

INSPECTION REPORT

South Wellfield First School

Whitley Bay

LEA area: North Tyneside

Unique reference number: 108588

Headteacher: Ms Julie Gordon

Lead inspector: Mrs Alice Soper
Dates of inspection: 26th – 28th April 2004

Inspection number: 257513

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:	3 - 9
Gender of pupils:	Mixed
Number on roll:	273
School address:	Otterburn Avenue South Wellfield Whitley Bay Tyne and Wear
Postcode:	NE25 9QL
Telephone number:	0191 2008809
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Julie Alderson
Date of previous inspection:	11 May 1998

CHARACTERISTICS OF THE SCHOOL

South Wellfield First School is situated in Whitley Bay, near housing estates of both private and council homes. The socio-economic circumstances of the area are broadly average. The school is on a shared site with a middle school. There is one main building, in which reception children and Years 1 and 2 pupils are taught. There are also three temporary units which provide accommodation for the nursery, Year 3 and Year 4 classes. There are 273 pupils, mainly of white British backgrounds. Five pupils are from mixed ethnic backgrounds and one is Indian. All pupils speak English as their mother tongue. There is very little mobility of pupils outside the usual times of first admission and transfer to the next school.

Pupils' attainment on entry to school is slightly below average, as over the last three years, an increasing number of children begin the nursery with limited personal and social skills. The proportion of pupils with special educational needs, 14 per cent, is below average. One pupil has a Statement of Special Educational Need. Four pupils have social, emotional and behavioural difficulties, three have physical disabilities and six have specific learning difficulties.

The school has been awarded the Basic Skills Quality Mark and the Healthy Schools Award. Most recently, French has been introduced to the curriculum for Year 4 pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18148	Alice Soper	Lead inspector	Art and design, Citizenship, Modern Foreign Language
9572	Kitty Anderson	Lay inspector	
32507	Chris Quigley	Team inspector	Mathematics, Information and Communication Technology, Physical Education, Foundation Stage
32283	Dennis Goodchild	Team inspector	Science, Design and Technology, Music
32847	Vera Curtin	Team inspector	English, Geography, History, Religious Education, Special Educational Needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is **good** and it provides **good value for money**. Standards are above average in the core subjects of English, mathematics and science. Teaching is good and pupils achieve well. There is very good leadership and the governing body has a very effective role in the school's management. The learning climate is very good.

The school's main strengths and weaknesses are:

- Standards are above average in the core subjects by the end of Year 2 and Year 4. Standards in information and communication technology (ICT) are average and pupils are making good progress in learning new skills. However, there is not yet sufficient use of ICT in other curriculum subjects.
- The headteacher provides very good leadership and the key staff contribute well to the good management of the school. The governing body fulfils its strategic role very well. All statutory responsibilities and legal requirements are met.
- The very good learning climate, including good teaching, successfully promotes enthusiasm for learning, as reflected in the pupils' very positive attitudes and good behaviour.
- Pupils' progress in the school is rigorously checked and recorded. Targets are set but are not always used well enough. Pupils do not always know these and are unclear about ways in which they might improve their work.
- There is a very good partnership with parents, who are fully supportive and are actively involved in their children's education.

The school's effectiveness has improved well since the previous inspection. The leadership and management issues have been resolved particularly well and there is now good financial management. The information in the prospectus now meets requirements and the accommodation maintenance issues are being addressed well.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	A	A	A
writing	A	A	A*	A
mathematics	B	B	B	D

Key: A* - in highest 5 per cent nationally; 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

Pupils' achievement is **good**. By the end of the reception year (the Foundation Stage), children achieve well and meet the early goals they are expected to reach for their age in all six areas of learning.

By the end of Year 2, the pupils achieve well in all subjects. In Years 3 and 4, pupils' achievement is often good but this sometimes varies when some work is carried out too slowly or when there is not enough time for some lessons. By the end of Years 2 and 4 pupils attain above average standards in English, mathematics and science. In religious education, by the end of Years 2 and 4 pupils achieve as expected for their ages. Standards in art and design, design and technology, geography, history and ICT are average by the end of Years 2 and 4. There was insufficient evidence to make firm judgements about overall standards in music and physical education.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. The pupils have very good attitudes to school and behave well. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching is **good** and there are very good relationships that successfully promote a very good learning climate. There is consistently good and often very good teaching in the Foundation Stage. This ensures the children have a good start to their education and develop the very positive attitudes to learning that continue throughout their time in school. Teachers share a commitment to high standards of work and behaviour and work hard to ensure all pupils are fully included in all that is offered. They set targets, though these are not always sufficiently clear and understood by all pupils. Information and communication technology is not yet used well enough to support teaching and learning in different subjects though this is one of the school's major priorities for development. At times, lessons lose impetus because time is not always used efficiently, while on some occasions there is insufficient time for pupils to complete their work.

The school has a very good partnership with parents, which benefits pupils' achievement. Parents are very happy to support their children's learning at home. The links with other schools provide positive benefits, such as French tuition, sporting and social events and collaborative tracking and record keeping systems. The curriculum is good and there are good opportunities for enrichment, such as the use of the community, to enhance pupils' learning. Pupils are very well involved in making decisions about school life with their views being positively valued and acted upon. These contribute effectively towards the very good learning climate.

LEADERSHIP AND MANAGEMENT

Leadership by the headteacher and governors is **very good**. The headteacher has high aspirations and a sense of purpose for the school. Key staff share the headteacher's vision and provide good leadership. The school is managed well and benefits very much from the governing body's very good direction, which is a considerable improvement since the previous inspection.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and their children have very good views of the school. Pupils believe that the teaching is good and that their opinions are valued. Parents are happy with the ways in which the school communicates information and firmly believe that their children receive a good education.

IMPROVEMENTS NEEDED

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

- continue to develop the use of ICT to ensure it is used well to support teaching and learning in all subjects;
- continue to improve the use of target setting and ensure that teachers' marking is well focused on helping pupils to improve their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in the core subjects are **above** those expected for pupils' age by the end of Years 2 and 4 and pupils generally achieve **well**.

