

INSPECTION REPORT

GOSFORTH PARK FIRST SCHOOL

Gosforth, Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108442

Headteacher: Mrs J Sara

Lead inspector: Mrs B Hudson

Dates of inspection: 20th – 22nd September 2004

Inspection number: 266895

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 to 9 years
Gender of pupils:	Mixed
Number on roll;	248
School address:	Broadway East Gosforth Newcastle Upon Tyne Tyne and Wear
Postcode:	NE3 5JQ
Telephone number:	0191 2852559
Fax number:	0191 2135694
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr V Adams
Date of previous inspection:	28 th June 1999

CHARACTERISTICS OF THE SCHOOL

This is an average sized first school set amongst mostly privately owned houses. The attainment of children on entry to the nursery is average. Nearly 50 per cent of pupils attending the school come from other suburbs of Newcastle upon Tyne. This is due to some parents choosing the first, middle and high school system and also the very good reputation the school has for valuing all pupils and providing very good support for those pupils learning English as an additional language and those with special educational needs. Most parents and carers are in employment, and the proportion of pupils' eligible for free school meals is low at less than six per cent. Seven per cent of pupils have English as an additional language, which is higher than the national average. Seventeen of these pupils have additional support to learn English. Around seven per cent of pupils have special educational needs, mostly with moderate learning difficulties; and two pupils have statements of these needs. These percentages are lower than those found nationally. The school has achieved the ECO School Silver Award in 2004 and the Gold Award for Tidy School in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28772	Mrs B Hudson	Lead inspector	English Special educational needs English as an additional language Personal, social and health education and citizenship
11368	Mrs K Lee	Lay inspector	
1550	Mr M Pinch	Team inspector	Mathematics History Geography Religious education
32094	Mrs J Bennett	Team inspector	Foundation Stage Art and design Music
30124	Mr P Wilkinson	Team inspector	Science Information and communication technology Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school where very good leadership and good management, teaching and learning enable pupils to achieve well. Parents are very satisfied with what the school does for their children. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- The very good teaching in English and mathematics enables pupils to achieve standards that are well above average.
- The leadership of the headteacher and the governing body provides a clear direction for school improvement.
- The school has the welfare and care of pupils at the heart of what it does and this accounts for the very good attitudes and relationships.
- Pupils do not always have a good understanding of how they can improve their work.
- The school does not always check how well pupils are doing in some subjects.
- Accommodation for information and communication technology (ICT) holds back the pupils' achievements.

The school has made good improvements since the last inspection. Standards have improved in reading, writing and mathematics and are now well above average by the end of Year 2 and Year 4. Teaching is better with much more good and very good teaching in Years 1 to 4. Teaching is not as good in reception as reported last time some of this is because of some changes in staff.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			similar schools
	2001	2002	2003	2003
Reading	C	A	A*	A
Writing	C	A	A*	A
Mathematics	D	A	A*	A*

Key: A - well above average; B – above average; C – average; D – below average; E – well below average A - the school's results were within the top five per cent.*

Similar schools are those with similar percentages of pupils eligible for free school meals

Pupils' achievement is **good**. Children achieve satisfactorily and standards are in line with the goals they are expected to reach by the end of reception. In Years 1 and 2 pupils achieve very well and by the end of Year 2 standards in reading, writing and mathematics are well above average and in the top five per cent of all schools nationally. Pupils maintain good progress and by the end of Year 4, when pupils transfer to the middle school, standards are well above the expected levels in English and mathematics. Achievement in the other subjects is not as good as in English and mathematics and by the end of Year 2 and Year 4 standards in science, religious education and design and technology are above average and in the other subjects inspected they are in line with national expectations. Standards in music and physical education could not be evaluated because too little teaching could be observed. Pupils learning English as a second language and those with special educational needs make very good progress and the more able pupils achieve particularly well in English, mathematics and science. Boys do better than girls, particularly in writing.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**, resulting in very good attitudes to work and respect for the feelings of others. Very good attendance and punctuality ensure that pupils make the most of their time at school.

QUALITY OF EDUCATION

The overall quality of education is **good**. It is characterised by **good** teaching and learning, very good care and support and very good links with parents and the community. At the time of the inspection children were making their first visits to the nursery with their parents or carers, and therefore no teaching was observed. In reception teaching and children's learning overall are satisfactory. In personal, social and emotional development children make good progress because routines are well established and all staff provide high levels of care for the children. In Years 1 to 4 the very good teaching of English and mathematics accounts for the well above average standards pupils achieve. In the other subjects teaching and pupils' learning are good. Assessment procedures are satisfactory because teachers do not mark pupils' work consistently, resulting in most pupils not knowing how they can improve their work.

The curriculum is satisfactory because pupils' achievements in the different subjects are too variable. A strong feature of the whole school is the good provision for developing pupils' personal and social education. The teachers make very good use of the community to enhance pupils' learning and provide a good range of extra-curricular activities for Year 3 and Year 4 pupils. The accommodation inhibits the pupils' achievement in ICT.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **good**. The school is very well led by the headteacher with good support from the senior management team. The governing body is very effective and well organised, making a significant contribution to the work of the school.

The subject co-ordinators' opportunities to check on the quality of teaching and how well pupils are doing are inconsistent and this contributes to the variation between the standards pupils achieve in different subjects. Overall management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are very positive. Parents are very pleased with the overall atmosphere of the school, the behaviour of the pupils and the relationships between the staff and pupils. Some parents expressed concerns about the amount and value of homework and the way queries and concerns are dealt with. Following the governing body questionnaires in spring 2004, the school has revised the homework policy and during the inspection homework was appropriate to the needs of the pupils.

Pupils enjoy coming to their school. They are happy, enjoy their lessons and working with their friends, and feel that the adults working in the school will help them if they get stuck or become worried.

IMPROVEMENTS NEEDED

The most important things that this good school should do to improve further is:

- Help pupils to understand how they can improve their work.
- Ensure that all subject co-ordinators can contribute more to improving their subjects.
- Improve accommodation for ICT.

The school has identified the above areas in the current school improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall pupils' achievement is good. Children in reception achieve satisfactorily. In Years 1 to 4 pupils achieve very well in English and mathematics and in the other subjects pupils' achievement overall is good.

Main strengths and weaknesses

- Pupils achieve very well and standards in English and mathematics are well above average.
- The more able pupils achieve very well in English, mathematics and science.
- All children achieve well in their personal, social and emotional development.
- Pupils with special educational needs and those learning English as an additional language make very good progress.
- Standards in all other subjects vary but none are as high as those in English and mathematics.

