

INSPECTION REPORT

BLYTH HORTON GRANGE FIRST SCHOOL

Kitty Brewster, Blyth

LEA area: Northumberland.

Unique reference number: 122254.

Headteacher: Mrs. C.A.R.Oliver.

Lead inspector: Mr. D. J. Halford.

Dates of inspection: 29 September – 2 October 2003.

Inspection number: 260633.

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 years.
Gender of pupils:	Mixed.
Number on roll:	336 pupils.
School address:	Cowpen Road, Kitty Brewster, Blyth. Northumberland.
Postcode:	NE24 4RE
Telephone number:	01670 353503
Fax number:	01670 354276
Appropriate authority:	The Governing Body.
Name of chair of governors:	Mr. E. Young.
Date of previous inspection:	8 February 1999.

CHARACTERISTICS OF THE SCHOOL

Blyth Horton Grange First School is a very large school serving an area of substantial material hardship. Children enter the Nursery at the start of the term after their third birthday. The majority of children enter the Nursery with very low levels of skill and by the end of the Reception Year many children are still working with levels of skill which are below those expected for their age. Almost all the pupils are White British, and the very small percentage of pupils from ethnic minority families are not at an early stage of English language acquisition. Over 20 per cent of the pupils are on the register of special educational needs and five have statements of special educational need. Pupil mobility is low and is about five per cent.

The school has received two Achievement Awards for sustained improvement in the years 2000 and 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12908	Mr D J Halford	Lead inspector	English English as an Additional Language The Foundation Stage Curriculum Religious Education Music
9798	Mrs V Ashworth	Lay inspector	
32233	Mr A Dent	Team inspector	Mathematics Information & Communications Technology Design and Technology
32346	Mrs L Wylam	Team inspector	Science Art and Design Physical Education
32507	Mr C Quigley	Team inspector	History Geography

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PART A: SUMMARY OF THE REPORT

This is a good school in which pupils are cared for very well, feel secure and achieve well. Pupils' standards of work in basic skills are below average, but improving, due to good teaching and management. As a result it provides **good value for money**.

The school's main strengths and weaknesses are:

- The school creates a very positive atmosphere for learning in which all pupils are valued and included. Their personal development is good.
- Pupils behave very well and have very positive attitudes to their work. They achieve well.
- Provision for pupils with special educational needs is very good and enables them to make good progress in their learning.
- The quality of teaching and learning is consistently good throughout the school.
- The school is being well led, over a time of substantial change, by an experienced and capable headteacher. She is well supported by staff and governors. Curriculum management is developing effectively.
- Pupils standards of work in basic skills of numeracy and literacy are below average
- The presentation of pupils' work is not always good enough
- Teachers' marking of pupils' work is inconsistent

The school has made satisfactory progress since the last inspection despite this being a time of substantial change and staffing instability. Pupils' standards in English and mathematics have improved, but still need further improvement; better use is made of the library and the provision in the Early Years is now good.

STANDARDS ACHIEVED

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

*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*

Pupils achieve well overall. Most children enter the nursery with low levels of skill. They make good progress through the nursery and reception and achieve well. However, many enter compulsory education with skills that are still below average.

By the age of seven, many pupils attain the expected level for their age in reading writing and mathematics, but few progress to the higher levels. This means that overall, their standards of attainment are well below the national average. Many, however, make good progress and achieve well. By the age of nine, when they move to Middle School, a substantial number of pupils are attaining the standards expected for their age.

Pupils' personal growth including their spiritual, moral, social and cultural development of the pupils is good overall. They constantly show good attitudes to their work and behave very well throughout the school. Attendance is above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good throughout the school and this has a positive impact on the quality of pupils' learning. Teachers throughout the school question pupils well, manage them effectively and encourage them to work hard and develop their understanding. More needs to be done to direct the pupils' attention to take greater pride in their work and present it neatly, and for teachers to establish a consistent approach to the marking of pupils' work to indicate what the pupils need to do next to take their learning forward.

The curriculum is good. It is broad and balanced and supplemented by a good range of extra-curricular activities. The school takes very good care of its pupils and supports them well. There is a good partnership existing between the school and parents. Much work has been done to foster the support of parents in developing positive attitudes to homework.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides good leadership and has managed the school effectively through a period of substantial change. She is well supported by her senior management team. The governors are knowledgeable about the school and support it well. However, procedures for monitoring the work undertaken in school are not precise enough. Curriculum leaders manage their subjects effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are overwhelmingly satisfied with the school. Almost all parents feel that the quality of teaching is good and that staff encourage pupils to become independent in their learning. The inspectors agree that teaching is good, but feel that pupils may be encouraged to become more independent in their learning. Almost all the pupils like being in school and enjoy finding out new things in lessons, some are anxious that a few children do not behave well, but the inspectors found that behaviour was very good whilst they were visiting the school.

IMPROVEMENTS NEEDED

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

- Raise pupils standards in literacy and numeracy in work in other curriculum areas
- Take steps to improve the presentation of pupils' written work
- Develop a consistent approach to teachers' marking so that pupils know what they need to do next to improve their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good in all year groups. Standards are below average in English and mathematics, but at expected levels in ICT, religious education and all other subjects where it was possible to make judgements.

Main strengths and weaknesses

- Pupils' standards in the basic skills of literacy and numeracy are **below average** throughout the school, but are improving.
- Pupils with special educational needs achieve very well.

Commentary

1. When children first start school their attainment is **well below** that normally found. Through the Nursery and Reception years most children **achieve well**, but by the end of the Reception Year many children are still working at a level **below that expected** by the time they begin compulsory schooling. Many children have not securely attained the Early Learning Goals by the age of six. This position is similar to that reported when the school was last inspected.