Main strengths and weaknesses

- Pupils attain above average standards in the core subjects. More able pupils attain well above nationally expected standards by the end of Years 2 and 4.
- Pupils generally achieve well. At times, they do not always achieve as well as they might because they are unsure of their targets and what they need to do to improve their performance.
- Pupils with special educational needs achieve well.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	17.7 (17.5)	15.7 (15.8)
Writing	17.6 (16.1)	14.6 (14.4)
Mathematics	16.9 (17.4)	16.3 (16.5)

There were 58 pupils in the year group. Figures in brackets are for the previous year

Commentary

1. The table shows that in the 2003 national tests the Year 2 pupils attained well above average standards in reading and above average in mathematics. Standards in writing were extremely good, in the highest five per cent nationally. Over the last four years, the trend has been one of well above average standards in reading and writing and above average performance in mathematics. The school is currently working effectively towards raising mathematics' standards to become comparable with those attained in English.
2. Children begin the nursery with slightly below average ability and make good progress in all six areas of learning. By the time they begin school they reach the early goals expected for their age in their personal, social and emotional development, communication, language and literacy, early mathematics, knowledge and understanding of the world, creative and physical development. Their good progress is maintained so that by the end of Years 2 and 4 they read and write well for their ages. Pupils benefit from good teaching that includes the use of stimulating resources. Similarly, mathematics and science are good and are taught well, ensuring that pupils make good progress in all aspects of these subjects. However, target setting is not yet fully developed, which means that pupils do not always know how to improve their work. In some literacy lessons, particularly in Year 4, pupils do not always achieve as well as they might when the lesson time is used inefficiently and pupils become restless.
3. Pupils with special educational needs achieve well because they are fully included in all activities and receive effective support. Their learning programmes are followed well and they are fully encouraged to take part in class discussions, which helps them to become increasingly confident.

- Standards in ICT are average by the end of Year 2 and as expected nationally for Year 4 pupils. Achievement is satisfactory and is improving, particularly in Years 1 and 2. However, there is not enough use of ICT to support learning in other subjects, which limits the pupils' achievement.
- Pupils attain expected standards for their ages by the end of Years 2 and 4 in art and design, design and technology, geography and history. Achievement is at least satisfactory and often good, as in the Year 2 pupils' comprehensive diary of the Great Fire of London. In a Year 1 history lesson, pupils attained and achieved well, as they gave reasoned answers and expressed clear opinions about different toys. In design and technology, there has been a good improvement since the previous inspection, in pupils' understanding of the design process. Although few music lessons were observed, restricting an overall judgement about standards, pupils of all ages displayed good singing ability and good achievement during assembly and in singing French songs. There was insufficient evidence to make a reliable judgement about standards and achievement in physical education. Year 4 pupils achieved well in French, showing rapid recall and secure understanding of basic vocabulary and simple expressions.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **good**. Pupils' attitudes are **very good** and they behave **well**. Spiritual, moral, social and cultural development are **very good**.

Main strengths and weaknesses

- Pupils' attitudes are very good. They are very enthusiastic about their school.
- The school has high expectations and effective procedures to promote good behaviour.
- There are very thorough systems for recording and monitoring attendance.
- Relationships are very good.
- The school is very effective in helping pupils to develop spiritually, morally, socially and culturally.

Commentary

- Pupils enjoy their school very much. Most of the responses to the questionnaire were very positive. Pupils enter into work and play activities with interest and enthusiasm. They enjoy talking about their work and take pleasure in showing visitors round. Pupils settle down to their lessons quickly and sensibly although occasionally, towards the end of the day, some of the younger ones find it difficult to remain attentive. Pupils work well in groups, pairs or individually. They answer questions confidently and listen quietly whilst others are speaking. When given the opportunity, they carry out responsibilities diligently. The school councillors and buddies undertake their roles very well.
- Pupils understand the school rules and behave well. This was also seen at the time of the previous inspection. There is an atmosphere of calm when pupils move between lessons and at break times. Lunchtimes are sociable events, where pupils follow established routines well. There have been no exclusions. All pupils are fully included in the school community regardless of ability, gender or ethnicity.
- A small minority of parents is concerned about the behaviour at break times. Isolated incidents of unkindness are taken seriously by staff and usually resolved effectively. Staff are aware of any potential conflicts and both lunchtime supervisors and teachers monitor these carefully. At break times pupils play games together well. They display good care for each other, for example by showing great concern and sympathy when a friend is hurt. Relationships are very good.

9. Attendance is good, as at the time of the previous inspection. The consistently high rates reduced slightly last year as a result of sickness but have now returned to a good level. Parents inform the school of reasons for non-attendance and so there are no unauthorised absences. Very thorough monitoring of attendance ensures that children come to school regularly and arrive promptly. The school day starts on time.
10. Pupils' spiritual development is very good. The very positive ethos that pervades the school enables pupils to feel good about themselves, grow in confidence and respect others. In assemblies, pupils have good opportunities to reflect and pray. They are successfully encouraged to appreciate the wonder of the world through experiences such as observing the growth of beans and studying art. They learn well about the feelings and beliefs of others and the effect that their actions have on those around them. Pupils demonstrate sensitivity to the needs of those who are less fortunate than themselves by raising considerable sums for both local and global charities.
11. Pupils' moral and social development is very good. Pupils have a very strong sense of right and wrong. They understand the school rules and enjoy the rewards that they receive for good behaviour and attitudes. Pupils successfully learn the importance of listening to and considering the views of others. The school fosters a sense of community and pupils have a strong role in making their school a better place.
12. Pupils' cultural development is good. Pupils take part in music and drama productions and enjoy performances by visiting drama companies. They visit places of interest as part of topic work and religious education, including a Hindu temple, synagogue, Newcastle Cathedral and the local parish church. These experiences give pupils a good knowledge and insight into the values and faiths of others and prepare them well for life in a multicultural society. Visitors discuss their jobs, helping pupils to gain a clear understanding of the wider community.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.3
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian

No of pupils on roll
204
1
1
3
1

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. There is a **very good** learning climate and **good** teaching. The curriculum is good and pupils are included **very well** in all that the school offers.

Teaching and learning

The quality of teaching and learning is **good**. Marking and the use of target setting are not fully effective in helping pupils to improve their work.