Commentary

1. The analysis of pupils' national test results in reading, writing and mathematics shows that standards at the end of Year 2 have improved since the last inspection and in the last three years significant improvements have been made. The rate of improvement is higher than that found nationally. Since 2001, for example, when Year 2 results were average, they have improved and in 2003 they were in the highest five per cent nationally. The, as yet unconfirmed, 2004 national test results show that the school has maintained these very high standards. This is because the more able pupils achieve very well and pupils with special educational needs and those learning English as an additional language make very good progress. These improvements show the high commitment of staff to improving the standards pupils achieve.

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

Standards in:	School results	National results
Reading	18.4 (17.9)	15.7 (15.8)
writing	17.7 (16.3)	14.6 (14.4)
Mathematics	19.5 (18.0)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year

Nursery and reception

2. Children starting nursery present a broad range of ability but overall standards are in line with those found nationally. As the inspection was so early in the academic year, evidence for judgements about standards and achievement was gathered from looking at work from last year's reception and nursery children, talking to children in nursery, reception and Year 1, an analysis of data, and discussions with staff and parents. The evidence shows that children achieve satisfactorily and most accomplish the goals children are expected to reach by the end of reception. In personal, social and emotional development the majority of children exceed these targets because routines are well established and staff show every child that they are valued.

Years 1 and 2

3. Pupils overall achieve well in Years 1 and 2. They achieve very well in reading, writing and mathematics so that by the end of Year 2 standards are well above the national average. The proportion of pupils achieving the higher level is very high when compared with the national average. Pupils with special educational needs and those learning English as an additional language make very good progress and most achieve the lower band of level 2. Teacher assessments in science indicate that standards are above the national average.
4. Pupils' skills in speaking and listening are very good. Pupils read with confidence and achieve very well. In pupils' books, the content of their writing is good but the presentation of their work is satisfactory. The quality of pupils writing is better when it is on wall displays and in assessments. Boys achieve better than girls in writing. In mathematics pupils show particular strengths in number work. The practical approach to teaching science and design and technology results in above average standards. In religious education standards are above expectations whereas in the other subjects standards are in line with those expected nationally. In ICT standards are in line with expectations and pupils achieve satisfactorily and this is a result of the unsatisfactory accommodation.

Years 3 and 4

5. Inspection evidence shows that by the end of Year 4 pupils achieve well. Standards in English and mathematics are well above average because the quality of teaching and learning is very good. Teachers have high expectations about what pupils can achieve, resulting in more able pupils achieving very well and pupils with special educational needs and those learning English as an additional language making very good progress. Boys maintain the good progress they made in writing in Years 1 and 2 and many join the Young Journalist Club, which provides them with a reason and the motivation to develop their writing skills. In mathematics pupils continue to make good progress in number and problem-solving activities. In science and design and technology standards are above average because teachers build upon the practical and investigative skills that are established in Years 1 and 2. In religious education standards are above average.

Pupils' attitudes, values and other personal qualities

Pupils' very good attitudes to their work and to each other are key factors to their good progress. They behave well in and around the school. Their personal development, especially moral and social development, is very good. The level of attendance is very good, and well above the national average.

Main strengths and weaknesses

- Pupils' very good attitudes and attendance have a positive effect on their learning.
- The school promotes very good relationships and racial harmony.
- The provision for moral and social development is very good, enabling pupils to grow in confidence and maturity.

Commentary

6. Pupils enjoy coming to school. They are enthusiastic about their life in school and proud of its achievements, especially the ECO school award. In their questionnaires, many pupils wrote that they liked "everything" about school and would change "nothing". They are very keen on the many out-of-school clubs that older pupils can join. Pupils of all ages work hard throughout the day. They concentrate and listen well in class, responding quickly to the class teacher's instructions.

7. All staff promote good relationships with pupils. They act as very good role models as they treat all pupils with respect and so pupils work and play very well together. This results in all pupils, including those who have English as an additional language, being fully integrated into school life.
8. The school makes very good provision for the promotion of pupils' personal development. It provides many good opportunities to encourage pupils to think about others. Older pupils spoke about their fundraising for charity. Pupils respond very well to the good range of responsibilities in school. The 'Playground Friends', organised by the teaching assistants, is a very good initiative to give pupils responsibility to promote happy playtimes. The 'Playground Friends' take their duties very seriously. Other pupils agree that they "help if someone is lonely". Pupils help to decide their class rules and agree that they are treated fairly. They have a very good sense of right and wrong. For instance, Year 2 pupils could make the clear distinction between drawing murals and graffiti on walls. The School Councillors know that they are listened to and are playing their part in making decisions about the school.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.1
National data	5.4	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	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	189	1	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	1	0	0
Chinese	1	0	0
Any other ethnic group	3	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 is good. Teaching is good and supported by a sound curriculum. The very good care and support to pupils and the very good partnership with parents and the community, benefit pupils' learning.

Teaching and learning

Overall, the quality of teaching and learning is good. It is very good in English and mathematics. Assessment is satisfactory.

Main strengths and weaknesses

- The very good teaching of English and mathematics leads to the high standards.
- Pupils know what they have to do and what they are expected to learn in lessons.
- Teachers are very good at matching work to pupils of all abilities, including those with special educational needs.
- Teaching assistants make a significant contribution to the pupils learning.
- Teaching of personal, social and emotional development is good in the reception classes.
- Pupils do not always have a good understanding of how they can improve their work and its presentation.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8 (27%)	13 (43%)	9 (30%)	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.

9. The quality of teaching and learning is good and this reflects the opinion of the parents. Since the last inspection the amount of good and very good teaching observed during the inspection has improved significantly from 28 per cent to 71 per cent. This is because the good in-service training has focused on how children learn, and teachers have incorporated this information into their teaching. In response to the questionnaires pupils say they find out new things in lessons.
10. Teaching is strongest in Years 1 and 2 where all lessons observed were at least good and in English and mathematics they were very good. Although overall teaching and learning were good in Years 3 and 4, there is a range from satisfactory to very good. The very good teaching is in English and mathematics. Overall teaching in the reception classes is satisfactory. It is never less than satisfactory and some good teaching was observed. No teaching was observed in nursery because the children were making their first visits with their parents or carers.
11. In the reception classes the teachers and teaching assistants work in close partnership to provide a good balance between activities that are adult led and those children choose for themselves. However, the work provided for the children does not consistently build upon what they already know. As a result, the children make satisfactory progress, especially in reading, writing and number work. The teaching of personal, social and emotional development is good and this helps the children to be well adjusted for the next stage in their education.
12. Throughout the rest of the school, the teaching of English and mathematics is very good and extends pupils to the full. Teachers are confident with the national strategies and pupils develop very good reading, writing and number skills. Teachers set challenging tasks for the

more able pupils who respond positively and achieve very well. A weakness is in the presentation of the pupils' written work. Teachers expect good content but do not insist that it is done with the utmost of care. Pupils' written work for displays and assessments is of a higher quality in terms of content and presentation than in their books.