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

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

2. National tests for seven-year olds in 2002 show that pupils attained levels which were well below the national average in reading, writing and mathematics. The results in reading and mathematics were also well below average when compared to similar schools, and below average in writing. Close examination of pupils' performance in these tests indicates that the percentage of pupils gaining the expected level is quite close to the national average in all three subjects, but few pupils gained the higher level. Overall, this represents a good level of achievement on the part of the pupils since many have progressed well from the low levels of attainment they demonstrated when they first started school.
3. Early indications of the 2003 test results shows that whilst the percentage of pupils gaining the expected levels in reading, writing and mathematics is disappointingly below the national average, the percentage of pupils gaining the higher level, in all three subjects, has increased substantially. A significant number of pupils who find it difficult to learn, and on the special educational needs register, together with some extended teacher absences, explain the moderate decline in pupils gaining the expected levels. However, the increased number gaining the higher level represents a good level of achievement for the higher attaining pupils.
4. Pupils' literacy and numeracy skills were listed as areas which required development at the time of the last inspection, and whilst much work has been undertaken to improve them in the intervening period, they remain below average. This is because not enough is done to extend

their use in other areas of the curriculum such as history, geography and religious education. Pupils are not encouraged to take a enough pride in the quality and presentation of their written work as they progress through the school. Good provision has recently been made available for ICT, and this is leading to improved standards. Pupils are working at around expected levels for their age. However, ICT is not making enough contribution to other subjects. More needs to be done to ensure that pupils' literacy and numeracy skills are developed in this subject, and for pupils increasing skills in ICT to be used effectively across the curriculum.

5. Pupils move to Middle School at the end of Year 4 and by that time most are attaining the standards expected for their age and making good progress towards the levels expected for them by the age of eleven. They are achieving well. In all the other subjects where a secure judgement is possible, including religious education, pupils' standards of attainment are broadly in line with national expectations.
6. Very good provision is made for pupils with special educational needs. They receive very good support and as a result they achieve very well in relation to their prior attainment. This is a strength of the school. Higher attaining pupils achieve well, as can be seen in the test results of 2003, but need more opportunities to use their developing basic skills in other subjects. There is no significant difference in the attainment of boys and girls in the standards of work seen in their books. The school has a small percentage of pupils for whom English is an additional language. None are at an early stage of English language acquisition. They also make good progress in their work and achieve well. They regularly work at similar tasks to their peers.

Pupils' attitudes, values and other personal qualities

The school does everything it can to ensure that pupils' attitudes, values and other personal qualities are developed well. Because of this, there is very good behaviour, very good attitudes to work and good attendance and punctuality. Pupils' personal qualities are developed well, with very good provision for moral and social development.

Main strengths and weaknesses

- Pupils demonstrate a strong sense of responsibility because of the school's very good approach to developing collective responsibility.
- Attendance is higher than other schools nationally
- Punctuality is good
- Because the school has good procedures for encouraging positive behaviour, pupils are very well behaved and have a good attitude to work. **There have been no exclusions from school due to poor behaviour.**
- Because of the caring nature of the school, pupils have very good relationships with each other
- The school does develop pupils understanding of their own and others' cultures but acknowledges that more needs to be done in this area.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8
National data	5.4

Unauthorised absence	
School data	0
National data	0.5

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

7. **Attendance at the school is good** and it is higher than the national average. The school has a number of good systems to reward good attendance and to encourage parents to bring their children to school every day. Parents respond to this well.
8. **Pupils arrive on time**, and the small minority who persistently come late are encouraged in every possible way to become more punctual. The school works in close partnership with the Education Welfare service, and because of this good partnership, punctuality is better than it would otherwise be.
9. **Pupils' attitudes to school are good.** There is a wide range of activities on offer both in and out of school hours, and this contributes well to the good attendance of pupils. In discussions, pupils are extremely pleased with their school and know that if they have a problem they must tell an adult and it will be dealt with immediately. All pupils know what to do if they have a problem and there is a high degree of confidence that it will be dealt with to everyone's satisfaction. Despite relatively few jobs or positions for pupils, they have a strong sense of responsibility for themselves and others in the school. For example, Year 2 pupils know it is their job to look after the younger pupils in the school. Year 4 pupils apply to become 'buddies' who look after others in the playground. They are well trained and all pupils speak highly of their helpfulness.
10. At play, pupils are happy, contented and caring for one another. Some pupils have lower confidence levels than would be expected for their age and the school works hard to build their self-belief. The school's recent work in developing thinking skills and identifying the way in which different pupils learn, is beginning to have a positive impact on how pupils see themselves and this is stimulating in them, a desire to learn.
11. **Pupils' spiritual, moral, social and cultural development is good.** Through assemblies, circle time and in some lessons, pupils think about themselves and how they react to different situations. In assemblies, there is a close feeling with a good atmosphere. This helps to develop pupils' spiritual understanding and the head teacher, since her appointment, has worked hard to promote this aspect of learning. Assemblies encourage pupils to respect the beliefs of others and to develop principles that distinguish right from wrong. Because of this, moral and social education is very good. By the time pupils reach the end of the foundation stage of learning they have a good level of personal, social and emotional development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. Teaching and learning and the quality of the curriculum are **good**. Pupils receive **very good** levels of care.

Teaching and learning

The quality of teaching is **good** overall. It is **good** in the Nursery and Reception Years, in Years 1 and 2, and in Years 3 and 4. There is evidence of very good teaching in each area of the school. This consistent provision of good teaching has a positive impact on the learning of the pupils and contributes significantly to the pupils' good levels of achievement throughout the school. Staff in the Nursery and Reception Years use assessment information well. Staff in Years 1 to 4 make satisfactory use of assessment information but could do more to help pupils focus their attention on what they need to do next to improve their work.

Main strengths and weaknesses

- Teaching is good throughout the school and adults support pupils well.
- Teachers manage pupils well and promote good behaviour.

- Teachers' planning is detailed and effective.
- Pupils' listen very intently in lessons and this has a positive impact on the quality of their learning.
- Pupils are not encouraged to take enough pride in their work and present it well.
- Teachers' marking is inconsistent and does not always tell pupils what they need to do next to improve their work.

Commentary

12. The quality of teaching is improved on the position reported when the school was last inspected. In recent time, the staff have undertaken a task to improve pupils' thinking skills and this is having a positive impact on how well pupils learn.

Summary of teaching observed during the inspection in 57 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	4 (7%)	28 (49%)	23 (40%)	1(2%)	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.

