunities for children to develop skills, such as cutting, and some opportunities to help pupils to develop better control of writing implements, are not fully maximised.

CREATIVE DEVELOPMENT

Provision in creative development is satisfactory.

Main strengths and weaknesses

- There are good opportunities for pupils to explore a range of media.
- Some activities are over-directed by staff and this limits the opportunities for children to develop their own ideas.

Commentary

43. Children have good opportunities to work with a range of media such as paint, pastel, and textiles. They enjoy mixing their own paints and creating new colours by layering and merging colours together. However, the over direction that staff give to some activities limits the opportunities for children to explore their own ideas in order to extend their learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The overall provision for English is good.

Main strengths and weaknesses

- Standards and achievement are good, particularly of higher attaining pupils.
- Teaching assistants and teaching programmes for pupils of average ability are used well.
- Provision for pupils with special educational needs is good.
- The quality of teaching is good.
- Use of homework and parental support is good.
- There are insufficient opportunities to practise literacy skills across the curriculum.
- Marking does not always help pupils improve their learning.

Commentary

44. Standards in English are well above those expected nationally for pupils in Year 2 and Year 4. Achievement is good for the majority of pupils. The very good achievement of higher attaining pupils helps the school attain standards that are well above the average in national tests at the age of seven. This is a strength of the school.
45. Overall, pupils in both key stages make good progress. Pupils' speaking and listening skills are well developed. They listen carefully to instructions and are able to draw on and use a wide variety of interesting vocabulary when answering questions in lessons. This level of ability supports their work in reading and writing. It enables them to read accurately and with understanding. It also helps them to write creatively in order to engage the interest of the reader. Pupils of average ability and those with special educational needs make good progress. This is a reflection of the good use of teaching assistants and the use of specially designed programmes of work to support these pupils, both in the classroom and in smaller teaching groups.
46. The quality of teaching is good. Teachers use guided reading and writing sessions to good effect. This means that by the time pupils are in Year 4 they can read with expression and successfully vary the format of their imaginative writing to suit the occasion. Whilst some teachers have high expectations of the presentation of pupils' writing, too many do not insist on high standards and this affects the overall quality of their work.
47. The majority of pupils show good attitudes to work. In some lessons, where teaching is over directed and rigorously follows the structure of the literacy hour, a minority of pupils lose interest and become distracted. This means that the rate of progress for these pupils varies between classes and is dependent on the quality of teaching in individual lessons. However, in the best lessons, for example in Year 4, the teacher takes much more account of the interests and concentration spans of pupils and makes his teaching lively by using humour to engage the pupils, while still keeping it focused on what pupils are to learn. In lessons like these, pupils' learning is very good.
48. All teachers mark work regularly and celebrate pupils' good work. However, marking does not always give an accurate indication of what pupils can do well or how they can improve. Teachers make regular assessments of pupils' work but these are not used effectively to ensure that pupils make good progress across all classes. Opportunities to apply the literacy skills needed for enquiry and independent research are underdeveloped. This is because teachers sometimes over direct work and do not always make links between literacy and other subjects where these skills could be employed.

49. Pupils benefit from using good quality reading books both in school and at home. Teachers select an appropriate range of texts for literacy lessons and provide pupils with regular access to the 'Star' reading computer program which is successfully motivating pupils, particularly boys, to read. Homework is set regularly and is fully supported by parents, with the result that pupils have valuable extra practice to help them develop their reading, writing and comprehension skills.

Language and literacy across the curriculum

50. Teachers have identified some opportunities for pupils to apply their literacy skills in subjects other than English but these are generally underdeveloped. This means that lessons are sometimes over directed by the teacher and pupils are not given the chance to express views and opinions, carry out their own research or make decisions about how their work might be recorded. As a result, pupils do not always see and use the connections across and between subjects to make the most of their learning opportunities.

MATHEMATICS

Provision in mathematics is good. It is very good for higher attaining pupils.