13. The quality of teaching and learning for pupils with special educational needs and those learning English as an additional language is very good. Teachers ensure that pupils are challenged by the tasks set. Teaching assistants are particularly effective and make a significant contribution to the pupils' learning. The co-ordinator for pupils with special educational needs works closely with all staff to ensure pupils are given appropriate support, and as a result, pupils make very good progress, particularly in reading, writing and behaviour.
14. Other strengths in teaching include clear explanations to pupils about what it is they are learning. As a result, pupils are clear about the purpose of lessons and what they have to do. In most lessons teachers have good knowledge and understanding of the subjects that they teach. This can be seen in the quality of descriptions, their use of technical language and vocabulary and the quality of their questions. Teachers are good at matching the work to pupils of all abilities. Pupils therefore persevere with the tasks that they are given to complete.
15. Assessment procedures are satisfactory; however, teachers do not consistently apply them across all classes and subjects. For example, the marking of pupils' work varies from being good where work is marked against what the pupils were asked to achieve in that lesson to a tick and possibly a positive comment on some pieces of work. Marking is rarely extended into informing pupils where they can improve their work.

The curriculum

The curriculum the school provides is satisfactory and enriched by a good range of learning experiences. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum in English, mathematics, science and design and technology is well planned and enables pupils to achieve well.
- All pupils are fully included in everything the school offers, and provision for pupils with special educational needs is very good.
- Pupils' achievement in the different subjects of the curriculum varies too much.
- Visits, visitors and expertise in the school enrich the curriculum very well.
- Provision for pupils' personal, social and health education and citizenship receives a high focus.
- The accommodation has a negative impact on the raising of standards in ICT.

Commentary

16. The school provides a sound range of opportunities, meeting statutory requirements in all subjects and areas of learning. English and mathematics are particularly well planned and as a result, achievement in these subjects is very good. However, the other subjects of the curriculum are not as rigorously evaluated as in English and mathematics, resulting in too much variation in the standards pupils achieve. The school is aware of this and has a planned development for improving how the subject co-ordinators monitor and evaluate their subjects this academic year.
17. Very good provision is made to enhance pupils' learning and experiences through a wide range of visits and visitors to the school, and these support spiritual, moral, social and cultural development very well. For example, pupils recently spent a productive time developing their scientific skills at the Centre for Life in Newcastle and people from different faiths are given opportunities to talk to pupils about their beliefs and practices. The school also provides a wide

range of extra-curricular activities for the Year 3 and 4 pupils to develop their interests and increase their commitment to school. These lunchtime and after-school clubs are well attended and enrich their experiences and contribute to the positive ethos of the school.

18. A very high priority is placed upon personal, social, health education and citizenship and the very good displays around the school demonstrate how well this important part of the curriculum is integrated successfully into many different subjects.
19. The governing body fulfils its statutory responsibilities and has approved policies for sex education and drugs education, which are taught sensitively through the science and personal, social and health education curriculum.
20. The school ensures that pupils with special educational needs have access to a full curriculum. Their needs are identified early and because provision is very good they make very good progress.
21. The children from different ethnic groups are fully included in school life. The school's emphasis on raising awareness of the multicultural nature of British society is beneficial to all its pupils and great value is placed on celebrating differences.
22. Overall, the school staff are well qualified and experienced. The expertise and support of the headteacher make a significant contribution. Teaching assistants give very good support, especially to pupils with special needs. Material resources are satisfactory as is the accommodation. However, the positioning of the small ICT suites hinders pupils' learning. Pupils are at risk from disturbance from other groups of pupils working nearby.

Care, guidance and support

This is a very caring school that values all pupils. Pupils receive very good support, which helps them to make good progress. Guidance is satisfactory overall. The school involves pupils well in its work.

Main strengths and weaknesses

- This is an inclusive school which gives all pupils very good support to promote their learning and personal development.
- The school has the welfare and care of pupils at the heart of its work.
- Pupils are not always clear about how they can improve their work.

Commentary

23. The very good relationships between adults and pupils are an essential part of the very good support throughout the school. Pupils agree that they always have an adult to talk to if they have a problem. Staff show care and consideration to all pupils and give individual pupils and groups very good support in class. The school makes very good provision for the support of pupils who have special educational needs and those learning English as an additional language, helping these pupils to make very good progress. Pupils respond very well to the many rewards. For instance, they are very eager to have their achievements recognised in the 'Golden Book'. There are good opportunities for pupils to show responsibility such as the School Council and the Playground Friends.
24. The school has very good health and safety procedures that are known to staff and pupils. For example, following a fire alarm during the inspection, the drill was carried out to the letter with evacuation being quick, controlled and orderly. The school works very effectively with parents and outside agencies to ensure this high level of care. The induction of pupils new to the school works well with a 'special friend' assigned to help them. In the early years unit, induction is well planned and caring but is quite a lengthy process. The inspection team agrees with

those parents who feel that the system is not flexible enough to suit the needs of some children who may be more ready than others to settle into school routines.

25. While pupils talk confidently about class targets, which guide them to behave well, they are less sure about having targets to improve their work. Targets are included in the annual reports to parents on their children's progress but they vary in usefulness depending on the class teacher. They are not included in the otherwise very useful 'Home School Working Together' books. The marking of work often praises effort but is not always helpful in showing pupils how they can do better.

Partnership with parents, other schools and the community

The school continues to enjoy a very good partnership with parents. There are very good links with other schools and the community. All these very good links enhance pupils' learning.

Main strengths and weaknesses

- Parents are very supportive of the school's work and make a very good contribution to their children's learning.
- The very good links with other schools and the community enrich the curriculum and promote pupils' personal development.

Commentary

26. Most parents hold very positive views about the school. They are very keen to ensure that their children attend school regularly. This has resulted in attendance levels being well above the national average. Parents are very involved through the parent teacher association in supporting the school by raising funds successfully to provide extra resources to enhance the curriculum. They have also enabled the school to receive new computers regularly through collecting enough vouchers when shopping. Parents also help in class, for example by coming in to talk about their jobs, and on visits and give good support to homework. The school helps parents to be involved by keeping them up to date with regular weekly newsletters. The prospectus promotes the partnership with parents and the community from the start. Parents are very pleased with the information that they receive and the way that they are welcomed into school.
27. Pupils benefit from the very good links with the community and other schools. The school's participation in the ECO school initiative and Tidy School award has brought issues with the environment to life for pupils and they feel that they have contributed to the school's success. The school reaches out to be involved in the community and further afield. For example, pupils have made Chinese lanterns and taken part in New Year festival with the Chinese community. Their work on native American Indians has led to a link with a tribe in the United States. Links with other schools include the French club run by staff from the local high school as well as pastoral links to ease transfer to the middle school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher and governing body provide very good leadership. This is supported well by the other key staff. Overall management of the school is good.