13. In the Nursery and Reception Year the quality of teaching is frequently good, sometimes very good and on occasion outstanding. The staff have a very good understanding of the areas of learning they are covering and their planning is linked effectively to the 'stepping stones' which identify children's progress in their learning. Coverage of the Early Years Curriculum is very thorough over time. This can be seen from teachers' planning and from very good photographic evidence of children's past learning experiences. Children's learning in language and literacy is helped significantly by a consistent approach to the teaching of phonics (letter sounds) and good assessment procedures clearly mark children's individual progress. Support staff throughout the Nursery and Reception are particularly effective in developing the children's language and social skills. Throughout the Early Years, teachers record the progress made by individual pupils and this ensures that pupils of all abilities achieve well in their learning.
14. In Years 1 and 2 the good overall quality of teaching is maintained. Planning is thorough and detailed and pupils are managed effectively. This planning also caters well for the needs of pupils of different abilities and most tasks are well matched to pupils' developing skills. There is a significant emphasis on holding pupils' attention and an insistence on good levels of behaviour. Pupils listen particularly well and overall a very good atmosphere for learning is created. There is a strong emphasis on the development of pupils basic skills in literacy and numeracy and teacher expectations are high. Most pupils show an ability to concentrate well over a sustained period of time, as in a Year 1 class where pupils were consolidating their understanding of alphabetical order.
15. The quality of teaching is equally good in Years 3 and 4. The management of pupils is good here, although more challenging for teachers in rooms which are relatively small for some of the older pupils in school. The pupils' interest in one Year 4 class was held by the use of well chosen poetry in one literacy lesson, and in the other by a good task focussed upon the nets of three-dimensional shapes in numeracy. As pupils' basic skills improve there is not enough emphasis placed on how well these are used across a broad range of subjects.
16. Pupils with special educational needs achieve very well due to good support. The expertise of a number of staff who are very highly qualified in specific learning difficulties is used to help pupils well. Staff are very good at managing behaviour and because of this, classrooms are orderly and calm. When some pupils become angry or upset, because of identified emotional, behavioural or social difficulties, staff are prepared and support them in a calm, well thought out manner. This helps pupils to achieve very well. In lessons, pupils with

special educational needs are ably supported by well-trained support staff or the class teacher whilst the support assistant works with other pupils.

17. There are some areas where improvement could be made. In some lessons pupils spend too long on the carpet and this can lead to some lack of attention and behaviour which can be irritating rather than disruptive, particularly where classes are large and space is relatively limited. Occasionally, classroom assistants are not used as well as they might be when the whole class is together at the start of some sessions, but pupils are well supported when they disperse for group activities. Here teachers and teaching assistants work effectively together. There are too few chances for pupils to work independently in order to extend their creative and imaginative skills. Many pupils rise to the challenge effectively when such occasions arise.
18. Assessment procedures are satisfactory overall. They are good in the Early Years and for pupils with special educational needs. Information gathered is used effectively to plan work to meet the needs of individuals and groups of pupils. However, the scrutiny of pupils written work across the school highlights two areas for potential development. Much of the written work in pupils' books is presented very untidily. Pupils are not encouraged to take enough pride in the way they present their work. Secondly, marking is inconsistent. Most marking encourages pupils and clearly celebrates their successes. However, not enough marking identifies what pupils need to do next to improve their work.

The curriculum

Overall, the curriculum offered by the school is **good**.

Main strengths and weaknesses

- Provision for pupils with special educational needs across the whole school is very good
- The curriculum for the youngest children is good.
- Accommodation that is used effectively and maintained to a high level of cleanliness
- Whole school policy for developing the needs of gifted and talented pupils is still to be fully implemented

Commentary

19. The requirements to teach all subjects of the National Curriculum and religious education are fully met. Over recent years, the school has focused appropriately on developing pupils' skills in English and mathematics, which has resulted in other subjects, such as art, receiving little attention in terms of development. The school has recognised this issue and has amended the timetable to ensure that time allocations are adequate to allow enough coverage of each subject.
20. The curriculum for children in the Foundation Stage covers all the recommended areas of learning and the children benefit from experiencing a wide range of stimulating and well-organised challenges. The provision for pupils with special educational needs is very good. Pupils are given work that meets their needs, and because of this, they achieve well. The special needs co-ordinator often takes groups from classes to give individual programmes of work, but there are good plans to use this expertise in the classroom, so that other teachers can learn the skills in order to help raise achievement. However, a policy for promoting the development of gifted and talented pupils has yet to be fully implemented to ensure that their particular needs are met and that they are appropriately challenged.
21. A good range of visits, visitors and first-hand experiences enriches the curriculum. Pupils are given opportunities to visit museums, theatres, an art gallery and sites of interest, such as Hauxley beach. Older pupils work with professional artists who show them a range of interesting and challenging techniques.

22. The good range of extra-curricular activities enhances the opportunities for pupils to broaden their interests. Members of the school staff lead most of these activities and outside experts provide specialist coaching of a high quality. Within the school, the profile of sport has been raised significantly through ties with professional bodies, such as the local 'Boxing Club' and Newcastle United football club, and events with other schools, including cricket tournaments, football matches and swimming galas. Currently, the school has only moderate provision for pupils with an interest or aptitude in music and there is recognition that this needs to be addressed. However, the school has a choir and a member of staff from the music department of the neighbouring high school works with older pupils on performing and recording songs, which they have helped to create.
23. The provision for pupils' personal, social and health education is good. Pupils are helped to gain an increasing awareness of themselves as they progress through school. Staff set high expectations of behaviour and they are encouraged to work together in harmony, being respectful and sensitive to the needs of others. The systems in place to prepare pupils for subsequent stages of education are satisfactory and the school is endeavouring to further develop its links with middle schools.
24. There is an adequate match of teachers and support staff to teach the curriculum, which is resourced well in all areas. Teachers are supported in their planning with national schemes of work, suitably supplemented by further materials provided by subject co-ordinators. The accommodation is very good; it is maintained to a very high standard of cleanliness and staff work hard to create an environment that is lively and stimulating, through a wide variety of displays.

Care, guidance and support

The provision for care, welfare, health and safety is **very good**. Provision of support advice and guidance is **good**. Involvement of pupils through seeking valuing and acting on their views is **satisfactory**.

Main strengths and weaknesses

- The very good care given to pupils ensures that they feel secure and are able to do their best.
- There are very good procedures to ensure pupils work in a healthy and safe environment.
- As yet there is no school council.