Main strengths and weaknesses

- There are very good relationships, pupils are managed very well and behaviour is good.
- Teachers use good resources and often provide stimulating contexts for learning. They miss opportunities to use ICT to support teaching and learning.
- Pupils' progress is monitored closely and regularly recorded so that the school has a good knowledge of their achievements. Targets are set but pupils are not always clear about these and what they need to do to improve their work. Teachers' marking lacks clear guidance for improvement.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	14	8	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.

13. Teaching is good overall. All teaching is at least satisfactory as at the time of the previous inspection. The teaching in the Foundation Stage is consistently good and often very good, providing the youngest children with a good start to their education. This was also the case at the time of the previous inspection. There is effective teamwork between teaching and support staff to ensure that all areas of learning are developed well. Staff interact well with the children, successfully developing their personal and social skills, self-confidence and enthusiasm for learning. Resources are used effectively to encourage investigation and dialogue. Very good relationships are established quickly and are maintained throughout the pupils' time in the school. All pupils follow the school's code of conduct and are very well managed by staff. The strong focus on pupils' personal and social development contributes very well to the very good learning climate. As a result, lessons proceed well and there are few disruptions.
14. Resources are used effectively to stimulate and engage pupils' interest. For example, Year 4 pupils enjoyed reading the 'Tomb Tunes,' or epitaphs, when they were developing their own versions as part of a focus on poetry. Good use was made of recorded material to support Year 3 pupils' understanding of life in the reign of Queen Victoria. Year 1 pupils were engrossed by the interesting range of toys provided for their history study and made good suggestions about their purposes. Information and communication technology is not used well enough to support teaching and learning, though the school is currently focusing on improving this as part of its development plan.

15. Pupils concentrate well and persevere with tasks, especially when lessons have a brisk pace and when teachers use a variety of strategies to keep pupils involved and interested. The best lessons showed a good balance between explanation and demonstration and also provided good opportunities for pupils to express their own ideas. Teachers included all pupils well and encouraged them to do their best. In a few lessons, as in a Year 4 literacy lesson, time was not used efficiently, so that the pupils worked at a slower pace than expected.
16. In some lessons, such as Year 2 and Year 4 numeracy lessons, pupils were unclear about their learning targets, restricting their ability to focus on improvement. Teachers' marking is inconsistent, as at the time of the previous inspection and does not always provide enough clear guidance for improvement.

The curriculum

The school provides a **good** curriculum. There are **good** opportunities for pupils to widen their experiences through a range of activities. Overall, the quality of the accommodation and resources is **good**.

Main strengths and weaknesses

- The provision in the nursery and reception classes gives children a good start to school.
- All pupils, including those with special educational needs, have equal access to the curriculum and opportunities to learn.
- There is very good provision for the development of personal, social and health education and citizenship.
- A good range of additional learning activities enriches the curriculum.
- The school is well maintained and has spacious classrooms.
- Insufficient time allocated to some lessons means that on occasion pupils do not complete tasks.

Commentary

17. The provision in the nursery and reception classes is good. There are good arrangements to welcome children into the school. Staff work well together and put a great emphasis on ensuring children feel at ease so that they can enjoy learning. Planning is thorough and fully reflects all areas of learning. An appropriate range of structured and non-structured activities gives children a good start to their education.
18. Teachers plan a good range of activities that cover the requirements of the National Curriculum. Since the previous inspection, the school has successfully addressed the need for more open ended, investigative work in subjects. Pupils with special educational needs are provided for well. They have individual education plans with very clear targets. Teachers modify tasks within lessons to meet their needs and this enables the pupils to participate fully in lessons and achieve as well as others. The National Literacy and Numeracy Strategies are implemented well and consequently pupils achieve good results. On occasions, the time is used inefficiently and restricts that for other subjects.
19. There are very good relationships between adults and pupils and there is a great emphasis on their care and welfare. These provide a firm foundation for the development of pupils' personal, social, health and citizenship education. Planning for this ensures that pupils undertake a good range of activities, including some to develop sex and drugs awareness. Personal and social skills and citizenship are further developed through the school council,

which allows pupils to contribute to the school community. The school regularly receives due recognition of its provision in this area such as by receiving The Healthy School Award.

20. Visits, visitors and after-school clubs add to the richness of the curriculum. Lunchtime recorder and after school choir groups and also visiting music specialist teachers make a valuable contribution to pupils' musical development. The school makes good use of visits to extend pupils' learning in subjects such as history and geography. Very good links with other schools provide opportunities for pupils to take part in a range of sporting activities including swimming, athletics, football and gymnastics. The teaching of French to Year 4 pupils enhances the curriculum.
21. The school is well maintained. The addition of a computer suite means the school is now well placed to raise standards in ICT. The outdoor facilities have been improved and this has developed wider learning opportunities. Further accommodation improvements are being implemented.

Care, guidance and support

There is **very good** provision for the pupils' health and safety. Staff provide **good** support, advice and guidance. The school council gives pupils **very good** opportunities to be involved in shaping their school by seeking, valuing and acting on their views.

Main strengths and weaknesses

- There is very good monitoring of health and safety
- Child protection procedures are thorough.
- The school places a very high priority on pupils' welfare.
- There is good support and advice. Children know to whom they can turn when they need help.
- The very effective school council gives pupils opportunities to shape their school

Commentary

22. The school looks after its pupils very well and works hard to make sure that they work in a safe environment. Possible risks are checked frequently and the safety of the premises is regularly reviewed. Good procedures are in place to identify pupils who may be in need of protection. Staff know the procedures to follow if they are concerned about a child. Many adults are trained in first aid. They keep good records of any accidents and provide a high level of care. Standards of care-taking are good and, as a result, the school is clean and pupils are not put at risk.
23. Relationships between staff and pupils are very good as at the time of the previous inspection. There are daily opportunities for the exchange of information between staff and parents. Personal development is not formally recorded but teachers know their pupils well and are sensitive to their varying needs and situations. Pupils know to whom they can turn for help. The good support and guidance that pupils receive has a positive impact upon their achievement. Pupils' academic progress is closely monitored and is recorded in detail. Targets are set though these are not always used effectively enough to help pupils to improve. Pupils with special educational needs are supported well and receive good attention from staff. The schools' long term commitment to The Healthy Schools award means that pupils are successfully encouraged to live healthy and safe lives. Induction into the nursery and reception is well organised and sensitively handled so that children progress smoothly from one stage of their education to the next.