Main strengths and weaknesses

- Very good leadership by the headteacher provides a clear direction for the school.
- The governing body is very effective in challenging and supporting senior managers.
- Senior staff manage the school well.

- The leadership of the school has a strong commitment to inclusion, promotion of equality and the needs of individuals.
- The monitoring and evaluation of pupils' work by the school vary between subjects.

Commentary

28. The school is very well led by the headteacher with good support from the senior management team. They are fully committed and together provide a very clear direction for the work of the school. The high expectations they set have resulted in good improvement in the standards achieved in English and mathematics since the last inspection. The leadership has created a good school climate and strong team spirit. Pupils and staff work well together and each individual is valued. The leadership provided by subject leaders is too variable because the opportunities to systematically monitor and evaluate standards pupils achieve and the quality of teaching have not been made available to every leader. The English and mathematics subject leaders have had more opportunities and this has had a positive impact on the progress pupils make. Where subject leadership is less well developed pupils' progress is slower.
29. The governors work well together as a very effective team with a wide range of skills. They make a major contribution to the work of the school. Governors are aware of the strengths and weaknesses of the school and have a significant impact on strategic planning and policy development. Their well-founded knowledge of the teaching, learning and curricular provision sets a good basis for involvement in setting future targets and directions for the school. The governing body meets all its statutory requirements including those related to racial equality.
30. There is a strong commitment by the headteacher and governors to ensure that the needs of all individuals are met. All pupils are valued and this contributes to their very good attitudes. The school has a strong commitment to staff development and good systems are in place for staff to share the outcomes. This has been successful in ensuring that staff have a common understanding of how the school is to achieve its aims and objectives. The recruitment, retention and induction of staff such as newly qualified teachers and teaching assistants are good because effective systems are in place. Performance management of staff is underpinned by clear sensitive procedures that are linked to the school improvement plan and individual development needs. This, together with progress in workforce reform, is effective in securing the school's focus on raising standards.
31. Finances are managed efficiently. The headteacher and governors apply the principles of best value well. Resources are targeted appropriately to support identified priorities such as maintaining high standards in reading, writing and mathematics. The impact of spending is carefully evaluated and is directed towards the future needs of the school, such as increased hours for teaching assistants and management time for the deputy head. At the beginning of the current financial year a budget surplus has accrued from the previous year. The governors rightly agreed to put aside a small but adequate fund and allocated the remainder to support school priorities. Since the last inspection the school has built up a good range of resources that effectively supports pupils' learning and has had a positive impact on standards.
32. The school analyses performance data appropriately and this provides useful information that helps the school to set challenging targets. However, the use of marking and individual pupil target setting does not yet contribute sufficiently to improving pupils' learning in the majority of classes. Systems for monitoring children's progress in the Foundation Stage are under-developed and therefore children do not always develop their knowledge and skills as well as they might by the end of the reception class.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	623,511
Total expenditure	639,761
Expenditure per pupil	2,722

Balances (£)	
Balance from previous year	37,867
Balance carried forward to the next	21,616

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. At the time of the inspection the reception children were attending the early years unit on mornings only and the nursery children were making their first visits to the unit with their parents or carers and no lessons were observed. Consequently an overall judgement about provision in the Foundation Stage could not be made. However, all areas of learning were sampled in the reception classes. Provision in the reception classes is satisfactory.

Main strengths and weaknesses

- The provision for personal, social and emotional development is good.
- Assessment information is not always used to plan the next steps in learning.
- Children's attitudes to learning are very good in the reception classes.
- Support for children with special educational needs and those learning English as an additional language is particularly effective.

Commentary

34. Children starting nursery present a broad range of ability. A significant group of children in the current nursery intake have limited language skills and this brings the overall standards to being in line with those found nationally. An analysis of data about those children who started nursery in previous years is similar to that observed during the inspection. In the last inspection children's standards on entry were above expectation. The change is due to the school's very good reputation for valuing all children and providing very good support for children learning English as an additional language and for those children with special educational needs. About 50 per cent of children on roll for nursery and reception come from other suburbs of Newcastle upon Tyne.
35. Evidence for judgement about standards includes looking at pupils' work from last year's reception and nursery children, talking to children in nursery, reception and also in Year 1 as they have just left the reception class, analysis of data and discussions with staff and parents. By the end of the reception year, children achieve well in personal, social and emotional development and standards are above expectation. In speaking and listening they achieve well and most reach the expected levels. In the other areas of the curriculum children achieve satisfactorily and most reach the expected levels by the end of the reception year. This represents satisfactory progress and achievement overall, which is less favourable than at the time of the last inspection.
36. Overall teaching is satisfactory in the reception classes. Teaching was never less than satisfactory and some good teaching was observed. It is consistently good in one of the classes. Staff use methods that are well matched to the age of the children, and teaching assistants contribute effectively to the progress that children make. Staff achieve a good balance between activities that are led by adults and those that children choose for themselves. As a result children learn to work with independence, and they concentrate for extended periods on tasks that interest them. However, some play activities are not well planned therefore opportunities to extend children's learning are missed. Assessment information is not used consistently to plan for next steps in learning therefore some activities do not build successfully on what children already know. As a result some children do not make as much progress as they could. Support for children with special educational needs and those learning English as additional language is very effective. Because of this they are able to participate fully in activities and consequently achieve well.

37. The nursery staff make home visits which helps to build good relationships between themselves, the children and parents. As a result children settle into nursery quickly having gained confidence from meeting with staff in their homes. Some parents feel that the induction programme is a lengthy process and is not flexible enough to suit the needs of those children who are more ready than others to settle into school routines.
38. The leadership and management of the co-ordinator with responsibility for the Foundation Stage are satisfactory. The strengths are in managing a whole team approach, analysing data to identify priorities and informal monitoring. However, systematic monitoring is insufficiently rigorous to provide a clear view of the quality of the provision in the early years unit.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

39. Children make good progress and achieve well. By the end of the reception year they are achieving standards above those expected for children of this age. This is because routines are well established and all staff provide high levels of care for children. Adults are good role models. They show every child that they are valued. As a result children learn to respect each other, grow in confidence and become increasingly independent.
40. In the reception classes, children's attitudes to learning are good and they behave well. They use their time well, working for extended periods at activities that they have chosen themselves. They use equipment with care and they co-operate well with others.