Commentary

25. This is a very caring school as was found at the last inspection. The policies relating to health and safety and child protection are very clear and properly carried out. The school takes very good care of its pupils and does everything it can to maintain a clean, safe environment in which the pupils can work and play. The teachers know the children very well and recognise their needs. They work hard to increase confidence and self esteem. The head teacher is the designated person for child protection and has very good relationships with outside agencies which give support whenever the need arises. Healthy eating and pupils' diets generally, are monitored alongside child protection issues. This is part of the school's ambition to provide wrap around care which is in the first stages of development. 'Circle time' allows opportunities for pupils to understand simple moral concepts and express their feelings about them. These valuable lessons often provide teachers with an insight into any problems the pupils may be experiencing. Very trusting relationships are gradually formed. Effective guidance and support quickly follow.
26. Most pupils start school in the nursery where there are well- established induction procedures and children settle in quickly. The Reception classes are situated close by and the transition is handled with sensitivity. There are problems of location as pupils transfer from Reception to Year 1. School is very aware that there is work to be done to bring the

departments closer together so that pupils do not feel daunted by working in a different part of the school, and will be comfortable on transition. Those who do not start in the nursery are well supported until they feel secure. Formal, detailed, pupil profiles are started on entry and these are added to as the child moves up the school. This tracking process assists the teachers to know and understand the pupils and monitor their progress and personal development well.

27. The school has not yet set up a school council in order to obtain pupils' views on a regular basis. However, at the end of last term the whole school took part in a Year 4 survey of pupils' views. The results were analysed and given to the governing body by means of a power point presentation showing graphs of each year's likes and dislikes and what they feel needs improving. This was a good initiative, both to extend pupils' mathematical and ICT skills, and as a means to enhance the personal development of the pupils. The views have been well recorded and the school is in the process of allocating money to fund some of the suggestions. It is anticipated that there will be regular involvement of the pupils in the future, in order seek their valued opinions, which can be acted upon for the benefit of all those in school.

Partnership with parents, other schools and the community

The school's links with parents are **good**. The school's links with the community and other schools and colleges are **satisfactory**.

Main strengths and areas for improvement

- The school has continued to have positive links with parents since the last inspection report.
- The parents have very positive views of the school.
- Parents receive full information on the school and how their children are progressing.
- Parents contribute well towards their children's learning both at school and at home.
- A parent teacher association has recently been formed.
- The school is looking to make more community use of the buildings and to improve the links with the middle schools.

Commentary

28. The school works well with parents. The information for parents provided in the prospectus for both the nursery and school is clear and detailed. There are newsletters and regular letters to keep parents well informed and the school reading records provide a useful link. The parents' evenings are well attended and school is happy for parents to speak to staff at the beginning or the end of the day. Parents are largely very satisfied with the way school deals with concerns and complaints and are aware that the head teacher and staff value this exchange of information. The pupil reports give clear information on progress both personal and academic, with targets for future development. It is acknowledged that further information on the curriculum would be welcome. Some parents volunteer to help in school and many have been happy to participate in the home reading initiative with their children. Others participate in parenting courses run by the Workers' Educational Association. Parents are also invited into the classroom each term to see what is happening. These contributions greatly assist the pupils' learning. The newly formed parent teacher association has started well and has already established a social diary and raised money for the school. Although school is very happy to receive parents' views on an informal basis, a survey was organised last term and suggestions for improvement were carried out.
29. The school works very closely with parents of pupils who have special educational needs. Parents attend regular meetings to review progress and to help formulate plans for the future. Parents are pleased with the way the school is meeting the needs of their children.

30. Links with the community are developing and school is aware that although the building is used by Sure Start and Flag during the day, there are more opportunities for development. There is a business link with Rascals who occupy part of the site and the nearby Asda supermarket is able to offer support with sponsorship from time to time. The school's links with the middle schools are satisfactory and developing. Bebside Middle School is located in the immediate vicinity and does share the premises to a limited extent with year 5 pupils. The schools do communicate and although the mechanisms for transfer are satisfactory, it is hoped that closer links will be developed.
31. There are several links with other schools and colleges. Blyth Community College supports music at Year3 and 4 with performing, composing and listening, on the interesting Master Mariner project. Nursery Nurse students from Northumberland College are sent to the school on placements and the Trident project secures work placements in school for high school pupils. There are also opportunities to mix with other schools in swimming, cricket, football and rugby throughout the year.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **good**. Leadership, management and governance are all **good**.

Main strengths and weaknesses

- The headteacher and senior managers have a clear sense of educational direction.
- Management and leadership of special needs are good.
- Governors are very supportive and aware of the school's strengths and weaknesses, though they could be more proactive.
- Financial planning and management are good.
- The role of subject co-ordinators is developing, but is not carried out consistently.

Commentary

32. The headteacher has a clear vision and a strong sense of purpose, which is shared with all staff and is directed towards the drive to raise standards. She has steered the school well through a period of substantial change, and created a strong learning ethos. In this inclusive school every child matters. The school development plan focuses clearly on appropriate priorities for improvement. Objectives are clear, simple and explicit and indicate how improvement will be managed and how its effectiveness will be measured. Priorities for development are based appropriately on self-review and analysis.
33. Management of the school is good. The school day runs smoothly. Staff are clear about their roles and responsibilities. The appraisal of teachers' performance is linked appropriately to their training needs and to priorities identified in the school's improvement plan and this is leading to higher standards, for example in ICT.
34. The delegation of responsibilities to subject leaders is more effective than at the time of the last inspection, although the approach that they adopt to improving their subjects is not yet consistent in relation, for example, to the analysis of information about pupils' progress. Their observation of teaching and learning are at an early stage. The induction of staff new to the school is good. The school contributes well to initial teacher training.
35. As a way of raising standards in literacy and numeracy, better procedures have been introduced for tracking pupils' progress and analysing their performance as they move through the school. Not enough use is being made of this information yet, though, to help pupils to know what they need to do to improve their work.