24. The school council is well established and gives all pupils the opportunity to play a part in shaping their school. The pupils discuss ideas and make decisions with impressive maturity. For example, the council has just planned a 'non-uniform day' and ways in which funds should be allocated. Counsellors are all developing a very good understanding of the democratic process. Children are encouraged to express their views and ideas during circle time.

Partnership with parents, other schools and the community

There are **very good** links with parents and the community. Parents play a very active role in their children's learning. Links with other schools are **very good**.

Main strengths and weaknesses

- Parents are provided with very good quality information about the school which fully complies with statutory requirements
- Parents are very pleased with the school and play a very active role.
- There is very good use of community visits and visitors to support learning.
- Links with other schools are very well established and transition to the next stage of schooling is thoroughly planned.

Commentary

25. The school enjoys very good support from its parents who praise its work and state that their children enjoy school. The information that parents receive, such as the brochure, letters, booklets, reading diaries and reports on pupils' progress, are relevant, informative and very helpful. Good information events, including literacy and numeracy workshops encourage parents to play an active part in their children's learning. There are many opportunities for parents to visit the school to learn about their children's progress.

26. Parents feel that staff are approachable and that the school values their suggestions. The school has successfully built on the good partnership with parents that existed at the time of the previous inspection. The Friends Association is very active, especially in organising fundraising and social events that are supported very well by parents. The money raised has helped the school to purchase many extra resources such as projectors and trolleys, physical education and mathematics equipment. Parents respond very well when the school asks for extra help, for example when helping with visits to places of interest and the leisure pool. Many regularly help in classes.

27. Links with the community are very good. The After School club provides care for children out of school hours. Visits to places of interest such as Segedunum, Hall Hill Farm, the Town Hall and the Evening Chronicle office enrich pupils' learning and increase their understanding of the wider community. Sponsorship by local businesses has enabled the school to purchase football strips and artistic prints.

28. Links with other schools in the area are very well established. The site is shared by the middle school and there are many opportunities for pupils from both schools to meet, such as during inter-school sporting events. Transition is well organised and sensitive to individual needs, which ensures that pupils move easily on to their next school. Headteachers and curriculum co-ordinators from schools within the area meet on a regular basis to exchange information and views.

LEADERSHIP AND MANAGEMENT

Leadership by the headteacher and governors is **very good**. Management is **good**.

Main strengths and weaknesses

- A very effective governing body helps to shape the direction of the school
- The headteacher exerts very strong leadership
- Management systems are good.

Commentary

29. Governors play a very active and influential role in the life of the school. They have a great deal of expertise and use this very effectively to shape the direction of the school. They are very well aware of what the school does well and what it needs to do to improve further. This is a significant improvement since the last inspection. Governors work in very good partnership with the headteacher and play a major role in strategic planning.
30. The headteacher exerts very strong leadership and works very well with staff, parents, governors and pupils to create a clear sense of direction for the school, focused on high standards and achievement. This has resulted in some very clear thinking about the future of the school in terms of standards and becoming more involved in the community. Strategic planning is very effective and involves all key staff and governors. As a result, all staff know what the school is working towards, which is a significant improvement since the previous inspection. Leadership is becoming embedded across the school, with subject leaders improving their role in shaping the direction of their subject. Key members of staff have a good overview of the school's work.
31. Management systems are good, especially in financial control. The headteacher has established good procedures to track spending and to deploy resources effectively. For example, the support assistants who work with small groups of pupils to support their learning are targeted where they are most needed. This support is effective and provides good value for money. There are good procedures to monitor the performance of teachers and all staff are clear about their roles and responsibilities. From the good analysis of the school's strengths and weaknesses conducted by staff and governors each year, targets are set for staff to improve key areas of the school's work. Appropriate support for staff is available through training and development work. However, the school's deficit budget means there is very little money available for training other than that funded by the local education authority. Good systems monitor the achievements of pupils and the school constantly reviews them to give a good summary of pupils' progress. However, these systems are not fully embedded in teachers' planning to ensure that the information is used effectively to meet the learning needs of all pupils.
32. The chair of governors has a great deal of expertise in financial matters and this is helping to address the large budget deficit that has arisen largely because of staffing costs. A good three-year plan to take the school out of a deficit budget has been developed by governors and the headteacher. Much of the plan is based on attracting more pupils to the school and the development of accommodation to make the school more attractive. A good degree of research tells governors that recent developments in the local housing stock will bring more children to the area, making the plan plausible. Governors have had to reduce staff levels to save money but have decided that no further cuts can be made. This decision shows a good understanding of best value, as they are concerned that further reductions in staffing would lead to a fall in high standards. Financial planning is very good. The table below shows that the amount spent per pupil is relatively low when compared with other schools.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	555, 157
Total expenditure	574, 319
Expenditure per pupil	2062

Balances (£)	
Balance from previous year	- 10, 608
Balance carried forward to the next	- 29, 770

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good** across all areas of learning.

33. By the end of reception, most children meet the goals they are expected to reach for their age. When children start nursery, the majority of them are slightly below the expected level for their age. The good systems used to find out about children's achievements before they begin nursery help staff to plan appropriate activities. The good provision means that children make good progress and achieve well. Children have very good attitudes to learning and very good behaviour which also contribute well to their achievement. Teaching and learning are consistently good in both the nursery and reception classes. In some cases, lessons are very good. This is especially so in areas where the staff have particular expertise. For example, two creative development lessons in reception were very good. Teaching methods capture children's interest well and equipment is used imaginatively. Staff ask good questions to help children to think deeply about tasks and this helps them to achieve well. Good records of what children can do help staff to plan future activities.
34. Children with special educational needs achieve well because of good early intervention strategies and good systems for planning that meet their needs well. The well-planned curriculum makes effective use of an attractive outdoor play area. This was an area requiring development at the time of the previous inspection and good improvements have been made. There are now many more good opportunities for children to develop their mathematical understanding through play. The Foundation Stage is led well by an experienced teacher who is part of the school's senior leadership and management team.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff build children's confidence well.
- Group work is developed effectively and this helps children to share and consider the views of others.