COMMUNICATION, LANGUAGE AND LITERACY

41. Children's progress and achievement are satisfactory. By the end of the reception year they are attaining standards in line with those expected for children of this age.
42. There are good opportunities for reception children to use writing for a purpose in their play. For example, children working in the 'baby clinic' record appointments and make notes of the medication they have 'prescribed'. Children also enjoy creating their own books at the writing table. However, some activities do not effectively build upon what children already know and can do. For example, some children are asked to write their names and copy patterns before their pencil skills are sufficiently well developed, and more able children are not always given sufficient support to help them to form letters accurately.
43. In the most effective lessons adults are good at extending children's language because they ask appropriate questions and give children time to answer as fully as they can. When teaching is otherwise satisfactory, staff miss opportunities to encourage children to use language because they add comments to children's answers rather than encourage children to provide a more detailed response.

MATHEMATICAL DEVELOPMENT

44. Children's progress and achievement are satisfactory. By the end of the reception year they attain standards that are in line with those expected for their age.
45. Teaching in the reception classes is satisfactory overall. Staff explain tasks clearly and use modelling effectively so children know what they have to do and therefore are confident to try new activities. For example, when children were involved in a threading activity the adult demonstrated the activity and carefully explained how patterns could be created. As a result the children remained focused on the activity and were able to copy simple repeating patterns.
46. However, too often opportunities to extend children's understanding are missed. For example, children who could easily identify and copy two-colour repeating patterns were not challenged to create their own patterns or to continue more complex patterns. Similarly, an activity in which

children were asked to count sets of objects and match them to given numerals did not extend understanding because the resources to help children were too limited. As a result the children were unable to solve problems without asking an adult for the answer.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

47. Children's progress and achievement are satisfactory. By the end of the reception year children are attaining standards in line with those expected for their age.
48. The outdoor area provides children with an appropriate range of opportunities to develop their physical skills and to explore the world around them. Indoors, children in the reception classes learn about babies, growth, and staying healthy through their roles as 'nurses' and 'patients' in the role-play area, and they use computers and tape players with confidence. Adults encourage children to talk about foods that are good for them and those that are not so healthy. Children know that fruits and vegetables are good foods to eat, and more able children know that too many sweets are unhealthy because they contain a lot of sugar.
49. However, some activities are not well matched to children's prior learning and this limits the progress that they make. For example, some children found it difficult to sort the pictures they had cut from magazines into sets of 'good' foods and 'bad' foods, because their knowledge of food groups was limited.

PHYSICAL DEVELOPMENT

50. By the end of the reception year children are attaining standards in line with those expected for their age. Achievement and progress are satisfactory.
51. Children have regular opportunities to develop their physical skills. Out of doors they learn to manoeuvre wheeled toys with increasing control, and to use large climbing apparatus with confidence. Both indoors and out children learn to use a range of tools, writing implements, and construction materials with increasing levels of skill and control.

CREATIVE DEVELOPMENT

52. Staff plan an appropriate range of activities to promote children's creative development. As a result children achieve the standards expected for their age by the end of the reception year. Progress and achievement are satisfactory. However, some activities limit the opportunities for children to be creative and do not offer enough scope for children to extend their learning. For example, the range of materials and tools, at an activity in which children were asked to create faces from dough, limited the responses that they were able to make. Also, the range of cooking implements and crockery in the sand limited their play because there were no opportunities for children to follow 'recipes', to create 'menus' or to 'cook' their dishes.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Standards in speaking, listening and reading are well above average; in writing they are above average.
- The quality of teaching and learning is very good and pupils achieve very well.
- Boys do better than girls.
- Pupils with special educational needs, those learning English as an additional language and the more able pupils make very good progress.
- Marking does not always give pupils a clear understanding of how they can improve their work.
- The development of pupils' library skills is impeded by the lack of accommodation for a library.

Commentary

53. Standards in English are well above average and pupils achieve very well. When national comparative data for 2004 tests is available it is likely that the standards for reading and writing in Year 2 will be well above average showing that the school has maintained the significant improvements it made in 2002. The optional tests at the end of Year 4 also show that standards are well above expectations. The improvement in standards, since the last inspection, is the result of the high priority placed by all teachers on the development of pupils' literacy skills and the improvement in the quality of teaching.
54. Significant numbers of pupils achieve the higher levels and this is because the teachers have set them challenging tasks to complete. Pupils with special educational needs and those learning English as an additional language make very good progress because their work is very well matched to their ability and the input from the teaching assistants makes a significant contribution to their learning. In three of the last four years boys have achieved better than girls in writing. However, in 2003 girls were closing the gap. By the end of Year 2 most boys and girls have mastered the skills of writing and they continue their interest in Years 3 and 4. However, those boys who enjoy writing have become the very dominant group in the Young Journalist Club run by the subject co-ordinator. This club through its visits and activities, such as interviewing people and writing articles for the school magazine and the local newspaper, provides the pupils with a purpose for writing. This very much appeals to the boys and motivates them to improve their skills and contributes to the high standards pupils achieve in English.
55. Pupils' skills in speaking and listening are very good. By the end of Year 2, most pupils speak confidently in whole class, small group and paired situations. They have learnt to take turns and respect other people when they are talking and therefore can join in simple discussions. They have well-developed listening skills, which ensures that they can learn new work quickly and get on with their work effectively. By the end of Year 4 pupils' speaking and listening skills have continued to develop and nearly all are very confident about speaking in whole-class discussions and in small groups and paired activities. Teachers are good at encouraging pupils to think seriously about a range of issues and nearly all express their point of view thoughtfully and with maturity. Pupils achieve very well in their reading. By the end of Year 2 nearly all pupils read fluently. Pupils demonstrate confidence, understanding and accuracy in their reading, which is given high priority by the teachers and teaching assistants. The national literacy intervention strategies have been well used and these have helped those pupils who were struggling to read to improve and make very good progress. By the end of Year 4 pupils read very well and the wide range of reading material available to them has helped them to extend their interest and enjoyment of a range of books. Pupils know how to find information in non-fiction books and use the Internet to research their topics. All pupils are encouraged to read with parents and carers at home and this helps them to make very good progress. Generally book areas in classrooms are well organised, but there are few areas that capture pupils' interest. The school has lots of books but does not have the accommodation available for a library, which impedes the development of the pupils' library skills.
56. In writing, pupils achieve well; however, fewer pupils achieve the higher levels in the writing tests. By the end of Year 2 nearly all pupils are writing in sentences and are able to convey meaning. Standards in spelling are above average. By Year 4 pupils produce good pieces of writing using interesting words and phrases; however, very few pieces of writing at length were observed. Punctuation and spelling are above expectations. In Years 1 to 4 pupils are provided with a wide range of writing opportunities in English, science, history, geography and religious education and this helps them to achieve well. The presentation of pupils' work is generally sound but the handwriting is often untidy and this is not always picked up on in the marking of pupils' work. Pupils' writing for assessments and displays is of a better standard than that in their books.