Main strengths and weaknesses

- As a result of good teaching, all children achieve well in mathematics. The most able pupils achieve very well.
- Teachers, especially the co-ordinator, have good subject knowledge.
- Leadership of mathematics is very good.
- Good practice is seen in the use of assessment to monitor progress and inform planning.
- In some classes there are restricted opportunities for discussion and time for pupils to share ideas.
- There are insufficient opportunities to practise numeracy skills in other subjects.

Commentary

51. Standards in mathematics are good across the school. Pupils' achievement in Years 1 to 4 is good. For higher attaining pupils achievement is very good. Mathematics is a significant strength of the school.

52. Mathematics is very well led and managed across the school. The co-ordinator is very knowledgeable about the subject. As a result of regular training all teaching staff have a good subject knowledge and are enthusiastic about their mathematics teaching; this in turn inspires pupils who have good attitudes towards their learning. Lessons are very well planned and this gives clear direction to teaching assistants. Teachers understand the needs of their pupils and they are successful in planning lessons that stimulate and capture the imagination of their children. A wide range of resources, including information and communication technology, is extremely well used to ensure that mathematics lessons move at a good pace and offer variety. The introductions and ends to lessons are greatly enhanced through the use of interesting software projected onto the interactive whiteboard. This resource is visually stimulating and encourages pupils to participate actively.

53. Mathematics teaching appropriately challenges pupils' thinking. Teachers effectively use assessment information to adapt the learning to meet the needs of the children. Teachers know which aspects of mathematics are best understood and which aspects need further practice; lessons are tailored accordingly. This ensures there is little time wasted and recorded work shows that pupils are productive and work at a good pace throughout the year. Marking throughout the school is good and is used well to record pupil achievement.

54. Pupils are regularly given opportunities to solve problems, drawing upon their mathematical skills to think creatively and logically. It is during this work that pupils are given the best opportunities to develop the key skills of communication and collaboration. In some classes pupils are too passive in their learning and teachers do not allow pupils the time to develop their thinking through discussion. By the end of Key Stage 1 pupil achievement is very good in the use and application of mathematical skills and knowledge. This aspect of mathematics continues to be strength throughout lower Key Stage 2.

Mathematics across the curriculum

There are some opportunities, particularly in science and ICT, for pupils to apply their numeracy skills in subjects other than mathematics, but these are generally under-developed. As a result pupils do not always see and use the connections across and between subjects to maximise learning opportunities.

SCIENCE

The overall quality of provision in science is satisfactory.

Main strengths and weaknesses

- The good standards pupils achieve in most aspects of science.
- The good use made of resources to illustrate scientific ideas in practical ways.
- The opportunities for pupils to develop their knowledge of scientific ideas.
- Insufficient opportunities for pupils to systematically develop investigation skills.

Commentary

55. Teachers provide a good range of opportunities for pupils to develop their scientific knowledge. As a result, in many aspects of science, pupils attain levels above those expected for their age by the end of Years 2 and 4 and achieve well. However, there are limited opportunities for pupils to systematically develop their investigational skills and this affects their overall progress.
56. Through carefully planned science lessons pupils develop a good understanding of scientific ideas. By the end of Key Stage 1 they know about their senses, understand the differences between electricity from mains and battery sources, and can explain in simple terms how sounds are made. They record the outcomes of practical activities using lists and charts. In Years 3 and 4 pupils build well upon prior knowledge. For example, their understanding about electricity is further extended to include work on conductors, and they use scientific symbols to draw the circuits that they make. The methods they use for recording data extends to include 'tree diagrams', and more able pupils interpret the conclusions from practical investigations, giving sensible reasons for outcomes.
57. Teachers use resources well to illustrate scientific ideas, and this contributes well to pupils' learning. For example, in a Year 2 lesson, pupils used magnifying glasses to compare the filaments in a range of different bulbs, and in a lesson on sound the teacher used paper clips to illustrate the vibration of the skin on a drum. Teachers give clear explanations and as a result pupils know what they have to do during practical activities. The probing questions that teachers ask help pupils to reach conclusions at the end of practical work. However, there are too few opportunities for pupils to discuss or share their views and opinions, and to suggest ways in which investigations might be carried out. As a result their enquiry skills are not as well developed as they might be.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The provision for information and communication technology (ICT) education is good.