Commentary

35. Children in both the nursery and reception classes quickly develop confidence because of the well-organised activities. Reception children confidently select equipment. They dress and undress for physical activities without help. Nursery children are beginning to search out the equipment they need with some assistance. The good teaching helps nursery children to follow familiar routines, such as quickly putting on their coats and lining up quietly when it is time for outdoor activities.
36. Group work successfully helps children to take turns and form relationships. For example, two children in the nursery played well with the large construction toys to build a tower, taking turns to position the large blocks. Staff take every opportunity to develop children's appreciation of others' feelings. For example the story, 'Alfie Gives a Hand,' was used well to remind children of the importance of helping each other. Reception children work well together in small groups. For example, four children used the role play area constructively when they developed a good shopping scenario, taking turns to be the customer and shopkeeper.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children's speaking and listening skills are developed well
- Early reading and writing activities are well organised.

Commentary

37. In both the nursery and reception classes, staff effectively develop children's speaking and listening skills. They use stories particularly well to encourage dialogue and ask good questions that encourage thoughtful responses. Listening is also promoted well through creative activities. For example, in one reception lesson, six children played glockenspiels and the others listened very carefully as they played the notes E, D and C. One child quickly recognised these as the beginning of 'Three blind mice.' In the nursery, children showed increasing concentration during a playhouse cleaning activity where they interacted well. Staff in the nursery and reception class provide good examples of language for the children to follow, as in a reception mathematics lesson where the children used these well in answering questions. In a creative development lesson in reception, the teacher suggested some very good terms for sounds in the forest as children 'went on a bear hunt'. As a result, children developed good descriptions.
38. Both the nursery and reception classes successfully promote early reading and writing by providing a wide variety of language activities. Listening, writing and reading areas are well laid out and encourage the children to develop an awareness of the links between spoken language and writing. In the nursery, children used chalks and boards to make early marks, showing their increasing control of writing tools. A few recognised and made good attempts to write the letters in their names, with some support from nursery staff. In the reception class most children recognised, named and wrote lower and upper case letters. They write for a range of purposes, such as making shopping lists and simple captions for stories.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The role-play area in reception is used well to develop counting skills.
 - Good counting songs and games help nursery children to learn about numbers and calculations.
39. Children develop secure knowledge and understanding of early mathematics through a range of activities, including role-play. Children reliably count up to ten objects and have a developing understanding of money. They recognise 1p and 2p coins and take turns to give each other change, collaborating well. For example in reception, 'Old Mac's farm' is set up as a farm shop with a range of vegetables and other farm produce. The children took turns as the customer and shopkeeper and calculated the cost of their shopping.
40. In the nursery, counting songs help children to develop a growing knowledge of numbers and they learn numbers to ten confidently. There are many counting and calculating games for children to develop calculation skills. In one good activity, for example, the teacher and children played a dice dominoes game, with the teacher asking, 'How many dots altogether?' Children then counted the dots up to five accurately. The increased use of counting games is a good improvement since the time of the previous inspection.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Investigation is used well to develop children's knowledge of the environment.
 - Not enough use is made of computers in reception.
41. Staff plan a range of good investigative activities for children to widen their knowledge and understanding of the world. For example in the nursery 'house' children were successfully encouraged to discuss what was needed for a birthday celebration as they laid the table and put candles on the cake. Others busily investigated magnifying glasses and binoculars and 'worked' in the 'Garden Centre.' Reception children showed a sound understanding of the growth of seeds into plants and described the seeds' texture well.
42. During the lessons observed there was very little use of computers by reception children. However, the children use the computer suite regularly and also make use of electronic toys and listening devices.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching in creative development is very good in reception.
- Musical development is good.

Commentary

43. Children's creativity is developed well in the reception class and this contributes well to their communication skills. In one lesson for example, children crept along the corridor on their way to hall on a 'bear hunt'. The lesson developed children's creative language very well as they provided descriptions for noises such as 'squelch' and 'squirt' as they pretended to plod through mud. With a tangle of hands, children created a snowstorm and one described it as, 'a whirling, swirling snowstorm.' Similarly in the nursery, children in the 'garden centre' took turns to portray salesmen and customers imaginatively and used the telephone to 'take orders.'
44. In both the nursery and reception classes, children develop good musical skills. Lessons are very well planned and display a high degree of expertise. For example, nursery children used their voices to develop an awareness of contrast between high and low notes and then used body positions to represent low, middle and high notes. Reception children sing 'echo songs,' copying the teacher almost note perfect in their response. They also play glockenspiels in a group of six and show a sound understanding of musical timing.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outdoor environment is used well to encourage physical development.

Commentary

45. Children meet the early goals expected for their age by the end of the reception year. They develop manipulative skills well through using malleable material, glue, scissors and small construction equipment. Nursery and reception children have good opportunities to use the outdoor environment in their play. They have climbing equipment and walkways that are used well to develop balance and sequences. A few nursery children are a little cautious in their movements but because of the good opportunities, attain the expected confidence by the end of reception. Children have a good selection of wheeled toys and run, skip and hop around the attractive play area. This is a significant improvement since the previous inspection when there were limited opportunities for outdoor play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average and most pupils achieve well. In a few lessons the most able do not achieve as well as possible because work is insufficiently demanding.
- There is a good focus on literacy across the school, though the use of time in some lessons is inefficient. This leads to some restlessness when pupils lose interest and concentration.
- Support staff work effectively to support pupils with special educational needs.
- Marking is inconsistent. It does not always clearly relate to targets and show pupils what they need to do to improve the standard of their work.