57. The quality of teaching in Years 1 to 4 is very good and this accounts for the high standards achieved. The teachers have good subject knowledge including a thorough grasp of the National Literacy Strategy. They plan systematically so that skills can be practised and developed. Planning involves the teaching assistants who make a significant contribution to the very good progress pupils with special educational needs and those learning English as an additional language make. Teachers are very good at explaining to the pupils what they are expected to learn and what they have to do in lessons. There is a very brisk pace in lessons, which ensures that pupils remain interested, and the very good questioning skills of the teachers ensure that all pupils are involved in the lesson and challenged to do their best.
58. The school's methods of assessing pupils' progress are thorough. Regular checks on pupils' standards and progress, together with effective analysis of test results, give teachers a clear idea of the strengths and weaknesses in their teaching. However, the marking of pupils' work in their books is inconsistent across the classes and too often does not extend to informing pupils where they can improve their work.
59. Overall the subject co-ordinator leads and manages English well. Raising standards in English has been a focus for the whole school. The co-ordinator has worked well with all staff and the improvement strategies put in place in 2002, which resulted in improved standards, have been sustained. The co-ordinator has recently started to scrutinise the work pupils do and this has provided her with some clear priorities for the next stages of development in English.

Language and literacy across the curriculum

60. Pupils use their language and literacy skills well in other subjects. Teachers effectively plan opportunities in other subjects to extend the pupils' speaking, listening, reading and writing skills and this contributes to the high standards pupils achieve in English. The pupils have opportunities for extending the use of literacy skills in ICT lessons but during the inspection very little opportunities for pupils to extend their skills on computers in the classrooms were observed.

MATHEMATICS

The school makes **very good** provision for mathematics.

Main strengths and weaknesses

- Standards in mathematics are very good, particularly those attained by pupils of higher ability.
- All pupils achieve very well because of very good teaching and learning.
- Strong focus is placed on the development of pupils' skills in numeracy.
- There is too little use of ICT to support the teaching and learning of mathematics.
- Pupils are not always clear about what they have to do to improve.
- Pupils focus well on problem solving because they are not hindered by difficulties in making calculations.

Commentary

61. Standards in mathematics are very good across the school and reflect the outcomes of the most recent national tests. This is the result of very good teaching and an effectively managed curriculum together with well-developed approaches to learning such as those based on the national strategy and thinking skills. The above average standards reported at the time of the last inspection have been improved.
62. Pupils' achievement in mathematics is very good. They make very good progress because teachers set tasks and provide appropriate support to meet the needs of pupils according to their ability. This is particularly evident in the case of pupils who have special educational needs

and the more able pupils. In lessons pupils are given clear explanations and are helped to understand what they have to learn. In both acquiring numeracy skills and the development of problem solving, pupils are encouraged to explore their learning further. They often do this by devising their own calculations and problems from given data so that they have opportunities to extend their learning independently. Such strategies contribute significantly to their high achievement. Pupils are sometimes encouraged to work together to find and explain solutions to their tasks. This supports their learning well because it encourages the use of mathematical vocabulary and clear logical explanations and secures understanding. Pupils also gain the confidence to use the skills that they have learned, such as applying the principles of place value when solving problems involving money.

63. At the time of the last inspection it was reported that too few opportunities were taken for pupils to support their learning using ICT in mathematics lessons. This is still the case. As pupils move through the school their skills in calculating increase quickly, together with the complexity of the numbers they use. By the time they leave the school more able pupils understand place value sufficiently well to be able to read and write numbers such as 6011. This is the result of systematic teaching and clear explanations. However, the opportunity to use calculators to secure understanding of place value or to check written and mental calculations is not evident. Examination of pupils' work shows that they acquire a wide range of mathematical skills, knowledge and understanding. This is because they have a good understanding of numeracy from which to work. By the end of Year 4 pupils know how to weigh, measure, calculate money and tell the time. They know the names and properties of simple two and three-dimensional shapes, know how to collect data and solve problems using simple graphs. They achieve this because teachers frequently remind pupils about the skills that they have already learned.
64. The quality of teaching is very good which accounts for the high standards achieved. Teachers plan their lessons well and include clear learning objectives that have a positive impact on pupils' learning. In lessons pupils are well behaved, attentive and enthusiastic because teachers set appropriate challenges for them and have high expectations. Mathematical ideas are carefully and clearly presented using correct vocabulary that pupils remember and use in their work. This is because the teachers have a good knowledge of mathematics and present lessons clearly. Teachers use questions well and offer a wide range of strategies to enable learning to take place. This enables them to check pupils' understanding and advance their learning more quickly. Hence the pace of most lessons is good. Teachers mark pupils' written work conscientiously but some do not take time to address errors in detail or write challenging comments in their books. This means that pupils are not always clear about what they have to do to improve.
65. The planning is based on that suggested by the Primary National Strategy and this, together with the use of newly recognised approaches to learning, has made a significant contribution to the high standards achieved. A system is in place through which pupils' progress is carefully monitored but the outcomes of this have yet to provide individual targets for pupils that they know and recognise. A good range of resources, suitable in quality and quantity, has been acquired. These resources are used very effectively to support some of the new strategies for learning that the school has adopted to raise standards even further. Mathematics is managed well by the subject leader.

Mathematics across the curriculum

66. Pupils learn to appreciate and use their mathematical skills well as part of their work in other subjects. They collect and record numerical data, and weigh and measure in science. In history they make time lines and in geography they are beginning to address scale in connection with map work. However, such opportunities to use mathematical skills and knowledge to support work in other subjects tend to be coincidental rather than part of systematic planning. Projects that arise from local studies in geography often provide good opportunities to include and extend mathematical skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well to reach above average standards by the end of Year 2 and Year 4.
- Pupils have a very good knowledge of science and they apply it well to investigative work.
- Pupils are being challenged and supported effectively through the teaching, and because of this they achieve well.
- Marking does not always indicate how pupils might improve their work.