36. Governance of the school is good and is helping to shape the direction of the school. Governors support the headteacher and staff well. They have a good awareness of the strengths and weaknesses of the schools and the aids and barriers to learning. However, they take a back seat when it comes to monitoring the work of the school and rely heavily on the headteacher and senior staff during the early stages of school development planning. They ensure that statutory responsibilities, for example in relation to special educational needs and racial equality are met.
37. The leadership and management of special educational needs are very good. A well-planned budget is used to ensure that pupils achieve very well. This is in spite of delay in establishing specific external funding for those pupils with the most profound learning needs. Due to good planning, the co-ordinator has time to carry out her duties and there is a good match of staff to the needs of the pupils. Partnerships with external agencies are good and help pupils who require more specialist support. The school plans well for the time allocation it is given, so that pupils benefit as much as possible.
38. The school's finances are managed well, although the balanced carried forward to the next financial year is small.. The approach to financial management helps the school to meet its educational objectives. The principles of best value are applied well. Governors use information about pupils' performance well to assess the effectiveness of their spending.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	£807 814
Total expenditure	£800159
Expenditure per pupil	£2 632.10

Balances (£)	
Balance from previous year	£29 685
Balance carried forward to the next	£7 655

39. In the light of the budget afforded to the school and its overall performance in managing and using the resources available to it, the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision of Early Years education is **good**.

40. Children enter the Nursery in the term after their third birthday. Many children enter the Nursery with **very low** levels of skill. They make good progress through the Nursery and Reception and **achieve well**. However, many enter compulsory education with skills that are still **below average** overall. This is similar to the position reported when the school was last inspected. A good level of improvement has been made in the Early Years provision since the last inspection. There are no major weaknesses in the Early Years provision.

Leadership and Management:

Leadership and Management are **good**.

41. Children **achieve well** because of this good leadership and management, good planning that includes all the required areas and productive contact with parents that helps children settle into school quickly.
42. The quality of teaching is **good** throughout the Nursery and Reception classes. Some teaching is very good and there are examples of outstanding teaching in the Reception year. All the staff involved in the Foundation Stage have a very good level of understanding of how young children learn, lessons are well organised and the high quality learning environment has a positive impact on children's learning. Assessments are made regularly and children's achievement is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The efficient manner in which children settle into school
- The good quality of relationships established

Commentary

43. The provision for personal, social and emotional development underpins most of the activities undertaken in the Nursery and Reception years. Children settle in the Nursery well, feel secure and quickly establish their routines. They play together well and are responding well to the adults and other children with whom they come into contact. In the Reception year children are able to share equipment and take turns. They are developing good relationships with each other. This shows good progress as at the start of the school year many children are coming into contact with others who are new to them, having been in the Nursery in alternate sessions of the day.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The positive manner in which listening is established
- The wide range of opportunities for children to develop an interest in books.

Commentary

44. A significant proportion of time is devoted to activities based upon speaking and listening. Children respond well to the 'Jolly Phonics' teaching and children in the Reception Year recall hand signs very well as they acquire a knowledge of new phonic sounds. Throughout the Nursery and Reception, children have good opportunities to handle books and begin to explore how to handle them. Children in the Nursery have many opportunities to recognise the spelling of their own names and as they move to Reception there are good opportunities and tasks to encourage them to write. Children's communication, language and literacy skills are central to much of the work in the Early Years, and a positive impact is made on children's overall progress.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The good access children have to activities linked to mathematical development

Commentary

45. A comprehensive programme of planned activities including counting and sorting, sequencing patterns and working with shapes contributes well to children's developing understanding of mathematics. Most can count reliably to five in the Nursery and engage well in singing rhymes to help them consolidate their understanding. In the Reception Year, numeracy skills are well developed and most children can use the appropriate mathematical name for basic shapes such as circle, triangle and square. They are able to work successfully at a computer programme to dress a teddy.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The good manner in which children's interest is stimulated

Commentary

46. A wide range of opportunities is taken to stimulate the children's curiosity and encourage them to ask questions. Good quality photographs of babies and children, displayed in the Reception class give good illustrations of changes over the passage of time. Reception children go out on visits in the locality to promote children's awareness of their immediate area. Throughout the department, children have access to a good range of modelling and building materials to enable them to make structures and models. Nursery children are able to make well-proportioned faces using Playdoh and have a good range of implements to produce different shapes and patterns. The wide range of activities available for the children prepares them well for future learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The good access to outdoor play
- The classrooms are a long distance from the hall where indoor PE is undertaken.

Commentary

47. This is a strong area of provision. In the Nursery children have a good range of opportunities to use scissors, pencils and brushes to develop their manipulative skills. A wide range of jigsaws and construction kits ensure that fine motor skills are developed well. Good provision is made for the children to play outside using wheeled toys. Tricycles carrying two and sometime three children promote aspects of personal and social development well in addition to developing children gross motor skills. In the Reception year children become more proficient at writing, drawing and cutting, and they undertake regular physical education lessons in the school hall – although this does entail a very long walk as the hall is situated well away from the classrooms.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The wide range of opportunities available for children to develop their creative skills.

Commentary

48. Children throughout the Nursery and Reception years have good opportunities to draw and paint using a good range of media including pencils, crayons, paint and pastels. They clearly enjoy singing, participate well, and teachers use these activities as effective ways of consolidating children's understanding in other areas of learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is often good.
- Pupils listening skills are very good, but their speaking skills are not as advanced
- Pupils achieve well, but their attainment is below that found nationally.
- Pupils do not have enough opportunities to use their developing literacy skills across the curriculum.