Commentary

46. The school has worked hard to maintain the standards since the previous inspection. Most pupils achieve well and standards are above those expected nationally. Pupils with special educational needs and lower attaining pupils achieve well, being supported effectively by teaching assistants. The assistants keep pupils on task by posing useful questions and making suggestions to help pupils to clarify their thinking. However, some more able pupils are not always sufficiently challenged and as a consequence in a few lessons they perform below the standard of which they are capable.
47. In reading, pupils make good progress and achieve well by the end of Year 2. The more able pupils confidently use a range of strategies to help them read unfamiliar words and they read fluently. The timetable ensures there is time and emphasis placed on practising reading skills but the quality of group reading activities and teaching at this time varies.
48. In Years 1 and 2 there is a good emphasis on spelling, presentation and punctuation, as well as the structures of different writing styles, such as letters and accounts. The pupils make good progress in all areas of writing which provides a good basis for developing these skills in Years 3 and 4.
49. Pupils are organised into ability groups for English and teachers aim to divide the available time appropriately between a variety of activities. However, although this allows an extended period of time for longer pieces of writing and for teachers to focus on reading development, there is a loss of pace and urgency in some lessons. The use of time is a major factor in pupils' loss of enthusiasm, particularly among the older and more able pupils.
50. Targets for this subject are in place and pupils are regularly reminded about them as they begin a lesson or task. Some targets are displayed on the wall or, as in Year 1, on the work tables. Reading targets are in the reading record books so parents are able to provide support for reading. Marking at its best provides clear guidance for improvement, but the quality is inconsistent throughout the school.
51. Overall, pupils' attitudes to lessons are very good and pupils try hard even when they are sometimes unsure about the required task. They organise themselves well and move on to subsequent tasks independently. Pupils in Year 3 are developing good self-evaluation skills, as seen when they were able to explain why their second reading of a poem included good expression.

52. There is satisfactory leadership and management. The two subject leaders work together and monitor planning and target-setting regularly. They have the opportunity to observe lessons across the school. Teachers respond well to suggestions made by the co-ordinators. For example, a recent training day was used to familiarise staff with the new programmes of study for speaking and listening. This work is in the early stages and will be reviewed in the Summer term.

Language and literacy across the curriculum.

53. Pupils' skills in writing are seen to good effect and to be of a high standard where they write independently in other curriculum areas on topics which have clearly inspired them. Examples include Year 4 pupils' writing in religious education about the Last Supper and Year 2 pupils' work about The Prodigal Son. A diary written by Year 2 pupils about the Fire of London and recounts of Year 3 pupils' local visit for history were both written well. Speaking and listening skills are developed well, as in Year 2 pupils' sustained religious education drama activity, where they took turns to read out questions and answered in different roles. The use of ICT to support literacy is limited during class activities.

FRENCH

Provision in French is **good**.

Main strengths and weaknesses

- Year 4 pupils benefit from French teaching by a visiting specialist, who provides a good model for class teachers to use to provide further work.
- Pupils show enthusiasm and concentrate well. They are making good progress in learning the language.

Commentary

54. The subject is taught well by the visiting teacher who provides a lively, interactive programme. This ensures that pupils become increasingly confident with French vocabulary and pronunciation and that all pupils, including those with special educational needs achieve well. Class teachers are present during these lessons, which serve as a good model for further work. In conjunction with learning the language, pupils also study France, providing a meaningful context for learning. For example, they know the location of the country and have learned several 'facts about France.' They have also studied famous French artists such as Seurat and Matisse.

55. In the two lessons observed, the pupils were totally engrossed in learning, particularly in one class when they listened and responded to questions. They showed great enthusiasm for learning the song, 'Salut, ca va,' which also displayed pupils' rapid learning of the verse and their tuneful singing. The combination of speaking, listening, asking and answering questions, singing and playing games had an effective impact on pupils' learning. In the second lesson led by the class teacher, pupils also demonstrated a secure knowledge of basic French vocabulary, including greetings such as 'Bonjour' and questions such as 'Comment t'appelle tu?' Pupils successfully looked for items in the classroom as requested by the teacher, including 'un crayon, la regle et un stylo.'

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average.
- The quality of teaching and learning is good.
- Target setting and marking are inconsistent.
- The subject is well led by an experienced and dedicated teacher.

Commentary

56. Standards by the end of Year 2 are above average, similar to those gained by pupils in the 2003 national tests. They are also similar to those attained at the time of the previous inspection. Pupils use their knowledge of place value to sort numbers into the largest and smallest and the most able of them understand negative numbers. They use their good knowledge of number facts to answer mathematical problems and solve problems using the 2, 5 and 10 times tables. Pupils understand simple fractions and find one half or one quarter of some numbers, such as one quarter of 100. The most able pupils solve 'two-step' problems where first an addition calculation is done, followed by division or multiplication. Pupils in Years 3 and 4 also attain above the expected level for their age. Year 4 pupils have a greater understanding of negative numbers and use them in relation to temperature. They link their knowledge of fractions to decimal notation. For example, they know that $\frac{1}{2}$ is represented as 0.5. They understand the value of digits after the decimal point and are beginning to use this knowledge to order numbers.
57. Pupils in Years 1 and 2 achieve well. By the time they reach the end of Year 2, attainment is above the national average. In Years 3 and 4, pupils maintain these good standards and achievement is as expected.
58. The quality of teaching and learning overall is good. The strongest areas of teaching are the effective use of resources, which capture the interest of pupils well. For example, in a good Year 2 lesson, all pupils were actively engaged in the lesson because of the good use of digit cards, which were used to make numbers up to 99. In a very good Year 4 lesson, the most able pupils of the year group were engrossed in their work because of the very effective use of whiteboards on which all pupils quickly wrote answers to brisk questions.
59. Teachers' planning is effective. Activities are carefully planned and lessons proceed at a good pace, making good use of the available time. Teaching methods are varied and generally meet the differing needs of pupils. Teachers are, for example, aware that some pupils benefit from using visual aids, whilst others succeed using practical activities. As a result, pupils acquire new skills and understanding well. In most lessons, however, learning targets are under-used and pupils do not have a clear understanding of the next steps in their learning. Marking is inconsistent and does not always help pupils understand what they are good at and what they need to do to improve.
60. The subject is led well. High standards and achievement are priorities. Many good systems are in place to track pupils' achievements and a great deal of good analysis has been undertaken. This gives a good picture of strengths and weaknesses in the subject. However, pupils do not achieve as well in mathematics as they do in reading and writing. Target setting was, at the time of the inspection, under review and the school is suitably continuing to develop systems in order to improve pupils' achievement further.

Mathematics across the curriculum

61. Sound use is made of mathematics in other subjects. For example, by Year 4, pupils use charts and tables to record science work about forces and temperature and Year 2 pupils' work on reflections supported their understanding of symmetry.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are good and all pupils achieve well.
- There is a good emphasis on developing pupils' skills of recording, investigation and observation.
- Pupils enjoy their science lessons and have a very good attitude to learning.
- Individual assessments are established but marking does not identify what pupils need to do to improve.