Main strengths and weaknesses

- Teachers, especially the co-ordinator, have good subject knowledge.
- Leadership of ICT is very good.
- Achievement is good in lower Key Stage 2.
- Very good ICT resources are used to support teaching across subjects.
- Pupils are very enthusiastic about their ICT work and gain a deeper understanding of their ICT work through application to real life situations.
- Schemes of work do not always meet the needs of pupils and this slows progress, particularly in Key Stage 1.

Commentary

58. Very good progress has been made in raising ICT standards and addressing issues from the previous inspection because of the very good leadership and huge commitment by the school to invest in high quality resources. Standards in ICT are in line with expectations by the end of Key Stage 1 and are above expectations by the end of Year 4. Pupil achievement in Key Stage 1 is satisfactory and in Years 3 and 4 it is good. Teaching and learning are good overall. They are very good in Years 3 and 4.
59. The school is now well equipped with hardware, including a suite of computers suitably housed in the library area. Interactive whiteboards are a welcome addition to classrooms, and teachers and pupils use them extremely well to enhance learning across the curriculum. Software is now available to support all programmes of study for all key stages. New Opportunities Funding has provided the chance for all staff to extend their ICT skills and knowledge and this is reflected in staff subject knowledge, confidence and enthusiasm.
60. Teaching in Key Stage 1 is good overall but pupil achievement is at times limited. Key Stage 1 teachers are not planning lessons sufficiently well to build on the skills and knowledge that pupils bring into school. Weekly planning breaks down skills into mundane activities that do not challenge pupils of all ability levels. For example in week 1, Year 2 pupils enter text to produce a label; in week 2 they type a sentence. By the end of Year 2 standards are in line with national expectations and achievement is satisfactory.
61. By the end of Year 4 standards exceed national expectations. Pupil achievement is good as a result of stimulating and appropriately challenging teaching. Within lessons there are clear linkages with literacy and mathematics and pupils are given opportunities to discuss and refine their ideas. ICT skills are taught to the whole class systematically and follow up activities are open-ended and challenge pupils regardless of their ability. By the end of Year 4, pupils successfully produce a video show of in-school interviews, the complexity of the show reflecting the different ability levels within the class.
62. Tasks are monitored to ensure equal access and work completion. Records for recording attainment are in place. The electronic portfolio of work is a very useful way of monitoring standards across the school.

Information and communication technology across the curriculum

Teachers use ICT well in other lessons to enhance learning. This is particularly the case in Years 2 and 4. For example, in mathematics lessons the very good use of ICT ensures that pupils are engrossed in their learning because they are stimulated and encouraged to participate actively.

HUMANITIES

The provision in history, geography and religious education is satisfactory.

Main strengths and weaknesses

- The school makes good use of visits to support learning.
- Better use could be made of links between subjects to improve opportunities for independent research and enquiry.
- Teachers' marking does not always show pupils how they can improve.