Commentary

67. The investigative and practical approach to the subject used by teachers is the key to the good standards attained in science. Pupils have a very good knowledge of all aspects of science. They apply this knowledge well to scientific enquiry in which they ask questions, plan, investigate and use a range of skills to test their ideas well. Pupils speak with enthusiasm, and during discussions are able to use their reasoning skills effectively to back an argument with an appropriate scientific explanation. Standards in Years 3 and 4 have improved since the last inspection and this is because of the greater focus on the investigative approaches to science.
68. Teachers have secure subject knowledge and do all they can to develop pupils' understanding of science. They make lessons practical using well-prepared resources to create interest and the opportunity to investigate. However, too much reliance on commercially-produced worksheets hinders pupils developing their own methods for solving and recording investigations.
69. In the lessons observed teaching is good and pupils achieve well. Teaching is good because the lesson plans are detailed and well used throughout the lesson. Teachers' explanations are clear and pupils know what they have to learn and are enthusiastic about what they have to do. Teachers introduce appropriate scientific vocabulary, which the pupils begin to use appropriately. Teaching assistants provide very good support for pupils with special educational needs and those learning English as an additional language when completing their independent tasks. They help them to learn and understand key vocabulary, which enables them to make very good progress. Pupils can predict and chart results to their investigations as was observed in a Year1/2 lesson about light and a Year 3/4 lesson about forces. In the Year 3/4 lesson a growing awareness of the need for accuracy in measuring to ensure fair testing was evident as pupils measured the amount of force needed to move an object resting on a flat surface. Pupils work well together sharing equipment and supporting one another very well.
70. Through scrutinising pupils' work, it is evident that the more able pupils achieve very well. The marking of pupils' work is up to date and positive feedback is provided; however, teachers do not always inform pupils how they can improve their work.
71. The co-ordinator for science provides satisfactory leadership and management. She completes the school's monitoring procedures of looking at teachers' planning and pupils' work. However, this is not providing her with a full understanding of the strengths and areas for development within her subject. She recognises that further development is required. She works well with colleagues offering support and guidance.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The accommodation has a negative impact on pupil achievement.
- There are good plans in place for further development.

Commentary

72. Two lessons were observed during the inspection week. Judgements on the progress made by the pupils were based on looking at pupils' work in books and on displays, teachers' planning and discussions with staff and pupils.
73. Standards in ICT are in line with the expected levels by the end of Year 2 and Year 4 and pupils' achievement is satisfactory. Improvement since the last inspection has been satisfactory.
74. By the end of Year 2 pupils have a secure grasp of the role of computers in the modern world and can readily explain how many everyday devices are controlled and can describe the effects of their actions. Pupils build on the work already undertaken by children in nursery and reception and progress well with basic keyboard skills, being able to communicate and handle information. Pupils in Year 1 and 2, when they are working in the ICT suite, use simple computer programs to support their literacy and number skills. By the end of Year 2 pupils open programs for themselves and can change on-screen information by clicking on different menus and using parts of the tool bar. They use the mouse with precision when competently giving instructions to the computer to select colours and letters in different programs. Pupils use word-processing programs to type word captions and simple sentences and are beginning to understand how information is stored in different ways. In Year 4, pupils successfully use the Internet to find information on a range of topics. They use word-processing skills to record some of their work, using techniques such as 'cut and paste', saving their efforts independently. They create patterns and pictures using an art program, and present information in various forms.
75. In the lessons observed during the inspection, pupils demonstrated very good attitudes. This is because teachers provided clear explanations and practical activities that engaged the pupils in their learning. Pupils worked well, taking turns when working in small groups, and they concentrated and persevered with their tasks. Pupils helped each other and enjoyed their success as they developed their skills. Well-briefed teaching assistants supported pupils of all abilities very well.
76. Leadership and management of ICT are satisfactory. The enthusiastic subject co-ordinator, supported by senior managers, has successfully used sabbatical funding to enable him to review the provision for ICT and develop a vision for improvement. This has been particularly useful as a new ICT suite is to be built in the near future. The co-ordinator has a plan of professional development for staff, to be implemented once the new ICT suite has been built.
77. Since the last inspection the quality of both hardware and software has improved. However, the existing accommodation is having a negative impact on pupils' learning. Two areas in school have been adapted to accommodate groups of computers. Both areas are cramped and pupils can easily be distracted by external influences. During inspection a group of Year 4 pupils working in one of the suites was suddenly disturbed by a physical education lesson, taking place in the hall.

Information and communication technology across the curriculum

78. The school makes satisfactory use of ICT across the curriculum. During the inspection little use was seen of ICT outside the direct teaching sessions; however, examples in pupils' books show that ICT is used in some curriculum subjects such as geography and science where it makes a positive contribution to pupils' learning.

HUMANITIES

History and Geography

79. In humanities, samples of pupils' work were seen in history and geography. Only one lesson in geography at each key stage was observed. It is therefore not possible to form an overall judgement about provision in these subjects. There are strong indications from pupils' work that standards are in line with expectations as they were at the time of the last inspection.
80. Teachers' plans and pupils' work indicate that a wide range of topics is studied in Years 1 and 2. These build upon aspects of pupils' knowledge and understanding of the world gained in the Foundation Stage. Changes in the Earth's environment are addressed such as in day and night, the seasons and warm and cold climates. In one of the lessons observed pupils enjoyed sorting clothes to take on holiday in warm or cold climates. They also learn about locations and routes and study short journeys such as that from home to school, because this forms the basis for understanding maps. In history pupils learn to place artefacts and events on a time line, helping them to develop a good understanding of chronology. They create family trees, identify toys as being either old or modern, and learn about people in history such as Samuel Pepys. It is evident from talking to pupils that they enjoy history and geography and follow with interest the travels of Edward Bear who visits places across the world.
81. In Years 3 and 4, pupils develop their skills further in using time lines and in map work. Examination of their work and displays in the school indicates development of enquiry skills because pupils are taught to ask questions and find answers. Pupils are also encouraged to make observations and draw conclusions from them. Opportunities to do this are well presented through visits to places such as Beamish Museum where pupils can use primary evidence to secure their understanding. In Years 3 and 4, pupils undertake a local study that enables them to use and develop the skills they have learned in history and geography. They focus on aspects such as land use, houses and 1841 census material and this helps them to identify with the place where they live and it also provides pupils with good opportunities to use primary sources of evidence.
82. The school provides a range of suitable resources and opportunities for pupils to develop their knowledge, skills and understanding in history and geography. Subject co-ordinators monitor their subjects by checking lesson plans and looking at samples of pupils' work. This has not been in sufficient detail to monitor the quality of teaching and provision effectively or to track the progress of individual pupils.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The school uses visits and visitors well to broaden pupils' experiences of different religions.
- The school uses role-play to support empathy and understanding.
- There are no systematic assessment procedures and there is no monitoring of teaching and learning.