Commentary

62. Standards by the end of Year 2 and Year 4 are above average. This represents good progress when compared to the slightly below average standards on entry and is similar to the standards seen at the time of the previous inspection.
63. Teaching is good. Teachers are well prepared, have good subject knowledge and place a strong focus on the development of the scientific approach. This is consistent in all years and contributes effectively to pupils' good achievement. Pupils have good opportunity to observe, describe, classify, record and investigate. In Year 1 for example, they carried out investigations into the properties of different materials. They classified and recorded them according to magnetic, non-magnetic, waterproof or absorbent properties. Year 2 pupils displayed a very positive attitude as they investigated the nature of batteries. Good explanations and the practical nature of the work helped them to complete a circuit and understand the need for positive and negative connections to conduct electricity.
64. In a good, well-resourced Year 4 lesson on moving and growing pupils' interest was captured by the good variety of activities. Clear explanations and focused questioning successfully developed pupils' understanding of the function of the skeleton. Through the examination of different bones pupils began to link the characteristics needed for them to function. They studied the relationship between ball and socket joints and limb bones. The open ended nature of the investigation and the good support given to individual pupils during the independent activity ensured that all, including those with special educational needs, were fully involved and made good progress.
65. Leadership and management are satisfactory. The subject is resourced well. There is good documentation which supports teachers' planning and promotes investigation and experimentation. Pupils' individual progress is appropriately assessed at the end of each unit of work. However, teachers' marking does not identify what pupils need to do to improve. The subject leader monitors pupils' work and teachers' planning but has yet to evaluate teaching and learning through the observation of lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good
- The subject is led well and this is having a positive effect on pupils' achievement.
- Information and communication technology is not yet used to its maximum potential to support learning across the curriculum.

Commentary

66. Standards in ICT match national expectations by the end of Year 2 and are as expected for pupils' age by Year 4. The standards are similar to those at the time of the previous inspection. Pupils in Year 2 use databases to collect and interpret data. They often use the new interactive whiteboard in mathematics lessons and use a variety of software to help develop scientific understanding. For example, pupils described with enthusiasm a program that helped them understand pushes and pulls. They use a toy to develop their programming skills and to use their knowledge of directions. Pupils are good at logging on to the network and entering, saving and retrieving their work. They do not use the Internet or e-mail very often. Year 4 pupils are aware of the use of ICT outside the school setting and have studied newspapers in detail. They use branching databases to sort information and use screen based programming to develop their knowledge of directions. Little use is made of simulation or adventure programmes where pupils can test out 'what if' scenarios. Pupils have very little knowledge of digital or video cameras and they very rarely use computers in the classroom.
67. During the inspection, only two lessons were observed. A Year 2 lesson was very good because of the very effective collaboration among pupils, which led to very high productivity. Pupils were engrossed in completing databases on 'How we travel to school' and used the information to draw pictograms and block graphs. This subsequently helped them to answer the very good questions they had devised. This lesson had a very good link to their work in mathematics. In the Year 4 lesson, which was satisfactory, the teaching methods did not fully capture pupils' interest because teacher talk dominated at the expense of pupil thinking and discussion time. This led to a rather slow paced lesson where pupils did learn, but more could have been achieved.
68. The school has only recently developed its ICT infrastructure to an adequate level. A new computer suite is being used well and is having a very positive impact on standards in ICT. This is particularly benefiting Year 1 and 2 pupils, who are making rapid progress in their work. Despite considerable financial pressures, the headteacher has prioritised this as an area for development.

Information and communication technology across the curriculum

69. The subject leader has worked hard to secure staff expertise and a worthwhile programme of work for pupils. However, there is still not enough development in the use of ICT skills across the curriculum. This is wholly acknowledged by the school and will form a major part of the school's plans for improvement for the coming year.

HUMANITIES

70. There was insufficient evidence to make a firm judgement about the provision in geography and history.

GEOGRAPHY AND HISTORY

Main Strengths and weaknesses

- Pupils make sound progress in their knowledge and understanding.
- Marking insufficiently guides pupils in how to improve their work.

Commentary

71. Very few lessons were observed. Teaching was good in the one Year 4 geography lesson and in a Year 1 history lesson. Evidence from the lessons and pupils' work indicates that standards in geography and history by the end of Year 2 and Year 4 match those expected for their age and achievement is satisfactory.
72. By Year 2, pupils have a clear understanding of differences between lifestyles and the geography of different places including the local area, the Lake District and the imaginary Isle of Struay compared with Whitley Bay. Year 4 pupils have a secure knowledge and understanding of physical geography. They know the principles of the water cycle and explain terms such as 'source' and 'confluence.' Pupils understand aerial views and simple maps with a legend. The extension work undertaken by more able Year 4 pupils shows their good understanding of differences and similarities between communities.
73. In history, pupils study a good range of topics. By Year 2 pupils have a good understanding of events such as The Great Fire of London. They know about famous people such as Florence Nightingale. By Year 4, pupils have secure knowledge and understanding of life in Anglo-Saxon times, though they do not have a clear understanding of the passing of time and the sequence of events that changed and affected people's lives. Pupils' work is generally presented well but teachers' marking is inconsistent and often brief. There is praise for good effort and work but insufficient focus on helping pupils to improve their work.

Religious Education

Provision in religious education is **good**.

Main Strengths and Weaknesses

- Learning resources and artefacts are good.
- There is inconsistency in teachers' marking and expectations of what pupils might achieve.
- Prominent classroom displays provide pupils with good information about major faiths.

Commentary

74. All pupils, including those with special educational needs, make good progress and they have equality of access and opportunity. Most pupils' attainment meets the expectations of the locally agreed syllabus. There is a good range of learning opportunities and the subject makes a good contribution to pupils' spiritual, moral, social and cultural development. This is evident when work enables pupils to produce their own interpretations, as in Year 2 when they wrote their own version of the story of the Prodigal Son. Similarly in Year 4, the pupils showed good understanding of emotions and issues when they wrote sensitively about the Last Supper. A drama exercise in Year 2 successfully helped pupils to understand different characters' positions in society and to explore the feelings and morality associated with the story of Solomon. They showed good understanding of the principles and morals that relate to their own lives.