Commentary

63. By the end of Year 4 pupils attain standards in history, geography and religious education that are broadly in line with those expected nationally. Pupils, including those with special educational needs, make satisfactory progress.
64. The school's long-term plan ensures that there is appropriate coverage of the National Curriculum programmes of study for history and geography and takes account of the locally Agreed Syllabus for religious education.
65. In Key Stage 1 pupils learn how to locate key features of their classroom using a simple plan. They find where they live using a street map and draw their route to school. In Key Stage 2 pupils build on this knowledge and extend their learning to the local area and beyond. They use a broader range of maps, represent key geographical features with diagrams and identify similarities and differences between the places they study. Through their studies pupils across Years 1 to 4 develop a satisfactory understanding of Christianity and some world religions. For example, in Key Stage 2 pupils explore the beliefs of the Hindu faith and make comparisons between the Ten Commandments and the rules that govern society today. All pupils improve their understanding of the passage of time. They identify the key features of the periods they are studying and make comparisons between the ways of life of a variety of people in the past.
66. The quality of teaching in these subjects is satisfactory. Good use is made of visits to broaden pupils' experiences and understanding. For example, pupils visit a Hindu temple. They go to Vindolanda to learn more about the life of a Roman soldier in Britain. Similarly, as part of a visit to Newcastle city centre, pupils gain an appreciation of the size of the River Tyne and the importance of its bridges for communication. Pupils across Years 1 to 4 have had some experience of carrying out simple research tasks. However, the skills needed for enquiry and research are underdeveloped. At present, not enough is done to make better use of all learning opportunities, including visits, to make links between subjects so that pupils can carry out more independent research and make their own decisions about how findings will be recorded and presented.
67. Teachers regularly mark work but comments are unhelpful, as they do not always relate to the subject being taught and pupils are therefore unclear about what they have to do to improve.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision in art, music and design and technology is satisfactory. In physical education it is good.

Main strengths and weaknesses

- The good amount of time allocated to music and PE.
- The effective teaching of skills in PE.
- The support from the LEA music service.
- Insufficient opportunities for pupils to systematically develop and apply skills in design and technology and art.
- Too few linkages made between subjects in order to extend the curriculum.
- Some teachers lack the subject knowledge to teach music skills effectively.

Commentary

68. Standards in art, music and design and technology are in line with national expectations at the end of Key Stage 1 and Year 4. Pupil achievement is satisfactory. In PE standards are above those expected nationally and achievement is good. The very good provision of extra-curricular sporting clubs contributes positively to the progress pupils make. PE lessons are well structured and as a result pupils systematically develop their skills. However, in all other subjects pupils have insufficient time to develop and apply their skills, and too few linkages are made between subjects in order to maximise learning.
69. A sensible amount of time is allocated to the teaching of music and PE. Support given by Newcastle LEA music service is of high quality and this contributes well to pupils' learning. For example, in a Year 4 lesson led by two peripatetic teachers, pupils made good progress because staff had very good subject knowledge and were able to plan a wide range of sequential activities that actively involved all pupils. In lessons that are otherwise satisfactory, teachers' lack of subject knowledge limits the progress that pupils make, particularly in relation to their understanding and use of musical terms.
70. Teaching in PE is never less than satisfactory and sometimes it is good. Lessons are well planned and progress at a good pace. Teachers demonstrate skills effectively and provide good opportunities for pupils to practise. As a result pupils work hard and make sound progress in the development of their physical skills.
71. In art and design and technology lessons pupils have appropriate opportunities to learn about, and investigate, a range of ideas. For example, they use media such as pastel, watercolour, crayon and textiles, and they demonstrate a growing understanding of pattern and the use of colour. They make designs and artefacts and find out about a range of tools. In lower Key Stage 2 they begin to evaluate their work in simple terms. In the most successful lessons, teachers engage pupils in discussion, encouraging them to share their ideas. For example, in a Year 4 art lesson, pupils observed four different paintings and compared the style and story to an Egyptian painting. Pupils worked in a very focused way identifying the key features with confidence. However, teachers do not always demonstrate practical skills effectively and there are too few opportunities for pupils to develop and apply their own skills in lessons. As a result, pupils' practical skills are not as good as they might be.
72. Teachers' planning shows how some links are made between subjects. For example, a study of Egyptian murals is linked to a history topic on ancient Egypt. However, links between subjects to provide relevant contexts for pupils' learning, are often underdeveloped and teaching time is not always used effectively.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- The time allocated to personal, social and emotional development.
- The good teaching.
- The achievement of the Healthy School Award.

Commentary

73. Pupils' personal, social and emotional development is a strength of the school. It is taught regularly and referred to consistently by all teachers. Teaching is good because a clear focus is maintained throughout lessons in helping pupils to explore their own personal qualities. As a result its influence extends beyond the classroom and pupils can be seen being polite and courteous to visitors, playing well together and taking responsibility for helping and supporting each other.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).