Commentary

49. Overall, pupils' standards of attainment in English are below national averages by the end of Year 2. Test results from 2002 indicate this and the position is reflected in aspects of the pupils' reading and writing. In 2002, a significant number of pupils gained the expected level for their age, but insufficient numbers of pupils gained the higher level. More pupils gained the higher level in tests in reading and writing in 2003. Pupils' achievement, however, cannot be judged on test results alone. Many pupils start school with very low levels of literacy skills, and in order to make the progress they do they achieve well. Substantially this is due to the consistently good quality of teaching they receive which has a positive impact on their learning. By the end of Year 4, many pupils are attaining the expected levels for their age.
50. Pupils' listening skills are very good. Throughout the school pupils listen intently in lessons and can sustain their listening for long periods of time. Pupils' speaking skills are not developed to the high quality of their listening. Pupils are often willing to speak, in a wide variety of situations, but often answer questions and express themselves with a marked economy of words. One-word answers are frequently heard. More opportunities for pupils to develop their spoken language would be advantageous.
51. Pupils' reading skills vary widely, from those who are confident readers to those who read with a limited degree of fluency and expression. Overall, standards in reading are below average, but improving. The school has worked very hard to promote reading activities with parents and pupils are given every encouragement to read at home. This initiative is good and is having a positive effect upon pupils' reading. Many pupils know how many 'reads' at home they need to gain the next level of award. Pupils make appropriate use of the library, sometimes with teacher direction and sometimes independently. Overall, most pupils achieve well in their reading.
52. Attainment in writing is below average, but also showing signs of improvement. The scrutiny of pupils' written work shows that an increasing number of pupils are becoming secure with the structure of simple sentences by the end of Year 2 and some are beginning to use increasing detailed descriptions in Years 3 and 4. The presentation of pupils' written work, however, is frequently untidy and not enough is done to encourage the pupils to take a pride in their writing. Pupils' achievement in writing is satisfactory.
53. Pupils with special educational needs, and the small number of pupils for whom English is an additional language generally make good progress in their learning. Some pupils on the

register of special educational needs, and who have significant difficulty with their learning make very good progress in relation to their prior attainment. They are well supported by caring, knowledgeable and well-informed staff.

54. Teaching and learning in literacy lessons is often good, and sometimes very good. Teachers are confident in their teaching of literacy, manage the pupils well and give a good level of thought to their planning in order to ensure that the tasks they set are well matched to the attainment of the pupils. Occasionally, time spent on the carpet can be overlong. One area of improvement required is a more consistent approach to the marking of pupils' work, so that the pupils themselves know what they need to do next to improve their work.
55. The management of English is good. There are two co-ordinators, both of whom are knowledgeable and have a clear view of the strengths and weaknesses of the subject. They are gaining increased opportunities to check planning and aspects of teaching and learning. They have good plans for development and work together well.

Language and literacy across the curriculum

56. The National Literacy Strategy has been implemented well and adapted successfully to support effective learning. Pupils do have opportunities to practise their skills with extended writing. Overall, however, not enough use is made of opportunities in other subjects, for example in geography and history, for pupils to use their developing literacy skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good, planning is good and resources are well used
- Provision for special educational needs is good
- The subject is well led
- The presentation of pupils' work is untidy
- Marking does not do enough to show pupils how they can improve

Commentary

57. Pupils' standards of attainment on entry are well below national expectations in mathematics. Standards in mathematics are below average by the end of Year 2 and also by the time pupils leave the school at the end of Year 4 but they are improving and pupils are now achieving well in mathematics and numeracy lessons. In 2002 the percentage of pupils gaining level 2 and above was below the national average but was broadly in line when compared with schools in similar circumstances. However, the school did not get many pupils to achieve higher levels. Early indications are that results for mathematics in 2003 will show a significant improvement in helping pupils to reach the higher levels whilst still being below average.
58. Some of this improvement in attainment is due to the fact that pupils in Year 2 have been put into ability groups for mathematics in order to allow more control in meeting the learning needs of the pupils. This arrangement has now been extended into Year 3.
59. It is clear that some extra emphasis is being placed on making the endings of lessons more effective. During the inspection these 'plenary' sessions were observed to be making a valuable contribution to pupils' progress by reminding pupils of the learning objective and ensuring that learning had been taken place in the lesson whilst providing a focus for future learning.

60. Pupils with special educational needs make very good progress in mathematics lessons. They are well supported by skilled teaching assistants and are fully included in the daily numeracy lesson. They benefit from the emphasis on oral and mental work and the interchange of ideas as pupils attempt to explain their thinking and listen to the views of others. They are often seen to be given discreet help and support by the teaching assistant whilst the teacher is working with the whole class and this is good practice, helping the less able pupils to take a full part in the lesson. The use of some accelerated learning techniques was an innovative feature of several mathematics lessons observed during the inspection. For example at the start of some lessons in Year 1 the pupils stood to do some counting and moved hands from head to shoulders alternately whilst counting. This kind of practice supports the more active learners in the class whilst re-energising all pupils. In another lesson pupils were asked to say how they would know if they were successful in their learning during that lesson and this approach clearly encourages the development of thinking skills and leads to more independent learning. Circle time activities are frequently used to support learning. In a Year 1 lesson a treasure chest of artefacts was used to support a lesson on subtraction and this stimulated the interest of the pupils in an exciting and enjoyable way.
61. Open-ended tasks are used in some lessons to stimulate creativity and thinking. . For example in a Year 4 class the pupils were asked as a group to come up with two shapes whose sides add up to nine. Pupils enjoyed getting different and unexpected answers here. One girl suggested a pentagon and a square whilst a boy came up with an octagon and a circle, which surprised everyone. The development of thinking skills and creativity is a distinctive feature of mathematics teaching at the school and and is a very good way of helping to raise standards.
62. Work in pupils' books is not generally well presented. The school lacks a consistent and well-monitored presentation policy that tells pupils exactly what is required of them. Similarly the marking of pupils' work by the teachers is not focused sufficiently on the learning intentions of the lessons Pupils do not know what they need to do to improve their work and make progress.
63. The subject is well led and managed by the co-ordinator, resources are adequate and are well stored and very accessible to all staff.

Mathematics across the curriculum

64. The National Numeracy Strategy is effectively in place and the school has adapted it well. Overall, there are too few chances for pupils to use their developing numeracy skills in other areas of the curriculum.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils behave well in lessons and have positive attitudes to their work.
- Time is used well and pupils are managed well
- Pupils' work is not well presented
- Marking is inconsistent and does not indicate ways in which work could be improved

Commentary

65. In lessons, time is used effectively and pupils' progress is at least satisfactory. The school has made satisfactory progress since the last inspection.