Commentary

83. Standards in religious education are higher than found in most schools, as they were at the time of the last inspection. The curriculum follows that recommended in the locally agreed syllabus. Improvements since the last inspection have been satisfactory. In most lessons pupils work together on the same tasks irrespective of their ability. The styles of teaching used in religious education enable pupils who have special educational needs to make good progress. More able pupils also achieve well because they can explore and discuss their ideas and points of view.
84. A sufficiently strong focus is placed on major world religions and pupils achieve a good knowledge and understanding of their stories, festivals and practices. Pupils know that religions have special books such as the Bible and the Qur'an and they learn how different faiths celebrate light. This enables pupils to make links between different religious ideas and practices. As a result they learn to show respect for other people's beliefs and values. Pupils' work often takes the form of discussion and role-play so written work available for examination is limited; however, this is supplemented with good displays that focus on aspects of religion such as the Torah from the Jewish faith.
85. Teaching in religious education is good because lessons are well planned and often contain exciting or memorable events that pupils enjoy. Opportunities are created for pupils to share their ideas and feelings and good links are made that enhance their personal and social development. This often takes place through role-play where events such as the home-coming of Rama and Sita at Diwali are enacted. The school supports the teaching and learning of religious education through assemblies, through visits to places of worship and by inviting people of different faiths to talk with pupils. These events serve to give pupils a deeper understanding and respect for other people's beliefs and practices. Pupils enjoyed enacting the Parable of the Sower in an assembly led by the local vicar and their learning was significantly improved by the high level of involvement and empathy created by the experience.
86. The school has acquired a good range of artefacts and resources, that are used effectively to support pupils' learning through lessons and in displays. The subject co-ordinator provides satisfactory leadership and management. She has ensured that pupils cover all aspects of the agreed syllabus by developing a two-year cycle to accommodate the mixed-age classes. However, there are no systematic procedures for assessing pupils' progress and the quality of teaching and learning is not monitored.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. Only one lesson was observed in each of art and design, music and physical education and two were observed in design and technology. It is not therefore possible to make a firm judgement about provision. In addition to the lessons observed, evidence is drawn from discussion with the subject leaders, scrutiny of pupils' work and discussion with pupils.
88. It is evident from the work seen that in **art and design** pupils are offered an appropriate range of experiences to enable pupils to develop their knowledge and skills. There are strong indications from pupils' work that standards are broadly in line with expectations, as they were at the time of the last inspection. The curriculum is enriched by the provision of after-school clubs and the involvement of professional artists who work alongside pupils in school.
89. Pupils' attitudes to their work are very good. This was evident in a Year 3/4 lesson in which pupils worked hard, showing good levels of concentration. The teacher encouraged all pupils to concentrate by celebrating the achievements of individual pupils, sharing their successes with the class, and thus motivating others. Pupils demonstrated good observation skills as they drew the missing half of a face that had been cut from a magazine. The most able pupils produced work of high quality in which details such as shadows, highlights and reflections were accurately depicted.

90. The subject co-ordinator is new to this post. Satisfactory systems have been established to enable her to monitor the curriculum; however, strategies to establish a clear view of standards are underdeveloped.
91. Teachers' planning in **design and technology** indicates that National Curriculum requirements are met. An analysis of pupils' work indicates that standards are above expectation. A detailed examination of photographic evidence and the school's moderation portfolio confirm that the principles of teaching the subject are securely in place because there was clear evidence that pupils not only design and make, but also evaluate, the finished product. For example, Year 2 pupils designed a vehicle that could move down an inclined ramp. The annotated design drawings used to help construct the vehicles contained a section which considered the strengths and weaknesses of the design.
92. An experienced subject leader has used sabbatical funding to help secure and enhance provision in design and technology. She is very enthusiastic about her subject and has considerable expertise and knowledge of standards and provision throughout the school. A portfolio of work and photographs has been compiled to illustrate the range of activities in the subject across the school.
93. Pupils have appropriate opportunities to learn about **music**, to compose and to perform. In a Year 3/4 music lesson pupils used their understanding of the value of crochets, quavers and minims to play their own compositions using a pentatonic scale. More able pupils demonstrated their understanding of musical terms such as pulse, rhythm and ostinata. In this lesson the teacher's good subject knowledge and effective questioning contributed appropriately to pupils' learning.
94. The activities planned by teachers are enriched by the provision of after-school clubs and by the regular involvement of specialist teachers.
95. In whole-school assemblies music is used effectively to create an atmosphere conducive to worship but opportunities to extend pupils' knowledge of differing types of music, and of composers, are sometimes missed.
96. In **physical education**, from looking at documentation, teachers' lesson plans and displays it is evident that the curriculum is organised well to ensure pupils have a full range of activities provided for them. Staff have made good use of professional development and teaching resources to develop good coaching skills. An example of this was observed in a Year 1/2 lesson where the teacher effectively coached and modelled a sequence of jumps to help the children improve their performance. Pupils demonstrated they are able to evaluate their own performance and use the teacher's coaching points to consolidate their knowledge and skills. The school also makes good use of outside providers to give specialist training for football and rugby.
97. Year 4 pupils go swimming regularly. They achieve very well as significant numbers obtain nationally recognised swimming awards. The provision adds much to the pupils' physical education experience and all enjoy the experience which helps them develop socially as well as improve their swimming.
98. The school provides a range of extra-curricular physical education related activities for the older pupils. These encourage pupils to further develop their skills. The school also plays regular sports fixtures against other local teams. This introduces a competitive element to team games and allows the children to practise the skills that they have developed in their lessons.
99. The subject co-ordinator has established satisfactory monitoring systems. However, strategies to establish a clear view of standards are developing. The school has recently increased the

time allocation for physical education and is meeting the aim from the national strategy for two hours per week of high quality physical education within and beyond the curriculum by 2006.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

100. Only one lesson was seen in this area of the school's work and so no judgements are made about the overall provision. The strongest aspect is pupils' personal development as the whole school places a high priority on this aspect. Staff provide many opportunities for the pupils to share ideas and thoughts with adults and other pupils. As a result pupils become mature, responsible young people.
101. The recently developed School Council contributes to the pupils' understanding of citizenship. The School Councillors know that they are listened to and are playing their part in making decisions about the school.
102. A comprehensive programme for personal, social, and health education was introduced last year, which includes work on health, sex, drugs and personal safety. This programme provides a sound base upon which teachers can build.

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 (ethos)	2
Attendance	2
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	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	3
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).