75. Very good teaching and learning was observed in Year 2 where pupils put their own ideas into practice through role-play. This was planned and prepared well as a follow up from earlier introductory work. The teacher intervened to allow pupils to demonstrate the points she wished to make and to encourage deeper thinking in their subsequent role-play. In the Year 4 lesson, the pace slowed and the teacher had to work hard to encourage pupils to contribute to the discussion. There is inconsistency in teachers' marking which does not always provide clear guidance for improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was insufficient evidence to form overall judgements about the provision in design and technology, physical education and music. No lessons were observed in design and technology and only one physical education lesson was seen.

ART AND DESIGN

Provision in art and design is **good**.

Main strengths and weaknesses

- There is good guidance for teachers.
- The policy and scheme of work are good.
- Art and design is often linked well to other subjects.
- There are some constraints to achievement due to the lack of time allocated for some lessons.

Commentary

76. The policy and scheme of work are up to date and follow national guidance well. The guidance for teachers provides good explanations, examples and diagrams of different techniques. In art appreciation activities, examples of effective questions are shown to help pupils to analyse and understand artists' work. These also effectively promote pupils' spiritual and cultural development.

77. Much art and design work is used successfully to enhance pupils' understanding in other subjects. Good examples include pupils' learning about the artists Matisse and Cezanne in Year 4, as part of their French language course. Year 1 pupils have closely observed and painted flowers as part of their study in science and Year 2 pupils have made a striking display about the Great Fire of London as part of their history topic.

78. Pupils, including those with special educational needs, attain standards expected for their ages by the end of Years 2 and 4. These differ from the above average standards seen at the time of the previous inspection. In one Year 3 lesson, although pupils worked creatively, there was insufficient time for them to develop their ideas. Similarly, in a Year 1 history lesson, pupils had too little time to complete the task of observing and drawing old toys. The lack of time limited pupils' achievement.

DESIGN AND TECHNOLOGY

79. The analysis of pupils' work indicates that standards at the end of Year 2 and Year 4 are average, similar to those at the time of the previous inspection. Pupils, including those with special educational needs, have suitable opportunities to experience a wide range of activities and there is good emphasis on the design process. This represents an improvement since the previous inspection and indicates that the school is well placed to raise standards.

80. By the end of Year 4, pupils have used a variety of materials within a good range of design projects and have a good understanding of designing. By the end of Year 2, pupils have a good understanding of the design process as in the ways they drew and labelled designs for vehicles and hand puppets. In Year 3 pupils followed instructions carefully to create a Roman scroll and used their knowledge of hydraulics to create a moving monster. They have investigated packaging and made accurate observational drawings of containers. Design projects are placed in a meaningful context through links with other subjects. For example, designing and making an Anglo Saxon village and jewellery helps pupils to develop a greater understanding of how people lived in the past. Designing and making Indian gift bags not only developed pupils' understanding of printing techniques but also contributed to their multicultural awareness. Leadership and management of the subject are satisfactory. Appropriate documentation is in place and supports teachers in their planning.

MUSIC

81. Very little teaching was seen during the inspection. This included one complete Year 2 lesson and part of a Year 1 lesson. Both lessons were well-planned practical sessions, which placed a good emphasis on performance. Year 1 pupils' sense of rhythm and beat was developed well as they explored the ways in which different percussion instruments are played. They responded appropriately to notation cards by tapping, shaking and striking the various instruments. The pupils maintained the rhythm and beat as they accompanied the teacher in singing 'Twinkle Twinkle Little Star.' Very good teaching was seen in a Year 2 lesson that explored the use of music to interpret the environment. Careful explanations and use of specific vocabulary helped the pupils to compose music representing rain, hail, wind and sunshine. The lesson finished with a performance and higher attaining pupils successfully discussed and evaluated their performance in terms of rhythm, dynamics and tempo. Standards in these two lessons were above average, reflecting those seen at the time of the previous inspection.

82. Singing is above average. In assemblies the pupils sang with enthusiasm, tunefully and with clear enunciation. In choir practice they listened carefully and kept time and tune when singing an action song as a round. The pupils worked hard and were inspired by the enthusiasm and pleasure displayed by the two teachers.

83. The leadership and management of the subject are good. The management ensures that music is an important part of the life of the school and provides opportunities for pupils to learn to play orchestral instruments such as the recorder, guitar and keyboard. The choir performs at different venues and functions, contributing well to the life of the community and successfully developing pupils' social skills.

PHYSICAL EDUCATION

84. One lesson was observed in Year 2. This was taught well, with a brisk start and a well rehearsed warm up. Children successfully stretched, crouched and ran on the spot during an imaginatively designed lesson about 'beans.' The teacher demonstrated very good subject knowledge and used a variety of teaching styles to engage pupils' interest well. Pupils' achievement was good, meeting national expectations in this aspect of the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health and citizenship education

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- There is a very good programme of work for the subject.
- There are high expectations of pupils' conduct and the pupils respond very well.
- The leadership and management are very good.

Commentary

85. The school staff are very successful in promoting pupils' personal, social, health and citizenship education. They show a consistent approach to including all pupils well in lessons and encouraging them to become increasingly independent and mature. The programme of work, which has been established since the previous inspection, not only includes dedicated lessons for personal, social and health education, but also emphasises well the importance of encouraging pupils to value themselves and others. This focus is reflected very well in pupils' attitudes and behaviour, their successful collaboration and confident expression of their views and opinions.
86. Teachers have high expectations of conduct and set good examples of courtesy, fairness and respect. Pupils respond very well by listening attentively, responding clearly and concentrating for sustained times during lessons. In the best lessons, pupils talked maturely about their work, asked pertinent questions and made good suggestions. Very good examples were seen in the nursery during a mathematics activity, where the nursery nurse interacted very well with the children. Similarly, in a Year 4 mathematics lesson, pupils collaborated very well as they undertook addition and subtraction tasks.
87. Leadership and management are very good. The co-ordinator ensures that a strong focus is placed on developing pupils' personal and social development and is enthusiastic. The school council has developed very well and represents pupils' views effectively. Community involvement and political awareness are two strong features of the programme. There is also a strong emphasis on developing empathy through citizenship and the co-ordinator is successfully developing pupils' awareness of the lives of others, which include plans to link with overseas schools in the near future.

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	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
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	3
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	3
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	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
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).