66. The standards attained by many pupils at the age of seven match those expected for their age. This represents good achievement on the part of many pupils. Although the percentage of pupils reaching the expected levels of attainment is below the national average, teacher assessments for 2003 indicate a large increase in the number of higher attaining pupils.
67. Pupils talk with confidence and enthusiasm, demonstrating a good understanding of the work completed. They use workbooks to record their findings, but do not demonstrate pride in their presentation. Although work is marked, teachers do not identify possibilities for improvement, nor highlight spelling errors. However, there is evidence of broad coverage of topics, with meaningful links to other subjects that further pupils' understanding.
68. In lessons, pupils behave well and have very positive attitudes to their work. Teachers manage pupils well, offering positive role models by displaying a calm, respectful manner. They give clear explanations of tasks and have high expectations of behaviour. Where pupils are offered opportunity to evaluate their own work and that of others, this is done in a sensitive, non-threatening manner, effectively developing confidence and possibilities for improvement. Pupils are offered opportunities to work in pairs or groups, successfully promoting collaboration and co-operation. Praise and encouragement are used effectively to boost pupils' self-esteem, as was seen in a Year 4 practical activity, where very good organisation and positive comments resulted in pupils being responsive, responsible and motivated to perform well.
69. Teachers' good planning and sharing of the learning intention enables pupils to settle to their practical tasks promptly and work productively, although at times, there is an over-reliance on worksheets, which do not effectively challenge some pupils. Where success criteria are shared, pupils are particularly focused and able to evaluate progress during the lesson. In the most successful lessons, teachers have good subject knowledge, use appropriate terminology and intervene to offer support or challenge, using probing questions that encourage the development of pupils' thinking skills. Teachers make effective use of support assistants, offer meaningful activities that match pupils' needs and make good use of time, carefully balancing discussion and activity to maintain good pace throughout the lesson. This is an improvement from the previous inspection.
70. The curriculum is broad and balanced and resources are good. Opportunities are created for pupils to work with subject specialists, such as Professor Brainstorm who worked with pupils aged eight and nine on their topics of 'sound and light' and 'magnets, forces and friction'.
71. Leadership and management are satisfactory. Although there has been no opportunity for the co-ordinator to observe teaching and learning in other classes, she has gained an overview of provision and standards through monitoring teachers' planning and sampling pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' achievement is good
- Teaching is good
- Provision for pupils with special educational needs is good
- Leadership of the subject is good
- Information and communication technology is not used in all subjects
- The ICT Suite is not used enough by some classes
- The expertise of the staff is variable

Commentary

72. Standards are in line with expectations by end of Year 2 and Year 4. All pupils are very enthusiastic about working on computers and really look forward to working in the computer suite. A wide range of skill levels was observed during inspection. However most pupils, particularly in Year 4, can log on to the computer using name and password and locate the program they are working on. They can use text to communicate information and change the size, style and colour of text and save their work.
73. The provision for ICT has improved considerably with the completion of the ICT suite, which is now being used by all classes. Although the teaching and learning seen during inspection was generally good not all staff teach ICT skills confidently. The computer suite is somewhat underused and some of the younger pupils particularly would benefit from more than one visit a week to the new facility. For example, in one lesson seen during inspection most of the pupils in the class had clearly lost some of the skills they had learned and practised in the previous week's lesson. A computer club now meets regularly and this extra curricular activity is helping pupils to build on their expertise and develop their computer skills and competence. In the summer term of 2003 the school took part in a community arts project when visitors to school worked closely with Year 3 pupils to produce some mini-presentations utilising digital camera images and adding music, sound and other effects. This helped to raise the whole threshold of ICT in the school and built on the pupils' enthusiasm for the new facility.
74. Each year group plans lessons based around the national scheme of work where skills are taught and lessons are divided into units of work. Other schemes are used to enhance these lessons where necessary and teachers are responsible for planning and delivery of lessons whilst the subject co-ordinator is responsible for ensuring continuity and progression in learning including the assessment of progress. This organisation is already beginning to impact on good achievement in that pupils are now clearly beginning to make more rapid progress in ICT than previously. Standards of attainment in ICT are likely to rise more quickly in future years as a result of this new impetus.

Information and communication technology across the curriculum

75. The school has made good provision for ICT, with the installation of a new Suite. It is having a positive impact on pupils learning. Overall, there are too few chances for pupils to use their developing ICT skills in other areas of the curriculum.

HUMANITIES

- 76 It was only possible to see one lesson of religious education in Year 3 and three lessons in history in Years 1 and 2 and two lessons in geography in Years 3 and 4. Reports are based on these lessons, on examination pupils' past work and discussions with subject leaders.

Religious Education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Religious education could make a greater contribution to the development of pupils' literacy and ICT skills.
- Better provision needs to be made for the systematic monitoring of pupils' work.
- The resources available for the teaching of religious education have improved since the last inspection

Commentary

77. Standards of attainment throughout the school are in line with the requirements of the locally agreed syllabus for religious education. Pupils, including those with English as an additional language and those with special educational needs achieve satisfactorily. The school has successfully maintained the position reported when it was last inspected. Because only one lesson was observed no secure overall judgement can be made on the quality of teaching and learning.

78. The coordination of the subject is satisfactory. Additional resources have been purchased which is an improvement since the last inspection and a new local authority guideline is expected shortly. The subject is well supported by visits to a local church and to a synagogue. Some monitoring of teaching is being undertaken, but no systematic curriculum monitoring is clearly established in religious education. Further development is needed to ensure that pupils' literacy skills and computer skills are fully integrated into the religious education provision.

Geography and History:

Provision for geography and history is **satisfactory**.

Standards in geography and history are in line with those expected nationally, but because of the good teaching, pupils achieve well. There are, however, missed opportunities to develop the basic skills of literacy, numeracy and ICT in these subjects and the marking of work is sometimes poor.

Main strengths and weaknesses

- The teaching of geography and history is good and this is helping pupils to achieve well
- Subject leaders are knowledgeable and have a good understanding of their subjects.
- Pupils with Special Educational Needs achieve very well because of the good support they receive.
- The marking of pupils work is sometimes poor.
- There are often missed opportunities to develop the basic skills of literacy, numeracy and ICT in these subjects and this is limiting progress in these areas.
- More needs to be done so that subject leaders can understand how well pupils achieve across the school.

Commentary

79. Standards in geography and history are in line with the national expectation at the ages of seven and nine. When pupils first enter compulsory education, they have already made good progress and are achieving well in the area of knowledge and understanding of the world because of the good teaching in the foundation stage of learning. Many, however, still struggle to meet the expected learning goals in this area by the time they are five. Throughout their time in Years 1 and 2 and in Years 3 to 4 pupils carry on making better than expected progress and by the time they reach the age of nine, standards are in line with national expectations. This demonstrates good progress and achievement in the subject.

80. Pupils achieve well because of good teaching. In some of the best lessons, teachers usefully share the learning intention for the lesson so that pupils know what it is they will be learning. Teachers also make it very clear to pupils what they will be expected to do by the end of the lesson, and because of this, the work rate is good, and pupils have a good understanding of what their work should look like when it is finished. In one good geography lesson, the teacher stops the class to show pupils a good piece of work as an example of what is expected. This helps and motivates pupils to work harder. Useful review sessions at the end of lessons help pupils to consolidate what they have learned.
81. There is sometimes an over emphasis on published worksheets in pupils' work and because of this, opportunities to develop literacy, numeracy and ICT skills are limited. The use of these sheets also leads to, in many cases, poorly presented work. Because the marking of pupils work is inconsistent, and sometimes poor, pupils do not know what they are good at or how they need to improve.
82. The subject leaders have a good understanding of their subject and the history leader has done some initial good work in looking at pupil achievement in the subject. A useful collection of pupils work demonstrates that some teachers take every opportunity to develop literacy and numeracy skills. There are some very good examples of books that pupils have made about life during World War II, which uses labelled diagrams, letters, factual report writing and newspaper articles. One book, which is the work of a group of pupils with special educational needs, demonstrates very good achievement and the support that pupils were given to complete this book has helped them to do their very best.
83. The subject leaders need to pass on to other staff examples of this good work and monitor pupils work so that marking is useful and that the basic skills are being consistently developed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The teaching of music is good.
- Pupils' good listening skills are used well in music lessons. They sing in tune and can maintain a complex rhythm in their singing.
- Some, but not all staff, are confident in the teaching of music.

Commentary

84. Three lessons were observed in music, together with a recording of pupils' own songs undertaken under the direction of a member of staff from the neighbouring High School. The school has made good use of local advisory service to enable staff with limited expertise gain confidence in their ability to teach music.
85. The quality of singing is good and pupils sing in time and in tune. They are attentive throughout and sing well in harmony. Good listening skills, promoted well in a wide range of lessons, contributes positively to the progress pupils make in music. Younger pupils in Year 1, playing a game in which musical patterns are repeated, participate with enjoyment. They benefit from very precise and clear instruction from the teacher. Pupils in Years 2 and 3 make good use of chime bars to perform simple scales accurately. They know the names of the notes and engage in simple notation and performance well. Literacy skills are promoted effectively as pupils concentrate on the words of a song promoting healthy foods. Year 3

pupils cope very well with the syncopated beat of the 'Viking Blues'. They sing with obvious enjoyment. Teaching is good and lessons are well planned.

ART AND DESIGN

Overall, provision in art is **good** and the school's main strengths and weaknesses are:

Strengths

- Links with other curriculum areas
- Pupils' appreciation of others' work

Weaknesses

- Greater opportunities for 3D work

Commentary

86. During the period of the inspection there was insufficient evidence to make a judgement on teaching and learning overall. However, the evidence gained from the three lessons observed and scrutiny of pupils' work indicates that pupils make good progress in art. Since the last inspection, the school has made satisfactory progress. Pupils continue to achieve well and art plays an important role in developing pupils' skills in other subjects.
87. The standards attained by pupils aged seven are in line with national expectations. The variety of artwork on display around the school demonstrates that pupils are offered a wide range of opportunities to develop their use of paint, pastel, wax and textiles. Their work shows good control of media and effective use of colour. However, there is little evidence of 3D work completed by pupils.
88. Teachers offer activities that link effectively with other subjects, such as history, religious education, geography and information and communication technology. Opportunities are created for pupils to work together to produce tapestries and banners, which demonstrate good use of threads and stitches to create different textures and effects. Pupils are involved in evaluating their own work and that of others, which effectively supports their learning. Adults interact positively and offer good role models, which results in pupils listening carefully and working purposefully. The curriculum is enriched by visits to the museum and art gallery and working with professional artists on projects in the local community.
89. Although there have been limited opportunities to observe lessons in other classes, the subject coordinator has gained an overview of provision and standards through monitoring teachers' planning for coverage and sampling pupils' work. Leadership and management of the subject are satisfactory.

PHYSICAL EDUCATION

Provision in Physical Education is **good**.

Strengths

- Pupils work well together
- Use of support staff

Weaknesses

- Use of pupils to model good practice / highlight excellence
- Involvement of pupils in evaluating their own and that of others

Commentary

90. It was possible to observe only two lessons during the period of the inspection, therefore it is not possible to make a judgement on teaching and learning overall. However, the evidence from observation of pupils involved in physical activities and discussion with the subject coordinators, indicates that standards attained by pupils are in line with those expected for their ages. There has been satisfactory improvement since the previous inspection.
91. Resources are good and there are adequate areas for outdoor physical development. The large number of classes makes great demands on the hall currently used for physical education; plans to refurbish the drama hall for use by classes in the Foundation Stage should help to alleviate the situation. There are many opportunities for pupils to participate in sport activities such as football matches, swimming galas and cricket tournaments, plus a wide range of clubs held after school, which include clog dancing and gymnastics. The school works hard to offer pupils a wide range of activities that appeal to all and develop an enthusiasm for sport and exercise. The long waiting lists for extra-curricular activities prove their success in this area.
92. Leadership and management of the subject are satisfactory. The role of the subject coordinator is shared by two members of staff, one of whom is the part-time teacher, currently delivering some physical education lessons in all classes. This is enabling her to gain a good view of standards across the school and ensure continuity and progression in provision. A clear view of coverage is gained by scrutinising teachers' planning and sampling pupils' work.

PERSONAL, SOCIAL AND HEALTH EDUCATION

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

Main strengths and weaknesses

- A good policy is in place
- Good links are made through a wide variety of subjects to promote healthy eating

Commentary

93. The school has a good policy to promote pupils' personal, social and health education. Aspects of health education are included in the science curriculum. In physical education, pupils learn well about the benefits of exercise and its effects on the heart.

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	4
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
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	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	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
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).

